5 MAY 2023

Mr Aaron Harper MP
Chair
Health and Environment Committee
Parliament of Queensland
Email: HEC@parliament.qld.gov.au

Dear Mr Harper

I refer to your correspondence dated 21 March 2023 seeking assistance from the Department of Education (the department) with the Health and Environment Committee's (the Committee) *Inquiry into reducing rates of e-cigarette use in Queensland*, noting the important role of Queensland state schools in harm reduction and education around vaping.

The department has prepared a submission in response to the Inquiry's Terms of Reference 1c, 2b and 4, including details of policies and preventative activities relating to school children that have been implemented by the department, including program approaches and accessibility of resources to discourage uptake and use of e-cigarettes by young people.

Should you require any further information, please contact Ms Stacie Hansel, Deputy Director-General, Schools and Student Support Division, on ▮▮▮▮▮▮▮ or via email at ▮▮▮▮▮▮▮▮▮▮.

I trust this information is of assistance to the Committee.

Yours sincerely

SHARON SCHIMMING
Acting Director-General

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Queensland Department of Education Submission

Health and Environment Committee: Vaping – An inquiry into reducing rates of e-cigarette use in Queensland

Table of Contents

Introduction

The Department of Education (DoE) welcomes the opportunity to contribute to an inquiry into reducing rates of e-cigarette use in Queensland.

This submission considers the Terms of Reference (ToR) in the context of:

- the current status in Queensland relating to the approaches being taken in Queensland schools and other settings relevant to children and young people to discourage uptake and use of e-cigarettes (ToR 1c);

- opportunities to increase accessibility and effectiveness of services and programs to prevent uptake and continuing use of e-cigarettes (ToR 2b); and

- a jurisdictional analysis of other e-cigarette use inquiries, legislative frameworks, policies and preventative activities (including their effectiveness in reducing e-cigarette use) (ToR 4).

Information to support the submission

- DoE welcomes the recent announcement of a Parliamentary inquiry, referred to the Health and Environment Committee (the Committee), into reducing rates of e-cigarette use in Queensland.

- e-cigarettes (vaping) use a battery-operated e-cigarette to heat a chemical liquid that produces a vapour which can be inhaled to mimic the act of smoking. Vaping is not harmless and long-term risks from vaping are still unknown.

- Smoking, including the use of e-cigarettes or vaping, is banned at all Queensland state and non-state schools, and for five metres beyond their boundaries.

- DoE has a total ban on smoking on all departmental premises to comply with tobacco laws. The ban affects schools, school grounds, outdoor education centres, regional and district offices, and central office buildings.

- Although sales are restricted in Australia, vaping equipment can easily be obtained by many young people.

- Along with the broader community, schools have a role to play in ensuring our young people are supported to keep themselves safe and aware of the harmful effects of alcohol, tobacco and drugs.

- Figures released by the Australian Institute of Health and Welfare show the use of vaping has risen rapidly in the past three years.

DoE Response to Terms of Reference

ToR 1c. – The current status in Queensland relating to the: approaches being taken in Queensland schools and other settings relevant to children and young people to discourage uptake and use of e-cigarettes.

- Schools play a critical role in supporting the health and wellbeing of all Queensland state school students.

- DoE acknowledges the importance of preventative measures and providing health, safety and wellbeing education, including the risks associated with cigarettes, tobacco products and vaping products, such as e-cigarettes, e-cigars and vape pens.

- DoE's Equity and Excellence strategy (the strategy) is about supporting all students. Wellbeing and engagement are a key focus of the strategy, because we know that being healthy, confident and resilient builds a strong foundation for engaging in learning.

- The strategy supports schools to connect with community partners and government agencies to develop and deliver strategies that respond to local needs to support wellbeing, engagement and learning.

Supporting students' health and wellbeing

- Queensland schools are guided by DoE's Supporting student health and wellbeing policy statement, which highlights that:
  - it is principals' primary responsibility to ensure systems are in place to promote and support the health and wellbeing of students when at school or involved in school activities; and
  - students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning.

- Schools ensure systems are in place to promote and support the health and wellbeing of students when they are at school or involved in school activities.

- In secondary schools, School Based Youth Health Nurses (SBYHN) work with students and staff to highlight the risks associated with vaping.

- External organisations, such as Dovetail (https://www.dovetail.org.au/), a drug and alcohol support service, provide training, workshops and e-learning opportunities, in addition to clinical advice and professional support to staff working with young people who vape.

Education programs and resources

- All Queensland state school students receive health and wellbeing education and support at school. This includes information relating to alcohol and other drug use, and student support to make sound decisions about their health, safety and wellbeing.

- DoE's Alcohol and Other Drugs (AOD) education program is available to all Queensland schools for students in Years 7 to 12.

- The AOD program provides opportunities for teachers to guide discussions, address concerns as they arise, help students develop responsible behaviours and work through sensitive and complex issues that affect young people.

- The program uses a harm-minimisation approach to support young Queenslanders to develop a greater awareness and understanding of the impacts of alcohol and other drug use.

- Following the 2019 release of the Queensland Alcohol-related violence and Night Time Economy Monitoring (QUANTEM) report, DoE committed to an independent review of its AOD program.

- In 2022, the Department of the Premier and Cabinet provided $600,000 to DoE over a two-year period to conduct this review.

