



Urangan State High School

Student Code of Conduct

2024-2026

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

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Endorsement

Principal Name: Tony McCormack

Principal Signature:

Date: 13/02/2024

P/C President Chair Name: Lorna Waerea

P/C President Chair Signature: *Lorna Waerea*

Date: 13/02/2024

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Purpose

Urangan State High School is dedicated to a safe, respectful, and disciplined learning environment for all students, staff, parents and visitors.

The Urangan State High School Student Code of Conduct outlines our school's standards and processes used to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour and prioritise learning and teaching, so students can experience success and staff enjoy a safe workplace.

Principal's Foreword

Through our tireless work in support of students and the broader Urangan community, Urangan State High School seeks to empower a community of curious learners, creative thinkers, and connected humans. However, we cannot do this alone, and strong, positive relationships between all members of our school community are central to the pursuit of our cause, and to supporting the success of all students.

Underpinning our pursuit of curiosity, creativity, and connectedness, are our three core values that encompass the respectful actions we expect of all Urangan SHS students. There is a clear affinity between these respectful actions, and the three Butchulla lores that have guided those who have learned and lived on this country for thousands of years – what is good for the land comes first, do not touch or take anything that does not belong to you, and if you have plenty you must share. The respectful actions that derive from these lores continue to guide us today, contributing to the positive outcomes that Urangan SHS has an excellent reputation for producing.

Respect Yourself

Respect Others

Respect the Environment

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be curious, creative, and connected members of our broader Urangan and global community.

Our staff take an educative approach to discipline, driven by an understanding that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on dress code, use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Urangan State High School Student Code of Conduct together over the course of its 2023 review, and the life of the documents that preceded it. Your interest and views shared through the process of developing this revised document have been invaluable, and continue to shape the respectful actions that we support students to not only aspire to, but achieve every day as curious, creative, and connected members of our community.

P&C Statement of Support

As President of the Urangan State High School (USHS) P&C Committee, I am proud to support the new Student Code of Conduct for USHS. The inclusive, transparent consultation process led by Mr Tony McCormack and his team has ensured parents have had multiple opportunities to contribute and provide feedback through surveys and open discussion at P&C Meetings. This has been an important aspect in the development of the USHS Student Code of Conduct, as the awareness and involvement of parents/school community is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents/school community to familiarise themselves with the USHS Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, it is important to emphasise the systems in place to help support students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating its occurrence and impact. It can have particularly devastating impacts on our young people. It is important that every parent and child of USHS knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 34 provides an excellent starting point to understand how to approach the school about these types of concerns.

Any parents/school community who wish to discuss the USHS Student Code of Conduct and the role of families in supporting the behavioural expectations of students, are welcome to contact myself or to join the USHS P&C Association and attend meetings to have a voice. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

On behalf of the 2024 USHS P&C,

Yours in working together to strengthen the home, and Community partnership.



Lorna Waerea

(on behalf of the 2024 P&C Executive and Members)

School Leaders Statement

On behalf of the student body at Urangan State High School, we endorse the Student Code of Conduct for 2024 - 2026. We have been given the opportunity to put forward the views of the school community on a range of issues affecting the school and their experiences within. Throughout 2024, we will continue to work closely with the school administration team, and the Urangan State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement, and present potential amendments or suggestions or consideration.

As student leaders, we are the student voice, and therefore any student who has questions or issues they would like raised by the School Captains are encouraged to reach out to their Year level representative. However, they are also invited to approach either of us directly.

School Captain Name: *Kane Taylor*

Signature: *[Handwritten Signature]*

Date: *09.02.24*

School Captain Name: *Brooke Kington*

Signature: *[Handwritten Signature]*

Date: *09.02.24*

Whole School Approach to Discipline

Learning and Behaviour

Everyone brings their unique beliefs to our school community, which influence their decisions, behaviour and social practices. This rich diversity means an environment with varying beliefs and values. These differences in expectations force us to reflect on our own understanding of what we consider acceptable and unacceptable within the school community. We encourage students and parents to reach out to the Principal or School Leadership staff to discuss our behaviour support and discipline model.

Urangan State High School follows the Positive Behaviour for Learning (PBL) framework as its multi-tiered system of behaviour support. PBL is applied school-wide, including classrooms, sports, and excursions.

This evidence-based approach aims to:

- Enhance student behaviour and learning outcomes
- Ensure teachers use evidence-based practices to support students effectively
- Support ongoing school and classroom improvement.

We view discipline as an integral part of our teaching and learning approach, focusing on clear expectations, instructional support, and re-teaching during behavioural incidents.

Our Student Code of Conduct introduces the PBL Framework to parents and students, promoting a consistent approach applicable to any context, even at home. We all share the common goal of setting students up for success.

Students or parents are encouraged to contact the class teacher, Year Level team member, or Principal to discuss the Student Code of Conduct or PBL.

Consideration of Individual Circumstances

At Urangan State High School, we consider each student's unique circumstances, including their history, disabilities, mental health, religion, culture, home environment, and care arrangements when setting expectations and responding to behaviour.

We prioritise equality by providing tailored support, recognising that fair treatment means not treating everyone the same. For instance, some students may need extra support to understand expectations, while others might require more practice with certain skills. Some students may not respond well to certain disciplinary consequences due to complex trauma or family situations.

We respect student privacy, so we won't share disciplinary information with anyone other than the student's family, even in cases like bullying. Trust that we take such matters seriously and will address them appropriately. We also expect that parents and students will respect the privacy of other students and families.

If you have concerns about another student's behaviour or our staff's response, please schedule a meeting with the Principal or Year Level team member.

Behaviour Expectations

Our staff are dedicated to providing a high-quality education and expect all adults in the school, whether working or visiting, to adhere to the same three Behaviour expectations: Respect Yourself, Respect Others, and Respect the Environment. These rights form the foundation of our positive behaviour focus:

- 1) Everyone has a right to work in an environment which enables them to learn.
- 2) Everyone has the right to be treated respectfully and courteously.
- 3) Everyone has the right to work in a safe and clean environment.
- 4) Everyone has the right to demonstrate and promote pride in the school.
- 5) Parents/Guardians have a right to share in their student's education.

Students

Below are the school-wide behaviour expectations. In addition, each classroom has its own set of examples to clarify expectations and standards at Urangan State High School.

Behaviour Expectations

Pursuit of Excellence, Every Minute, Every Day



Whilst a member of the USHS community I will...

