



Capricornia School of Distance Education

Responsible Behaviour Plan Appendix 2014

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The Code of
**School
Behaviour**

Better Behaviour
Better Learning





Appendix A: Capricornia School of Distance Education School Rules

(Available in Virtual and Physical Classrooms)

	We are Learners	We are Respectful	We are Responsible	We strive for Excellence
In Class	<ul style="list-style-type: none"> Be an active participant Take an active role in all learning activities Be a good listener Complete all your work by the due date 	<ul style="list-style-type: none"> Take pride in your work Respect others' right to learn Resolve conflict peacefully 	<ul style="list-style-type: none"> Be on time Be prepared with necessary equipment Ask permission to leave lessons Keep work space tidy 	<ul style="list-style-type: none"> Complete set tasks with effort and to the best of your ability at all times Co-operate with other students, staff and home tutors at all times
Online	<ul style="list-style-type: none"> Be an active participant Take an active role in all learning activities Be a good listener Use online tools for learning only Use a headset and allow others to learn 	<ul style="list-style-type: none"> Look after ICT equipment Report inappropriate use of technology immediately At school, use ICT equipment for school related purposes Use school internet for school related topics 	<ul style="list-style-type: none"> Keep passwords private Keep personal details private Only communicate online with people you know Use appropriate language at all times 	<ul style="list-style-type: none"> Complete set tasks with effort and to the best of your ability at all times Co-operate with other students, staff and home tutors at all times
Playtime/Sport	<ul style="list-style-type: none"> Try new things Share what you know and can do Be an active participant 	<ul style="list-style-type: none"> Play fairly Take turns, invite others to join in and follow agreed rules Play in the assigned areas Stay out of out-of-bounds areas 	<ul style="list-style-type: none"> Eat in designated eating areas Sit during eating times until dismissed by the adult on duty. Care for environment by reducing waste and conserving energy & water 	<ul style="list-style-type: none"> Be a good sport Take turns Encourage others to do their best Co-operate with other students, staff and home tutors at all times
Inreach/Outreach	<ul style="list-style-type: none"> Be an active participant Take an active role in all learning activities Be a good listener. 	<ul style="list-style-type: none"> Be respectful of the location Follow the set rules Take turns, invite others to join in and follow agreed rules 	<ul style="list-style-type: none"> Demonstrate responsible behaviour at all times Leave valuable property at home Take care of your own belongings Be sun safe Use correct safety equipment including closed in footwear 	<ul style="list-style-type: none"> Participate to the best of your ability
Facilities		<ul style="list-style-type: none"> Wait your turn Respect others privacy Behave sensibly in toilets, bathrooms and school facilities 	<ul style="list-style-type: none"> Use toilets appropriately Leave facilities clean and tidy Always wash your hands 	<ul style="list-style-type: none"> Leave facilities as you would like to find them, clean and tidy
All Areas	<ul style="list-style-type: none"> Be an active participant Take an active role in all learning activities Be a good listener Observe due dates and work return schedules 	<ul style="list-style-type: none"> Wear full school uniform including hat and closed in shoes Show courtesy and respect to all and their property Use manners Speak appropriately to all at all times (no bad language or threats) Respect all visitors Care for and respect all school property Co-operate fully with all staff and home tutors 	<ul style="list-style-type: none"> Be a proud ambassador of our school Be in the right place at the right time Clean up after yourself Keep hands, feet and objects to yourself. Wear only approved jewellery (wrist watch, stud earrings, medic bracelet, cultural/religious significance) 	<ul style="list-style-type: none"> Be positive. Be persistent. Be honest: Always tell the truth Take responsibility for your own actions Participate to the best of your ability Be Different. Make a Difference!



Appendix B: Inappropriate Behaviours

Inappropriate behaviour is the violation of the school's core values, pedagogical principles or school rules.