- The review is currently being conducted in collaboration with the University of Queensland (The National Centre for Youth Substance Use Research).

- The AOD program will be revised and strengthened using evidence-informed best practice and will include the specific topics of vaping and e-cigarettes.

- The revised AOD program will be available to Queensland schools in early 2024 and will include:

  - teaching guidelines;

  - resources to support students to develop greater awareness and understanding of the impacts of alcohol and other drug use, including vaping and e-cigarettes;

  - resources to support students' capacity to make responsible, safe and informed decisions and to improve their ability to effectively manage challenging situations; and

  - additional resources that address peer influence and social influence as contributing factors for vaping amongst students.

- In addition to the AOD education program, Queensland state schools use a range of resources and approaches to educate students about the dangers of vaping, including those developed by DoE and by external organisations such as the Cancer Council Queensland and the Lung Foundation Australia.

- DoE, in collaboration with Queensland Health, is currently developing targeted education resources to assist schools to prevent, reduce and respond to vaping and e-cigarette use by young people.

- DoE acknowledges that health messages should be delivered in a balanced and factual way.

- Comprehensive staff wellbeing resources are also available within DoE to support staff to adopt healthy behaviours including quitting smoking, and the use of vaping products.

- **Attachment 1.1** provides an overview of the current content of the AOD education program.

- Key aspects of what students learn as part of the AOD education program for each year level is provided below.

AOD education program year level overview
The Year 7 AOD education program is designed to help young people develop good decision-making skills. Students learn and practise these skills as they explore the following topics: • coping with change; • helping myself and supporting others; • making choices; • accessing health information; and • researching health information.
The Year 8 AOD education program is designed to help young people develop good decision-making skills. Students learn and practise these skills as they explore the following topics: • good decision-making; • understanding community thinking; • being kind to your body; • being in control; and • knowing the truth about cannabis.
The Year 9 AOD education program is designed to help young people understand and safely respond to the culture of drinking in Australia. Students learn and practise these skills as they explore the following topics: • responsible drinking; • drinking culture; • considering gender norms and stereotypes; • exploring alcohol advertising and consumer rights; and • analysing advertising messages.
The Year 10 AOD education program is designed to help young people take responsibility for positively influencing, and contributing to, their friends and community. Students learn and practise these skills as they explore the following topics: • responsible partying; • alcohol and drug myths – determining the truth; • recognising real risks; • reducing risk through good decision-making; and • responding to harmful situations.
The Year 11 AOD education program is designed to help young people make good decisions and develop skills to ensure their own and other's safety. Students learn and practise these skills as they explore the following topics: • investigating drugs, alcohol and violence; • considering the legal implications of drug and alcohol use; • having strategies for a safe night out; • leading by example; and • responsible decision-making to ensure safety of self, peers and others.

The Year 12 AOD education program is designed to help young people adopt some of the responsibility for their own safety when in social situations. Students learn and practise these skills as they explore the following topics:

- contributing to a safe community;
- being aware in social situations;
- thinking about respect, values and actions; and
- promoting positive action for self, peer and community safety
- celebrating safely.

- Further information for parents to support their children as they learn about alcohol and other drugs is provided on the department's website at https://education.qld.gov.au/curriculum/stages-of-schooling/alcohol-and-other-drugs and includes links to external websites.

Curriculum

- The P–12 curriculum, assessment and reporting framework specifies that Queensland state schools are required to provide health and wellbeing education as part of the Australian Curriculum: Health and Physical Education (AC:HPE) or as part of the school's pastoral care program. Alcohol and other drugs education is required learning within the AC:HPE and the context of e-cigarettes is included for schools to deliver as they see fit as part of the curriculum.

- DoE's Curriculum into the Classroom (C2C) resources support schools to deliver the Australian Curriculum: Health and Physical Education (HPE).

- C2C HPE materials provide units across Prep to Year 10 with age-appropriate information about alcohol and other drug use and student support to make sound decisions about health, safety and wellbeing.

Education on alcohol and other drugs in addressed in these Curriculum into the Classroom Health and Physical Education (HPE) units	
Year level	**C2C Unit**
Prep	Unit 3: Looking out for others
Year 1	Unit 3: We all belong
Year 3	Unit 3: Healthy futures
Year 4	Unit 3: Health channels
Year 7	Unit 2: I can make good decisions
Year 8	Unit 2: My decisions, my life
Year 9	Unit 3: My social responsibility
Year 10	Unit 3: I can influence others Unit 4: Excellence in health

Student Code of Conduct

- Every Queensland state school is required to publish a [Student Code of Conduct](#) on the school's website and provide a copy of the document to newly enrolled students and their parents. **Attachment 1.3.**

- The Student Code of Conduct contains information about the temporary removal of student property by school staff procedure, including:
  - a clear explanation of the items considered inappropriate to bring to school such as e-cigarettes, pod vapes, vape pens, box mods and vaporizers;
  - that state school staff may in certain circumstances remove student property without the consent of parents or students;
    o examples of property that may be temporarily removed, such as bags, mobile phones, jewellery or prohibited items such as knives or vaping products;
    o examples of the amount of time certain property may be temporarily removed (e.g. end of day or school week); and
    o that student property may be seized by the police.
  - Schools are encouraged to review their Student Code of Conduct to ensure it is current and includes specific references to items students are prohibited from bringing to school, including: tobacco and other smoking products; e-cigarettes; pod vapes; vape pens; box mods; and vaporizers; and the consequences of breaching these rules.