Respect Others by:

- ❖ following all staff directions & procedures
- ❖ being positive, polite and inclusive with my language and behaviour
- ❖ allowing others to learn
- ❖ using appropriate physical contact for the time and place
- ❖ taking and/or using others' property with permission
- ❖ upholding the laws of the broader community

Respect Myself by:

- ❖ following the dress code
- ❖ being on time and ready to learn
- ❖ completing tasks on time
- ❖ making safe choices
- ❖ using electronic devices as instructed

Respect the Environment by:

- ❖ keeping all environments clean, tidy and undamaged
- ❖ using resources, equipment and facilities properly

Parents and Staff

At Urangan State High School, staff are committed to 'Working Together' with parents, to provide students with diverse learning experiences, extracurricular opportunities, and tailored support for quality outcomes. Understanding these rights and responsibilities is crucial for success.

Parents agree to:

- Share responsibility for their children's education with the school
- Foster positive attitudes in their children toward school, learning, and others
- Attend to their children's physical, social, and emotional needs to ensure readiness for learning.

Rights	Responsibilities
<ol style="list-style-type: none"> 1. Communicate with the school 2. Be informed about your child's progress and development 3. Have concerns listened to promptly and conveniently 4. Participate in decisions about your child 5. Feel valued and comfortable in the school 6. Engage actively role in the school community. 	<ol style="list-style-type: none"> 1. Respond to school communication using available methods 2. Notify the school of factors impacting your child's school engagement and performance 3. Maintain positive communication with teachers and the school 4. Respect others' privacy 5. Interact positively and respectfully with the school community 6. Support the agreed school policies and procedures 7. Show respect for self, others, and the school environment 8. Report to the school office to sign in.

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

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Schedule an appointment with the class teacher or Principal for child-related matters.	We'll promptly schedule an appointment at a mutually convenient time.
Maintain a positive and respectful attitude when discussing school staff at home.	We'll model positive behaviours for all students.
Respect staff's obligation to safeguard student and family privacy.	We'll keep information about your child and family confidential.
Ensure your child's regular attendance, every day and report absences or changes to contact information promptly.	We'll establish a safe, supportive, and inclusive environment for all students.
Support your child in meeting the school's academic and behavioural expectations.	We'll maintain clear expectations for learning and behaviour and provide regular progress updates about your child.

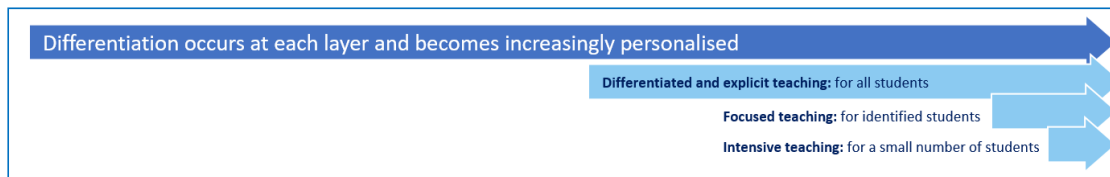
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Support your child in meeting school's academic and behavioural expectations.	We'll communicate clear learning and behavioural expectations and provide regular feedback on your child's progress.
Stay informed on school news and activities through the various communication channels such as Principal updates, emails, texts, and Compass.	We'll use various methods to inform parents about school news, excursions, and events.
Contact the class teacher or Principal for concerns about staff, students, or parents.	We'll promptly address complaints or concerns about staff, students, or other parents in collaboration with families.
Share relevant information about your child's academic, social, and behavioural needs with school staff.	We'll share relevant information about your child's academic, social, and behavioural progress.
Approach complaints with a positive, solution-oriented mindset.	We'll assign a contact person to help resolve school-related complaints.
Maintain privacy in online communications regarding the school, students, and staff.	We'll meet our obligations for student and family privacy.
Provide positive feedback about your child's learning, social and behavioural needs to classroom teachers when opportunities arise.	We'll use various methods to communicate positive feedback about your child's involvement and performance at school.
You respect school, student and staff privacy in your online communications.	We'll respond promptly to social media issues affecting staff, students, or families.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We'll collaborate with families to accommodate their personal needs, including work commitments, finances, and family structure.
Encourage your child to appreciate diversity and differences in their classmates.	We'll celebrate each child's uniqueness and foster an inclusive classroom and school culture.
Offer assistance to parents, staff, and students when needed.	We'll check in with you regarding your child's needs and any necessary family support.

Differentiated and Explicit Teaching

Urangan State High School offers a disciplined environment with tailored teaching to meet all students' learning needs, including teaching and reinforcing expected behaviours.

Teachers use data and daily monitoring to make decisions on differentiation, allowing them to engage students, help them learn, and demonstrate their learning in various ways.

The school utilises a three-layer model for student's learning about behaviour expectations, which is the same for academic and pedagogical differentiation.




In our school, every classroom uses the Behaviour Expectations matrix, shown below, to establish behaviour standards. The teacher, with input from all students, clarifies how each expectation should be demonstrated in the classroom. This matrix is prominently displayed and serves as the foundation for ongoing instruction and addressing any emerging issues throughout the year.

Behaviour Expectations

Pursuit of Excellence, Every Minute, Every Day

**Whilst a member of the
USHS community I will...**



Respect Others by:

- ❖ following all staff directions & procedures
- ❖ being positive, polite and inclusive with my language and behaviour
- ❖ allowing others to learn
- ❖ using appropriate physical contact for the time and place
- ❖ taking and/or using others' property with permission
- ❖ upholding the laws of the broader community

Respect Myself by:

- ❖ following the dress code
- ❖ being on time and ready to learn
- ❖ completing tasks on time
- ❖ making safe choices
- ❖ using electronic devices as instructed

Respect the Environment by:

- ❖ keeping all environments clean, tidy and undamaged
- ❖ using resources, equipment and facilities properly

Focused Teaching

Around 15% of students may need extra support in meeting behaviour expectations, even after receiving differentiated teaching. This focused teaching involves revisiting key behaviour concepts and using explicit strategies to provide more practice and opportunities for success. Support staff, including specialists, collaborate with class teachers at Urangan State High School and align their teaching with the PBL Expectations Matrix. Student progress is monitored to determine their ongoing support needs. Those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Urangan State High School has numerous Support staff available to assist students develop the necessary skills for positive engagement and conduct at school. The school invests in a range of internal Support programs and external partnerships to address specific needs for identified individuals. Programs offered may include Managing the Bull, RAGE, SCREAM, Peer Skills, and Positive Girls Group.

