



Cheltenham Girls' High School

Wellbeing Policy

Revised 2025

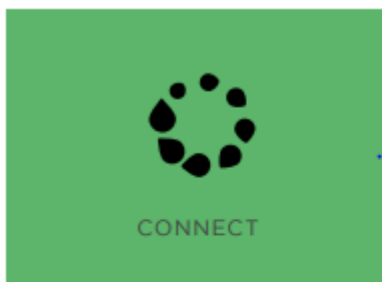
Cheltenham Girl's High School is committed to providing a wide variety of quality learning experiences in a caring, cooperative and challenging environment.

We strive to develop self-awareness, esteem and confidence. We promote positive, collaborative relationships built on respect and concern for others. We encourage creative and critical thinking, and foster personal excellence and satisfaction.

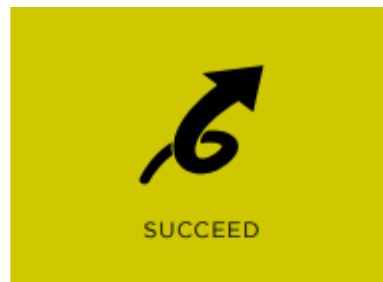
Wellbeing is the concern of each person in our school community. Wellbeing can be described as the quality of a person's life. Wellbeing needs to be considered in relation to how we feel and function across several areas, including our cognitive, emotional, social, physical and spiritual wellbeing.

We strive to ensure that every student is Known Valued and Cared for.

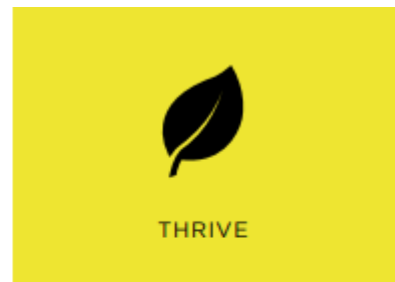
Each of us is expected to contribute to our school through:



Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.



Our students will be respected, valued, encouraged, supported and empowered to succeed.



Our students will grow and flourish, do well and prosper.

We value strong community relationships as well as fostering student leadership. We encourage students to make proactive contributions to social justice programs that will have a positive impact on the lives of others.

CONNECT: *Our students will be actively connected to their learning have positive respectful relationships and experience a sense of belonging to their school and community.*

The School's Code of Conduct.

Our schools code of conduct reflects the core rules and values of the Department of Education PD-2006-0316-01-V02.0.1 and last update 29/05/2024 (source:

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-01>

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships
- Value the interests, ability and culture of others
- Dress appropriately
- Take care with property

Safety

- Model and follow school codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others

Engagement

- Attend school every day
- Arrive to school and class on time
- Actively participate in learning
- Aspire to achieve the highest standards of learning.

Quality Teaching

The core business of the teaching profession is pedagogy. Pedagogy is evident both in the activity that takes place in the classroom and/or other educational settings and the nature and quality of the tasks set by teachers to guide and develop student learning.

SUCCEED: Our students will be respected, valued, encouraged supported and empowered to succeed.

The NSW DoE has developed a framework for quality teaching in order to promote continued reflection of teaching practice by teachers. This will promote improved student outcomes and build on documented evidence of best practice in NSW education.

Teachers can make a difference to students' learning outcomes.

Research shows high levels of **Intellectual Quality** benefit all students, whether they are high or low achieving, typically identified as educationally disadvantaged, identified as gifted and talented or those with special needs.

A **Quality Learning Environment** focuses on teachers' expectations and students' 'time spent on task' in a strong, supportive environment. This will consistently contribute to a school environment where there are minimal disruptions, resulting from student breaches of the core rules, and which positively affects the quality of work that students are able to achieve.

In order to have the most impact on learning to produce quality student outcomes, students must see that 'learning matters' and has **Significance**. They must be able to make links between learning and real-life situations in personal, social and cultural contexts if they are to value learning. Quality programming and lesson preparation contributes to the process of quality teaching and these have a direct and demonstrated 'flow on' effect to the welfare and discipline within the school, which also establishes and supports school culture.

Strategies to Promote Good Discipline and Effective Learning.

Our mission at Cheltenham Girls High School is to provide an environment for learning based on effective classroom practice and the right of each student to be treated fairly and with dignity. We aim to achieve this by the following:

- The establishment of high expectations for all students
- The provision of the broadest possible curriculum enhanced by our extensive curriculum enrichment program, to cater for the needs and interests of each student:
- The promotion of a technology code of conduct (see Technology Policy) agreed to by each student and Mobile Phone Policy (see Mobile Phone Policy)
- The development of a policy for using English and other first languages in order to help establish a learning environment which meets the needs of students from all cultural and language backgrounds;
- The provision of the PDHPE curriculum and programs such as peer support, anti-bullying, anti-racism, peer tutoring, specific Year camps and study skills days to foster self-awareness, self-esteem, concern for others, and self-discipline;
- The provision of Aboriginal and multicultural perspectives and gender equity issues in faculty programs and whole school activities as appropriate;
- The provision of programs by members of the Learning Support and Wellbeing faculty for students needing counselling or additional support;
- The modelling, encouragement and monitoring of appropriate student conduct by the school's Prefects and Transport Prefects;
- The encouragement of students to participate in decision making processes and leadership in the school through representation on the Student Representative Council (SRC), various school enrichment groups.
- The provision of an ongoing professional development program for all staff to enable them to update in excellence in teaching practice at all levels, student wellbeing, and effective management.
- The establishment of a partnership with all members of the school community through groups such as the P&C, SRC, Prefects, Social Justice Group, Green Team, Cloud 9 the Transport Prefects, School committees, school faculties, Yallabee Newsletters, meetings to review student progress, to plan events to throughout each academic year. This network between students, staff and parents helps establish a consensus of expectation and purpose which is a distinguishing feature of our school.

THRIVE: *Ours students will grow flourish, do well and prosper.*

Practices designed to recognise and reinforce student achievement.

At Cheltenham Girls' High School we celebrate student achievement which has been supported by staff and parents, and continues to be outstanding, diverse, unpredictable and exciting to witness.

The Merit System is administered in the following way;

Categories of Merit

- Community Responsibility and Leadership
 - Sporting Excellence or Achievement
 - School Culture
 - Academic Achievement
 - Classroom Effort
- **Merit Points** - awarded in class and by any faculty for in any of these categories
 - **Merit Certificates** - awarded each time the student has 3 small Merit Points
 - **Year Advisor Award** - achieved by 5 Merit Certificates
 - **Deputy Principal Award** - achieved by 3 Year Advisor Awards
 - **Principal Award Gold Badge** - two DP awards and application to Principal and completion of 10 hours of community service

To complement the merit system student achievement is also supported in the following ways;

- Letters of commendation for outstanding achievement or significant improvement each semester
- Honour Board record in the school Hall.
- Commendations at school assemblies
- Promotion in the local media and the Annual Presentation Day honour lists at the Sydney Opera House.

Strategies for dealing with unacceptable student conduct

Our discipline policy is based on the following principles.

It is expected that;

- Student conduct in the classroom, in the playground and while travelling to and from school will support the school's code of conduct;
- Students will have a good understanding of their responsibilities and rights including those identified in the NSW Anti Discrimination Act;
- Students will follow the procedures for leaving class, when they are unwell or when they are seeking support. These procedures are made explicit through the Year group Google wellbeing classrooms and the students wellbeing booklet. Grievance/complaints procedures in relation to all forms of unlawful discrimination, harassment and vilification are explained to students each year are followed;
- Any investigation will be based on procedural fairness;

- There is a fair and logical application of consequences for unacceptable conduct.
- Strategies used for dealing with unacceptable behaviour may consider restitution and counselling.
- Parents will be involved in the disciplinary procedure as required under the DoE Suspension and Expulsion Procedures. *Updated 29/05/24*
- <https://education.nsw.gov.au/policy-library/policies/pd-2006-0316-06>

Students out of class

When a student is out of the classroom for any valid reason, such as going to the toilet or visiting the Library, the teacher will record the absence from lesson on Sentral. Students who are considered to be at risk (identified through Sentral flags) or a student who is unwell must be accompanied to the front office by another student.

Provisions of the NSW Anti Discrimination Act 1977

It is unlawful to discriminate against, harass or vilify a person on the following grounds:

- race
- sex
- sexual preference or gender identity including transgender students
- disability (including HIV/AIDS)
- marital status or
- age.

For help about any matter to do with discrimination students are encouraged to contact the teachers who are our anti-discrimination contact officers. (Refer to the Anti Discrimination Policy)

Inclusivity

Teachers will explicitly communicate and teach their expectations for routines and appropriate respectful behaviour to their classes. To enable staff to create inclusive, engaging and respectful schools, some circumstances exist where behavioural interventions are necessary. Principals, teachers, and school staff will seek to understand and support each student's individual needs. This involves responding accordingly to individual circumstances and the reasons for student behaviour.

The school applies processes to support inclusivity including strategies and procedures outlined by the Disability Standards and Inclusive Education for Students with Disabilities, the Aboriginal Education Policy and Stronger Strides Together Strategy.

Students who exhibit behaviour/s of concern may be supported with a Individualised Behaviour Support Plan, and tailored Risk Management Plan which incorporates strategies and practices to support students and/or manage behaviours of concern.

The school supports behaviour across the Care Continuum and works with families and external agencies to plan and deliver effective tailored support to individual students.