- Careful consideration of appropriate and proportional consequences with a focus on harm minimisation is important when addressing behaviours associated with vaping. Schools are encouraged to consider preventative measures, such as development of a whole-school framework that promotes healthy lifestyle choices through an integrated curriculum, which also raises awareness of the harms of substance misuse.

- An example of this educative approach is provided in **Attachment 1.2** where a Solution Plan to assist schools to address vaping issues has been developed by staff in Metropolitan Region (Central Brisbane) as part of their Positive Behaviour for Learning framework to supporting student behaviour.

- This instructional example has been shared with other regional teams across Queensland to supplement the existing Wellbeing and Curricular resources.

Resources

- Vaping was the focus of DoE's Behaviour Bulletin newsletter in January 2022. This edition of the statewide behaviour newsletter provided information on:
  - [Vaping and Young People for Educators](#);
  - [Vaping and Young People for Parents and Carers](#);
  - [Talking about vaping with young people](#);
  - [Vaping Lingo Dictionary](#);
  - [Unveil what you inhale](#);
  - [Tackling Indigenous Smoking](#); and
  - [Webinar – Are E-cigarettes the magic bullet](#).

- A range of resources are available to school staff through DoE's intranet, including:
  - [Vaping and young people for educators' fact sheet](#) — this fact sheet from the Lung Foundation Australia, provides evidence-based information about vaping and e-cigarettes for educators working with young people;
  - [Vaping and young people aged 12–17 years fact sheet](#) — this fact sheet from the Lung Foundation Australia, provides evidence-based information about vaping and e-cigarettes to help young people aged 12–17 years make informed decisions about vaping and e-cigarettes;
  - [Queensland Health—tobacco laws in Queensland at education facilities](#);
  - [Queensland Health—smoke free resources including fact sheets and FAQ's](#);
  - [Queensland Government—e-cigarette laws](#);
  - [Heart Foundation—risk factors for heart disease](#); and
  - [Cancer Council—reduce the harm caused by smoking and tobacco](#).

ToR 2b. – Opportunities to increase accessibility and effectiveness of services and programs to prevent uptake and continuing use of e-cigarettes.

- DoE will investigate opportunities to:
  - increase the provision of additional support to Queensland schools in the prevention of uptake, and continuing use, of e-cigarettes in primary school settings could be achieved through consideration of an extension of the AOD education program to Years 5 and 6 students with suitably modified materials. This content and lessons in addition to the risk factors about e-cigarettes, would focus on risk prevention strategies that students could use if/when they are being encouraged to use these devices;
  - expand DoE's public facing AOD education program website to include a dedicated vaping/e-cigarettes resource section which would include:
    o parent and student fact sheets;
    o Queensland Health and DoE support materials once finalised; and
    o support organisations for parents and students available to schools and the general public.
  - promote selected external provider resources e.g., Dovetail and the Lung Foundation for use by Queensland state schools and families. DoE has engaged with both Dovetail and The Lung Foundation to endorse the range of 'vaping' resources that they produce;
  - explore use of additional evidence-based education and support programs;
  - create a public facing web presence with supportive resources tailored for students, staff and parents.

- Other action to date includes:
  - individual state schools are encouraged to determine how they provide age-appropriate programs in consultation with the local school community and the specific needs of their students. This may include accessing evidence-based informed programs from private providers or use of DoE's AOD Education program; and
  - vaping and e-cigarette use was a focus of the Ministerial Student Advisory Council held in April 2022, with the views of students on addressing vaping issues being openly shared with the Minister.