For more information about these programs, please speak with the Head of Department, Student Engagement.

Intensive Teaching

Research indicates that even in effective schools, around 5% of students may need intensive teaching for basic behavioural concepts, skills and knowledge to be mastered. This involves frequent and explicit instruction in small groups or individually. The duration of intensive teaching depends on data and consultation with the student's family.

For a few students with complex and challenging behaviours, individualised, function-based assessment and support plans may be developed through multi-agency collaboration to address barriers to learning and participation.

Students needing intensive teaching will have an assigned mentor overseeing their program, communication with stakeholders, and direct consultation with the student.

Student Wellbeing

Urangan State High School provides various programs and services to support student wellbeing. To access specific services, parents and students can contact their Head of Year to discuss or schedule a meeting with the Guidance Officer.

The [student learning and wellbeing framework](#) at our school recognises the vital connection between learning and wellbeing. Students thrive academically when their wellbeing is prioritised, and success in learning enhances their sense of wellbeing. This framework promotes a positive school culture by integrating student wellbeing into all aspects of school life, including the learning environment, curriculum, policies, procedures, and partnerships for learning and life.

Wellbeing Student Support Team

Urangan State High School boasts a dedicated Wellbeing Student Support Team to enhance every student's social, emotional, and physical wellbeing. This team of

professionals ensures an inclusive, nurturing school environment alongside class teachers.

Students can approach any trusted staff member for assistance or guidance, and they will connect them to the appropriate Wellbeing Student Support Team representative if needed.

For information about support roles and responsibilities, parents can contact the Head of Department for Student Engagement.

Guidance Officer	<ul style="list-style-type: none"> • Student support, student advocate, conflict resolution, management plans for relevant students • Career guidance and subject selection • Student, parent and staff support • Functional behaviour assessment • Cognitive assessment • Referrals to external support agencies/professionals
School Based Police Officer	<ul style="list-style-type: none"> • Early intervention, education programs in and out of classrooms, road safety, police work within schools
School Base Youth Health Nurse	<ul style="list-style-type: none"> • Student support, health counselling • Classroom education program • Education Programs
Indigenous Support Team	<ul style="list-style-type: none"> • Address specific needs of Aboriginal and Torres Strait Islander students. • Develop an awareness of cultural issues across the whole school community • Assist the Aboriginal and Torres Strait Islander community to work with Urangan State High School
Year Level Manager	<ul style="list-style-type: none"> • Support and assist with resolving behaviour concerns and peer conflict • Student support, student advocate, wellbeing programs
Head of Department	<ul style="list-style-type: none"> • Support and assistance with subject specific class issues
School Chaplain	<ul style="list-style-type: none"> • Student support, student advocate, conflict resolution
Youth Support Coordinator	<ul style="list-style-type: none"> • Student support, student advocate • Community network support • Facilitate work experience, school-based apprenticeship and traineeship opportunities
Advisory Visiting Teachers	<ul style="list-style-type: none"> • To assist in program development for students with disabilities.
Wellbeing Committee	<ul style="list-style-type: none"> • Unification and combined approach of the student support services within the school • Coordination of education programs • Management of internal referral of students

Students and parents should also be aware of regional and state-wide support services, such as the Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers, and Senior Guidance Officers. To learn more about these services and their roles, contact the Head of Department – Student Engagement.

Disciplinary Consequences

Urangan State High School employs a differentiated disciplinary model aligned with proactive teaching. Clear expectations are set, with the majority of students receiving in-class corrective feedback for minor issues.

About 15% may continue to experience difficulty in meeting behaviour expectations despite focused teaching, leading to potential referral to the administration team. A smaller 2-5% may require ongoing, intensive support determined in consultation with the Principal. In severe cases, such as harm to others, out-of-school suspension or exclusion may be considered, usually when no alternative strategy is sufficient.

The model involves three tiers of support and consequences, increasing in intensity for behaviours that jeopardise safety or significantly disrupt learning or school operations.

Differentiated

Class teachers provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, place all rubbish in the bins provided")
- 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. "Open your book and complete the activity")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class-wide 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 teachers are 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 Wellbeing Support Team for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Wellbeing Support team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment resulting in an individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- 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 Urangan State High School, 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 and/or unacceptable 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 school 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 Urangan State High School will be invited to attend a re-entry meeting prior to or 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/or in writing, usually via email. Re-entry meetings are short, taking around 15 minutes and generally involve the Deputy Principal or Head of Year, 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
- Release the student to class

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 Officer or Community Education Counsellor, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Urangan State High School has specific discipline policies for students, staff, and visitors to promote a cooperative and safe learning environment. Familiarise yourself with the outlined responsibilities in the following policies:

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

Dress Code / Uniform

The Urangan State High School Dress Code Policy has been developed in consultation with parents and caregivers, school staff, students and the Parents' and Citizens' Association.

The Urangan State High School community endorses and expects students to be in school approved uniform, as depicted below:



URANGAN STATE HIGH SCHOOL

JUNIOR

SENIOR

FORMAL

WINTER

Uniforms
(07) 4197 0104
uniformshop@uranganshs.eq.edu.au

Opening hours
Daily 8 - 9:30am
Tuesday/ Thursday 2:30 - 3:30pm

WORKING TOGETHER TO LEARN

P&C (Parents and Community) of USHS
PO Box 5100 Torquay, 4655

The image displays a variety of school uniforms for Urangan State High School. It includes junior uniforms (red and white polo shirts with black shorts), senior uniforms (white polo shirts with black shorts), formal uniforms (white shirts with ties and black trousers or skirts), and winter uniforms (black and red tracksuits). There are also two bags shown: a black backpack and a red and white duffel bag. The school crest is visible in the bottom right corner of the catalogue.

A uniform is an important part of the development of our school as we agree it presents the first (and often lasting) impression people form about our school and its students.

Not Approved & Not Appropriate Uniform Items



Not School Approved = Not Seen or Dress Code Procedures Applied

Not Seen if wearing = No Dress Code Violation



Hoodie out



Tights



Hoodie / Jumper Visible



Caps



No Logo –
It is NOT allowed



Undershirt –
Sleeves visible



Beanies



Shorts



Scarves

The Urangan State High School Dress Code assists our school community by:

- facilitating easy student identification during school activities, critical incidents, and evacuations.
- notifying school staff about individuals who may not belong on campus.
- minimising economic and social differences among students by alleviating the pressure to buy name brands and follow trends.
- fostering a sense of common purpose, consistency, and unity in students' daily activities.
- aligning with Urangan State High School's safety expectations and complying with the Department of Education and Training's health and safety guidelines, anti-discrimination legislation, and Sun Safe Strategy.