Students are supported to learn developmentally appropriate positive behavioural responses to the large range of social and cultural situations they may encounter. School staff, including principals, teachers and support staff, will:

- support students to meet the high standards of behaviour expected to create positive, safe, inclusive and respectful communities
- establish and explicitly teach behaviour expectations
- implement whole-school practices and strategies to support the long-term learning, wellbeing and safety of all students
- partner with students, parents and carers, caseworkers and support services to create and implement effective behaviour support interventions that reflect the student's age, individual learning and wellbeing needs, and developmental level
- engage in current professional learning opportunities to expand their skills in supporting student behaviour

Breaches of the Code of Conduct

Student behaviour includes behaviour that occurs:

- at school
- on the way to and from school
- on school endorsed activities that are off-site
- outside school hours and off school premises where there is a clear and close connection between the school and students' conduct
- when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

Inappropriate behaviour in class, in the playground, while travelling to and from school or while representing the school will not be tolerated by staff or student. Such unacceptable behaviours include but are not limited to;

- School Uniform Infringements
- Attendance infringements
- Computer network, email and mobile phone abuse
- Disobedience or rudeness to staff, prefects, transport prefects or visitors
- Discourteous or demeaning or unsafe behaviour in public
- Use of offensive or obscene language at school or in public
- Discrimination, harassment or vilification
- Bullying or threatening behaviours including online or in technology based forums
- Littering, vandalism or graffiti

- Theft at school or in public, including shop stealing.
- Smoking or vaping
- Drinking alcohol
- Possession, consumption or sale of illegal drugs
- Possession of weapons
- Violence towards students, staff or others

Outcomes:

There may be a number of different outcomes when the code of conduct is breached. Depending on the breach, the matter is managed at to lowest level and may include;

Verbal warning

Restitution

Detention at lunchtime or afternoon

Formal caution

Short or long suspension

Restitution

Restitution is an act to make amends.

All staff are encouraged to negotiate restitution when dealing with inappropriate behaviour by a student because it empowers the student to take responsibility for her own actions.

A good restitution would have the following characteristics:

- A collaborative problem solving process
- The freedom and flexibility to negotiate appropriate consequences including restitution
- Recognition of the effects of the breach on others.
- Effort required by the offender to face consequences
- Consequences which are logical and relevant to the inappropriate behaviour and
- A plan of action to redress the damage.

Procedural Fairness

The principles of Procedural Fairness underpin these procedures

Essential elements of procedural fairness include an individual's right to be heard and to a fair and impartial decision, which also includes the right to:

- know why the action is happening
- know how issues and decisions will be determined
- know the allegations in the matter and any other information the decision maker considers
- respond to any allegations made against an individual
- appeal the decision to suspend or expel, and be informed of their right to do so
- impartiality and an absence of bias in the investigation and decision-making processes.

Formal Caution

Principals should generally provide a student and their parents or carers with a formal caution to suspend for a particular behaviour of concern before proceeding with a suspension. In certain circumstances, the principal may determine that a student should be suspended without issuing a formal caution to suspend because there are immediate and significant risks to health, safety and wellbeing for students or staff that cannot be otherwise mitigated.

The purpose of the formal caution to suspend is to provide a circuit breaker for the student to understand the impact of their behaviour/s of concern and engage them with positive behaviour supports. It is critical that this time is used by the school to implement any further supports or reasonable adjustments needed by the student. This may involve seeking assistance from external specialists or Learning and Wellbeing Support to provide further adjustments and tailor positive behaviour supports to engage the student with their learning.

Formal Cautions remain in place for 50 school days. They do not extend into a new calendar year without consultation with the DEL.

Suspension

Suspension highlights for the student and her parents the unacceptability of the student's behaviour. It also highlights that parents share responsibility with the school for shaping young people's understanding and attitudes about acceptable behaviour.

The ultimate purpose of suspension is to seek a positive resolution with the student, her parents and the school so that the student can effectively re-join the school community. This will include the student accepting responsibility for her own behaviour, the negotiation of an acceptable restitution, remedial counselling and the monitoring of progress.

Serious breaches of the school's Code of Conduct may result in suspension from class or from school and may also result in expulsion from school. Responsibility for the decision to suspend a student from school will rest with the Principal in consultation with the Deputy Principals and other staff involved. Procedural fairness principles apply.

Principals can suspend a student engaging in behaviour or behaviours of concern on grounds that could include but are not limited to:

- continued/persistent disobedience and/or disruptive behaviour
- malicious damage to or theft of property
- verbal abuse
- bullying and cyberbullying
- misuse of technology
- discrimination, including that based on sex, race, religion, disability, sexual orientation or gender identity.

Due to the immediate and/or significant risk of harm to students or staff, it is important principals consider issuing an immediate suspension to any student who engages in serious behaviour or behaviours of concern that could include but are not limited to:

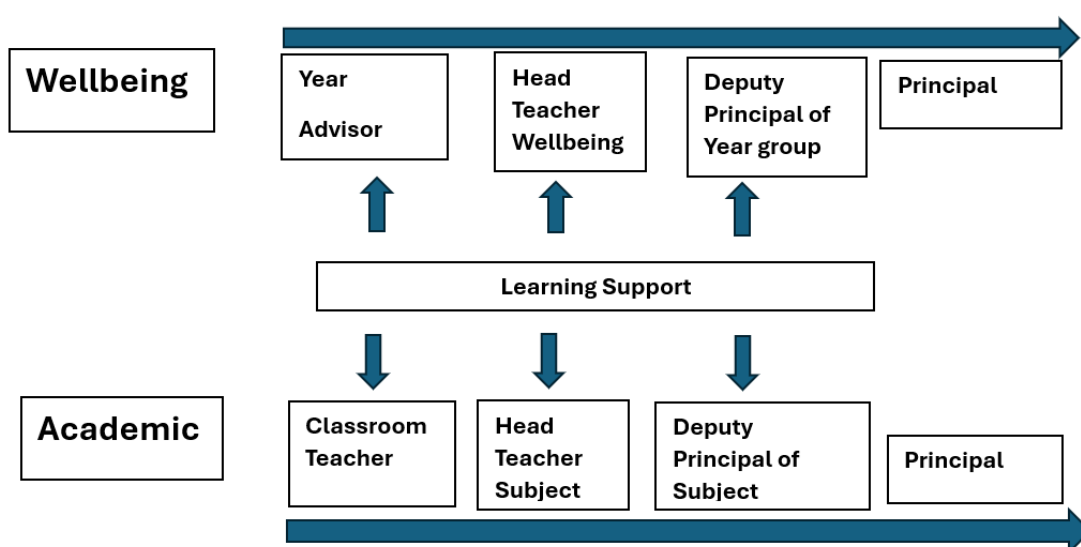
- being in possession of, uses or supplies tobacco, vaping devices, alcohol and e-cigarettes
- being in possession of, uses or supplies a suspected illegal/restricted substance
- being in possession of, or using weapons including knives (excluding Kirpans, in line with guidance set out in [Legal Issues Bulletin 22 – Knives in schools](#)) and firearms
- using an implement as a weapon
- seriously threatening or engaging in physically violent behaviour
- engaging in serious criminal behaviour related to the school

- engaging in sexual harassment, sexual assault or other sexualised behaviour that may pose a risk of or has caused physical, psychological or emotional harm to others. See definition.

At Cheltenham, the necessity for such action is rare. The school, with the support of our community is able to provide a happy, safe and harmonious school in which learning and positive wellbeing can flourish.

Line of Enquiry

Everyone has a role in delivering wellbeing across the school community.



The following documents should be read in conjunction with the Wellbeing Policy

CGHS ICT Policy

<https://cheltenham-h.schools.nsw.gov.au/content/dam/doe/sws/schools/c/cheltenham-h/school-policies/technology/CGHS ICT Policy 2021.pdf>

DET Student Behaviour Policy

<https://education.nsw.gov.au/policy-library/policies/pd-2006-0316>

DET Social Media Policy

<https://education.nsw.gov.au/policy-library/policies/pd-2011-0418>



ANTI BULLYING GUIDELINES

STATEMENT OF PURPOSE

Cheltenham Girls' High School aims to provide the best possible learning environment for all students and staff. Inappropriate behaviours that interfere with teaching and learning or adversely affect student well-being will not be tolerated.

We are an inclusive school. We respect each other and we do not tolerate any form of bullying, put downs or harassment. We have a 'hands off' policy. Students who experience bullying should know that they will be supported when they seek help. Students who engage in bullying will also be given help to stop their negative behaviours.

Preventing and responding to bullying behaviour in learning and working environments is a shared responsibility of all school staff, students, parents, caregivers and members of the wider school community.

WHAT IS BULLYING?

- Bullying is **intentional, ongoing and repeated behaviour** by individuals or groups that causes distress, fear, hurt or embarrassment. It involves a misuse of power in a relationship and behaviours that cause harm.
- Bullying behaviour can include the following ongoing and repeatedly:
 - Verbal (name calling, teasing, put downs, threats, insults)
 - Physical (hitting, punching, kicking, scratching, tripping or spitting)
 - Social (ignoring, excluding, encouraging others to ignore someone, making inappropriate gestures)
 - Psychological (spreading rumours, hiding or damaging possessions, dirty looks, hurtful SMS or email messages, inappropriate use of camera phones)
 - Cyber-bullying (use of email, Internet, and any social media sites, mobile phone and camera phone or other electronic forms of harassment or stalking)
- Bullying can involve humiliation, domination, intimidation, victimisation and all forms of harassment including that based on sex, race, disability, homosexuality or transgender. Bullying of any form or for any reason can have long-term effects on the victim, those engaging in bullying and on students who witness the bullying.

ARCO

The ARCO stands for Anti Racism Contact officer. Each school must have at least one ARCO. The ARCO receives reports and complaints about racism and refers them to the principal for management under the Complaints Management Procedures. The ARCO will receive feedback as to the progress of the complaint.

CGHS School ARCO is;
Mr Fabian Amuso

Cheltenham Girls' High School publishes the School Behaviour and Support Management Plan 2025 on the school website as per DoE requirements.

The School Community

All members of the school community have a duty to contribute to the prevention of bullying.

Students should:

- Read the Wellbeing Brochure which is provided to every student at the beginning of each year
- Report any incidents of bullying that they witness or in which they are involved
- Recognise that most bullying takes place when the bystanders are present and that intervention by peers is very effective at stopping the bullying
- Keep any evidence of bullying, such as emails or text messages, screen shots or text messages.
- Not retaliate if bullied
- Make a report as soon as possible and discuss any concerns with their Year Adviser and/or any people listed previously
- Inform their parent/caregiver or trusted teacher if they are being bullied

Students will be treated fairly and with respect. Any reported matters should be investigated as soon as practical and managed, as far as possible, without further duress to the student making the report.