- **Diagram 1** below provides a visual depiction of the topics and opinions shared by students at the Ministerial Student Advisory Council, and which have been used to inform the development of DoE's approach.
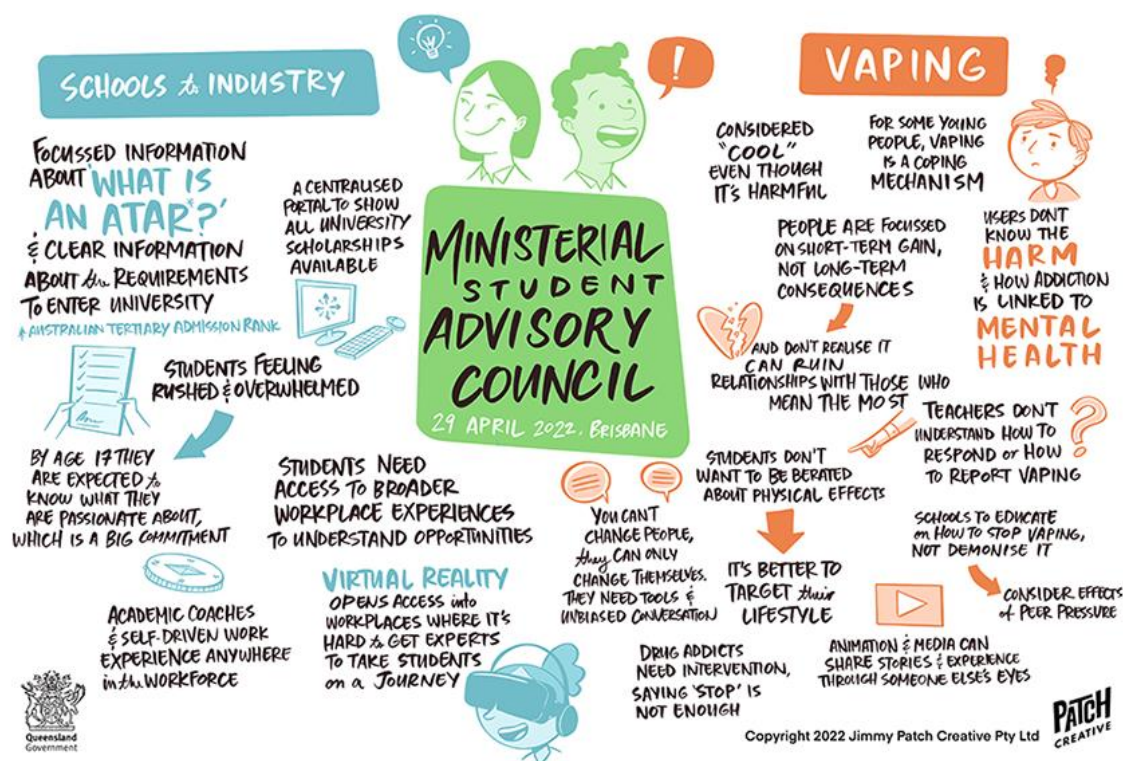

Diagram 1 - Ministerial Student Advisory Council topics - April 2022

- DoE is participating in the Queensland Health led Youth Smoking Interagency Advisory Group. The aims of the advisory group are to:
  - prevent and reduce youth smoking (tobacco and e-cigarettes) rates in Queensland through coordinated, collaborative efforts by government and non-government agencies; and
  - enable member agencies to work collaboratively to maximise the collective impact of youth smoking prevention policy and program delivery.

Australian Government measures to address vaping

- Following public consultation led by the Therapeutic Goods Administration in December 2022, the Federal Government is proposing stronger regulation and enforcement of all e-cigarettes, including new controls on their importation, contents and packaging.

- The Federal Government announced on 2 May 2023 it will work with states and territories to stamp out the growing black market in illegal vaping, including to:
  - stop the import of non-prescription vapes;
  - increase the minimum quality standards for vapes including by restricting flavours, colours, and other ingredients;
  - require pharmaceutical-like packaging;

- reduce the allowed nicotine concentrations and volumes; and

- ban all single use, disposable vapes.

- The Federal Government will also work with states and territories to close down the sale of vapes in retail settings, ending vape sales in convenience stores and other retail settings, while also making it easier to get a prescription for legitimate therapeutic use.

- The Federal Budget will include $63 million for a public health information campaign to discourage Australians from taking up vaping and smoking and encourage more people to quit.

ToR 4. – A jurisdictional analysis of other e-cigarette use inquiries, legislative frameworks, policies and preventative activities (including their effectiveness in reducing e-cigarette use).

State	Website	Other inquiries	Legislative frameworks and policies	Preventative activities and their effectiveness in reducing e-cigarette use
QLD	https://www.qld.gov.au/health/staying-healthy/atods/smoking/devices https://www.health.qld.gov.au/public-health/topics/atod/tobacco-laws/electronic-cigarettes	NA	Electronic cigarettes and electronic cigarette products which contain nicotine are illegal in Queensland, unless on prescription and provided by a pharmacist or through Therapeutic Goods Administration processes. Electronic cigarettes (whether they contain nicotine or not) are considered to be smoking products under the *Tobacco and Other Smoking Products Act 1998* (PDF) and cannot be used in non-smoking indoor and outdoor areas, sold to children under 18 years of age, or advertised, promoted or displayed at retail outlets.	QuitHQ/Quitline program - https://www.quithq.initiatives.qld.gov.au/ Vape Truths – getting the truth about vaping https://www.vapetruths.initiatives.qld.gov.au/ QPS vaping awareness videos for local schools https://mypolice.qld.gov.au/news/2022/07/14/police-launch-vaping-awareness-videos-for-local-schools/. There is no data available on the effectiveness of these strategies.
WA	https://www.health.wa.gov.au/Articles/F_I/Health-effects-of-vaping	NA	In WA, e-cigarette devices and their components cannot be sold by tobacco or general retailers. It is also	Anti-vaping toolkit https://myresources.education.wa.edu.au/programs/vaping

State	Website	Other inquiries	Legislative frameworks and policies	Preventative activities and their effectiveness in reducing e-cigarette use
	https://www.healthywa.wa.gov.au/vaping https://www.health.wa.gov.au/Improving-WA-Health/Smoke-Free-WA-Health https://www.healthdirect.gov.au/e-cigarettes-vaping		illegal to sell vapes to friends at school or in the community. It is illegal to sell, supply or possess nicotine vaping products (or any liquid that contains nicotine) without a prescription from a doctor, including products imported from overseas.	There is no data available on the effectiveness of this strategy.
NSW	https://www.health.nsw.gov.au/tobacco/Pages/e-cigarettes.aspx	NA	NSW Government Submission – Australian Senate Nov 2020	The facts about vaping https://www.health.nsw.gov.au/vaping Information for parents and carers https://education.nsw.gov.au/parents-and-carers/wellbeing/health-and-safety/what-you-need-to-know-about-vaping Quitline There is no data available on the effectiveness of these strategies.
VIC	https://www.betterhealth.vic.gov.au/health/healthyliving/victorias-tobacco-laws	NA	Department of Education *Smoking and vaping ban* policy https://www2.education.vic.gov.au/pal/smoking-vaping-ban/policy	Resources – Smoking and Vaping Ban Quit Victoria https://www.health.gov.au/topics/smoking-and-tobacco/smoking-and-tobacco-contact.