Dress and Personal Appearance Expectations

Students not adhering to the school dress code will be instructed to remove non-compliant items, store them out of sight for the day, and, if available, change into a school loan item. Non-uniform jumpers or tracksuit pants worn in autumn and winter may be retained unless an equivalent replacement is available. Non-compliance will be addressed by the Year Level Team based on disciplinary consequences. All students must be in full school uniform when:

- attending or representing the school
- travelling to and from school and
- engaging in school activities out of school hours.

Students will be required to wear items related to safety, such as safe footwear and eye protection, in order to participate in certain school activities.

The following table outlines the dress code requirements for all students to ensure they come to school with a clean and tidy appearance.

SHIRT	Junior - red polyester micromesh polo with white and grey inserts; Senior - grey polyester micromesh polo with red & white inserts; -with approved school logo embroidered on front left chest
SHORTS	All - Mid-grey micro fibre sports shorts -with approved school logo embroidered on front left hem
SKIRT	*Mid-grey polyester viscose knee length skirt with box pleats; -with approved school logo embroidered on front left hem *Tartan polyester viscose knee length skirt with box pleats; -with approved school logo embroidered on front left hem
FORMAL	Shirt - Blouse / Business Shirt: white poly-cotton; piping: corded, red; -with approved school logo embroidered on front left chest pocket Pants - long mid-grey; dress pants -with approved school logo embroidered on back right pocket Tie - Button Tie (red) (grey with red stripes) – junior/senior Long Tie (grey with red stripe)
WINTER	Fleece jumper / Pullover / Button-up Cardigan - mid-grey cotton acrylic; -with approved school logo embroidered on front left chest Tracksuit Jacket - red, grey & white micro fibre outer with white poly cotton interlock inner; -with approved school logo embroidered on front left chest; Pants - grey micro fibre with red piping down the side with white poly cotton interlock lining -with approved logo embroidered on front left upper leg
HAT	Style: Bucket; material: polyester micro mesh red; -with approved school logo embroidered on front
SHOES	Lace-up, Velcro or gusseted shoes must be worn at all times. Classes in workshops/labs/kitchens, regulations recommend leather shoes. Workplace Health & Safety requires that entire foot must be covered.
SOCKS	Short ankle socks plain white or black.
BAGS	(Optional) – ergonomic backpack / sports bag
JEWELLERY	Earrings - Small sleepers (no bigger than five cent piece); small studs (non-protruding items only); Other piercings that are not ordinarily covered by the school uniform (i.e. facial piercings) must be covered by tape/band-aid or removed during the school day. One small pendant (no bigger than twenty cent piece) on thin chain. (Due to Workplace Health and Safety requirements, necklace to be worn inside student's collar/ shirt - may need to be removed to enable participation in certain activities) Ring - a signet ring Medical alert bracelets and necklaces
MAKE-UP	Make-up is not to be worn Clear nail polish is permitted
HAIR	Hair styles are to be clean, neat and tidy (e.g. no shaved styles, no mohawks, no words / symbols shaved into the scalp etc). Hair colour is to be natural tones

Uniform Modifications and Exemptions

Urangan State High School acknowledges the need for dress code modifications in certain situations, allowing students to attend with maximum compliance. This may include instances where students obtain permission to alter their appearance for charitable activities or when the current uniform poses challenges for students with disabilities.

Conscientious Exemptions

Some students or families may need exemptions due to exceptional circumstances.

Conscientious objection. Urangan State High School acknowledges conscientious objections, such as genuine religious or cultural reasons, to wearing school uniforms, allowing for individual modification or exemption requests.

Financial Hardship

Financial constraints may make buying school uniforms challenging for some families. Urangan State High School offers support to families experiencing genuine financial stress. Students can borrow loan uniforms until they can be purchased. Second-hand uniforms are also available at the P & C Uniform Shop. Alternatively, parents can apply for a flexible payment plan with the school's Business Manager if needed.

Pre-Existing Exemption or Modification

The Principal may grant an exemption or modification if a student had a dress code exception at their previous school before enrolling at Urangan State High School.

Application Process

Submit a written request for individual circumstances modification or exemption to the school Principal. The Principal may request additional information to verify the application's genuine basis. A written response, either approving or denying the application, will be provided promptly. The Principal's decision is final, and applicants will be treated fairly.

Consequences of Approval

If a student receives an individual circumstances modification or exemption, they'll be given a card outlining the granted changes. This exemption allows them to attend school without facing disciplinary consequences for uniform non-compliance. However, the student may still be restricted from non-essential school activities or representing the school if deemed necessary by the Principal. The student must carry and present the card if their uniform status is questioned, and failure to do so may lead to disciplinary action.

Temporary Removal of Student Property

To foster a safe and supportive learning environment and maintain mutual respect, school staff may need to temporarily remove student property. The **temporary removal of student property by school staff procedure** defines the processes, conditions, and responsibilities for principals and staff in state schools.

When deciding the appropriate duration to retain student property, the Principal or school staff will take into account the:

- property's condition, nature, and value
- circumstances of its removal
- safety of the student, other students, and staff
- overall management and control of the school.

The return of temporarily removed student property is determined by the Principal or school staff, unless it has been handed to the Queensland Police Service.

The listed items are strictly prohibited at Urangan State High School and will be confiscated if found with a student.

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including cigarettes / tobacco, vape devices and/or oils)
- 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).

*Prohibited at school are all types of knives, including flick, ballistic, sheath, push, trench, butterfly, star, butter, fruit, and craft knives, as well as any item usable as a weapon (e.g., chisels). School-provided knives for activities will be supervised. If students need their own knives for specific subjects or courses, the school will provide guidelines for carrying and storing them.

** School staff can only administer medication to students if a health practitioner deems it necessary or if there is no alternative for treating a specific health need. Medical authorisation is required for any medication to be administered, **including over-the-counter medications such as paracetamol** and alternative medicines.

