



PBL Minor and Major Behaviour Categories

Commenced Term 4 2025



Behaviour Category	One School Definition	Non-examples	Minor Examples	Major Examples
Abusive language	<i>Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.</i>	Appropriate or non-offensive language such as using casual or slang words that are age-appropriate and non-offensive, swearing in general conversation, calling out in class, chatting in class.	Teacher supports student behaviour learning and the behaviour stops when redirected. Teacher managed in situ and does not warrant a discipline referral to the office or other withdrawal option. Low-level or occasional verbal messages that include name calling, or inappropriate use of words. Behaviour stops when redirected. Examples: swearing loudly when getting 'out' in a game, responding sarcastically and abusive language including swearing, name-calling unrelated to race, religion, gender, back chatting staff.	Severe behaviour incidents that continue despite redirection and support. Discipline incidents of such severity that warrant intervention/support from the learning/play environment to be handled by administration or other designated staff Targeted or offensive language with intent to hurt or intimidate. Examples: Swearing directly at a peer or adult, name calling that is clearly intended to upset or bully someone, use of inappropriate language including swearing despite redirections from adults, using racial, sexual, or discriminatory slurs verbally.
Academic misconduct	<i>Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.</i>	Behaviours that do not constitute inappropriate or false demonstration of learning, working together with a friend on a project when collaboration is allowed or encouraged. Copying a few sentences from a peer's work without permission.	Less serious or isolated incidents, possibly due to misunderstanding or poor judgment. Examples: looking briefly at someone else's paper during a test but not using it extensively, repeatedly copying a few sentences from a peer's work without permission.	Serious, deliberate, and/or repeated violations of academic integrity which impact on academic fairness. Examples: Copying or cheating a large amount of a test, homework, or assignment from another person or AI generated and submitting it as their own.
Bullying	<i>Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.</i>	A one-off incident of name calling, saying or doing something hurtful, not wanting to play with someone, one-off rude comment ("That was dumb") without ongoing pattern. This is harassment.	These are typically repeated low-level behaviours with intent to harm. Examples: Verbal: Repeatedly calling another student names or teasing them about their appearance, mocking someone's accent, cultural or religious choices, joking with intent to demean. Social: Rolling eyes, laughing when a student walks past, or always ignoring their contributions. Online: Posting a mildly insulting comment e.g. on a peer's photo, or sending repeated hurtful or embarrassing emails.	Repeated targeting of a student by saying or doing something intentionally hurtful and doing it over a period, even when a student tells them to stop or shows them that they are upset. Examples: teasing, starting rumours, socially isolating, using offensive language to humiliate/mock a peer or adult, in person or online, having a power imbalance of ages of students or cognitive ability.
Defiance	<i>Student refuses to follow directions given by school staff.</i>	Unable to do the task/ learning. "I can't"/ "I will not". Not doing something the first time it is asked.	Hearing the staff member's instruction and refusing to follow or refusal to comply with instructions that does not endanger others. Example: Instruction given to student two or more times with take up time in between.	Hearing staff instructions and consistently refusing to follow those instructions. Refusal to comply with safety instructions. Example: Refusal to follow safety instructions given by staff such as jumping a school fence to collect a ball without permission.