State	Website	Other inquiries	Legislative frameworks and policies	Preventative activities and their effectiveness in reducing e-cigarette use
				Advice for parents https://www.vic.gov.au/smoking-and-vaping-advice-parents. There is no data available on the effectiveness of these strategies.
SA	https://www.sahealth.sa.gov.au/wps/wcm/connect/	NA	*Tobacco and E-Cigarette Products Act 1997* https://www.legislation.sa.gov.au/	Knowing the facts about vaping is part of South Australia's approach to respond to e-cigarette use in schools. South Australian schools are required to be smoke-free (including vaping). Schools are further supported through e-cigarette content in curriculum, evidence-based resources, funded external programs, training and support. https://www.education.sa.gov.au/parents-and-families/safety-and-wellbeing/health/alcohol-tobacco-and-other-drugs-schools There is no data available on the effectiveness of these strategies.

State	Website	Other inquiries	Legislative frameworks and policies	Preventative activities and their effectiveness in reducing e-cigarette use
NT	https://nt.gov.au/wellbeing/healthy-living/vaping	Select Committee on Electronic Cigarettes and Personal Vaporisers (vaping) https://parliament.nt.gov.au/committees/list/ECPV	Smoke free premises policy https://education.nt.gov.au/__data/assets/pdf_file/0018/258111/smoke-free-premises-policy.pdf	NA available on public-facing sites.
ACT	https://www.health.act.gov.au/about-our-health-system/population-health/smoke-free-environments/electronic-cigarettes	NA	Use of electronic cigarettes is prohibited in legislated smoke-free areas in the ACT under the *Smoke-Free Public Places Act 2003*.	Factsheet re: vaping https://www.health.act.gov.au/sites/default/files/2019-05/Electronic%20cigarettes.pdf There is no data available on the effectiveness of this factsheet.
Tas	https://www.health.tas.gov.au/health-topics/smoking/smoking-topics/e-cigarettes	NA	Department of Health and Human Services *Guidelines for the Sale of Smoking Products*. https://www.health.tas.gov.au/health-topics/smoking/selling-smoking-products/smoking-product-legislation	Requirement for doctor's certificate in order to purchase vape. There is no data available on the effectiveness of this strategy.

Alcohol and other drugs education program

Education is one of the components that can create social and cultural change in attitudes to alcohol usage. It is through education that responsible behaviour and social expectations can be examined to reduce alcohol-related violence and anti-social behaviour and address safety issues.

Alcohol and other drugs education program

Schools are well positioned to make a difference by providing students with opportunities to learn through alcohol and other drugs education.

With this in mind, the Department of Education and Training, together with the Queensland Curriculum and Assessment Authority developed an *Alcohol and other drugs education program* aimed at students in Years 7 to 12.

Principals in consultation with the school community make decisions about how the program is implemented. The materials for Years 7 to 10 students align with the Australian Curriculum: Health and Physical Education and can be delivered as part of the curriculum or as part of a school's pastoral care program. Years 11 and 12 materials are designed as a stand-alone pastoral care program.

The program is based on the principles of harm minimisation – a preventative approach that encourages non-use; reduces risks associated with use; and promotes healthier, alternative behaviours.

The *Alcohol and other drugs education program* has been designed to develop students' awareness and understanding of the impacts and consequences of alcohol and other drug use and to increase students' capacity to make responsible, safe and informed decisions.

The content and approaches in the program are based on drug education research and on best practice educational approaches. The program has been developed in consultation with a range of stakeholders and experts in the field.

Approach

Teachers of Years 7 to 12 students are supported by online materials. These materials include information, teacher guidelines and resources for each year level with options for flexible delivery for approximately five hours per year level.

Students are taught about the culture, attitudes and social expectations of alcohol consumption, including the risk of binge drinking, illicit drug use, and alcohol and other drug-related violence.

The *Alcohol and other drugs education program* is informed by the Department's Drug education and intervention advice and supports the Learning and Wellbeing Framework.

The program is available to all Queensland schools. The teaching resources are available online to state schools via the Learning Place and for non-state schools via Scootle, the National Digital Learning Resources Network managed by Education Services Australia.

Parents and caregivers

Importantly, the *Alcohol and other drugs education program* is not intended to replace the discussions students will have with their parents or caregivers.

The program has been designed recognising that schools are well-placed to provide information and education on this subject. There are many opportunities within the program for teachers to encourage discussion between students and their parents or caregivers.

Resources have also been developed to inform parents of the learning their child is undertaking as part of the program. These resources will support parents to reinforce this learning at home.