Responsibilities

Staff at Urangan State High School:

- do not require student consent for searching school property like lockers, desks, or school-supplied laptops;
- can seize a student's bag prior to seeking consent from a parent or involving the police, if there's suspicion of a dangerous item in the bag;
- require consent from the student or parent to handle temporarily removed student property (e.g., accessing a mobile phone);
- may be required to search a student's property without consent in an emergency situation (e.g., accessing an EpiPen for an anaphylactic emergency);

- require consent from the student or parent when seeking to search the person of a student; if not provided, involving the police and parents is recommended to make such a determination.

Parents of Urangan State High School students should:

- ensure your children avoid bringing prohibited or illegal items onto school premises, including off-site settings like camps or sporting venues:
 - such items should not jeopardise the safety, well-being, or learning environment of others and should uphold a culture of mutual respect.
- promptly collect any temporarily removed student property upon notification from the Principal or staff.

Students of Urangan State High School are required to:

- refrain from bringing prohibited, illegal, or potentially harmful items onto school premises or related settings. (e.g. camp, sporting venues) that:
 - violate the school's Code of Conduct is illegal;
 - jeopardise safety;
 - hinder a supportive learning environment;
 - fails to uphold mutual respect.
- promptly retrieve their belongings when notified by the Principal or staff.

Use of mobile phones and other devices by students

From the beginning of Term 1 2024, all Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours (except for those with Principal approved and recorded exemptions). Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

The decision to implement a consistent, state-wide approach to putting mobile phones away during the school day is based on the advice of Ms Cheryl Vardon AO, former Queensland Family and Children's Commissioner, who completed an independent review of Queensland's approach to mobile phones.

Urangan State High School has developed its management procedures for mobile phones and other devices in accordance with [Advice for state schools on acceptable use of ICT facilities and devices](#).

'Away for the day' will support schools to maintain a strong focus on educational achievement, and student wellbeing and engagement, by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

Urangan State High School staff acknowledges the importance that mobile phones play in our lives, helping us to stay connected with friends, family and work. The Australian Curriculum also outlines the value of Digital Literacy as a General Capability and its contribution to the preparation of young people for the future. However, finding the right balance between the time we spend on our devices and what we do with this technology is important for our health and wellbeing.

To help find this balance, all students will be asked to switch off their phones and put them away in their school bag during school hours (8:50am – 3:00pm). This also includes break times. This means students will be required to use cash, bank card and/or Qkr! app for purchases at the canteen or to make payments at Student Services for school excursions and extra-curricular activities such as school sport and Arts events.

Students are allowed to use other devices such as Ipads, laptops or any other approved device for curriculum and learning purposes. The school will provide direction to students and parents about the use of these devices during break times, which may include specific 'Technology Zones'.

Students can continue to bring their phone to school to communicate with family, friends and employers outside of school hours.

During inter-school and representative school sports, camps and excursions, use of mobile phones and wearable devices will not be permitted during school hours. Supervising staff may provide permission for mobile phone use in the event of unforeseen or exceptional circumstances. Outside of school hours, staff may allow mobile phone use at specified and supervised times (in accordance with the [School excursions](#) procedure). Specific storage requirements may also be communicated to students and parents for these events and activities.

At Urangan State High School, students may be provided with permission to use their phone in one or more of the following circumstances:

- Staff member approves phone use specifically and only for curriculum purposes. Staff member direct students to place phone away at the conclusion on the curriculum activity.
- Exemption granted by DP/GO/HOY for an eligible reason e.g. Health Issue such as diabetes monitor
- Temporary exemption granted by DP/GO/HOY as a supportive measure within the school's Case Management processes, for example: student has family member with terminal illness

****Any student with an exemption will be listed in the Phones and Wearable devices Exemption Register. Students will also carry an official USHS Exemption card to present when requested by staff. A OneSchool Support Provision including exemption timeframe will be recorded.***

Mobile Phone Use Exemptions

Urangan State High School acknowledges that there will be certain circumstances where a student will require access to their mobile phone or wearable device during school hours for medical, disability and/or wellbeing reasons. The Principal will decide whether a mobile phone exemption is issued, it's timeframe and any conditions associated with the exemption.

Application Process

Submit a written request for exemption to the school via the Head of Year or directly the Principal. The Principal may request additional information or supporting documentation such as medical certificate, to verify the application's genuine basis. A written response, either approving or denying the application, will be provided promptly. The Principal's decision is final, and applicants will be treated fairly.

All approved exemptions will be recorded as a Support Provision within the student's Oneschool profile, outlining the all relevant details of the exemption.

Conditions of Approval

If a student receives an exemption, they'll be given a card outlining the purpose, timeframe and conditions of their exemption. This exemption allows them to use their mobile phone or wearable device for the approved purpose only, without facing any disciplinary consequences.

However, if the student uses their mobile phone or wearable device for non-approved reasons and/or not in accordance with the conditions of their exemption, they may face disciplinary action including the removal of their exemption. The student must carry and present the card if mobile phone use is questioned, and failure to do so may lead to disciplinary action.

Management Procedures

For all USHS activities and settings during school hours (8:50am – 3:00pm).

Important: Staff do not touch or take possession of the student's property at any stage of this procedure.

Any student using a phone, wearable device (inc. headphones / ear buds) during school hours without staff approval or exemption, the following will occur:

- 1) Student informed of a technology breach (phone, and/or wearable device) with policy reminder of 'Away for the Day'
- 2) Student issued with a communication slip (original copy) and directed to Student Services for follow up action.

During Curriculum class / lesson time: Teacher selects the most appropriate time within the lesson for the student to go to Student Services.

During Playground Duty: Staff member directs the student to attend Student Services immediately without delay or detour.

- 3) Upon the student's arrival at Student Services:
 - the student will place their device(s) in a signal blocking lockable pouch.
 - relevant staff will ensure the pouch is locked before the student exits. Student maintains possession of their phone within the locked pouch for the remainder of the day.
 - a Management staff member will be available to re-teach the behaviour expectation and ensure understanding of the 'Away for the Day' policy
 - a Compass entry completed. This entry will trigger a SMS to parent/carer and a notification to the referring staff member, confirming the student's compliance with the phone policy and staff direction.

❖ **Note:** Any student reporting to Student Services **at or after 2:40pm** will not be issued with a pouch for the brief time remaining in the day, however, the following actions will occur:

Student will be:

- recorded in Compass as complying with the mobile phone procedures and the referring teacher will be notified
- referred to the relevant Year Level Manager for a pouch to be issued on the student's next school day

With consideration to individual circumstances, including the time the student reports to Student Services with a communication slip, the student may be required to place their device(s) in a phone locker for the remainder of the day.

