# UNIFORM POLICY

Accessible clothing expectations, dignity and practical safety

**EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP**

## 1 | SCOPE AND COMMUNICATION

Set clear, proportionate expectations for clothing at Impact and during off-site learning. This policy does not introduce a compulsory branded uniform or supplier requirement. Any agreed clothing expectations must be communicated before a placement starts, together with practical activity requirements and how families can request support or adjustments.

## 2 | EVERYDAY CLOTHING

Learners should wear clothing that allows comfortable participation and respects others. Staff discuss concerns privately and explain the practical reason for any restriction. Clothing must not promote abuse, intimidation or discriminatory messages. Avoid subjective judgements about fashion, gender presentation or family circumstances; focus on safety, access and respectful conduct.

## 3 | SEND AND SENSORY ADJUSTMENTS

Consider texture, fastenings, footwear, temperature regulation, sensory sensitivities, medical devices and physical access. Agree individual adjustments with the learner and family, informed by professional advice where appropriate. Record what staff need to know and review whether the adjustment works. Do not require diagnostic paperwork before considering a reasonable request.

## 4 | RELIGION, BELIEF AND IDENTITY

Respect religious and cultural dress and protected characteristics. Consider safe alternatives where a specific task creates a genuine risk, discussing them with the learner and family. Restrictions must have a clear, proportionate justification. Do not impose different expectations based on stereotypes, appearance or assumptions about gender or background.

## 5 | COST AND PRACTICAL HELP

Discuss affordability sensitively and offer practical alternatives before taking any action. Do not remove access to education because a family cannot buy a branded item. If clothing is soiled or unsuitable, seek a discreet loan, replacement or safe adaptation. Protect the learner's privacy and avoid publicly identifying financial need.

## 6 | MECHANICS AND PRACTICAL ACTIVITIES

The activity leader specifies suitable footwear, tied-back hair, secured loose clothing and required protective equipment through the activity risk assessment. Remove or secure jewellery where entanglement or injury is possible. Check clothing before using tools or machinery. Provide a safe alternative learning task while a clothing risk is resolved.

# UNIFORM POLICY

Accessible clothing expectations, dignity and practical safety

**EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP**

## 7 | COOKING, SPORT AND SWIMMING

Follow food hygiene and activity-specific clothing requirements. Plan suitable kit, footwear and secure storage of belongings; explain requirements to families in advance. Protect privacy when changing and agree sensory or medical adjustments. A learner without suitable kit must receive an appropriate supported response rather than humiliation or an unsafe activity.

## 8 | STAFF RESPONSIBILITIES

Staff model professional, practical clothing and wear identification where required. Clothing must permit safe supervision and intervention within training. Staff do not use personal preferences as an additional uniform rule. Explain any concern calmly, consider unmet needs and seek a lead's advice where a restriction could affect equality or access.

## 9 | RESPONDING TO DIFFICULTIES

Speak privately with the learner, identify the issue and consider a reasonable adjustment, loan or change of task. Inform family and commissioner when ongoing support is needed. No automatic exclusion or unsupervised sending home for clothing breaches. Any urgent safety restriction must be documented, time limited and linked to continued learning.

## 10 | REVIEW AND COMPLAINTS

Record repeated clothing barriers and the support offered. Kate Willis reviews whether requirements are safe, affordable and inclusive. Consult learners and families before introducing substantial changes. Parents and learners may raise concerns through the Complaints Policy; discriminatory treatment or bullying also follows the relevant safeguarding and equality procedures.

## 11 | POLICY CONTROL AND REVIEW

Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Scheduled review: September 2027, or sooner after relevant changes, incidents or feedback. Record actual governance approval and implementation decisions and brief staff on their duties. These policy dates do not assert that approval, staff training or operational checks have already occurred. Use the Complaints or independent reporting route for concerns about implementation.

## 12 | SOURCES AND RELATED DOCUMENTS

Equality Act 2010; Health and Safety at Work etc. Act 1974.

legislation.gov.uk/ukpga/2010/15/contents

Check current versions and apply according to Impact's legal and commissioning status.