Release dates

Teacher guidelines and resources to support alcohol and other drugs education in schools for each year level from Year 7 to 12 are currently available.
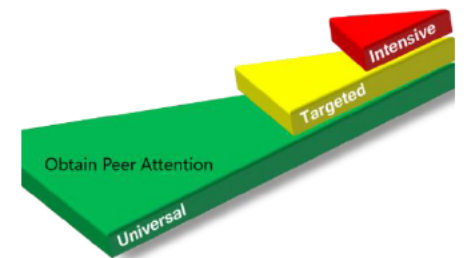
More information about the Alcohol and other drugs education program is available on the Department's website.
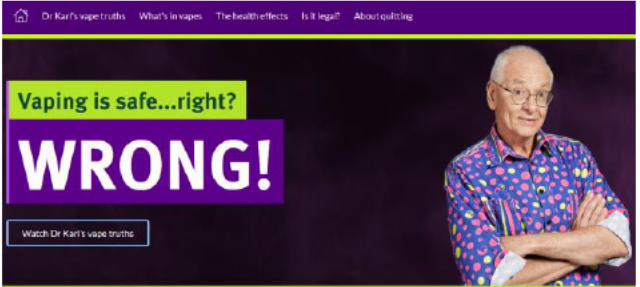
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**Positive Behaviour
for Learning (PBL)**

Solution plan

Goal: Reduce vaping rates - primary function for majority of students = Obtain Peer Attention

This template can be drawn from for contextualised solution planning for your school. Thank you to the 24 participants from across Metropolitan PBL High Schools that have contributed ideas and suggestions for this bank of strategies.

Solution Components	Staff	Students
Prevention	Encourage self-referral for support – collect function Active Supervision (NB: Surveillance does not equate to Active Supervision) Increase rates of non-contingent attention Staff modelling healthy life choices What's the alignment with ACARA Personal & Social Capabilities? Increase social pedagogy in classrooms (e.g. elbow partner, team challenge etc)	Student Voice Student led campaigns (e.g "Don't get sucked in")– focus on myth busting (NB: who are the students of influence in your school? Is this a campaign for your year 11s or your year 7s?) Source Students develop an info pack to provide to people in their family/community to encourage them to quit https://quithq.initiatives.qld.gov.au/quit-support/help-others-quit/dos-and-donts/ What are the social groups/clubs in your school (e.g. drama club) and what groups would they like to facilitate more peer interactions.
Teach and Practice	Source **Electronic cigarettes are smoking products** Under the *Tobacco and Other Smoking Products Act 1998* (the Act), electronic cigarettes (regardless of whether they contain nicotine or not) and related products are smoking products and subject to the Queensland smoking laws. This includes that electronic cigarettes cannot be: • used in no-smoking indoor and outdoor places • sold to children under 18 years of age • advertised, promoted or displayed at retail outlets • provided for sale in a vending machine. Source **Schools** Smoking is banned at all Queensland state and non-state schools (school facilities), and for 5 metres beyond their boundaries. The law applies at all times-during and after school hours, on weekends and during school holidays. It includes the use of all smoking products, including electronic cigarettes. Source Qld Human Rights Legislation 2019 What are the skills students will need to practice to be successful?	Source Source The Dangers of Teen Vaping - For young people The history of vaping and smoking The marketing tactics to teens Education on addition, health aspects, financial, tobacco industry economics Relaxation strategies (parasympathetic nerve system) https://www.vapetruths.initiatives.qld.gov.au/

Solution Components	Staff	Students
Recognition Provide functionally 	Play student campaign videos on parade Upload student campaign infographics on school socials	Praise Preference Assessment (how do students prefer to receive acknowledgment?)
Responding Instructionally and Relationally Differentiated response Think and Support functionally 	Neutralising Routines – Slowing our bodies before responding to provide a measured, relational and productive response. Source Include support – school base nurse, guidance officer, families (can the referral be sent to the nurse rather than the DP?) - these people are involved for more intensive support **Function Based response** (Being curious not furious) Collaboration with parents **Attention** Reduce peer attention (remembering bad press can be the best press) Increase access to positive social opportunities **Sensory** Interagency support Student access to minties, mentos replacements to support them with quitting Repeated Vaping on school grounds after Tier 1 and 2 supports accessed FBA (Including student FACTS interview) # Alcohol & Other Drugs Services and Support External providers below may be able to be accessed to assist in ceasing the use of substances. *Clarence Street* Phone: 07 3163 8400 Address: 36-40 Clarence Street, South Brisbane 4101 Deliver evidence-based alcohol and other drug interventions to help young people reduce the risks and harms associated with substance use. Can do hospital intake. Young person can self-refer. *ADIS* (Alcohol, Drugs and Illicit Substances) Phone: 1800 177 833 For 24/7 Alcohol and drug support https://adis.health.qld.gov.au/ You can expect to speak with an experienced counsellor who will take your concerns and questions seriously and offer advice and information. Together you will decide whether you need further assessment or treatment. *Ladders* Phone: 07 3299 3963 Address: 9 Station Road, Central Logan 4114 LADDERS is a free service for young people and their families/carers aged 12-25 who are experiencing issues relating to their substance use. *General Practitioner* (GP) A family doctor can refer to other agencies for support. The can create a mental health plan to allow access to reduced psychology services.	**Universal** – Natural and logical consequences (lost class time), doing missed class work, **Targeted** – external provider, seniors to co-facilitate, offer family support, create opportunities for peer/adult attention e.g. peer/group tasks, check in check out **Intensive** – FBA informed individual support plan (including student voice) Source https://teen.smokefree.gov/quit-plan

For further support with Solution Planning and contextualising these strategies for use in your school, please contact your Regional PBL Principal Advisors.