<p>Inappropriate Behaviours include but not restricted to... (underlined behaviours from One School, bulleted behaviours are examples)</p>	<p>Consequences & Follow-Up (as in OneSchool)</p>
<p>Academic Infringement</p> <ul style="list-style-type: none"> - Late or no work return (as per CSDE Assessment Policy) - Limited/no attendance to lessons - Plagiarism / cheating <p>Anti-social Behaviour</p> <ul style="list-style-type: none"> - Indecent Behaviour e.g. of a sexual nature <p>Avoidance Behaviour</p> <ul style="list-style-type: none"> - Work Avoidance e.g. late return of work - Fractional Truancy e.g. missing from class <p>Bullying/Harassment</p> <ul style="list-style-type: none"> - hurtful actions over period of time - actions against race, disability, gender, religion - Cyberbullying e.g. bullying via email, chats, texts <p>IT Misconduct</p> <ul style="list-style-type: none"> - IT Misuse e.g. sharing passwords, hardware misuse - Use of device inappropriately <p>Non-compliance</p> <ul style="list-style-type: none"> - Disruptive Behaviour - Lying - Repeated Out-Of-Bounds infringements - Breach of Responsible Behaviour Plan <p>Physical Aggression</p> <ul style="list-style-type: none"> - Fighting - Pushing - Kicking - Aggression with objects/equipment <p>Serious Misdemeanour</p> <ul style="list-style-type: none"> - Truancy - Theft - Possession of Weapon at school event <p>Substance Misconduct</p> <ul style="list-style-type: none"> - Substance Abuse e.g. possessing, using or distributing - Vandalism <p>Verbal Misconduct</p> <ul style="list-style-type: none"> - Threatening, intimidating, teasing, name-calling - Offensive Language e.g. swearing <p>Other</p> <ul style="list-style-type: none"> - Transport Misbehaviour e.g. bus, car, bicycle misbehaviour - Unsafe Play 	<p>Strategies</p> <ul style="list-style-type: none"> - Natural Consequences - Restorative Justice - Apology - Community Service - Contract - Disable Login - Formal Warning - Parent Contact - Parent Interview - Redirection - Restitution - Withdrawal from play - Withdrawal to Administration - Behaviour Log <p>Follow-Up Consequences (may also include strategies above)</p> <ul style="list-style-type: none"> - In-school supervision - Suspension (1-5) - Suspension (6-20) - Behaviour Improvement Condition - Recommendation for Exclusion <p>Support & Intervention</p> <ul style="list-style-type: none"> - Counselling - Mediation - Alternative Program - Peer / Buddy Support - Change Class - Case Conference - Individual Behaviour Support Plan - Children In Care Funding - Social Games Program - Social Skills Development - Alternative Play Arrangement - Modified Timetable - Discipline Improvement Plan



Appendix C: OneSchool and Related Policy

The OneSchool program is concerned with delivering a comprehensive, flexible and sustainable information management system that will meet the future needs of the Department and schools. The Behaviour Support component of the program allows schools to record positive behaviours, record behaviour incidents and manage behaviour incidents.

All school staff who have access to the OneSchool application will be required to electronically accept conditions surrounding confidentiality of student data when they apply for their security level to the system. To ensure confidentiality and data security, all staff must observe:

- Principle 5.3.3 of the "Code of Conduct"
- ICT-PR-004: Using the Department's Corporate ICT Network
- FM-PR-006: Maintaining the Security of Department Information and Systems

From Policy...	Implication
<p>Code Of Conduct... <i>"Networks such as the Intranet and its connections to the Internet represent a potential risk to the integrity of the Department and the security of its computer systems. For example, unauthorised access and use of confidential information can severely damage the reputation of the Department and its officials undermine personal privacy and expose the Department to costly litigation."</i></p>	<ul style="list-style-type: none"> • Ensure data is entered privately i.e. away from other eyes • Shut down, log off or lock your computer before leaving the computer
<p>Code of Conduct... <i>"You may not share your password/s with another person, share another person's password/s, or record password/s where they may be found by others."</i></p>	<ul style="list-style-type: none"> • Do not share your password with any other person • Do not log on for another person using your password
<p>Code of Conduct... <i>"Electronic messages, telephone and facsimile bills, and electronic files are subject to record keeping, archiving, freedom-of-information (FOI) requests, and audit requirements."</i></p> <p>IFM-PR-006... <i>"...staff responsible for the operation of information systems safeguard the accuracy, completeness and security of information"</i></p> <p>ICT-PR-004... <i>"...safe and secure access and usage of the departmental ICT network by students, school and departmental staff... the policy provides guidance for the publishing of information via the intranet, extranet or internet and the connection of private devices to the departmental network."</i></p>	<ul style="list-style-type: none"> • Ensure behaviour entries are factual • Include statements and observations • Use everyday language – avoid complex language • Make references to artefacts associated with incident e.g. photo, written message, damaged property etc • Don't include personal opinions • Focus on the incident – only record what is relevant • If printing a record, ensure confidentiality and security of hard copy • Compose statements with which you would feel comfortable under Freedom of Information

