



CAMERON DOWNS STATE SCHOOL

Responsible Behaviour Plan for Students

Code of School Behaviour: 2016- 2018

1. Purpose

Cameron Downs State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

2. Consultation and data review

Cameron Downs State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2012-2015 also informed the development process.

The Plan was endorsed by the Principal, the President of the Parents and Citizens Association and Assistant Regional Director in 2016, and will be reviewed annually.

3. Learning and behaviour statement

All areas of Cameron Downs State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Cameron Downs State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour. At Cameron Downs State School we are:

- **Proud Learners** who are:
 - **Safe**
 - **Responsible**
 - **& Respectful.**

Our school rules have been agreed upon and endorsed by all staff and our school Parents & Citizens Association. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.



The Code of
**School
Behaviour**

Better Behaviour
Better Learning



Queensland
Government



4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

- Universal behaviour support

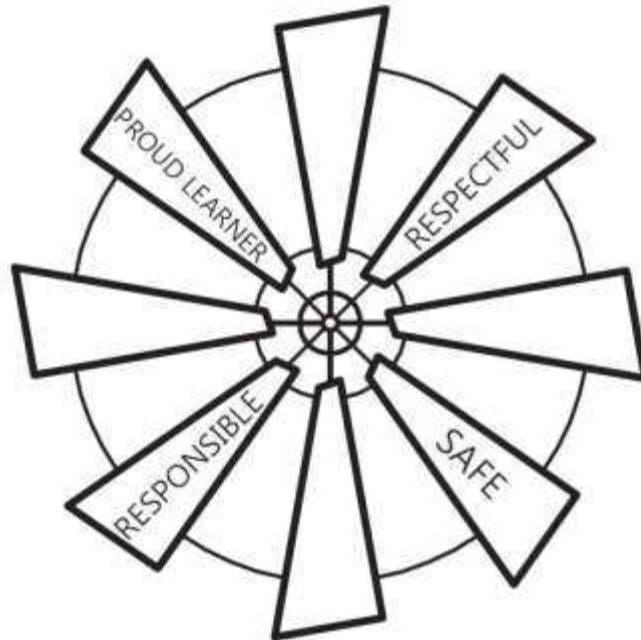
The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Cameron Downs State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The School Wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.



The Code of School Behaviour

Better Behaviour
Better Learning



Cameron Downs State School : Behaviour Expectations Matrix

	ALL AREAS	CLASSROOM	PLAYGROUND	STAIRS/VERANDAH	TOILETS
BE RESPECTFUL	<ul style="list-style-type: none"> • Use equipment appropriately • Treat others the way you want to be treated. • Be an active listener • Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> • Walk • Sit appropriately for the activity • Enter and exit room in an orderly manner • Be honest 	<ul style="list-style-type: none"> • Participate in school approved games • Wear shoes at all times • Be sun safe; wear a broad brimmed hat • Take care of equipment • Use positive language • Share materials 	<ul style="list-style-type: none"> • Keep passage ways clear at all times • Walk quietly so other can continue learning • Ask to leave the morning tea table. 	<ul style="list-style-type: none"> • Respect privacy of others • Clean up after yourself
BE RESPONSIBLE	<ul style="list-style-type: none"> • Ask permission to leave the classroom • Be on time • Be in the right place at the right time • Follow instructions straight away • Be an active participant • Be accountable for your choices 	<ul style="list-style-type: none"> • Be prepared • Complete set tasks • Take an active role in classroom activities • Keep work space tidy • Be honest • Be a risk taker – challenge yourself • Be organised • Be on time 	<ul style="list-style-type: none"> • Be a problem solver • Return equipment to appropriate place • Learn new games and activities • Report issues • Think before acting 	<ul style="list-style-type: none"> • Move peacefully • Tidy up before you leave • Lunch box away before playing • Leave when an adult excuses you 	<ul style="list-style-type: none"> • Use toilets during breaks • Turn off taps – be water wise • Use toilets for intended purposes • Return to class promptly
BE SAFE	<ul style="list-style-type: none"> • Respect others' personal space and property • Care for equipment • Clean up after yourself • Ask permission to leave any setting • Wait your turn 	<ul style="list-style-type: none"> • Maintain personal space • Use furniture properly • Enter and exit rooms calmly 	<ul style="list-style-type: none"> • Play fairly – take turns, invite others to join in and follow rules • Care for the environment • Sit on chairs • Place rubbish in the right bin 	<ul style="list-style-type: none"> • Rails are for hands • Stay in eating area to eat • Eat only your food • Walk one step at a time. 	<ul style="list-style-type: none"> • Wash hands • Walk
BE A PROUD LEARNER	<ul style="list-style-type: none"> • Be proud of who you are • Come prepared for school • Represent your school with pride • Make good choices • Be resilient; setbacks are part of learning 	<ul style="list-style-type: none"> • Try your best in every class • Participate in all classroom activities • Be a good listener • Talk in turns • Respect others' right to learn 	<ul style="list-style-type: none"> • Be a good team member 	<ul style="list-style-type: none"> • Model appropriate behaviours for others to follow • Make healthy choices 	<ul style="list-style-type: none"> • Be honest about asking to leave the classroom