Christine Gould (cgoul39@eq.edu.au) Melissa Grogan (mgrog1@eq.edu.au)

Mandatory Exemplar State College

Student Code of Conduct
2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

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Phone:	07 5555 5555
Email:	exemplarstatecollege@eq.ed.au
School website address:	www.exemplarsc.eq.edu.au
Contact Person:	Mary Targus (Principal)

Endorsement

Principal Name:	Mary Targus
Principal Signature:	
Date:	20-03-2019

P/C President and-or School Council Chair Name:	Simon Mandt
P/C President and-or School Council Chair Signature:	
Date:	20-03-2019

Contents

Queensland
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Purpose

Exemplar State College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Exemplar State College Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

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Whole School Approach to Discipline

Exemplar State College uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:
- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Exemplar State College we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Exemplar State College Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, being Thoughtful, Responsible, Accountable, Co-operative and Kind (TRACK).

Students
Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Exemplar State College.

Thoughtful
- Listen to fellow students' questions in class.
- Put rubbish in the bins provided.
- Use G rated language at school.
- Keep your mobile on silent at school.

Responsible
- Be prepared for class.
- Complete your homework and assignments on time.
- Follow teacher directions.
- Ask for help when you need.

Accountable
- Do your own work.
- Learn from your mistakes.
- Hand in items you find to the teacher.
- Be honest.

Co-operative
- Look for opportunities to help others.
- Take different roles for group work activities.
- Respect others space and belongings.
- Encourage fellow students to do their best.

Kind
- Say "please" and "thank you".
- Stick up for someone who needs it.
- Make a new friend.
- Give someone a compliment.

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Thoughtful

What we expect to see from you	*What you can expect from us*
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Responsible

What we expect to see from you	*What you can expect from us*
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Accountable

What we expect to see from you	*What you can expect from us*
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

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Co-operative

What we expect to see from you	What you can expect from us
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

Kind

What we expect to see from you	What you can expect from us
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Consideration of Individual Circumstances

Staff at Exemplar State College take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Exemplar State College is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Exemplar State College vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
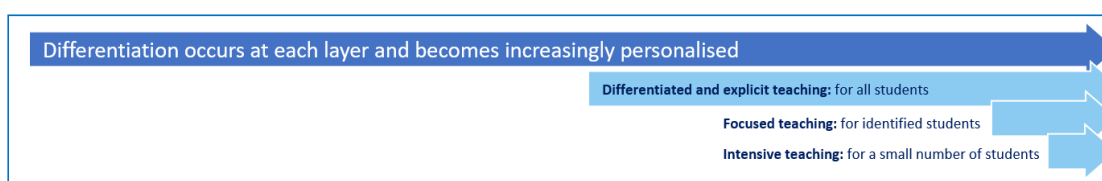
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching

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expectations throughout the year and revisited regularly to address any new or emerging issues.

PBL Expectation	Enter classroom	Group work	Individual work	Exit classroom
Thoughtful				
Responsible				
Accountable				
Co-operative				
Kind				

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Exemplar State College to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:
- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Exemplar State College has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:
- The Incredible Years
- Check and Connect
- Shared Concern Method
- Functional Based Assessment.

For more information about these programs, please speak with the Dean of Students, Malcolm Smith.

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Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

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Disciplinary Consequences

The disciplinary consequences model used at Exemplar State College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")

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- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:
- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists

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- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:
- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Exemplar State College, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension
Students who are suspended from Exemplar State College may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the

re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:
- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

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Exemplar State College has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Exemplar State College and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* 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 administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Exemplar State College:
- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Exemplar State College
- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Exemplar State College Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Exemplar State College
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Exemplar State College Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Exemplar State College has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.
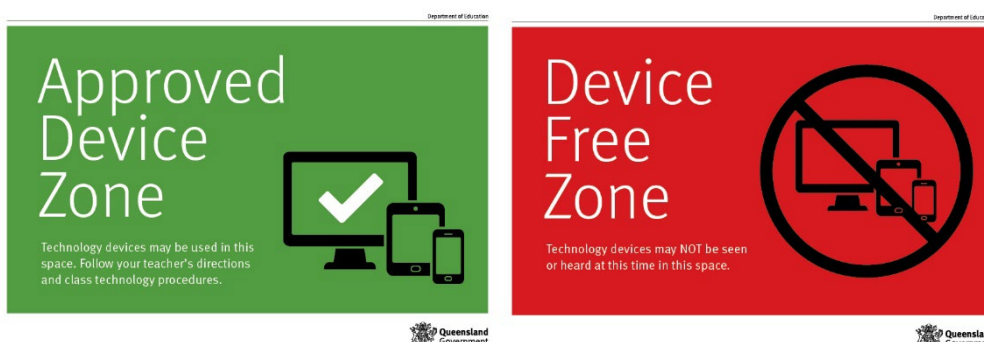
Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Exemplar State College to:
- use mobile phones or other devices for
    - assigned class work and assignments set by teachers
    - developing appropriate literacy, communication and information skills
    - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
    - conducting general research for school activities and projects
    - communicating or collaborating with other students, teachers, parents or experts in relation to school work
    - accessing online references such as dictionaries, encyclopaedias, etc.
    - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Exemplar State College to:
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Exemplar State College Student Code of Conduct. In addition students and their parents should:

