

Report on responses to the consultation on school uniform in Scotland

June 2023

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Introduction

The consultation sought views on school uniform in Scotland. The consultation ran from 19 May 2022 until 14 October 2022. It was open to anyone with an interest in school uniform policy but was of particular interest to parents and carers, those working in schools and education authorities and those who provide school uniform items.

This report sets out the findings of the analysis of the responses received to the consultation.

Background to the consultation

The Scottish Government has committed to introducing statutory guidance in Scotland which aims to address equalities issues related to school uniform policy and reduce the cost of uniform, as this can be a significant barrier to participation in learning. The consultation sought views on:

- what should be included within the scope of the guidance;
- the role that school uniform plays within the ethos, culture and day to day school life;
- whether there are particular items of uniform that are central to the ethos and culture of school life;
- the opportunities available to schools and education authorities in reducing school uniform costs; and
- the draft principles which will underpin national school uniform policy.

Matters out of scope

It is intended that the national guidance will inform local authorities' and schools' uniform policies. It is not intended that there will be a national school uniform policy which is applied in all schools nor that school uniform items will be mandated at national levels. It is also not intended that school uniform in Scotland will be abolished. Therefore, these matters were not within the scope of the consultation.

The school clothing grant is available to eligible families to help with the cost of purchasing uniform. A minimum grant of £120 per eligible primary school pupil and £150 per eligible secondary school pupil is available. Matters relating to the criteria for school clothing grant and how payments are made are the responsibility of local authorities and were not in scope of this consultation. Further information on school clothing grant is available at: [Help with school clothing costs - mygov.scot](https://www.mygov.scot/help-with-school-clothing-costs)

Overview of responses to the consultation

The consultation asked for responses to five questions (see below). A total of 2,751 responses were received to this consultation. 2,670 responses were submitted by individuals whilst 81 were submitted by organisations. There were a wide range of organisations represented with responses from local authorities; individual schools; school uniform banks; anti-poverty campaign groups; the independent schools sector; school uniform suppliers; third sector organisations and pupil and parent councils.

All respondents were asked whether they wished their response to be published; to submit their response anonymously; or for their response to be anonymised in reporting. Prior to publication, all responses were moderated to ensure that they contained no inappropriate language or any information which could potentially identify individuals by name.

2,420 out of 2,751 respondents gave consent for their responses to be made public, with the remaining 333 respondents asking us that their responses were not published. Of the 81 responses we received from organisations, 71 provided consent to publish their responses. All published responses have been made available on the consultation hub on the Scottish Government's website. The consultation hub on school uniforms in Scotland can be accessed through the following web link: [School uniforms in Scotland - Scottish Government - Citizen Space \(consult.gov.scot\)](https://www.consult.gov.scot/school-uniforms-in-scotland)

Engagement with children and young people

The Children's Parliament engaged with children and young people to seek their views on school uniform. A number of themes emerged from this engagement. These can be summarised as comfort, cost, identity, choice, safety, consequences, and gender. A report has been produced based on this engagement and this can be accessed at: [supporting documents](#).

Method of analysis

The consultation invited open responses to five questions regarding school uniform. These questions were:

- What matters relating to school uniform should be included within the guidance?
- What role does school uniform have in the ethos and culture of schools?
- Are there any particular items of school uniform which are central to the culture and ethos of schools? If so, why?
- What can schools do within their policies to support the aim of reducing costs of school uniform?
- Do you feel these draft principles are appropriate and, if you would change any of them, please set out what your alternative wording would be.

All five questions invited open responses which were initially analysed and grouped together into topics online through the Citizen Hub platform. The topics were then reviewed to identify themes that presented across the body of responses. Responses were categorised for each question into topics and grouped according to the main theme that presented in each response. To ensure consistency across the responses, the themes and topics identified were recorded in a coding framework. This document was updated as the analysis progressed. It is important to note that due to the use of open questions, it was not unusual for responses to contain more than one topic and a response may have been captured under more than one theme. The main topics recorded within the framework have been reported under themes in the sections below related to each question from the consultation. A copy of the coding framework is provided at Annex A.