The Code of School Behaviour

Better Behaviour
Better Learning

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers and the school chaplain;
- Reinforcement of learning from behaviour lessons and during active supervision by staff during classroom and non-classroom activities.

Cameron Downs State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Articles in the school newsletter enable parents to be actively and positively involved in school behaviour expectations.
- Regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Cameron Downs State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices at School (Appendix 1);
 - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2);
 - Process for students to deal with low level bullying incidents (Appendix 3)
 - Procedures regarding the use or possession of weapons including knives and any other items (Appendix 4)

Reinforcing expected school behaviour

At Cameron Downs State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Cameron Downs State School Rewards System

Staff members issue positive behaviour points each day to students they observe demonstrating positive behaviours in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When students are observed following the rules, staff members can choose to issue a positive behaviour point. These points are tallied and those students accumulating 50 points will be awarded a certificate on parade. Students receive a certificate for each multiple of 50 points. When a student accumulates 50 points they will be included in a draw for a weekly prize. Parents are kept informed of their child's progress in accumulating positive behaviour points.



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others and follow our school rules. A lack of adherence to rules and procedures will result in the following procedures.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

• Targeted behaviour support

If students at Cameron Downs State School are identified through our data as needing a little bit extra in the way of targeted behavioural support, the following steps will be taken. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students participating in targeted behaviour support attend their normal scheduled classes and activities with appropriate adjustments if required. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve after targeted behaviour support or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

• Intensive behaviour support

Cameron Downs State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

- Teachers work together to develop appropriate behaviour support strategies;
- Teachers monitor the impact of support for individual students through continuous data collection;
- Teachers make adjustments as required for the student; and
- Teachers work with the Principal to achieve continuity and consistency.

Should students require this level of support an individual program of support will be designed in consultation with parents, the principal and other district support personnel.



The Code of School Behaviour

Better Behaviour
Better Learning

5. Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Immediate Strategies:

Avoid escalating the unacceptable 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.

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.

Approach the student in a non-threatening manner

move slowly and deliberately toward the situation or incident, 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.

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 the consequences of continued unacceptable behaviour.

Debrief

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.

Follow Up Strategies:

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that may include assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.



The Code of School Behaviour

Better Behaviour
Better Learning

Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; and
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Cameron Downs State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation; and
- the underlying function of the behaviour

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to reduce the risk of harm to self or others; and
- take into account the age, stature, disability, understanding and gender of the student.

Training for staff is advisable, but not always accessible. It is the schools responsibility to source out training in relation to physical intervention and restraint.