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- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Exemplar State College uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Exemplar State College has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

1. **Leadership**
   Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. **Inclusion**
   All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. **Support**
   School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Exemplar State College we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as
- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Exemplar State College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Exemplar State College teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Exemplar State College - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
Year 7 to Year 12 – Form teacher or Year Level Coordinator
Dean of Students – Malcolm Smith, 07 5555 5555

First hour Listen
- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement
- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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Cyberbullying

Cyberbullying is treated at Exemplar State College with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Exemplar State College may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to Dean of Students, Malcolm Smith.

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Exemplar State College - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.

Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

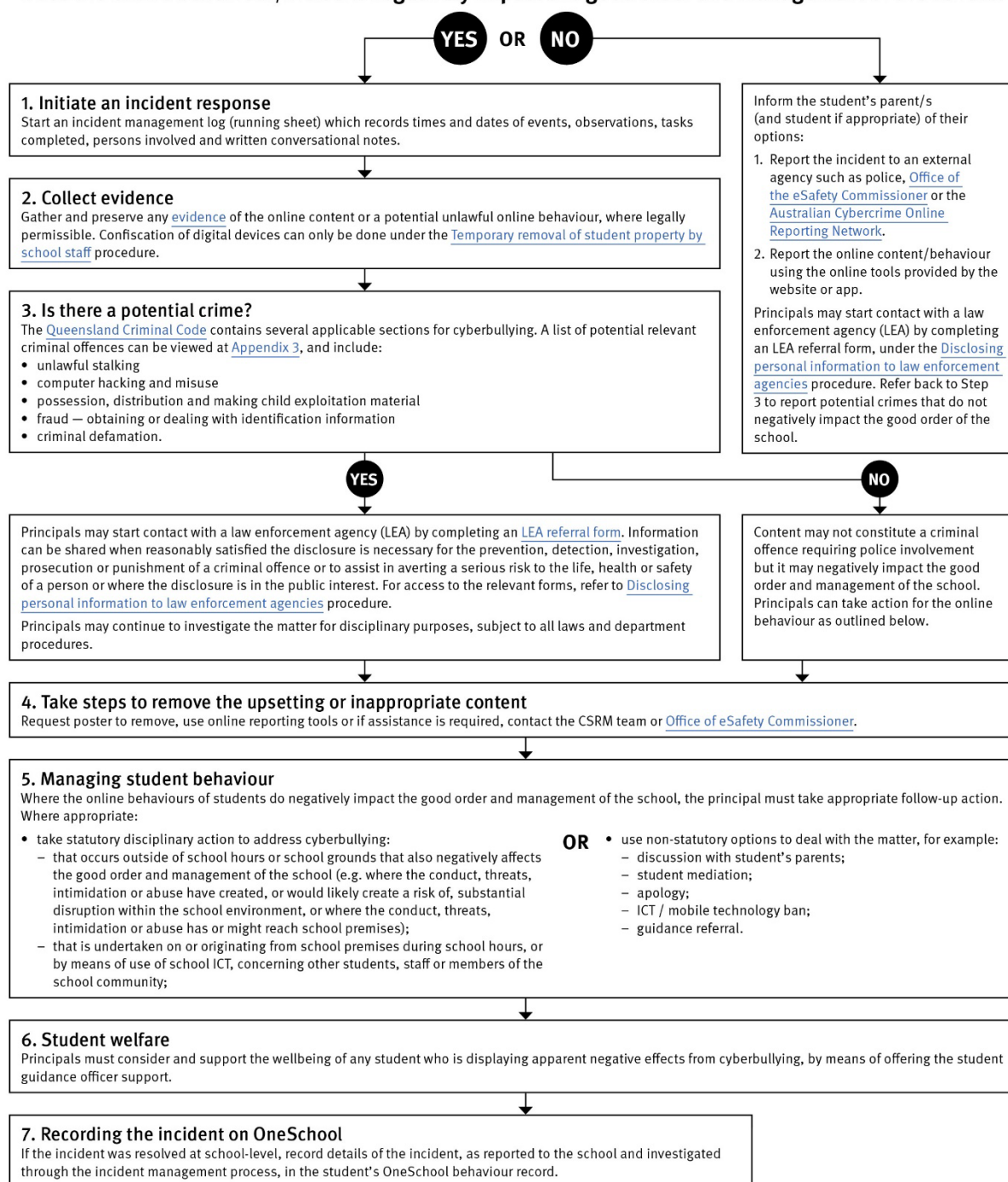**Report**
Refer to the Online incident management guidelines for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM)team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management** of the school?

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

Exemplar State College recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Exemplar State College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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Exemplar State College – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Exemplar State College works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Exemplar State College – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Exemplar State College. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as
- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:
- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

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Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:
- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Restrictive Practices

School staff at Exemplar State College need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

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