It is important to note the limitations of this approach and the assumptions present throughout the analytical process. The voice of the respondent, the analyst and the reader interpreting the coding framework are all present. The coding framework was

developed based on topics and themes emerging from the responses, and not according to pre-set categories identified by the analyst. The analysis of the responses is limited by the context of the questions and the consultation paper. Care should be taken when using a coding framework that attributes numerical values to qualitative data¹. The framework used allows prominent themes to emerge, however, these are not quantifiable in the same way as data gathered from quantitative questions would be.

Key themes from the consultation

The overarching themes from the consultation can be summarised as:

- Affordability and Cost
- Equalities and Inclusion
- Sustainability
- Scope
- Compliance

The prevalence of these themes varied among the five questions. Responses to each question focused on particular topics which were categorised into themes. In questions 1, 4 and 5 the themes of affordability and cost, equalities and inclusion and the scope of the guidance were most prominent. Responses to questions 1, 4 and 5 also featured compliance with uniform policy and issues around sustainability. In question 4, focus was also given to comments which related to financial support and how more flexible uniform policies might help reduce costs for families.

The themes of affordability, equalities and the scope of the guidance did feature in response to questions 2 and 3. However, as these questions were focussed on specific uniform items and how they relate to the culture and ethos of schools, these themes were less prominent here than in response to questions 1, 4 and 5.

Comments in response to question 2 focused on relationships and behaviour, the culture and ethos of schools and inclusion. Comments in response to question 3 focused on individual items of uniform and the use of school badges and school colours.

About this report

This report makes reference throughout to the number of consultation responses which relate to a particular topic or theme. These are expressed directly as part of information provided within the report. For example, “Sustainability was linked closely to cost, with 114 comments encouraging the use of recycling and second-hand uniforms. 114 comments also referenced durability and quality...”.

¹ Cresswell, J. (2013). Qualitative inquiry and research design: Choosing among five approaches. Los Angeles, CA, page 185

Analysis of Responses

Question one - What matters related to school uniform would you wish to be included within the guidance? Why?

Responses

There were 2,453 responses to this question which provided a very wide range of views about what matters respondents wanted to see included within the guidance.

Affordability and Cost

The most common topics focused on the cost of purchasing school uniforms, with 1,066 comments answering that affordability was an important matter or the cost of uniforms was expensive.

There were 163 comments which indicated that they would like to see the option of being able to buy uniform items from high street shops, a further 128 comments referencing schools allowing generic uniform items and 110 comments relating either to school colours or using generic colours for uniform. Most responses referencing colours were in favour of easier to obtain colours, such as navy, blue or black.

Specific suggestions for reducing the cost of uniforms included 210 comments that schools could help by having logo-free uniform items and by banning designer labels and footwear. Another 69 comments suggested that schools should not have blazers. The most common reason given was that blazers are expensive and not well-suited to the Scottish climate.

211 comments suggested using PE kits as a way of making savings. Suggestions included schools allowing a plain PE kit or allowing pupils to wear their PE kit on PE days, therefore reducing the number of uniform items required across the course of the school week. There were 23 comments suggesting that schools have no separate PE kit, and 48 comments that suggested uniform policies should be tailored in a way that encourages physical activity. There were 10 comments that referenced using a separate PE kit.

Accessibility was considered another factor important to reducing the cost of uniforms. 129 comments felt that accessibility in relation to purchasing uniforms was important. This included comments about availability in remote areas and from online suppliers. There were 67 comments that indicated that schools should be required to offer uniform from a range of suppliers, so that it is always available locally. There were also a small number of supplementary comments reporting their child's school uniform supplier was located in a different local authority area to their school.

A number of other suggestions relating to affordability were made, albeit with a smaller number of comments. These included 24 comments on 'sew-on' school badges; 13 comments on introducing a price cap; and 25 comments on standardisation across year groups or school clusters. A further 51 comments gave views that a greater degree of choice may help to reduce costs, with 33 comments also suggesting a reduction in the number of uniform items required.

52 comments made general references to the use of logoed, badged or branded items. 15 comments referenced the cost of replacing uniform items which were lost, damaged or

children grew out of. 8 comments suggested other financial measures which included not-for-profit or nationalised suppliers, engaging with providers with a view to bulk-buying uniforms, or providing universal financial support to families.