Physical Restraint – Planned Response including Prevention of Self-Harming Behaviours (individual plan)

When physical restraint is used as part of a student's individual plan staff will be:

- provided with physical restraint training
- develop the student individual plan by:
 - including strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
 - not using physical restraint process in isolation



The Code of School Behaviour

Better Behaviour
Better Learning

- developing procedures with support personnel, parents and relevant staff including medical practitioner or other appropriate professional personnel where applicable
- identifying strategies to reduce and eliminate the need for physical restraint
- in preventing self-harming behaviours
 - consider whether safety can be restored in another practicable way such as removing potentially harmful objects
 - employ a range of responses including increased monitoring and support within the classroom and/or referral to appropriately trained staff
 - use postural, or movement limiting, and/or protective devices at times when there is a high risk of injury
- employ responses to support student and to support any other student or staff who may be affected by witnessing an incident of self-harm
- establish a regular review process to monitor effectiveness of strategies and procedures, including advice from the medical practitioner or other appropriate professional personnel where applicable.

Record keeping

Each instance involving the use of physical intervention must be formally documented in OneSchool as a behaviour incident. The following records must be maintained:

- OneSchool Incident Report (Appendix 5).
- Debriefing Report for students and staff (Appendix 6)
- Student record of Incident (as per process for Natural Justice).
- Health and Safety Incident report created and /or uploaded into OneSchool

6. Consequences for unacceptable behaviour

Cameron Downs State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

When responding to behaviour incidents, the staff member determines if the problem behaviour is minor or major, with the following agreed understanding:

- **Minor** behaviour incidents are handled by staff members at the time it happens.
- **Major** behaviour incidents are referred directly to the Principal.

Minor problem behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;



The Code of
**School
 Behaviour**
 Better Behaviour
 Better Learning

- are not part of a pattern of inappropriate behaviours; and
- do not require involvement of specialist support staff or the Principal.

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- A re-direction process where a staff member takes the student aside and:
 1. names the behaviour that student is displaying;
 2. asks student to name expected school behaviour;
 3. states and explains expected school behaviour if necessary; and
 4. gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then escorts the student to Administration. A report of the student's behaviour is recorded on OneSchool.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, detention, alternate lunchtime activities, loss of privilege, restitution, loss of break times, Time out Student reflection (Appendix 9) AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Behaviour Support Team, suspension from school. Level 2 Reflection with teacher/Principal (Appendix 7)
- **Level Three:** Students are individually case managed. Students who engage in very serious problem behaviours such as:
 - major violent physical assault,
 - the possession, use, cultivation or supply of drugs
 - the possession, use or supply of weapons
 - sexual harassment, grooming, sexual assault, stalking
 - cyberbullying
 - legal and restricted drugs such as alcohol, tobacco, inhalants, amphetamines, benzodiazepines, betel nut, ketamine, khat
 - illegal drugs including psychoactive substances

can expect to be recommended for exclusion from school following an immediate period of suspension. Level 3 Reflection with Principal (Appendix 8)



The Code of
School Behaviour
 Better Behaviour
 Better Learning

It should be noted that suspension/exclusion is only considered after all other responses have been explored. However, the welfare and safety of other students and staff is also taken into consideration when the decision to suspend or exclude arises.

The Cameron Downs State School Behaviour Matrix (on page two) provides examples of expected behaviours. This table describes a system of consequences for problem behaviour, and that certain types of behaviour are categorically serious enough to warrant the consequences of exclusion.

Definition of consequences*

Time out	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.
Detention	A principal or a teacher may use detention as a consequence for a breach of school expectations and provides students with an opportunity to reflect on their behaviour. A detention is no more than 20 minutes during school lunch or 30 minutes after school(a parent will be contacted before an after school detention is imposed) Parents must be notified at least 24 hours prior to proposed detentions outside of school hours (after school or Saturday morning) and provide consent. (See Appendix 10 for Cameron Downs Detention Policy)
Temporary Removal of Property	A principal or staff member of Cameron Downs State School has the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff . Removed items will be kept in the Administration Block and returned to students at 3pm on the day of removal. Students will sign the removal of property register when collecting removed items. In the event of a Student Protection issue confiscated items may be provided to police as evidence and will not be returned to students. Parents will be notified in this case.
Discipline Improvement Plan	Is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.
School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> • disobedience; • misbehaviour; • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school; • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school; • the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school
<ul style="list-style-type: none"> • Behaviour Improvement Condition 	<ul style="list-style-type: none"> • A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. <p>A Behaviour Improvement Condition requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none"> • reasonably appropriate to the challenging behaviour • conducted by an appropriately qualified person • designed to help the student not to re-engage in the challenging behaviour • no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> • persistent disobedience; • misbehaviour; • conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school; • conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;