Wellbeing Programs at CGHS that assist to address and prevent bullying

- Peer Support
- Cyber Safety ad Police youth Talks
- Student camps
- Respectful relationships seminar Relationships Australia.
- RUOK day

Management of Bullying Incidents

The management of incidents of bullying falls under the Student Behavior Policy and procedures. (Please refer to the wellbeing policy)

Parents/Caregivers

Parents/caregivers should know that they can seek help for their daughter/s for any learning and/or welfare issues by contacting the school.

Parents/caregivers can help to raise the school's awareness of bullying that may take place at times when teachers are not in direct supervision e.g. on the way to or from school or when text messages, emails or social media are used, by reporting incidents or bullying immediately.

Parents/caregivers have a responsibility to:

- support their daughter/s to become responsible citizens and develop responsible on-line behaviour
- be aware of the School Behaviour and Support Management Plan and assist their daughter/s in understanding and dealing with bullying behaviour – published on the school website.

- support their daughter/s in developing positive responses to incidents of bullying consistent with the school Anti-bullying Plan
- report incidents of school related bullying behaviour to the school including all or any student names – this will assist the school to more effectively manage the incident.
- work collaboratively with the school to resolve incidents of bullying when they occur.

Parents/caregivers should:

- question their daughter if they notice significant changes in her attitude to school, mood or if she appears very concerned or apprehensive about school
- report bullying incidents immediately to the school. The contact can be to the Year Adviser, Head Teacher Welfare or the Deputy Principals
- keep any evidence of bullying, such as social media screen shots, video or emails or text messages etc.

Bias-based bullying

Bullying can be based on bias that stems from a perceived difference. This includes, amongst others, religion, race, culture, and their sex because they are lesbian, gay, bisexual, transgender and/or intersex.

CGHS is supportive school community which works together to develop a positive whole-school culture that values diversity. We teach our students about positive social interactions, anti-discrimination, conflict resolution and power in relationships. Teachers create a safe, respectful and supportive classroom. If bias-based bullying occurs, the bias is recognized, named and challenged. For example, it may be stated that the bullying is based on racism or homophobia with discussion on why this behaviour is offensive. There is a contact person at the school for students who require further support or wish to report incidents. Mr J. Attard.

Transgender students enjoy the same legal rights or protections afforded to all students under the duty of care, education and work health and safety laws. At CGHS a transgender student with their parents and carers may seek support from the school in relation to their name used at school, their uniform, their use of school facilities and consideration in school activities and at camps. Open communication between the school, including the counselor, and the student, parents or carers supports the student experience a safe and successful education.

The following documents should be read in conjunction with this policy.

- <http://www.ncab.org.au/forschools/>
- <http://www.cybersmart.gov.au/Home/Kids/Watch%20Videos/GameOn.aspx>
- <http://bullyingnoway.gov.au/>
- <http://www.racismnoway.com.au/>
- <http://www.schools.nsw.edu.au/studentsupport/bullying/downloads/cyberbullying.pdf>
- <http://www.schools.nsw.edu.au/studentsupport/bullying/downloads/bystanderbhvr.pdf>
- <https://detwww.det.nsw.edu.au/lists/directoratesaz/stuwelfare/stuwellbeing/>
- https://detwww.det.nsw.edu.au/policies/student_serv/student_welfare/homoph_sch/homophobia_sch.pdf

Sun Protection Policy



Cheltenham Girls' High School also seeks to provide opportunities for students to learn about and practise ways of adopting and maintaining a healthy, productive and active life through its student welfare policies and procedures and through Personal Development, Health and Physical Education (PDHPE) and other Key Learning Areas.

Families, schools and communities share responsibility for the health, safety, welfare and wellbeing of children and young people in their care. The school community, including families, work together to take all reasonable actions to protect students from risks of harm that can be reasonably predicted due to ultraviolet radiation from the sun.

Australia has the highest incidence of skin cancer in the world. This may be attributed to many factors, Geographic circumstance and climate, attitudes and lifestyle including Australians' love of the outdoors.

The "Slip, Slop, Slap" and "There is nothing healthy about a tan!" campaigns have made significant contributions to changing some of the lifestyle practices when in the sun however there is evidence that many Australians do not practise sun sense when working or playing outdoors.

At Cheltenham Girls' High School we aim to provide a safe and supportive environment which encourages and empowers students to take personal responsibility for healthy lifestyle choices.

The school outdoor areas provide a number of shade trees and undercover areas for students to sit during recess and lunch. Seats are provided in the shade in all playground areas. Students are encouraged to wear a hat, sunglasses and sunscreen when outdoors.

Students benefit if they are provided with opportunities to develop the knowledge, skills and understandings relevant to managing their own health. Taking into account what is reasonable and safe in an individual case, Cheltenham Girls' High School supports students to develop independence in managing their own health.