The following staff have access and responsibilities for recording behaviours in OneSchool. Security level is indicated.

Principal (1) Deputy Principals (1 or 2) HOSES (3) Guidance Officer (GO) Classroom Teachers (6) Specialist Teachers (6) Long Term Contract Teachers (6) Teacher Aides (8) Chaplain (8)

* Short-term relief teachers, other non-teaching staff and student teachers should refer recordable behaviours to an Admin person.

Appendix D: Recording Positive Behaviours in OneSchool

1. After logging onto the computer at school, click on the "OneSchool" shortcut. At home, go to <https://oslp.edu.au>.
2. Enter PIN. (at home you will need to enter your password and username first)
9. Click "Finish"
3. Click "Behaviour Support" then "Record Positive Behaviour"
4. Select student/s.
8. Click "Next" for "Positive Behaviour Summary"
7. Enter details of positive behaviour.
5. Check / enter date. (You can back date events)
6. Outstanding and/or consistent examples of the behaviours below should be recorded. Select positive behaviour categories from drop-down fields.

Category includes:

- o Mini-school
- o Leadership Responsibilities
- o Awards
- o Student Council
- o Peer Mentor Roles
- o Community Work

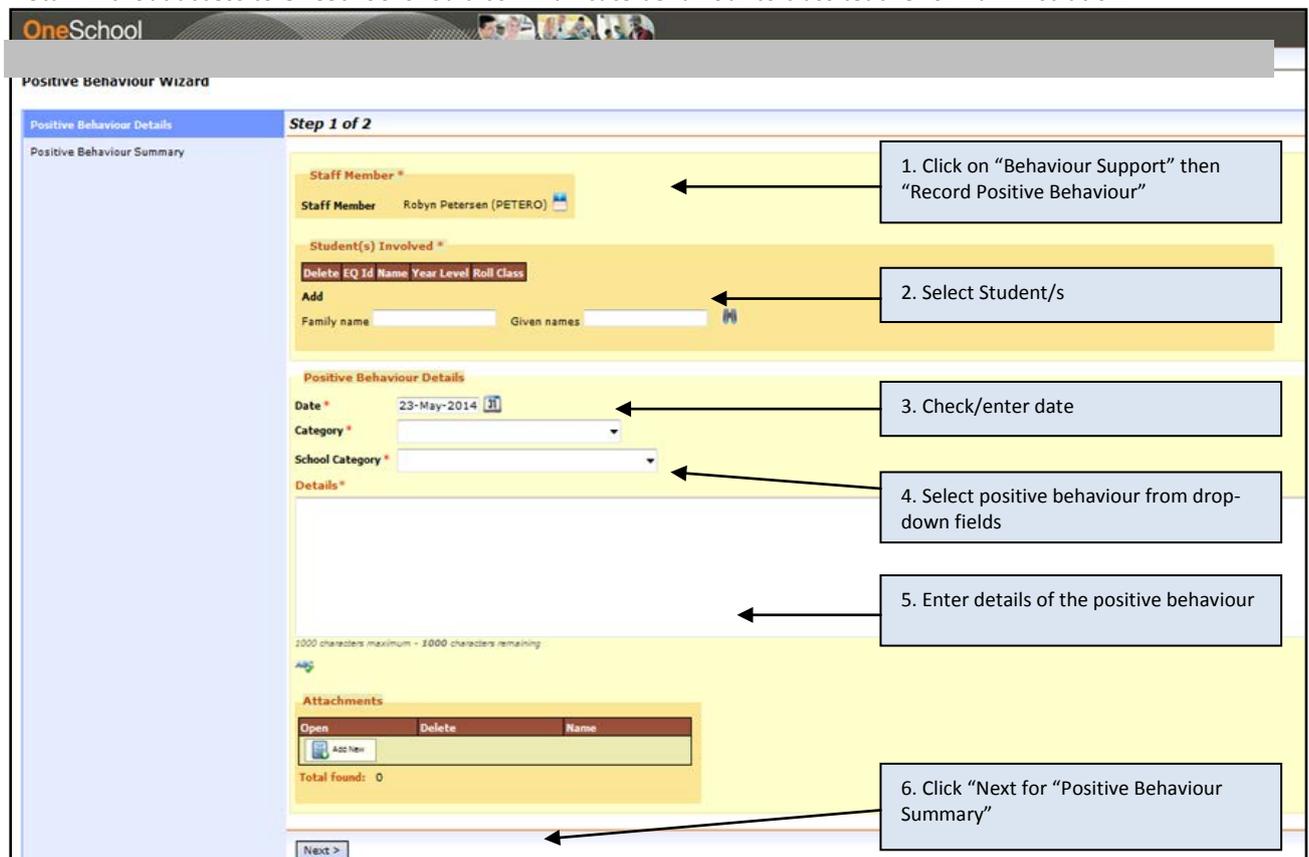
School Category includes

* High Achiever * Mini-school Worker of the Week * Active local & global citizenship * Valuing self & others * Engagement in challenging thinking * Responsible risk taking * Effective communication * Pride * Honesty * Persistence * Effort * Participation * Leadership * Community service * Peer mentor role * Awards * Other

Examples include:

Committing to tasks such as academic competition awards, high achiever awards, class awards, favourable comment from community, helping adults etc

* Staff without access to OneSchool should communicate behaviour to class teacher or Administration.