The Code of
**School
Behaviour**
Better Behaviour
Better Learning

	<ul style="list-style-type: none"> breach of Behaviour Improvement Conditions; the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or of staff for the student to be enrolled at the school
Cancellation of Enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

*Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

The following table outlines examples of minor and major behaviour incidents*

*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

Minor	Major
Property Misconduct: destruction of own property, littering	Property Misconduct: destruction of others' property, vandalism, stealing, going through others' items, possession of ; knife, gun, bullets, weapons/replica weapons, pornographic material
Refusal to participate in Program of Instruction	Refusal to participate in Program of Instruction: leave designated area, class truant, 3 minor referrals
	Substance Misconduct Involving Tobacco and other Legal Substances drugs/alcohol, smoking
	Threats to Others
	Truant and/or Skip Class
Verbal Misconduct: aimed at person to put them down or refusal, inappropriate language	Verbal Misconduct: aimed at a person, threatening, derogatory in context, repeated incidents of bullying, lying to get others in trouble, aggressive language, verbal abuse/ directed profanity, any 'F's or 'C's, swearing of any kind, cyberbullying
Physical Misconduct: Taking hats or other students property, physically intimidating	Physical Misconduct: continually striking person with self or item, sexual harassment, inappropriate touching of self and others, any physical misconduct that is menacing, bullying, fighting
Non-Compliant with Routine: Hiding in the grounds, not returning on the bell, lack of care when moving around school grounds	Non-Compliant with Routine: repeated failure to follow directions, disruption to school routine, disruption to class, leaving school grounds, running away, locking teacher or teacher aide out of the room



The Code of School Behaviour

Better Behaviour
Better Learning

<p>Lying/Cheating: Misleading information, trying to get out of homework, bad sportsmanship, changing rules of game, looking at others work</p>	<p>Lying/Cheating: Malicious lying to create attention to self or others, lying to avoid an outcome, copying work on a test</p>
<p>Other Conduct Prejudicial to the Good Order and Management of School: In school grounds out of hours without permission</p>	<p>Other Conduct Prejudicial to the Good Order and Management of School: Inappropriate behaviour whilst in school uniform, break and enter, stealing, vandalising, defacing staff property, truancy, verbal misconduct</p>
<p>Prohibited Items: electronic gadgets, mobile phones, jewellery</p>	<p>Prohibited item: knives, weapons, bullets, alcohol, cigarettes and lighters, drugs and utensil, syringes, all medication, pornography.</p>
<p>Misconduct Involving Objects: slamming doors, kicking chairs or objects, inappropriate use of location or of use of equipment</p>	<p>Misconduct Involving Object: Smashing/destroying school objects, throwing an object at another person</p>
	<p>Late: Daily</p>
<p>IT Misconduct: deliberate misuse of equipment</p>	<p>IT Misconduct: damaging computers, inappropriate sites, inappropriate use of email, inappropriate music on iPod/USB, inappropriate content on USB, inappropriate footage, social media, filming without authorisation, refusal to hand over electronic devices</p>
	<p>Defiant -Threat to Adults: Trying to fight adults, verbal threats to adults, intimidation, major defiance, blatant disrespect,</p>
<p>Disruptive: calling out, walking around classroom, wanting drink or toilet trip constantly, taking others belongings, making noises, inappropriate language, disrespectful</p>	<p>Disruptive: 3 minor incidents, throwing desks or chairs, walking out of the classroom, yelling and screaming, swearing</p>
<p>Bullying or Harassment: one off, name calling, physical intimidation or contact, passing notes, harass students for food, money or toys</p>	<p>Bullying or Harassment: touching adults or children, constant bullying or harassment</p>
<p>Dress Code: becomes a safety issue</p>	<p>Three Minor Referrals</p>

Relate inappropriate or unacceptable behaviour to expected school behaviours:

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:



**The Code of
School
Behaviour**
Better Behaviour
Better Learning

- articulate the explicit expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour:

At Cameron Downs State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student's behaviour or consequences are applied for problem behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident; or
- after consideration has been given to all other responses.

