



# Procedure

## Student dress code

Version effective: 21/10/2020

Version: 6.2

### Audience

All state schools

### Purpose

This procedure outlines processes principals need to follow in developing, approving, documenting, implementing and reviewing student dress codes in Queensland state schools.

### Overview

In accordance with section 360 of the *Education (General Provisions) Act 2006* (Qld), a principal may develop a student dress code that will apply when students are attending, or representing, the school. When developing a dress code, the principal must ensure it is compliant with guidelines, as described in this procedure.

Dress codes must:

- be developed in consultation with the school community
- be consistent with health and safety considerations
- comply with anti-discrimination legislation
- consider affordability, functionality and durability of uniform items
- provide uniform options, including shorts and pants, in all uniform categories for all students, regardless of gender.

Dress codes clearly explain and document standards of acceptable dress in relation to clothing worn by students, including headwear, footwear, and other aspects of personal presentation.

Dress codes must incorporate strategies to accommodate the individual needs and circumstances of students and strategies for managing non-complying students.

## Responsibilities

### Principals

- Consult with students, school staff, parents and the Parents and Citizens' (P&C) Association when developing and reviewing the school's dress code.
- Approve the dress code and/or amendments to the dress code.
- Ensure the dress code:
  - states its purpose and acceptable standards of dress and student personal presentation
  - complies with relevant legislation and departmental policies
  - is inclusive of students from diverse backgrounds and circumstances
  - outlines the rights and responsibilities of parents, students and the school
  - is flexible and allows the right of choice (including choice of shorts and pants) for all students by clothing type
  - is practical and provides all students with equal access to the full range of school activities
  - is responsive to individual abilities and needs (e.g. through provision for modifications or exemptions under certain circumstances)
  - includes criteria and processes for granting and managing exemptions
  - considers affordability of uniform items and includes strategies to reduce costs and/or support families in financial need
  - includes strategies to positively reinforce compliance
  - includes strategies to manage non-compliance that are not contrary to student wellbeing or academic outcomes
  - includes strategies for resolution of dress code issues.
- Comply with the [Purchasing and procurement](#) procedure when engaging a school uniform supplier.
- Ensure that the school possesses the intellectual property rights to deal with the school logo.
- Licence the school logo to manufacturers to reproduce the school logo for the purpose of manufacturing school uniforms, and maintain all licences on record.
- Communicate dress code requirements to the school community, ensuring it is published on the school's website and readily available on request.
- Ensure the dress code is communicated clearly to students and parents prior to enrolment, as part of the [enrolment agreement](#), providing a basis for parent agreement.
- Enforce the dress code fairly and equitably.
- Determine, document and inform parents and students of reasons for dress code exemption decisions.
- Monitor issues and review the dress code periodically.



## P&C

- Support and engage in consultation led by the principal, giving advice and recommendations regarding the school's dress code.
- Direct parents to the principal to discuss any individual issues regarding the dress code.
- Support the school to resolve issues regarding the school's dress code.

## Parents

- Commit to supporting the dress code as part of the enrolment agreement.
- Support the student to adhere to the dress code.
- Request short or long term modifications or exemptions to the dress code in writing, providing reasons for request.
- Work with the school to resolve issues regarding student compliance with the school's dress code.
- Engage in consultation processes about the dress code.

## Process

### Principals

#### Consultation

1. Consult with stakeholders (students, staff, parents, P&C) and interest groups (e.g. cultural leaders) early in the process of developing and reviewing the dress code to ensure the needs and diversity of the school community are represented – seeking feedback about existing and proposed dress standards and strategies to promote the wearing of the school uniform using multiple channels of communication.
2. Consult with suppliers to obtain information about uniform options that are affordable and readily available.
3. Document all consultation undertaken.
4. Ensure timely communication of any proposed changes to the school uniform (before the changes are implemented), to allow parents, school uniform shops, suppliers, external retailers, and any other parties with significant stocks of uniforms to prepare for the changes.
5. Consider displaying uniform options for feedback.

#### Developing a dress code

1. Develop dress code standards that comply with workplace health and safety legislation and consider the safety of students and others, using the [Checklist – developing, reviewing and implementing a student dress code](#) as appropriate. Consider:
  - uniform items and personal presentation (e.g. piercings, jewellery) appropriate to specific curriculum activities (e.g. protective footwear in laboratory or workshop lessons) as required by the [Managing risks in school curriculum activities procedure](#) and the appropriate [Curriculum activity risk assessment \(CARA\) - activity guidelines](#)
  - sun safety guidelines (e.g. hats and swim shirts as required by the [Sun safety strategy](#)).



2. Develop dress code standards that comply with relevant anti-discrimination legislation ensuring that dress codes do not give rise to unlawful discrimination against students. Shorts and pants options, in designs suitable to a student's gender identity, must be included for all students in all uniform categories. Consider:
  - other options and modifications to the dress code that are [inclusive](#), reflecting the diverse needs of students and supporting student health and wellbeing.

