

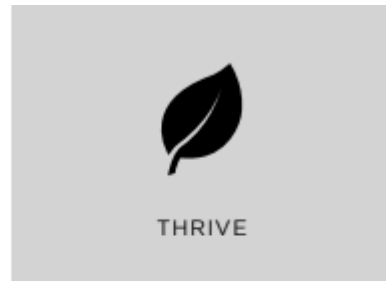
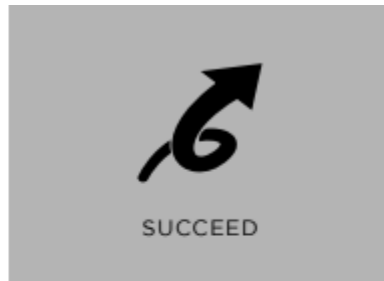
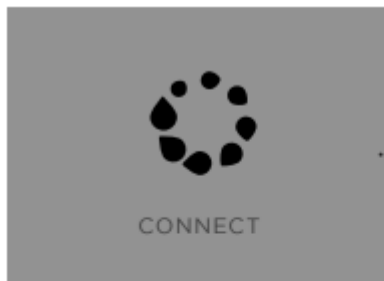
## Wellbeing Policy

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.

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 school's code of conduct reflects the core rules and values of the Department of Education (Reference number PD/2006/0316/V03, Implementation date 08/05/2006, Last updated 27/01/2021)

## 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 contribute to the process of quality teaching and these have a direct and demonstrated 'flow on' effect to the wellbeing 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 the technology use code of conduct (see Technology Policy) agreed to by each student;
- 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 faculties 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, "Yarrabee", 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.***

# Behaviour code for students

## NSW public schools

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

### In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

### Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education.

We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

### Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

### Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
  - Negotiate and resolve conflict with empathy
  - Take personal responsibility for behaviour and actions
  - Care for self and others
  - Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

### Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment. In this context the NSW Government and the Department of Education will back the authority and judgment of principals and school staff at the local level.

[education.nsw.gov.au](http://education.nsw.gov.au)



## **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 (The merit system is currently under review with SRC for 2022)

- 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 Department Education Behaviour Code for Students;
- Students will be provided with a clear outline of their responsibilities and rights including those identified in the NSW Anti Discrimination Act;
- Grievance procedures in relation to all forms of unlawful discrimination, harassment and vilification are understood and 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 include restitution and counselling.

## 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
- homosexuality
- transgender
- 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.

### **Breaches of the Code of Conduct**

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, social media, 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 including shop stealing
- Smoking or vaping
- Drinking or possession of 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 the lowest level and may include but not be limited to;

Verbal warning

Detention at lunchtime or afternoon

Restitution

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:

- Acknowledgement and ownership of wrongdoings, such as by an apology
- A collaborative problem solving process
- The freedom and flexibility to negotiate appropriate consequences including making amends
- Effort required by the offender to face consequences
- Consequences which are logical and relevant to the inappropriate behaviour
- A plan of action to redress the damage.

### **Procedural Fairness**

Procedural fairness should always be employed in discussions between teacher and student. This is especially so when students are facing disciplinary actions that may result in suspension or expulsion. This involves four main aspects:

- The right to know and have any allegations clearly explained to them.
- The right of the person to be heard
- The right to an impartial decision or outcome
- The right of a student to choose to have a school support person present during this process (such as a Year Advisor, Counsellor or Head Teacher Wellbeing)

### **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 will result in suspension from class or from school and may 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.

Students need to be aware of the state-wide procedures for 'Suspension and Expulsion of Students' as implemented from January 2011. Students need to be aware that suspension may occur for the following reasons which relate to the use of mobile phones: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages. In addition, these procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.

Students can be suspended from school for, but not limited to the following reasons;

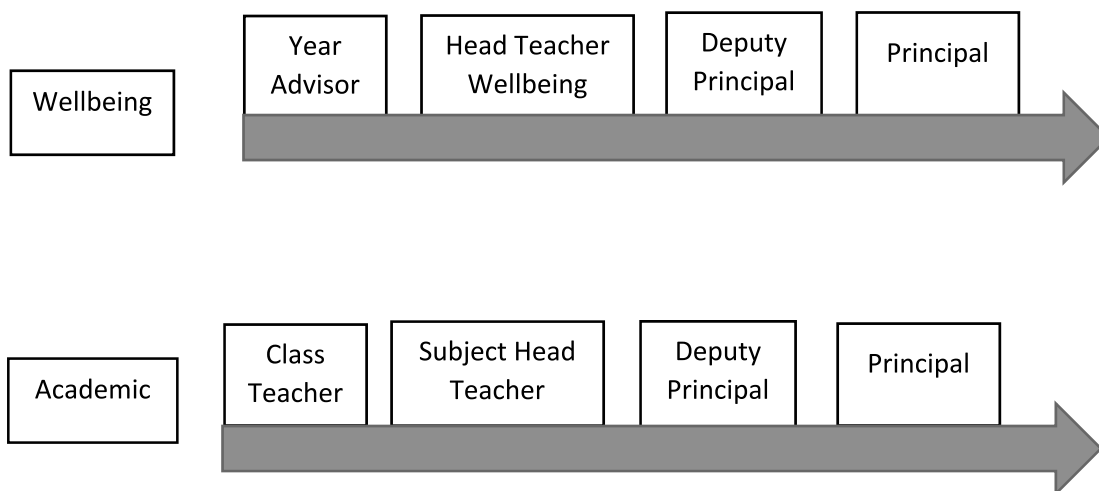
- Continued disobedience
- Aggressive behaviour
- Uses, supplies or is in possession of a suspected illegal substance or supplies a restricted substance
- Possession of a firearm, knife or a prohibited weapon
- Physically violent or threats of violence
- Criminal behaviour related to the school