7. Network of student support

Students at Cameron Downs State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents.
- Teachers.
- Support Staff.
- Administration Staff.
- Principal.
- Guidance Officer.
- School Chaplain.

Support is also available through the following government and community agencies:

- Disability Services Queensland; <http://www.communities.qld.gov.au/disability/disability-and-community-care>
- Child and Youth Mental Health; <http://www.health.qld.gov.au/rch/professionals/cymhs.asp>
- Headspace; <http://www.headspace.org.au/>
- Queensland Health; <http://www.health.qld.gov.au/>
- Department of Communities (Child Safety Services); <http://www.communities.qld.gov.au/>
- Queensland Police Service; and <http://www.police.qld.gov.au/>
- Flinders Shire Council. <http://www.flinders.qld.gov.au/>



The Code of School Behaviour

Better Behaviour
Better Learning

8. Consideration of individual circumstances

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Cameron Downs State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students;
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan); and
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time;
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation;
 - receive adjustments appropriate to their learning and/or impairment needs;
 - provide written or verbal statements that will be taken into consideration in the decision making processes; and
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(Strengthening Discipline in State Schools\) Amendment Bill 2013](#)
- [Education \(General Provisions\) Regulation 2006](#)
- [Criminal Code Act 1899](#)
- [Anti-Discrimination Act 1991](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Judicial Review Act 1991](#)
- [Weapons Act 1990](#)
- [Work Health and Safety Act 2011](#)
- [Work Health and Safety Regulation 2011](#)
- [Right to Information Act 2009](#)
- [Information Privacy \(IP\) Act 2009](#)

10. Related policies and procedures

- [Safe, Supportive and Disciplined School Environment](#)
- [The Code of School Behaviour](#)
- [Statement of Expectations for a Disciplined School Environment](#)



The Code of School Behaviour

Better Behaviour
Better Learning

- [Accidents, Incidents and Incident Investigations](#)
- [Code of Conduct for the Queensland Public Service](#)
- [Department of Education, Training and Employment Standard of Practice](#)
- [Health, Safety and Wellbeing Policy Statement](#)
- [Managing Risks in School Curriculum Activities](#)
- [Work Experience Placements for School Students](#)
- [Working with Children Check- Blue Cards](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)
- [Temporary Removal of Student Property by School Staff](#)

11. Some related resources

- [Schoolwide Positive Behaviour Support](#)
- [National Safe Schools Framework](#)
- [National Safe Schools Framework Resource Manual](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying: No Way](#)
- [Bounce Back!](#)

Endorsement

Principal

P&C President or
Chair, School Council

Date effective: from March 2016 to March 2018

Appendix 1

The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not permitted by the school (unless by express permission by the principal) because of the potential for theft and general distraction and/or disruption associated with them.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Cameron Downs State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the

purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

** Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

¹

Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

Purpose

1. Cameron Downs State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of
- our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Cameron Downs State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Cameron Downs State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

The main forms of cyber bullying are identified as:

- **Flaming:** online fights using electronic messages with angry or vulgar message;
- **Harassment:** repeatedly sending nasty, mean or insulting messages;
- **Denigration:** Posting or sending gossip or rumours about a person to damage his/her reputation or friendships;
- **Outing:** sharing someone's secrets or embarrassing information or images online;
- **Exclusion:** Intentionally and cruelly excluding someone from an online group; and
- **Cyber stalking:** repeated, intense harassment and denigration that includes threats or creates significant fear.