If student fails to attend Student Services as directed, the referring staff member will:

- send negative SMS to the parent / carer including a Technology violation;
- complete a OneSchool behaviour record and refer to the Year Level Manager for further action and possible disciplinary consequences.

- 4) After 3:00pm bell sounding and students being release from class, the student will need to attend Student Services (during office hours) to have phone pouch unlocked.

Pouch is unlocked, pouch retained by the school and student leaves with their phone.

If a student fails to return pouch or damages the pouch to remove their device(s), an invoice will be issued for damages and a replacement pouch. Any outstanding invoices

will prevent the student from attending any extra-curricular / non-compulsory school activities.

- 5) Defiance: Students who have persistent breaches of the 'Away for the Day' policy will be supported by the Year Level team (YLT). The YLT will consider and collaborate with the student and parent / carer to identify appropriate Tier 2 or Tier 3 supports, interventions and/or disciplinary consequences, to assist the student in meeting the expectation regarding the Phone / Wearable device policy.
- 6) YLT's will assign a case manager to work with student and parent / carer regarding supports and interventions.
Supports & Interventions could include, but are not limited to:
 - Behaviour Conference involving parent, student & school and agreement to:
 - Leave phone at home
 - Phone check in & check out at Students Services each day, for the agreed timeframe. Student places device(s) in phone lockers provided at Student Services.
 - Technology Addiction Education and Support Program
 - Referral to external agency support, if available and appropriate.

Consequences

Any student who fails to comply with the 'Away for the Day' phone policy and/or the school's management procedures and expectations as outlined above, will be dealt with according to the Student Code of Conduct.

Students who demonstrate defiance and/or other secondary behaviours such as disrespect, abusive language and/or physical aggression in regards to the 'Away for the Day' phone policy may be issued with relevant disciplinary consequences such as lunchtime detention; after-school detention; removal of Good Standing; suspension.

Loss or damage of lockable phone pouches will result in the student / parent being invoiced for the replacement cost, \$30 per item.

Any unpaid invoices will likely prevent your participation in all non-compulsory school events and extra-curricular activities such as school sport, rewards and enrichment programs etc.

Safe, Responsible and Respectful Online

In the event that Urangan State High School students engage in online learning (e.g. School of Distance Education subject; online TAFE course; Headstart Program; online School-based Apprenticeship and Traineeship training modules) understand that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear approved uniform or clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure ([Use of ICT systems](#)).
2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).
4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

Acceptable/appropriate use/behaviour by a student engaged in online learning

It is acceptable for students to:

- use Ipad, laptop or desktop 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 device
- switch off and place out of sight mobile devices or other digital technologies (as per the school's mobile phone policy) during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning
- use personal mobile device for private use before or after school

- seek teacher's approval where they wish to use a mobile device under special circumstances.

Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is unacceptable for students to:

- use the mobile device or other digital technology without teacher permission or an approved exemption
- use any electronic device in an unlawful manner
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking
- insult, impersonate, 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-device 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 device (including those with Bluetooth functionality) to cheat during exams or assessments
- use a device at exams or during class assessments unless expressly permitted by school staff.

Preventing and responding to bullying

Urangan State High School 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 that optimal student learning is achieved through connectedness and secure relationships. Students feeling safe are more active and achieve better outcomes. Valued and supported teachers engage positively, strengthening school connections. Positively engaged parents enhance student well-being, leading to improved self-esteem, attendance, and behaviour. Enhancing student and educator well-being delivers long-term benefits to the Australian community.

Urangan State High School has a **Student Council**, 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 focus of the Student Council relate to 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.

The Student Council prioritises implementing strategies to enhance overall wellbeing, ensure safety, and address issues like violence, bullying, and abuse in both online and physical spaces. We advocate for students to actively advise staff, parents, and the community on emerging issues and provide practical solutions tailored to various contexts at Urangan State High School.

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 Urangan State High School 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 Urangan State High School 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.

Urangan State High School - Bullying response flowchart for teachers

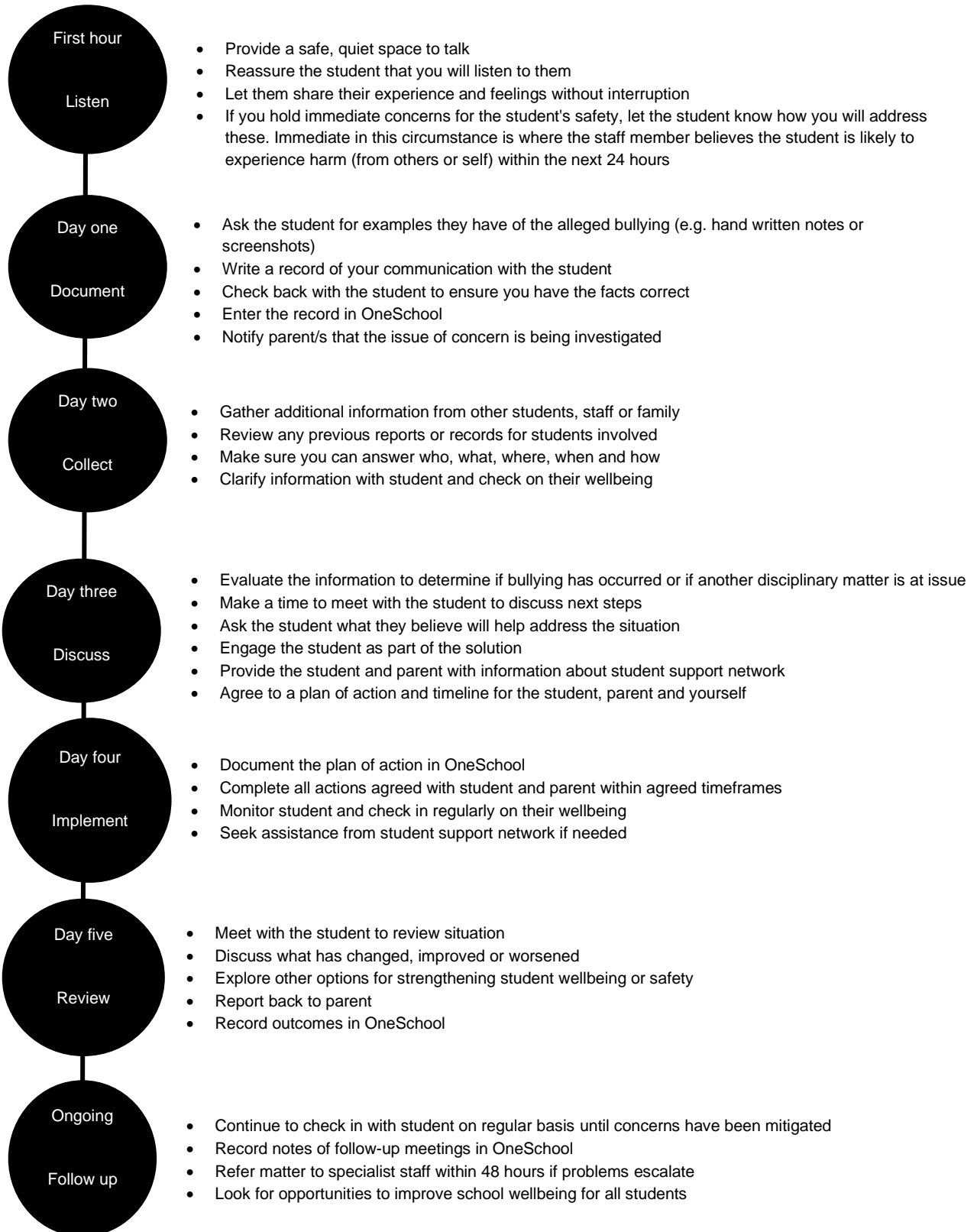
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Form teacher, class teacher or Year Level Manager