The screenshot shows the 'Positive Behaviour Wizard' interface in OneSchool. It is titled 'Step 1 of 2' and 'Positive Behaviour Details'. The interface includes a 'Positive Behaviour Summary' sidebar on the left. The main content area has several sections: 'Staff Member' (with a dropdown showing 'Robyn Petersen (PETERO)'), 'Student(s) Involved' (with a table for adding students), 'Positive Behaviour Details' (with fields for Date, Category, and School Category), a large text area for 'Details', and an 'Attachments' section at the bottom. Six numbered callout boxes with arrows point to specific parts of the interface: 1. Points to the 'Record Positive Behaviour' button. 2. Points to the 'Add' button in the student list. 3. Points to the Date field. 4. Points to the Category and School Category dropdown menus. 5. Points to the large text area for entering details. 6. Points to the 'Next >' button at the bottom.

Appendix E: Recording Behaviour Incidents in OneSchool

1. After logging onto the computer at school, click on the "OneSchool" shortcut. At home, go to <https://oslp.edu.au>.
2. Enter PIN. (at home you will need to enter your password and username first)
9. Click "Finish"
3. Click "Behaviour Support" then "Record Incident" (Single Student) or "Record Incident" (Multiple Students)
4. Select student/s.
8. 7. Enter details of behaviour incident.
5. Check / enter date. (You can back date events)

Record Incident (Single Student)

Student Involved *

Student* Family name _____ Given names _____

Staff member * Robyn Petersen (PETERO)

Date of Incident * 26-May-2014

Incident Type * _____

Period * _____

Location Category * _____

Subject _____

Restricted to * _____

Witnesses [Select Witnesses](#)

Incident Details *

Incident details should include information on:

- Location
- Staff and students present
- Lesson or event
- Observed behaviour of the student
- Who or what the behaviour was directed toward
- Action taken to de-escalate the behaviour

7000 characters maximum - 7000 characters remaining

Behaviour Strategies

Categories *	Strategies	Motivation for Behaviour	Referrals
<input type="checkbox"/> Bullying/Harassment <input type="checkbox"/> Defiant/Threats to adults <input type="checkbox"/> Disruptive <input type="checkbox"/> Dress code <input type="checkbox"/> IT misconduct	<input type="checkbox"/> Natural Consequence <input type="checkbox"/> Restorative Justice	<input type="checkbox"/> Don't know	<input type="button" value="Select Staff"/>