5. At Cameron Downs State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Cameron Downs State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know **the 4 school rules** and have been taught the expected behaviours attached to each rule in all areas of the school.
- All students have been or are being taught the specific routines in the non- classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school; and
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas

9. Lessons will be delivered to provide a strategy to address bullying behaviour at school. Our school uses the High 5 strategy to respond to bullying behaviour. An initial introductory lesson is delivered, which teaches the 5-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

10. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

11. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Cameron Downs State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

12. Cameron Downs State School uses behavioural data for decision-making. This data is entered into OneSchool. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

APPENDIX 3 Anti-Bullying Strategy – Hi 5

What is Hi 5?

- It is an effective strategy to develop problem-solving strategies for our students.
- A whole campus approach that can also eradicate bullying.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

Values and Hi 5

- Values - used to foster better relationships, personal achievement and improved student wellbeing.
- Hi 5 - used to build student's social skills and resilience.
- Creates a safe and disciplined learning environment.

Core Beliefs

- A safe, happy school
- Use build-ups (nice talk)
- No put downs (Yelling Verbal Abuse)
- No Bullying, No Violence

Build Ups	Put Downs
Positive, supportive words you can say to people about their behaviour contribute to: <ul style="list-style-type: none">• Positive outcome• Establishment of positive relationships• Positive self-image	<ul style="list-style-type: none">• Can be a habit, a quick reply without thinking or a conscious mean, nasty response.• Verbal/Non verbal

Zero tolerance to bullying, harassment, physical assault. As a School Community:

- We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills.
- We want to promote pro-active strategies to prevent incidents becoming bullying.

Do the High 5:

STEP 1 - Stop it I don't like it (CALM)

STEP 2 - Ignore

STEP 3 - Stop it I don't like it (FIRM)

STEP 4 - Tell a teacher

STEP 5 - Report to the Principal

Step 1 – Stop It I don't like it (CALM)

- Use a calm voice.
- Describe the behaviour you want them to stop
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.

Step 2 - Ignore

- Pretend you didn't hear or see it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.
- USE ROLE PLAY TO SHOW WHAT IGNORING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE.

Step 3 – Stop It I don't like it (FIRM)

- Use a firm voice.
- Describe the behaviour you want them to stop
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.

Step 4 – Tell a teacher

- Tell the teacher.
- Bystanders - support and report.
- Teacher

Step 5 – Report to the Principal

- If the bully is being persistent after a teacher has told them to stop, report to the Principal.
- These are only for serious cases of bullying

Reporting Vs Dobbing:

- Children need to know the difference between reporting and dobbing.
- **Reporting** is helping/getting yourself out of trouble.
- **Dobbing** is trying to get someone in trouble using a whiny voice.

Asking the teacher for support:

Teacher dialogue should take the following format:

- Is this a serious problem?
- Is this your problem?
- What have you tried already to solve it? (Have you tried the Hi 5?)
- Do you want a solution?
- What sort of solution do you want?

Reporting straight away

- If the issue involves **health** or **safety**- children to report straight away to a teacher
- They are not to solve problem themselves. e.g. Incidents of physical danger.

Reporting Phase

Role of Teacher:

- Investigate and discuss incident with child.
- Refer to detention/advise Class Teacher
- Serious refer to Administration

Success occurs when children can not only talk the talk but walk the walk.



APPENDIX 4

WORKING TOGETHER TO KEEP

CAMERON DOWNS STATE SCHOOL SAFE

We can work together to keep knives out of school. At Cameron Downs State School:

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

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

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

The Principal can take action against a student who brings a knife to school.

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

How can parents help to keep Cameron Downs State School safe?

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

Appendix 5

Incident Report details to be entered in OneSchool

Name: Date:

Person Completing Form:

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

Appendix 6

Debriefing Report

Formal debriefing should be led by a teacher or principal who (preferably although not always possible in a small school) has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes
- Restore the relationship between the wrongdoer and the person harmed.

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes). This is to be recorded on OneSchool.