Deputy Principal or Head of Year – 07 4197 0111

STYMIE (Safety & Wellbeing Notification System) - <https://www.stymie.com.au/>



Cyberbullying

Urangan State High School addresses cyberbullying with the same seriousness as in-person bullying. Unlike traditional bullying, cyberbullying extends into students' homes and communities, leaving no escape from harassment during evenings, weekends, or holidays.

To report cyberbullying, students or parents should contact the form class teacher or Year Level Manager for assistance in prevention and response.

State school principals can take disciplinary action for student behaviours, including cyberbullying outside school hours or premises. Concerned parents and students should promptly seek assistance from the [Office of the e-Safety Commissioner](#) or the Queensland Police Service regarding cyberbullying during school holidays.

Urangan State High School students may receive in-school consequences, including detention or loss of go Standing, or more severe actions like suspension or exclusion for behaviours negatively impacting fellow students, school order, or management. This covers instances like cyberbullying outside school hours, including weekends and holidays, as well as inappropriate online conduct directed at community members or students from other schools.

Parents, stakeholders, or school staff involved in inappropriate online behaviour may be reported to the Office of the e-Safety Commissioner, Queensland Police Service, or the Department of Education's Integrity and Employee Relations team. For inquiries about the school's approach to handling cyberbullying, contact the Deputy Principal or Head of Year.

Urangan State High School - 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](#).

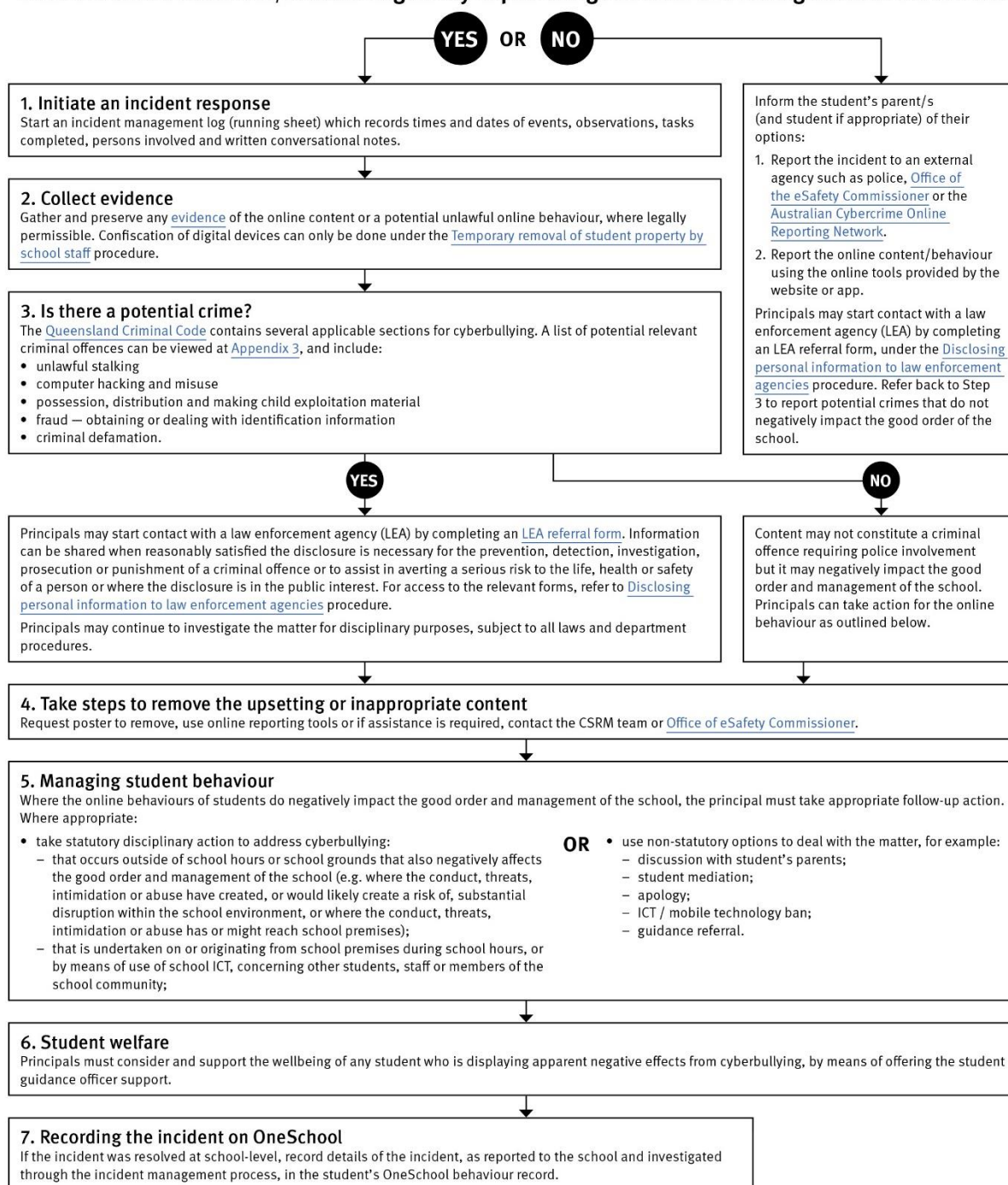
Explicit images

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?