Record of contact

Edit	Date of Contact	Contact Type	Contact Details
<input type="button" value="New"/>			

Attachments

Open	Delete	Name
<input type="button" value="Add New"/>		

Total found: 0

11. Click "Save".

6. Enter details of incident. Be factual.

5. Enter all fields with an asterisk. Ensure date is correct.

7. Select Behaviour categories and strategies/consequences. Select motivation for behaviour. "Don't know" is an option.

8. Refer incident to relevant staff members. This alerts the selected staff via an email and their OneSchool home page. PLEASE DON'T FORGET THIS STEP.

9. Enter contact details.

10. Attach any supporting evidence. eg. copy of witness statement, photographic evidence as appropriate, scanned document etc.

REFER!

Act 2009 and the Right to Information Act 2009, all schools and staff need to be vigilant in the way personal information (of staff and students) is collected, stored, accessed, amended, used and disclosed. Please remember that any information you record here may be released to the student and their family, and may be used to inform future decisions regarding the student's education.



Appendix E: Behaviour Incident Report Example – Record into One School

Name:

Date:

Person Completing Form:

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where were staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		



Appendix F: Say NO to bullying Strategy

Bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons. (Rigby 1996, p.15). This pattern of behaviour is designed to hurt, injure, embarrass, upset, or discomfort the victim. Bullying is usually continuing, and often hidden from the gaze of adults. In many cases of bullying, there are elements of harassment and discrimination on the grounds of 'difference'.

Capricornia School of Distance Education does not tolerate bullying or harassment. All teachers are firmly committed to putting an end to acts of bullying. Victims of bullying will be supported.

Who are bullies?

Bullies look for victims. They look for people who don't look confident and who don't stand up for themselves. Bullies behave the way they do for these reasons:

- they are jealous of others
- they don't know how to feel successful in other ways
- it makes them feel powerful to bully someone else
- it helps them to be noticed by other people
- they feel inferior to others and use bullying as a way of covering up those feelings and trying to convince others that they don't feel inferior

What do bullies do?

School bullying behaviours may include –

- hurting victims physically, or hurting/harming their property
- calling the victim names or using insults and 'put-down' comments about others
- drawing attention to the weaknesses of their victims in a nasty way
- deliberately excluding their victim from activities
- playing mean practical jokes on the victim to try to set them up to be embarrassed
- persuading other students to do all of the above behaviours to their victims

These behaviours may take the forms of

- physical bullying (e.g. pushing, bumping into etc)
- verbal bullying (name calling, spreading rumours, phone calls etc)
- non-verbal bullying (excluding from activities, pulling faces etc)
- written bullying (passing notes etc)
- Cyber-bullying (internet, facebook, SMS, email, inappropriate use of chat windows etc)
-

At Capricornia School of Distance Education bullying in all its forms is not accepted and all members of CSDE accept their responsibilities to promote positive relationships and to prevent bullying.

It is important that students staff and parents understand what bullying is, how it impacts on people and how bullying is responded to at Capricornia School of Distance Education. At CSDE we use the following educational strategies.

- Promotion and teaching of positive relationships and anti-bully strategies within unit contexts
- Promotion and teaching of positive relationships and anti-bully strategies within everyday contexts (tele-teaching lessons, class discussions, rules & consequences etc)
- Ongoing school-wide focus through weekly assemblies, newsletters, website links and information and activities available in every Virtual Classroom
- Participation in the annual Say No to Bullying day, raising awareness of bullying and how to prevent it.



Appendix G: Bullying. No way!

HELPING YOURSELF, HELPING YOUR FRIENDS

There are no simple, quick fix answers to bullying, harassment, discrimination and violence. But here are some ideas that have helped others and may help you.

Find someone to talk to.

Tell a trusted friend, teacher or carer. They may be able to support you in your decisions or even mediate between you and the person who is doing the bullying. Best of all, they will listen to how you feel.

Who to talk to

If bullying, harassment, discrimination or violence is happening at school, it is very important that students report the behavior to someone who can help.