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

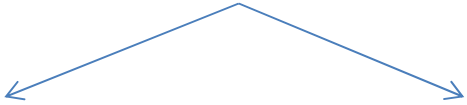


- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

APPENDIX 7

LEVEL 2 – Inappropriate Behaviour Reflection (Teacher or Principal)

Name: _____ Date: _____ OneSchool Report: Yes




Situation?	
What did you do?	
Your Decision "Did it produce?" 	
Negative Outcome	Positive Outcome
How did your actions affect others/yourself/environment?	What could you have done?
How did you feel at the time?	How would this make others feel?
Negative consequence 	Positive consequences 
How can you fix things?	
What will happen if you make the same negative decision again?	
Do you feel like this has been a fair session? Yes or No? (Why?) What have you learnt? What will you do in the future?	

Principal/Teacher sign: _____ Student sign: _____

APPENDIX 8

LEVEL 3 – Inappropriate Behaviour Reflection (Principal Only)

Name: _____ Date: _____ OneSchool Report: Yes

Situation?	
What did you do?	
Your Decision "Did it produce?" 	
Negative Outcome	Positive Outcome
How did your actions affect others/yourself/environment?	What could you have done?
How did you feel at the time?	How would this make others feel?
Negative consequence 	Positive consequences 
How can you fix things?	
What will happen if you make the same negative decision again?	
Do you feel like this has been a fair session? Yes or No? (Why?) What have you learnt? What will you do in the future?	

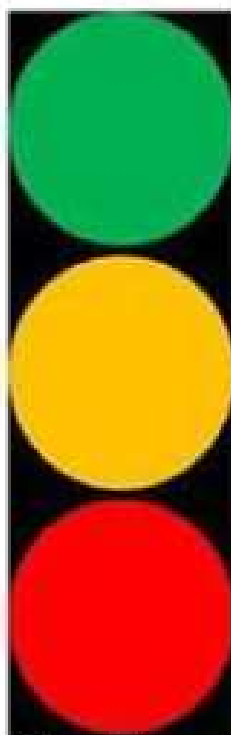
Principal sign: _____ Student sign: _____ Parent sign _____

Timeout to Re-Think

Calm Down

Now you're calm

What did you do?



What was your first warning for?

What was your second warning for?

What was your third warning for?

Q2. What do you need to do to improve your behaviour?

Q3. What will happen if you continue to break the classroom rules?

When you're ready to join in and work hard show your teacher your reflection

APPENDIX 10

Detention Policy – Cameron Downs State School

Detention is given to students in accordance with Cameron Downs State School Responsible Behaviour Plan for Students and within the parameters outlined in the [Safe, supportive and disciplined school environment](#) procedure as a disciplinary option used to address inappropriate student behaviour.

The Principal has the flexibility and autonomy to apply detention as a meaningful consequence for inappropriate student behaviour and as an alternative to suspension or exclusion.

At Cameron Downs State School detentions can be applied:

- during school hours or
- after-school hours on a school day

At Cameron Downs State School teachers have been authorised by the Principal to implement detentions both during school hours and after-school hours on a school day.

Detentions during School Hours

Detentions during school hours will be issued during a lunch break. Students are required to report to the teacher implementing the detention for a maximum of 20 minutes duration (provision made for food and toilet breaks during the remaining time at lunch). During the detention, students will be fully supervised and will be required to complete teacher set tasks.

Detentions After- school Hours

Detentions after-school hours will be issued on a week day for a maximum of 30 minutes duration from 3.15- 3.45pm. During the detention, students will be fully supervised and will be required to complete teacher set tasks.

Protocols for After-hours Detentions

If the detention is to be undertaken outside of school hours, the following procedures will apply:

- a risk assessment will be completed and a risk management plan developed
- parents will be notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent
- Parents will be consulted about suitable times for the detention to be completed within the parameters set by Cameron Downs State School
- Parents will be informed of:
 - location, times and duration of the detention
 - their responsibility to arrange travel/ supervision to and from the detention, where appropriate

After- hours detentions will be recorded in OneSchool (keeping records in OneSchool enables them to be used as evidence in the future).