Appropriate use of social media

Urangan State High School acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. The internet, mobile phones, and social media offer great opportunities for online networking and socialising. Despite their positive aspects for idea-sharing, these technologies also have the potential to inflict pain and suffering on individuals, groups, or entire communities through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

Negative comments about the school community on social media can have a greater impact than anticipated. This guide provides information on handling such comments, as they can permanently damage the reputations of students, teachers, schools, principals, and parents. In some cases, inappropriate online behaviour may lead to police and court involvement.

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 comments general and avoid posting anything that could identify individuals.
- Many 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?

Feedback from parents and the community is crucial for schools and the department. To address compliments, complaints, or inquiries regarding school matters, it is recommended to communicate directly with the school rather than discussing them in a public forum.

While many schools use social media to update parents of school notices, schools prefer direct communication from parents regarding compliments, complaints, or inquiries, emphasising privacy. Consider how professionals like doctors, accountants, or banks wouldn't use Facebook for important discussions.

If you have raised an issue the 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 (Cth) 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 page's URL 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.

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.

Student Intervention and Support Services

Urangan State High School acknowledges the importance of addressing bullying, including cyberbullying. Students affected by or witnessing bullying can access internal support staff listed in the Student Wellbeing Support Team section (page 19). Students are encouraged to approach any staff member to share concerns. All staff are familiar with responding to bullying reports and will promptly address students' concerns. Depending on the incident, a formal action plan may be developed.

Support is also offered to students engaging in bullying behaviours, including counselling, social development programs, and referrals to mental health services. Restorative justice strategies may be implemented. Disciplinary measures, such as detentions, loss of Good Standing and / or withdrawal from events, emphasise the community's stance against bullying. More severe consequences, including suspension or exclusion, may be applied.

Occupational Violence and Aggression

Everyone has the right to be safe at school (place of employment or study).

Occupational violence and aggression (OVA) is any action, incident or behaviour that departs from reasonable conduct in which a person is threatened, harmed or injured by another person during, or as a direct result of their completing their role and engagement at school. This includes incidents of online abuse and cyber-bullying.

Urangan State High School does not condone violence and aggression in any form. All forms of violence and aggression directed towards staff, students, visitors and/or persons providing a service to the school is not acceptable and will not be tolerated. Urangan SHS is committed to ensuring that all staff, students and other persons engaging with our school understand the school's stance towards occupational violence.

Examples of conduct that may constitute occupational violence and aggression include, but not limited to:

- abusive language: a person delivers verbal messages that include swearing, name calling, threats or use of words in an inappropriate way
- harassment: a person engages in the delivery of aggressive or harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.
- physical aggression: intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression.

Students enrolled at Urangan State High School may face in-school disciplinary action, such as suspension or exclusion from school for engaging in unreasonable conduct considered as occupational violence and aggression.

A serious instance of occupational violence and aggression may constitute a criminal offence and become a police matter. For example, assault of a staff member may constitute an offence (Criminal Code Act 1899 (Qld) s. 245 (1)). School staff may contact their union or obtain personal legal advice if they feel that an act of occupational violence and aggression has occurred.

Restrictive Practices

Urangan State High School staff must respond promptly to address student behaviour that poses a risk of physical harm to students, themselves or others. Most instances can be quickly de-escalated, but in rare cases of escalation, staff may need to employ positive and proactive strategies to help students manage their emotions and behaviour.

In rare cases of imminent physical harm, if alternative strategies fail, staff may need to resort to restrictive practices.

Restrictive practices are employed only as a last resort to mitigate immediate risks to students, staff, or others, and are never utilised for punitive or disciplinary purposes.

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, staff at Urangan State High School may employ pre-planned physical or mechanical restraint methods based on behaviour risk assessment or clinical health need. These strategies are recorded in advance and used only when there is a foreseeable immediate risk, following the **Restrictive Practices procedure**. To ensure proper implementation, staff receive professional development and training in the Management of Actual and Potential Aggression.

Seclusion will be employed only in serious, unforeseeable emergencies, for the briefest duration in a safe area without additional foreseeable risks to the student. A staff member will continuously monitor the student, and seclusion will end promptly.

After employing a restrictive practice, a targeted review enables staff to assess their response to any incident involving it, exploring alternative management options for similar situations and effectively reducing the reliance on such practices.

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

Critical Incidents

All school staff must consistently understand how to respond to emergencies involving student behaviour that poses a serious threat. This ensures appropriate actions are taken to keep both students and staff safe.

A critical incident is an abrupt and unforeseen event, such as a community or road-related occurrence, demanding swift and safe intervention to quickly control student behaviour. It is a crisis management period and not a time for punitive measures.

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. Prevent exacerbating problematic behaviour by refraining from shouting, cornering, invading personal space, touching, sudden reactions, sarcasm, defensiveness, and conveying anger or frustration through body language.
2. Demonstrate calmness, respect, and detachment to set a behavioural example for students. Stay composed, use a measured tone, choose words carefully, avoid humiliation, be matter-of-fact, and refrain from emotional responses.
3. Approach the student calmly and respectfully in a non-threatening manner. Speak privately, minimize body language, maintain a reasonable distance, establish eye level position, be brief, stay focused on the agenda, acknowledge cooperation, and withdraw if the situation escalates.
4. Follow through: Briefly acknowledge if the student shows appropriate behaviour, redirect others' attention. If problem behaviour persists, remind them of expected school behaviour and consequences.

Debrief at a low-risk time to help the student analyse the events leading to unacceptable behaviour, pinpoint decision moments, assess decisions, and identify acceptable options for the future.

Legislative Delegations

Legislation

In this section of the Urangan State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student's wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state secondary schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

Urangan State High School staff are dedicated to fostering a safe and inclusive environment for every student. If parents have concerns impacting their child's education, they are encouraged to raise them with the school.

Queensland state schools are dedicated to addressing all complaints, whether about staff or operations, in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the Department of Education's service or staff actions, including school decisions and / or local regional office actions.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).