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Disrespect	<i>Student intentionally delivers socially rude or dismissive messages to adults or students.</i>	A student says, "I don't want to do this" during a difficult task but isn't trying to be disrespectful, a student replies abruptly due to tiredness, stress, or emotional overload: "I don't know!" (said in frustration, not defiance).	Teacher supports student behaviour learning and the behaviour stops when redirected. Teacher managed in situ and does not warrant a discipline referral to the office or other withdrawal option. Intentional rudeness to another person. Targeted facial or body gestures, or written messages intended to provoke, mock or upset others. Behaviour stops when redirected. Examples: Imitation or joke. Students report a student has been showing the rude finger at them. When asked about the incident, student denied it and responded with "I don't care", making socially rude faces and comments using rude language such as "you are a fat pig."	Severe behaviour incidents that continue despite redirection and support. Discipline incidents of such severity that warrant intervention/support from the learning/play environment to be handled by administration or other designated staff Serious/ Intentional public challenge to another person. Consistently disrupts student learning with socially rude or dismissive messages. Examples: Responses to requests or incidents by challenging instructions, use of swear words or more derogatory statements.
Disruption	<i>Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.</i>	Excitedly calling out an answer, discussion, asking a question during silent work, accidental noise, brief out-of-seat movement to retrieve a tissue or put rubbish in the bin.	Any disturbance/ interruption in a class or school activity or event. Behaviour stops when redirected. (Not physical misconduct) Examples: Repeatedly (2-3 times a session) calling out, moving around the room without permission, constantly talking to peers, making inappropriate noises, tapping or kicking the tables, hitting the back of another student's chair.	Significant disturbance/interference that takes away from any learning environment. Behaviour continues with redirection and support to engage with the learning. Examples: These are sustained, loud, or unsafe disruptions that prevent any instruction from continuing such as shoving classroom equipment/ items, continual slamming/banging of door, repeated yelling or screaming, running around the classroom during a lesson or assembly.
Fighting	<i>Student is involved in mutual participation in an incident involving physical violence.</i>	Two students are taking part in unplanned fighting over a ball.	Low- level physical altercations with mutual participation and no injury. Examples: Two students organise to meet with purpose of physical violence, but no physical violence occurs, verbal insults occur.	Sustained, aggressive, or dangerous mutual physical violence resulting in injury. Examples: Two students organise to meet with purpose of physical violence and physical violence occurs such as tackling.
Harassment	<i>Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.</i>	Repeated incident of name calling, saying or doing something hurtful, not wanting to play with someone, one-off rude comment ("That was dumb") with an ongoing pattern. This is bullying. A one-off incident of name calling, saying or doing something hurtful, not wanting to play with someone, disagreeing with someone's opinion or behaviour without referencing personal characteristics.	Harmful actions or messages that are inappropriate but may reflect immaturity, lack of understanding or isolated poor judgement. Examples: imitating a peer's accent or cultural behaviour in a mocking way, making a joke about a person's body shape or size, mild but hurtful stereotypes "girls aren't good at sports", asking intrusive or inappropriate questions about another's persons practices in a teasing tone e.g. cultural, religious or gender. Cultural imitation or statement. Exposure of private body parts or touching of others private body parts- consider age-appropriateness and maturity. (See guidelines-identifying-understanding-responding-student-incidents-sexual-behaviour.pdf)	Deliberate targeting or highly offensive harmful actions or messages targeting the identity of another by saying or doing something that is intentionally hurtful even when a person tells them to stop or shows them that they are upset. Examples: using slurs or highly offensive language aimed at a person's race, religion, identity or disability, making threats or encouraging violence against someone because of who they are, posting demeaning or discriminatory content online about another's identity, drawing or sharing images mocking someone's physical features or cultural background, publicly humiliating a peer with comments such as "go back to your own country". Repeated exposure of private body parts or touching of others private body parts, mimicking sexual behaviours- consider age-appropriateness and maturity. (See guidelines-identifying-understanding-responding-student-incidents-sexual-behaviour.pdf)

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Physical Aggression	<i>Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.</i>	Behaviours involving physical contact that are accidental, playful, or not intended to cause harm . Accidental bumping into another student in a crowded hallway, unintended contact during a game such as tripping during soccer, playful roughhousing or wrestling that is mutual and stops when asked, defending oneself without retaliation (e.g., blocking a hit but not hitting back), accidentally landing on or being pushed into someone.	Teacher supports student behaviour learning and the behaviour stops when redirected. Teacher managed in situ and does not warrant a discipline referral to the office or other withdrawal option. Inappropriate or deliberate contact made by hands or feet which does not result in injury. Intentional but low-level aggression where the risk of injury is low, and the behaviour stops when redirected. Examples: pushing, shoving, barging during a disagreement, throwing a small object (like a pencil) in frustration, not intending serious harm, slapping another student on the arm or leg in annoyance, flicking or pinching another student on purpose.	Severe behaviour incidents that continue despite redirection and support. Discipline incidents of such severity that warrant intervention/support from the learning/play environment to be handled by administration or other designated staff Physical misconduct with the intent or outcome of causing injury or harm to others or self. Serious, deliberate, or sustained actions likely to cause harm or distress — includes incitement. Examples: intentionally punching, kicking, tripping, striking another person with force, biting another person, attacking or harming an animal, intentionally destroying plants or damaging school gardens in anger.
Property damage/ misconduct	<i>Student participates in an activity that results in destruction, damage or disfigurement of property.</i>	Playing or fiddling with objects during learning time, spilling paint or glue during art when trying to follow instructions.	Small scale or low impact damage often impulsive or due to carelessness. Behaviour stops when redirected. Examples: snapping an item in frustration or carelessness, peeling paint or labels off school property, tearing a page in borrowed book., kicking door/wall.	Intentional/ reckless destruction of property belonging to others. Serious, deliberate or repeated damage to property. Examples: smashing an iPad, pulling keys off a laptop, punching holes in walls or damaging furniture, graffiti or tagging other's property, destroying another student's project or personal property, flooding a toilet or classroom area.
Property misuse causing risk to others	<i>Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.</i>	Tapping someone with a ruler, unintentionally hitting someone with a ball while playing a game, accidentally dropping or knocking over an item without causing harm.	Low-level misuse of property causing potential risk but no serious injury or damage. Behaviour stops when redirected. Examples: throwing small classroom items like erasers or paper balls. Using scissors or sharp pencils roughly but not targeting anyone. Tossing sports equipment e.g. a ball too hard at another person or over a fence. Unsafe behaviour with an object such as rock on the oval or swinging around a skipping rope not resulting in injury or damage.	Serious misuse of property or repeated unsafe behaviour causing injury or harm to others. Examples: Repeated unsafe use of property after redirections e.g., throwing equipment/ item an item at a person with enough force to hurt someone, using tools equipment or furniture aggressively or dangerously, throwing objects at windows causing damage.
Refusal to participate in the educational program of the school	<i>Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.</i>	Not starting work when they are unsure what to do. Not having the equipment to complete the task.	Refusing to attempt their learning tasks or following learning expectations after being given additional supports to access and participate in the learning. Examples: student ignores adult instructions or support and does not attempt a task after repeated adjustments to support the student. (Also refer to defiance).	Student actively and/or repeatedly refuses to engage in learning tasks, after repeated adjustments and offers of adult support, student refuses adult interventions or redirection prompts in the learning environment. Examples: after repeated offers of adult support student leaves the learning space without permission, refuses all adult direction and attempts at support, increased non-compliance.