Here is a list of people who can be approached to discuss bullying and harassment issues.

- THE PRINCIPAL
- YOUR CLASSROOM TEACHER OR A TEACHER YOU KNOW FROM PREVIOUS YEARS OR INTERACTIONS
- YOUR PARENTS
- YOUR HOME TUTOR
- THE GUIDANCE OFFICER

Students should choose someone whom they feel they can trust and who can either help them resolve the problem themselves or who can follow the issue up on their behalf.

Talk to yourself.

No, you're not going mad! Your mind is your own private space to think through and talk about what has happened and how you feel. Writing down your thoughts and feelings can help too.

Stay positive.

Bullying usually makes us feel small and powerless so it can be difficult to feel positive. Focus upon all the things that you do well.

Be confident.

Use strong, assertive 'I' statements. When you think people are misusing power, tell them 'I don't like that,' in a strong confident voice. Practise this with your friends.

Use conflict resolution skills.

Talk with the person who is harassing or bullying you. Ask them if there is a problem that you might be able to sort out together.

Where possible, ignore people who bully or harass.

You don't have to respond. You can walk away from people who are harassing you. This does not always work, particularly if it is persistent bullying or violence that needs to be reported. You may need to continue ignoring the behaviour for a while.

Hang around with your friends.

Be with people who help you feel good about yourself. Good friends respect, encourage and support you. They care for your wellbeing and are fun to be around. And you'll make new friends by respecting, encouraging and supporting others.

Stick up for your friends.

If you have a friend who is being bullied, stick up for them, listen to them talk about how it feels, let them know you care... and give them this information. Also try standing up for others you don't know so well.

Remember if we do nothing we are part of the problem.

(From Bullying NO Way!)

Appendix G: Bullying. No way!

Staff, parents, Home Tutors and students are encouraged to utilise the "Bullying. No Way!" website and mobile application. Students can access this site from their Virtual Classrooms and the school website.

Bullying. No way! <http://www.bullyingnoway.gov.au/index.html>

Safe Schools Hub: <http://www.safeschoolshub.edu.au/home>

National Safe Schools Framework:

<http://www.safeschoolshub.edu.au/documents/nationalsafeschoolsframework.pdf>



Students are encouraged to use the Five Finger Strategy when dealing with bullying.





Appendix H: Possession of Mobile Phones and Electronic Devices

The personal use of mobile phones, iPods, pagers, portable CD and MP3 players, Personal Digital Assistants and similar electronic devices in class and at face to face meetings is disruptive to the learning environment of all students and is discouraged. However, in special circumstances students can negotiate arrangements with their teachers and/or school administration for their use where appropriate.

Outcomes Expected:

- Students are deterred from bringing electronic devices to class and school functions which have the potential to detract from learning occurring.
- Where it is appropriate for these items to be with CSDE students, students have been made aware of their responsibilities regarding the security, storage and use of these items.

Procedure:

1. Students should be discouraged from bringing items such as mobile phones, iPods, pagers, portable CD and MP3 players, personal digital assistants and similar electronic devices to school, on excursions, clusters, camps or during similar extracurricular activities.
2. Students wishing to use these devices in special circumstances should negotiate arrangements with the principal or Head of Campus. This includes informing the principal that he/she has the device in his/her possession and how it is intended that the item will be kept secure during the school day.
3. Students whose parents wish them to bring a mobile phone to school functions to be used to contact parents in extenuating circumstances or to arrange after school activities must ensure the mobile phone is switched off during learning activities and that it is out of sight.
4. The security of the mobile phone is the responsibility of the student. It should be stored in a safe place.
5. The school office is the preferred place for the storage of these phones. No liability will be accepted by the school in the event of the loss, theft or damage of any device
6. It is important that students display courtesy, consideration and respect for others whenever they are using a mobile phone. This includes after school hours.
7. If at any time, the use of a mobile phone, in-phone camera or similar device is deemed appropriate for use within the curriculum program by a teacher, the teacher should inform the admin team of the intended usage.
8. If a mobile phone or similar device is brought to school and not reported according to this policy, the administration will confiscate the item for the day and store it at the office. At the conclusion of the school day, the item can be collected by the students. Parents will be contacted by the administration to determine future procedures to be followed.
9. Students using mobile phones or similar items inappropriately or bringing disrepute onto the school through the use of these devices will have disciplinary action taken against them, which may include suspension if the device has been used in an indecent or inappropriate manner, bringing disrepute on the school or student.
10. In the event of a school emergency or critical incident, students are forbidden to use mobile phones as all critical information will be conveyed through the office only to ensure accuracy or information which meets departmental protocols.
11. Australian Mobile Telecommunications Association (AMTA) has useful resources to manage student use. Website: www.amta.org.au