**Example:** A dress code may permit head coverings such as the hijab, the yarmulke or a turban in school colours.
3. Develop strategies for families who may be experiencing financial hardship to comply with the dress code. Consider:
  - staged introduction of new dress code options
  - cost reduction strategies (e.g. bulk purchasing, clothing pools, providing items for loan, second-hand clothing services, uniform exchange services, inclusion of non-logo bearing alternatives)
  - financial support, payment plans or extended periods of time to purchase uniform items
  - proactively informing families of support available.
4. Develop dress code standards that provide all students with equal access to the full range of school activities. Consider functionality of clothing items:
  - durability of materials
  - comfort and suitability for climatic conditions
  - designs that support participation in incidental physical activity (e.g. riding to school; sport or exercise during breaks, before and after school).
5. Develop processes to grant short or long term modifications to, or exemptions from, the dress code, on a case-by-case basis. Consider:
  - criteria for granting of variations (e.g. student health, religious requirements, financial hardship)
  - how students or parents seek modifications or exemptions to the dress code in writing (e.g. note, email, text)
  - processes to document modification/exemption decisions (e.g. letter to parent, exemption card for student to carry). A confidential centralised record of requested exemptions should be established. Where patterns of exemptions and modifications are identified over a period of time, they should be taken into account in a subsequent review of school uniform requirements
  - establish positive consequences and strategies to promote compliance with the dress code.
6. Develop processes to manage student non-compliance with the dress code, including logical consequences that align with the school's Responsible Behaviour Plan for Students. For example:
  - support the student to comply with the dress code using loan items or removal of inappropriate items (e.g. jewellery, nail polish)
  - talk with the student about their non-compliance with the dress code and any consequences
  - contact parents if required
  - provide alternative educational activities if student participation in essential curriculum activities is prevented for safety reasons



- detention for persistent non-compliance
- prevention from attending or participating in any non-essential curriculum activity in which the student would have been representing the school.

Ensure that students are not:

- suspended, excluded or at risk of having their enrolment cancelled for not complying with the dress code
  - given a consequence that damages their academic or external career prospects
  - disadvantaged where required dress code items are not available because of circumstances beyond the control of the student and/or the student's parent.
7. Ensure the dress code clearly outlines the rights and responsibilities of students, parents and the school.
  8. Publish the dress code and make it freely available on request.

### **Student uniform supply arrangements**

1. Refer to the current [procurement supply arrangement](#) (DoE employees only) and the Panel of pre-Qualified Providers for the provision of school uniforms.
2. Use the appropriate Deed of Licence, as outlined in the [Information sheet - copyright school uniform logo](#), when licensing a manufacturer to reproduce the school logo for the purpose of manufacturing uniforms or to restrict the retailers to whom the licensed manufacturers can supply the uniforms.
3. Ensure parents and retailers are notified of any proposed change to school uniforms as soon as possible, so that school uniform shops and others with significant stock of uniforms can replace or prepare for the changes.

### **Implementing the dress code**

1. Implement strategies and processes as outlined in the dress code.
2. Where there are individual issues with the dress code, or a persistent failure of a student to comply with the code, efforts should be made to resolve issues at the school level. Refer to the [Checklist – resolving student dress code issues](#) as appropriate.
  - Explore/identify the reasons why the student is not complying and determine whether additional support is required, or whether a modification or exemption is warranted.
  - Inform and support the student's parent to develop strategies to assist the student to comply with dress code requirements.
3. If students or parents are dissatisfied with how the school has resolved the issue, refer to the [Customer complaints management](#) procedure.

### **Reviewing and evaluating the dress code**

1. Monitor exemptions and issues raised regarding the dress code.
2. Periodically review the dress code in consultation with stakeholders (students, staff, parents, P&C) and interest groups (e.g. cultural leaders) using the [Checklist – developing, reviewing and implementing a student dress code](#) as appropriate.
3. Allow a suitable transition period and arrangements for the introduction of new uniform items or other dress code requirements.

## Definitions

<b>Dress code</b>	A standard specifying what is acceptable in relation to items of clothing, footwear and jewellery worn by the students and the personal presentation of the students that applies when students are attending or representing the school.
<b>Uniform categories</b>	Categories of uniforms determined by a school to be appropriate for different occasions or activities (e.g. formal, every day, winter, sports, extra-curricular activities).

## Legislation

- [Anti-Discrimination Act 1991 \(Qld\)](#) Chapter 2, Part 1-3, Part 4 Division 3-4, Part 4 Division 10, Part 5
- [Disability Discrimination Act 1992 \(Cwlth\)](#) Part 1, Part 2 Division 2, Part 2 Division 5
- [Education \(General Provisions\) Act 2006 \(Qld\)](#) Chapter 12, Part 9 ss.360-363
- [Racial Discrimination Act 1975 \(Cwlth\)](#) Part II s.9
- [Sex Discrimination Act 1984 \(Cwlth\)](#) Part I, Part II Division 2, Part II Division 4
- [Work Health and Safety Act 2011 \(Qld\)](#)

## Delegations/Authorisations

- Nil

## Related policies

- [Inclusive education](#)
- [Diversity in Queensland schools – Information for principals](#)

## Related procedures

- [Customer complaints management](#)
- [Managing risks in school curriculum activities](#)
- [Purchasing and procurement](#)
- [Student discipline](#)

## Guidelines

- [Developing a sun safety strategy](#)

## Supporting information/websites

- [Frequently asked questions about the Student dress code procedure](#)
- [Checklist – developing, reviewing and implementing a student dress code](#)

- [Checklist – resolving student dress code issues](#)
- [Enrolment agreement](#)
- [Inclusive education](#)
- [Information sheet – copyright school uniform logo](#)
- [Purchasing and procurement services](#) (DoE employees only)
- [School logo licence option 1](#)
- [School logo licence option 2](#)
- [School logo licence option 3](#)

## Contact

For further information, please contact your closest [regional office](#).

## Review date

13/07/2021

## Superseded versions

*Previous seven years shown. Minor version updates not included.*

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