If behaviour is criminal or there is evidence of a suspected crime, the school is required to notify the police. Students, like the rest of the community, are subject to the law.

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 can flourish.

## Line of Enquiry

Everyone has a role in delivering wellbeing across the school community





## Appendix 5 Anti-Bullying Guidelines



### 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 wellbeing 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, Facebook, TikTok, Instagram, Snapchat, anonymous messaging or any other social media forum, SMS, MSN, short messaging services- such as WhatsApp, 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.

#### Anti-Racism Contact Officer (ARCO)

Cheltenham Girls' High School has a trained Anti-Racism Contact Officer (ARCO) to facilitate the complaints handling process and promote anti-racism education in the school. Visit the Wellbeing hub for more information.

Current Anti-Racism Contact Officer: Mrs A Inman

## **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 students every 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 screenshots, emails or text messages
- Not retaliate if bullied
- Make a report as soon as possible and discuss any concerns with their Year Advisor 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.

### **Parents/Caregivers**

Parents/caregivers should know that they can seek help for their daughter/s for any learning and/or wellbeing 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, social media or emails 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 online behaviour
- be aware of the school Anti-bullying 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:

- check-in with 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 Advisor, Head Teacher Wellbeing or the Deputy Principals
- keep any evidence of bullying, such as screenshots, 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 a 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 recognised, 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.

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 counsellor, and the student, parents or carers supports the student to 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/studentssupport/bullying/downloads/cyberbullying.pdf>
- <http://www.schools.nsw.edu.au/studentssupport/bullying/downloads/bystanderbhvr.pdf>
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## MOBILE PHONE POLICY Revised 2021

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, Cheltenham Girls' High School will maintain high standards of student behaviour. This mobile phone policy seeks to make clear the responsibilities of all students in relation to the use of mobile phones.

Department of Education Behaviour Code for students that relates to mobile phone use at school can be found at; <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/student-behaviour/behaviour-code>

### Student Discipline Policy

Students need to be aware of the state-wide procedures for 'Suspension and Expulsion of Students' as implemented from January 2011. Students need to be aware that suspension may occur for the following reasons which relate to the use of mobile phones: hostile behaviour directed towards students, members of staff or other persons, including verbal abuse and abuse transmitted electronically such as by email or SMS text messages. In addition, these procedures apply to the behaviour of students at school, on the way to and from school and while away from the school site on school endorsed activities.

- Students must keep their mobile phone turned off and in their bag at all times while at school.
- Mobile phones should only be used by students on the way to and from school. Once at school, mobile phones are to be turned off and are not to be used during class time, unless instructed by the teacher for learning purposes, or at recess or lunchtime.
- This will be strictly enforced with Year 7, 8 and 9 in 2021 as we move towards a phased in mobile phone free school. Year 10, 11 and 12 are not permitted to use mobile phone in class time or have them on the table for any reason except where the teacher has indicated, and it is recommended that they keep them in the bag for the duration of the school day.
- The P & C are supportive of this measure with parents expressing concern about the mobile devices intruding on face to face social interactions. Students are encouraged to spend their recess and lunchtimes in face to face socialising interactions.
- If a student is unwell at any time, she is required to go to the front office where she will receive support and assistance. The school has a duty to provide first aid and students must ensure the office is aware that they need assistance.
- Mobile phones must not be used to record images of students or teachers or to make a recording of students' or teachers' voices unless the recording forms part of an approved classroom activity.
- Mobile phones are strictly prohibited in exams rooms and during examinations or disability provisions rooms
- Mobile phones must not be used to by-pass school procedures in relation to school-parent contact such as the official notification of student illness. School are required to provide first aid and appropriate medical attention so all illness must be reported to the front office.
- Liability for loss or damage to a mobile phone is not accepted by the school. If a phone is found to be missing the student should report the matter to the class teacher or Deputy Principal as soon as possible. Whilst every reasonable effort will be made to investigate, recovery is not always possible.

Students who using their mobile phone inappropriately or contrary to school rules and are asked by the teacher to put their mobile phone away and refuse to do so, may have their phone confiscated for the lesson or until the end of the day. *Legal Issues Bulletin 56*. Students may also be placed on detention for inappropriate mobile phone use.

Students who engage in cyber bullying and /or harassment using their mobile phone may be reported to the police.  
(Refer to Anti Bullying Policy)

## **Appendix 8 Sun Protection Guidelines**



### **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 wellbeing policies and procedures and through Personal Development, Health and Physical Education and other Key Learning Areas.

