



EAS Minor / Major Behaviour Matrix

	Expected Behaviour	Minor	Major (Including repeated Minor behaviour)
Respectful Language	<ul style="list-style-type: none"> • Uses respectful language at all times. • Actively avoids and discourages the use of inappropriate language. • Positive communication and reinforcement of appropriate language choices. 	<ul style="list-style-type: none"> • Use of inappropriate words • Use of slang or derogatory terms without direct harm • Disruption to the learning environment. 	<ul style="list-style-type: none"> • Directed swearing or derogatory language towards an individual. • Persistent defiance using inappropriate language (5). • Language that promotes hate or discrimination.
Defiance / Non-Compliance / Disrespectful	<ul style="list-style-type: none"> • Demonstrates a cooperative attitude. • Follows instructions promptly. • Seeks clarification when unsure, rather than refusing tasks. • Stays in an agreed learning space. Returns promptly from tasks. 	<ul style="list-style-type: none"> • Initial refusal of direction or hesitation/reluctance to comply after redirection. • Passive refusal (e.g., ignoring, avoiding tasks). • Verbal expressions of disagreement without escalation. • Moves from desk/group but stays in classroom/learning area. • Slow to return from task. 	<ul style="list-style-type: none"> • Outright refusal with aggression or disruptive behaviours. • Repeated episodes of non-compliance despite interventions. • Challenges to authority with hostility (e.g. back chatting). • Leaves classroom/learning area without permission. • Out of bounds and will not return to allocated space
Disruption of Learning	<ul style="list-style-type: none"> • Engages actively and quietly in tasks. • Raises hand or waits turn to speak. • Respects the learning environment and helps peers maintain focus. 	<ul style="list-style-type: none"> • Off-task behaviours that may draw peers' attention (including unintentional - e.g. tapping. Stimming not included). • Speaking out of turn or making unnecessary noise. • Minor distractions that may interrupt an individual, group or the flow of instruction. 	<ul style="list-style-type: none"> • Frequent and loud interruptions after redirection on more than 5 occasions (with interventions in place e.g. fidget tools). • Behaviours that halt instructional activities repeatedly (as above). • Any disruptive behaviour that requires the removal of the student or impacts the safety and well-being of others.
Harassment / Teasing / Taunting	<ul style="list-style-type: none"> • Treats others with kindness. • Respectful and inclusive of others. • Encourages and takes action against bullying and harassment. 	<ul style="list-style-type: none"> • Unintentional comments that may be perceived as teasing. Jokes not intended to cause hurt but did. • Use of insensitive words without knowing meaning. • Insensitive comments after being corrected. • Deliberate teasing without aggressive intent. • Mocking or mimicking others in a non-threatening manner. 	<ul style="list-style-type: none"> • Targeted harassment or bullying. • Repeated and escalating taunts meant to demean or provoke. • Behaviour that creates a hostile environment or has a severe emotional impact on another.
Lying or Theft	<ul style="list-style-type: none"> • Tells the truth even when it's challenging. • Respects the belongings and rights of others and seeks permission when necessary. • Takes responsibility for mistakes 	<ul style="list-style-type: none"> • Deliberate dishonesty without significant consequence. • Taking or borrowing items without permission but returning them shortly after. • Cheating on assessments or projects. 	<ul style="list-style-type: none"> • Significant or repeated acts of lying with intent to deceive. • Stealing items, money, or engaging in repeated theft.
Property Damage	<ul style="list-style-type: none"> • Treats all school and personal property with respect. • Uses materials and resources appropriately. • Reports accidents or damages promptly and takes responsibility when necessary. 	<ul style="list-style-type: none"> • Accidental damage due to carelessness or lack of knowledge. • Deliberate misuse of materials leading to minor damage. • Vandalism with non-permanent effects (e.g., pencil markings). • Negligence causing wear and tear to property. • Unintentional mishandling of school materials. 	<ul style="list-style-type: none"> • Intentional acts of vandalism with long-lasting effects. • Destruction of valuable school or personal property. • Repeated or significant damages with clear malicious intent. • Threatening or highly offensive vandalism
Fighting or Physical Aggression	<ul style="list-style-type: none"> • Keeps hands and feet to oneself. • Uses verbal communication to express feelings or resolve conflicts. • Seeks help from adults or peers when feeling overwhelmed or in potential conflict situations. 	<ul style="list-style-type: none"> • Minor physical contact without harmful intent, like pushing in line. • Shoving or minor physical confrontations. • Threatening gestures without actual physical contact. • Initial displays of frustration without targeted aggression. • Aggressive body language or posturing meant to intimidate. 	<ul style="list-style-type: none"> • Intentional acts of violence. • Engaging in physical fights with peers. • Threats of violence or death. • Use of objects or weapons to threaten or harm others.
Digital Technology misuse	<ul style="list-style-type: none"> • Always listen to the teacher and use computers or tablets only for school work. • Keeps personal information to self only visits websites the teacher says are okay. 	<ul style="list-style-type: none"> • A singular occurrence of briefly using technology for non-educational purposes (e.g., playing a quick game) • Not following teacher instructions about technology use immediately but correcting behaviour quickly. • Frequently using technology for non-educational purposes despite reminders • Logging into another student's account 	<ul style="list-style-type: none"> • Bullying using digital technology • Intentionally accessing, downloading, or sharing unsuitable content • Deliberately damaging or sabotaging digital devices, software, or others' digital work. • Attempting to hack into, bypass or alter school computer systems, records, information, etc. Sharing personal, sensitive information without consent. • Encouraging others to harm self