Behaviour Category	One School Definition	Non-examples	Minor Examples Teacher supports student behaviour learning and the behaviour stops when redirected. Teacher managed in situ and does not warrant a discipline referral to the office or other withdrawal option.	Major Examples Severe behaviour incidents that continue despite redirection and support. Discipline incidents of such severity that warrant intervention/support from the learning/play environment to be handled by administration or other designated staff
Technology violation	<i>Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.</i>	Actions that are not inappropriate or are accidents without intent to misuse, wearing a smartwatch that stays on but is not used during school time, accidentally opening the wrong website or app, then immediately closes it.	Low-level misuse without malicious intent or significant harm. Examples: Using a smartwatch during class to send messages or play games, taking photos of classmates or teachers who have not given permission, accessing websites or YouTube videos not approved by the teacher, using devices without permission, giving someone else your password.	Unacceptable or improper behaviour involving ICT facilities and devices. Serious misuse of digital devices or clear intent to deceive, breach privacy, or cause harm Examples: Attempting to access restricted areas of the school's digital system (e.g., trying to guess staff passwords), sending threatening, inappropriate, or harmful messages via devices, using a camera or phone to take and/or share photos or videos of others in private spaces (e.g., toilets, change rooms), taking photos of classmates or teachers without permission with intent to use for malicious purposes.
Theft	<i>Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.</i>	These are accidental, or unrelated actions such as finding something and immediately handing it in to a teacher.	Low-value items, possibly taken without full understanding or malicious intent, but may be opportunistic or impulsive actions. Examples: "borrowing" something (e.g., scissors or headphones) from another desk or bag without asking, finding an item and not handing it in, then keeping it for personal use, holding or passing on another student's item that was taken without permission.	Deliberate removal, concealment, or distribution of valuable items or multiple instances of dishonesty. Examples: Pocketing a small toy from the classroom reward box without permission, stealing money, phones, or valuables from bags, desks, or classrooms, repeated theft of classroom resources, lunch items, or student property.
Truancy (out of class)	<i>Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).</i>	Absences or late arrivals with valid reasons, regulating with a staff member, attending an appointment with family (left early).	Occasional or brief absence without permission. Examples: Leaving the classroom without telling the teacher for a short time, arriving late repeatedly and missing the start of lessons without valid reason.	Repeated, extended, or deliberate truancy affecting learning and safety, noticeably absent from class without reasonable explanation. Examples: Consistently skipping entire classes or parts of the school day, refusing to return to class when asked or caught out of class repeatedly, hiding within the school grounds in place of attending or returning to class.
Use/ possession of weapons	<i>Student is in possession of knives and guns (real or look alike) e.g. gel blaster, pocketknife, or other objects readily capable of causing bodily harm.</i>	No weapon involved, or reasonable explanation with no risk, student finds a potentially dangerous object and hands it to a teacher.	Low-risk or no intent to harm, often involving curiosity, imitation, or misunderstanding. Examples: Student found with a lighter or box of matches in their bag but is not using them, taking a lighter from home out of curiosity and showing it at school.	High-risk, real weapons or clear intent to cause harm, intimidate, or frighten. Examples: Student finds a piece of scrap metal and uses it with intent to harm or intimidate others, brings prohibited items from home to show or threaten others.