Families, schools and communities share responsibility for the health, safety 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, preferably the school 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.

#### Staff

- Staff are expected to model sun safe behaviour for students

- All staff 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 sunscreen 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.

## Appendix 9 Uniform Policy Guidelines



### 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 must be worn with new summer blouse when available (currently under consultation)

**Shirt/blouse:** (To be confirmed) similar to current tunic fabric in a short sleeve shirt-style

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

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

**Socks:** Blue ankle socks.

**Stockings:** Sheer grey pantyhose for all formal events and functions. Grey pantyhose are available at school.

**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 footwear information below*

**Blazer:** Maroon with shirt maker collar and crest to pocket. Made to order from the uniform provider and can be worn by any student in any year group.

#### Winter Uniform

**Tunic Junior:** Maroon sleeveless V neck tunic, blue and white striped long sleeved shirt and maroon and blue striped tie.

**Tunic Senior:** Maroon sleeveless V neck tunic, plain blue long sleeved shirt and maroon and blue striped tie.

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

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

**Tie Tag:** Senior only attire

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

**Socks:** Blue ankle socks.

**Stockings:** Black pantyhose for school wear. Sheer grey pantyhose for all formal events and functions. Grey pantyhose are available at school.

**Shoes:** Black, fully enclosed leather lace up shoes with study heels. High heels, ballet slipper type shoes or "Raben" shoes or boots are not acceptable.

**Blazer:** Maroon with shirt maker collar and crest to pocket. Made to order from the Uniform provider and can be worn by any student in any year group.

#### PE Uniform

**Shorts:** Maroon lightweight silky shorts with blue stripe. (Currently under consultation)

**Track Pants:** Maroon track pants with blue stripe for winter

**Shirt:** Blue shirt with maroon stripe in light weight silky fabric. PE uniform available only from School Uniform Shop.

**Swimwear:** Full piece swimming costume.

**Socks:** Blue ankle socks.

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

**Hat:** Navy blue peak cap with maroon "C" available from Uniform Shop. Or hat of choice.

### **Students with specific cultural religious uniform requirements**

**Summer Uniform** as above with additional fabric attached to convert sleeves into long sleeves. The summer uniform fabric is available at the Uniform Shop. 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 tights or pants option. Track pants are not acceptable.

**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:** The PE uniform is to be worn as indicated below and students may wear maroon track pants instead of shorts or black tights under their shorts. *Please read footwear notes above*

Additional Information:

**Make up:** Students can wear makeup, however, it must be minimal and appropriate for school.

**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. 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. Students can wear minimal jewellery and all jewellery must comply with workplace health and safety.

**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 may be sent home to change their footwear for workplace health and safety.

**Students who are unable to wear the full uniform** to school must report to Front office for a 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 with during the day.

### **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.

### **Legislation from Chemical Safety in schools**

[https://detwww.det.nsw.edu.au/assetmanagement/chemicals/section3/m\\_index.htm](https://detwww.det.nsw.edu.au/assetmanagement/chemicals/section3/m_index.htm)

### **Science**



“Substantial footwear appropriate to the practical activity should be worn at all times. Footwear such as thongs, open weave type shoes, or shoes with openings at toes or heels, platform 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.

Footwear with a stout sole and firm leather uppers provides best protection to students and staff in science. Because hot liquid can enter and be retained by footwear, the footwear chosen should be capable of quick removal. Thongs, open type sandals or shoes, canvas type shoes and/or gym boots must not be worn in practical classes where there is the possibility of injury through spillage of hot or corrosive liquids.

**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.”

### **Technology and Applied Studies (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, PDHPE 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), 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, Converse, Vans, Rabens 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 Uniform Shop 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 DoE policy indicated above.

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. 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.

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 relevant Head Teacher 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 wellbeing team will provide support to ensure that the student can move safely around the school corridors.

### **This Policy should be read in conjunction with**

CGHS Wellbeing Policy

School Uniforms in New South Wales Government Schools **PD/2004/0025/V02**

<https://education.nsw.gov.au/policy-library/policies/school-uniform-policy?refid=285839>

### **Chemical Safety in Schools**

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

### **Personal Protective Equipment and Footwear Guidelines**

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

[https://education.nsw.gov.au/inside-the-department/health-and-safety/media/documents/risk-management/FACT011\\_FOOTWEARGUIDELINES\\_v1.pdf](https://education.nsw.gov.au/inside-the-department/health-and-safety/media/documents/risk-management/FACT011_FOOTWEARGUIDELINES_v1.pdf)

**Classroom Safety**

[https://education.nsw.gov.au/inside-the-department/health-and-safety/risk-management/school-and-workplace-environment/FORM010\\_CLASSROOMSAFETYINSPECTION\\_V5.pdf](https://education.nsw.gov.au/inside-the-department/health-and-safety/risk-management/school-and-workplace-environment/FORM010_CLASSROOMSAFETYINSPECTION_V5.pdf)

**Student Safety**

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