Procedures within the Policy

Students

- The wearing of a hat is compulsory for all outdoor lessons including PDHPE and Sport lessons
- The wearing of hats and sunglasses is strongly recommended whilst travelling to and from school and whilst in outdoor play areas.
- The wearing of sunscreen is strongly recommended for all outdoor lessons including PDHPE, Sport and swimming lessons.
- Sunscreen is available outside the PE change room at all times.
- Students should consider using moisturisers with a built in sunscreen.

Staff

- Staff are expected to model sun safe behaviour for students

- All staff will require students to comply with sun hat rules for all outdoor classes.
- Free sunscreen is available to staff and students at any time throughout the school day and before all outdoor classes from the PDHPE staffroom in I block.
- The PDHPE Staff have ensured
 - A pump pack of sun screen 30plus is located outside the PE change rooms and is available for use by all staff and students.
 - 3 - 4 generic Cheltenham peak caps are available on request for students who have failed to bring a hat to school.

Parents

Cheltenham Girls' High School relies on and values the co-operation of parents, medical practitioners, health services, other relevant agencies and local community resources to assist us to support the health of our students.

- Parents should provide a hat and sunglasses for their daughter and encourage their daughter to wear her hat and sunglasses when travelling to and from school and while in the outdoor areas.
- The school expects support from parents to ensure that their daughter carries her hat in her bag so that it is available for PDHPE, Sport and any other outdoor lessons
- Parent should encourage their daughter to wear sunscreen each day

Hats are available for purchase from the Cheltenham Girls' High School uniform shop every Tuesday and Thursday of the week.



Uniform Policy Guidelines

Rationale

Cheltenham Girls' High School has a distinct and unique uniform that has been proudly worn for more than 60 years. The decision to wear a uniform has been the result of a consultative process with the students, parents and the wider school community. Students are immediately recognisable because of the pink, maroon and blue colours and this is commonly associated with Cheltenham Girls' High School as a school of excellence. Students are expected to wear their uniform correctly and conduct themselves in a way that brings credit to their personal family and the wider school family. Students are provided with a variety of options within the uniform requirement and these are listed below.

Summer Uniform

Tunic Junior: Pink and white stripe tunic with inverted pleats to front, same fabric-piping, 5 buttons to fixed placket in front and back zipper.

Tunic Senior: Pink and white striped tunic with inverted pleats to front, double piping, 5 button front opening and decorative band to back.

Skort: A maroon skort. This is not to be altered into a skirt.

Shirt/blouse: Pink and white stripe in a short sleeve shirt-style

Pants: Maroon pants worn with pink and white stripe in short sleeve shirt-style. Track pants are not suitable.

Jumper: Maroon V neck with double blue stripe to neckline and cuff.

Jacket: A maroon zip front jacket with side pockets lined with fleece.

Socks: Blue school socks. 'No Show' socks and black socks are not permitted.

Stockings: Sheer grey stockings for all formal events and functions.

Footwear: Black fully enclosed leather shoes with study heels. High heels, ballet slipper type shoes or "Raben," "Doc Martin" shoes or boots are not acceptable. *Please see DoE footwear information below*

Winter Uniform

Tunic Junior: Maroon sleeveless V neck tunic

Tunic Senior: Maroon sleeveless V neck tunic

Shirt/blouse Junior: Plain blue long sleeve shirt with maroon crest with a maroon and blue striped tie.

Shirt/blouse Senior: Plain blue long sleeve shirt with maroon crest with a maroon tab tie.

Skort: A maroon skort. This is not to be altered into a skirt.

Pants: Maroon pants worn with blue long-sleeve shirt with maroon piping. Track pants are not suitable.

Jumper: Maroon V neck with double blue stripe to neckline and cuff.

Jacket: A maroon zip front jacket with side pockets lined with fleece.

Socks: Blue school socks. 'No Show' socks and black socks are not permitted.

Stockings: Black stockings for school wear. Sheer grey pantyhose for all formal events and functions.

Footwear: Black, fully enclosed leather lace up shoes with study heels. High heels, ballet slipper type shoes or "Raben," "Doc Martin" shoes or boots are not acceptable. *Please see DoE footwear information below*

Uniform adjustments for students with cultural requirements.

Summer Uniform as above with additional fabric attached to convert sleeves into long sleeves. The summer uniform fabric is available at the clothing pool. Alternatively, a long sleeved pale pink skivvy worn underneath the uniform is acceptable.

Grey tights or long light grey pants are acceptable, however, grey track pants are not acceptable.

Winter uniform is as above with grey or black tights or pants. Track pants are not acceptable.

Head Scarf: All scarves should be maroon in colour. A pale blue or pink band around the brow is acceptable.

Footwear is as above.

PE Uniform

Shorts: Maroon lightweight silky shorts with blue stripe.

Black lycra shorts or similar are not acceptable for any sport.

Track Pants: Maroon track pants with blue stripe for winter

Shirt: Blue shirt with maroon stripe in light weight silky fabric.

Socks: Blue school socks. 'No Show' socks and black socks are not permitted.

Shoes: Properly fitted, lace up joggers with firm sole. "Rabens" and slip-on shoes are not acceptable.