Adapted from SCM PR003-Appropriate Use of Mobile Telephones and Other Electronic Equipment by Students.



Appendix I: Knife Policy

At Capricornia School of Distance Education;

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school

It is against the law for a student to have a knife at school.

If a student has a knife at school, they can expect serious consequences. This could include suspension, exclusion or referral to police.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal and Head of Campus will take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences (e.g. suspension)
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents and Home Tutors help to keep our school safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact a member of the Administration Team.



Appendix J: Discipline Improvement Plans

Discipline improvement plans are included in the school behaviour plan as a disciplinary option.

The school community has been consulted about expected behaviours and consequences for inappropriate behaviour.

The discipline improvement plan exemplar template is available below.

The principal determines that a discipline improvement plan should be imposed.

The conditions of the discipline improvement plan are established in collaboration with the student and their parent/s including:

- behaviours expected of the student
- consequences for not meeting the expected behaviours
- participation in relevant programs to address inappropriate behaviour (where appropriate)
- support to be provided by school (e.g. particular programs, support person) and
- the duration of the plan.

The discipline improvement plan is developed in consultation with the student and the parent.

The principal agrees to the discipline improvement plan and copies are provided to the student and parent.

The discipline improvement plan is recorded in OneSchool (keeping records in OneSchool enables them to be used as evidence in the future, for example, it records that student knew the expected behaviour and consequences and records the support that was put in place by the school).

Resources

[Safe, supportive and disciplined school environment](#) procedure

[Statement of expectations for a disciplined school environment](#) policy

[Ombudsman Good Decision-Making Guide](#)



Appendix J: Example Discipline improvement plan for Student

Discipline improvement plan for Student Name

Student problem behaviour/incident

Insert description of behaviour(s)/ incident(s) that has led to the requirement for this plan.

School support

Insert description of support, resources, program/ strategies to assist the student's improvement.

Expected behaviour

Examples

- You will be punctual, attend school and participate in all classroom learning activities for the next 2 weeks.
- You will attend and participate in the xxx program (e.g. drug and alcohol) run by (staff member name) for (number) weeks.
- You will meet with your year coordinator on Mondays and Wednesdays at 10:00am to learn how to behave respectfully to your teachers.
- You will meet with the guidance officer at lunch times for the next 3 weeks or until the guidance officer is satisfied that you have learned how to play safely with other children.
- You will check in and check out daily with (staff member name) every morning at 8:30 am for the next 2 weeks. They will ensure you have all of the equipment you need for the day and that you have had your daily behaviour monitoring sheet signed by relevant staff and your parents.

Consequences for non-compliance

Include clear consequences for non-compliance (it is inappropriate to include consequences which are formal processes, for example, suspension or exclusion as the behaviour of the student must meet one of the grounds and due process must be followed)

-

People who can support you

- Include name of school support people

Agreement

I/We agree to Student Name's plan outlined above and understand that this plan will begin on day month year and be reviewed on day month year.

Signatures:

Student
Date

Principal
Date

Parent/s
Date

Other
Date

Review date:



Appendix J: Re-engagement Process

Students who enrol with Capricornia School of Distance Education with existing Major Behaviour Incident Records are supported to re-engage with the school community and their learning.

Students are case managed to work with their support team and the following documents are developed, maintained and reported on in OneSchool.

- Individual Student Plan
- Education Support Plan
- Action Plan
- Risk Management Plan for Field Services

Each document uses the Responsible Behaviour Management Plan as the basis for student progress.