



Behaviour Classification

The behaviours listed are some examples of the behaviours and the classification of a minor, moderate or major behaviour to assist in following the behaviour flowchart at PWPS.

Universal (Minor)	Moderate	Major
Taking other people's possessions	Repetition of universal behaviours becomes moderate	Violence
Being unsafe on/with equipment	Slamming doors	Swearing with intent
Unsafe play (e.g. using sticks or objects as weapons)	Disrespect to staff	Absconding and refusal to return after redirection
Not playing fair	Playing in the toilet	Causing bodily harm to others
Sharing food or money	Inappropriate verbal language - swearing (generally)	Destroying others' property
Going out of bounds	Consistently not engaging in class work	Physical and verbal intimidation
Not sticking to area expectations (playground)	Repeatedly interrupting others' learning	Stealing
Being unsafe in classroom (e.g. swinging on chairs)	Property misuse	
Being unsafe inside (e.g. running)	Misuse of Technology	
Being disrespectful to peers (e.g. throwing food, noisy when lining up)		
Interrupting the learning of others (e.g. calling out in class)		
Physical contact – non serious but inappropriate		
Disruption (e.g. talking while teacher is speaking; loud voices or noises indoors)		
Defiance or non-compliance		
Kicking balls into the carpark on purpose		
Playing banned games e.g. bullrush, tackle football		Version Updated 7/12/2022

Penshurst West Classroom Behaviour Management Strategies

Student Behaviours at each Level	Teacher Response at each Level
Universal - Ready to Learn	
<ul style="list-style-type: none"> • listening • showing the 5Ls (for younger students) • calm and regulated (may include sensory tools) • be ready for the day by being organised • displaying school values and dispositions 	<ul style="list-style-type: none"> • identify positive behaviours with encouragement/support • give reminder (to class) of behaviour expectations • consistent monitoring of behaviours • reward students showing expected behaviours (eg. Dojo points or own class system)
Level 1	
<ul style="list-style-type: none"> • calling out • distracting others • being disrespectful • not engaging in work • not following instructions, the first time • swinging on chairs 	<ul style="list-style-type: none"> • quiet word with student or redirection • verbal warning • reminder of appropriate behaviour • using visuals to communicate expectations eg. First/then • move the student to a different spot in the classroom • potentially modify task or provide a break
Level 2	
<ul style="list-style-type: none"> • repeated Level 1 behaviours • disrespecting others (or their belongings) • disrespecting school property • running inside the classroom or buildings • escalation of negative behaviours 	<ul style="list-style-type: none"> • give student 5-10 minutes 'thinking time' at a separate space within the classroom or in a buddy class to reflect on behaviour choices • 'Time Out' may include a reflection sheet for older children • reinforce classroom expectations • provide a sensory/movement break if needed • possible task modification
Level 3	
<ul style="list-style-type: none"> • consistent targeting of other students • low/medium level swearing • consistently not engaging in work • continued interrupting/rudeness/talking back • breaking school equipment on purpose • repeated Level 1 and 2 behaviours 	<ul style="list-style-type: none"> • send student to AP classroom for 5-10 minutes so they can 'reset' • send work with student • AP designates a space for student to have 'time out' • Teacher logs incident on Sentral • Teacher to call parents to discuss
Level 4	
<ul style="list-style-type: none"> • repetition of level 3 behaviours following 'time out' in AP classroom • physical and verbal intimidation • vandalism • causing bodily harm to others • absconding from classroom and refusal to return after redirection • swearing with intent • violence 	<ul style="list-style-type: none"> • Student is referred to AP for further action with a behaviour slip. • AP may carry out a reflection with the student • AP carries out reflection with student to discuss the appropriate behaviour and the impact it had on others • AP supports the student to identify more appropriate behaviours/actions • AP logs incident on Sentral and calls parent • AP sends letter home to parents • Teacher meets with AP to develop an action plan and discuss whether referral to LST is needed
Level 5	
<ul style="list-style-type: none"> • repetition of formal reflections with AP • extreme violence • causing significant bodily harm to others • severe physical and verbal intimidation/aggression (with intent) 	<ul style="list-style-type: none"> • Principal has reflective conversation with student. • Principal gives student a possible warning of suspension or immediate suspension if required • AP logs incident on Sentral • Principal calls parents to arrange a meeting (AP to also attend) • Teacher and AP develop an action plan and refer to LST