Hat: Hat of choice.

School Sport Uniform

Year 7 and 8 – are not permitted to wear their PE uniform to school. They must change at school on their designated sport day. Black lycra shorts or similar are not acceptable for any sport.

Year 9 and 10 – wear their PE uniform for school sport on Mondays only.

Black lycra shorts or similar are not acceptable for any sport.

Other items

Winter Scarves: should be maroon or navy blue only

Ribbons: Plain blue, pink or maroon ribbons or head bands.

Jewellery: Students may wear one small signet ring, one necklace and a simple pair of stud earrings. Large hoop earrings are not recommended as these may be accidentally pulled from the ear causing injury. Jewellery may have to be taken off for some practical classes or when using some machinery. Students are responsible for their own jewellery if taken off for safety reasons in class. Other facial piercings such as eyebrow rings and nose rings are not considered safe or acceptable.

Excursions where full school uniform is not required.

Sometime excursions require site suitable clothing for e.g. Field trips or camps. For these activities, clothing must be covering and sun safe. Singlet tops and exposed midriff are not acceptable.

Students should be responsible for their own sun protection. Shorts and skirts should be a suitable length, avoiding very short hems. Closed in footwear is required. Students wearing thongs or Ugg boots will be sent home to change their footwear for workplace health and safety reasons. Students who are not wearing clothing that is appropriate for the activity may be sent home to change or given alternative work at school.

Mufti days: Occasionally the school will hold a "Mufti Day" wear students may wear clothing of their own choice. In general clothing on Mufti Days must be covering and sun safe. Singlet tops and exposed midriff are not acceptable. Students should be responsible for sun protection. Shorts and skirts should be a suitable length, avoiding very short hems. Closed in footwear is required. Students wearing thongs or Ugg boots will be sent home to change their footwear for workplace health and safety reasons.

Students who are unable to wear the full uniform to school must report to the Front office for a Sentral uniform pass before roll call in the morning with a note explaining the reasons for not

wearing the full uniform. A slip will be generated for the student to carry during the day. Sentral records are kept for students not wearing correct uniform. Repeated incidents where students who continue wearing non uniform items will be managed by the Year Deputy Principal.

Footwear

Legislative requirements for NSW schools state that students must wear appropriate footwear to avoid injury. OHS requires that schools assess the risks associated with learning activities both inside and outside the classroom.

NSW Education Footwear Legislation

Chemical Safety in school - Science

1.11.1.6 Footwear

Footwear is an important safety item. Good soles provide a sound grip on the floor preventing accidents from occurring. Footwear can also protect feet from mechanical or chemical damage.

It is mandatory that students carrying out practical activities using chemicals or equipment in schools wear enclosed leather footwear. Sandals, open footwear or high heeled shoes must not be worn in workshop areas or laboratories.

Australian Standard, AS2210:2019 provides information on the suitability of footwear, sole designs and materials for different types of surfaces.

In some cases, safety footwear is necessary. Where impact, cuts or chemical spills are possible, the footwear should comply with Australian Standard AS2210:2019 Parts 1 and 2.

If a student whose shoes do not meet footwear safety standards is excluded from participating in a particular aspect of practical work, an alternate activity with the same expected outcome should be provided. “

Visual Arts

“Ensuring that students are wearing appropriate clothing, footwear and any other personal protection equipment required by a risk assessment.”

TAS

“Substantial footwear appropriate to a practical activity should be worn. Footwear such as thongs, open weave type shoes, or shoes with openings at toes or heels, platforms or high-heel shoes should not be worn in areas which present hazardous situations. Where indicated by a risk assessment, the wearing of safety footwear is mandatory. “

Cheltenham Girls’ High School Requirements.

Practical classes include Technology and Applied Studies, Visual Arts, Science, Physical Education and Sport. Each of these subjects require a practical component which may include the use of specific equipment requiring training and personal protective gear, chemicals, paints and activities or games that expose the feet to additional risks.

In keeping with Legislative requirements students are required to wear:

- Personal Protective Equipment - (PPE) is a condition of entry into the workshop and laboratories and was developed by undertaking a risk management exercise.
- Firm, supportive, enclosed, black leather shoes with a low heel and a stout sole.

Light weight non supportive or non-leather shoes with a very low scoop front that exposes the top of the foot and band with buckle), canvas or fabric topped joggers, thongs, ballet and slipper type shoes are not to be worn and students who wear these shoes will not be admitted to practical classes. When participating in sporting events and PDHPE the following footwear is required.

Sport Shoes and shoes for Physical Education.

Lace up joggers must be worn. Slip on shoes, Cons, Vans, Raben or Dunlop shoes are unacceptable. Students who wear incorrect shoes will not be able to participate and may be at risk on failing to satisfy the practical Curriculum requirements for Sport and or Physical Education.

Students who are restricted from entry to classroom because of inappropriate footwear will be provided with alternative work that must be completed in lieu of the practical application. Even though they complete the alternative work this may still mean that some students may be at risk of failing to meet the course practical requirements.

Responsibilities within the Policy

Students

Students are encouraged to wear the uniform as prescribed by the school in consultation with the P&C, students and staff. Students should be actively supported in wearing appropriate attire including encouraging them to take pride in their appearance. Students who experience financial difficulties or have difficulty in meeting uniform requirements should be referred to the Head Teacher Wellbeing who will support them to access Clothing Pool and or Student Assistance Scheme.

Students are encouraged to take responsibility for their choice of footwear. Students are expected to comply with the WHS requirements in accordance with the DET policy indicated above.

1.11.16.Footwear

Students who fail to comply with the footwear requirements will not be admitted to the laboratory or classroom. Provision will be made by the Head Teacher for students to be seated in another room and they will be provided with relevant, meaningful work to complete in lieu of the practical learning experience.

While we encourage students to be responsible for their own footwear, students who repeatedly fail to wear the correct shoes may be at risk of failing to participate in practical applications and therefore fail to meet the course requirements. These students will be referred to the faculty Head Teacher who will consult with their parents to resolve the footwear matter and to enable the student to participate in all practical activities required by the course.

Parents

Parent cooperation in matters of uniform is vital and particularly so with matters related to student safety in practical learning environments. Parents should be aware of what their daughter is wearing to school each day. Parents should encourage their daughter to care for her uniform and to look smart and neat in her appearance.

Parents are encouraged to purchase footwear that meets the safety requirement for practical classes. Parents should discuss these requirements with their daughter before purchasing new school shoes.

Students who fail to comply with the footwear requirements will not be admitted to the laboratory or classroom. Provision will be made for students to be seated in another room and students will be provided with relevant, meaningful work to complete in lieu of the practical learning experience. Parents will be made aware the when their daughter has failed to wear the correct footwear on two occasions that has resulted in her being unable to participate in practical experiences.

Students who have extenuating circumstances such as a foot or leg injury that precludes them from wearing the appropriate footwear must bring a letter from their parent explaining the circumstances, to the Head Teacher Wellbeing before school. The student may not be admitted to practical classes for safety reasons until they are able to wear compliant footwear, however, they will attend all other classes and the welfare team will provide support to ensure that the student can move safely around the school corridors.

Teachers

WHS requirements that relate to correct footwear in laboratories also apply to staff that work in these areas. Staff are expected to model appropriate behaviour by using the Personal Protective Equipment provided for specific practical learning experiences. This includes closed in footwear for all laboratories and technology rooms.

Students who fail to comply with the footwear requirements will not be admitted to the laboratory or classroom by the teacher. The Head Teacher will make provisions for them to be seated in another room and students will be provided with relevant, meaningful work to complete in lieu of the practical learning experience. Teachers should maintain a record of students, who have been unable to participate in practical classes due to incorrect footwear. Parents will be made aware the when their daughter has failed to wear the correct footwear on two occasions that has resulted in her being unable to participate in practical experiences. Head Teachers will consult with the student's parent/s to resolve the footwear matter and to enable the student to participate in all practical activities required by the course.

Teachers are required to support the school uniform requirements and contribute positively to the school culture by encouraging students to wear their correct uniform. Teachers should send students who are not in correct uniform to the front Office for a uniform pass. Teachers should be actively supervising uniform requirements, noting uniform breaches that they see in class, on playground duty and when students move through hallways. When uniform breaches are regular teachers should report it their Head Teacher.

Students who experience difficulty in meeting the uniform requirements should be privately directed to the Head Teacher Welfare who will support them to access the Clothing Pool or Students Assistance Scheme

Head Teacher Wellbeing and Deputy Principal

The Head Teacher Wellbeing will also support the management of students who have any uniform issues

Students who have extenuating circumstances such as a foot or leg injury that precludes them from wearing the appropriate footwear must bring a letter from their parent to the head Teacher Wellbeing before school, explaining the circumstances. The student cannot be admitted to practical classes for safety reasons as mentioned above, however, they will attend all other classes and the wellbeing team will provide support to ensure that the student can move safely around the school corridors.

Students who have financial difficulties in purchasing footwear can apply for support using the Student Assistance Scheme. Specific documentation is required and can be obtained from Head Teacher Wellbeing. Students who access this scheme can be assured of confidentiality concerning these matters.

Principal and Deputy Principal

The Deputy Principal will support classroom teachers and Head Teachers in implementing this policy. This may include student interview, detention or a warning of suspension for persistent disobedience. It may also include a parent interview to determine an appropriate plan of action to assist students in complying with safety requirements.

The Principal will determine appropriate actions in matters of OHS and in particular DEC requirements for appropriate footwear in practical laboratories.

This Policy should be read in conjunction with

CGHS Wellbeing Policy 2025

School Uniforms in New South Wales Government Schools

<https://education.nsw.gov.au/policy-library/policies/pd-2004-0034-08>

Chemical Safety in Schools

<https://education.nsw.gov.au/noticeboard/2021/06/chemical-safety-in-schools-updated-content-now-live>

Student Safety In school

<https://education.nsw.gov.au/inside-the-department/health-and-safety/risk-management/student-safety>

General safety in school based activities