Washing uniforms was also a feature of responses, with 70 comments referencing either the ease of washing uniforms or highlighting concerns over the potential costs involved with washing and drying uniforms, particularly where children had a larger number of uniform items. There were also a further 19 comments suggesting a reduction in the number of white items of uniform, due the likelihood of these becoming dirty more easily.

Sustainability

Sustainability was linked closely to cost, with 114 comments encouraging the use of recycling and second-hand uniforms. 114 comments also referenced durability and quality, with many of those responses adding they felt more durable clothing could save families money in the longer-term, with clothing remaining in better condition to be passed onto younger siblings or donated to uniform banks.

192 comments asked that school uniform policy should either be suitably aligned with seasonal weather conditions or take account of practicality for outdoor learning activities to reduce the risk of items becoming damaged or worn. There were a further 82 comments which made more general references to sustainability and consideration of environmental issues, including support for ethically produced garments.

Equalities and Inclusion

There were 388 comments that indicated school uniforms help to promote equality, equity, inclusion, belonging, uniformity and unity among pupils, whilst also helping to reduce bullying and stigma.

Comfort was a notable area of interest, with a total of 440 comments stating that children and young people should feel comfortable in their school uniform. General comments included that some children and young people with additional support needs may find school uniform uncomfortable. 179 comments specifically highlighted the needs of children and young people with sensory needs or skin conditions, noting they are more likely to find some traditional uniform items, such as shirts and ties, uncomfortable. Polo shirts were most likely to be suggested as a suitable alternative item of school clothing, as were leggings or trousers. There were a further 124 comments highlighting that consideration should be given to children with disabilities and additional support needs more generally.

There were 201 comments indicating that practicality and simplicity were important when developing school uniform policies. 44 comments asked that sizing is considered and a further 26 comments highlighted wellbeing as an important factor.

There were 209 comments in relation to uniform and gender, with 171 comments expressing support for a gender-neutral uniform policy. The majority of responses supporting gender neutral policies supported all children and young people being given the choice to wear trousers or skirts, where they preferred, as opposed to trousers being mandated for all pupils. The majority of responses that supported a gender-neutral policy did not provide a specific reason for their choice, however, of those that did provide further detail, the most common responses related to equality, inclusion, flexibility, choice, comfort

and promoting physical activity and sport. 38 comments expressed support for specific gendered uniform items. The most common reasons given for this was to allow children and young people the choice to wear gendered items and that gendered items supported children and young people's identity. 150 comments asked that school uniforms be both appropriate for age groups and for the purpose of attending school.

23 comments made specific reference to consideration of religious items within the guidance, whilst another 24 comments asked the guidance take account of all forms of diversity.

There were 118 comments that referenced identification, identity and safety (including visibility). There were a further 53 comments that mentioned the impact of uniforms on individuality.

There were a smaller number of other comments related to equality, including 6 comments about the impact of uniforms on the culture of schools and 5 comments about the impact of school uniform policy on care experienced children and those who are young carers.

Compliance

A number of consultation responses focussed on compliance with school uniform policy and the factors which should influence it. 63 responses noted that uniforms were smart, with a further 62 responses suggesting that uniform should be compulsory in all schools. 300 responses expressed a desire for a flexible school uniform policy, including flexibility for footwear. A further 79 responses indicated that school uniform is important in more general terms.

There were 44 responses that referenced enforcement powers and increasing compliance, whilst 130 comments asked either for a more relaxed uniform policy or that the wearing of school uniform be made optional. There were 108 responses which supported a policy of no exclusion for non-compliance, with the most quoted reason for this view being that the circumstances behind non-compliance were often beyond the pupil's own control. A further 34 responses made general references to the guidance advising on compliance but did not express a specific preference to see either increased or reduced levels of compliance.

Scope of the Guidance

There were 74 responses which agreed with the scope of the guidance, whilst 55 responses felt that the Scottish Government should not advise on uniform policy and that it continue to be left to local discretion. 7 responses indicated that the guidance should not be applied to independent schools – this matter is further addressed in response to question 5. 73 comments highlighted that the views and rights of children and young people, and the views of their families, should be considered. 25 comments noted that the guidance should be less prescriptive about what is required by school uniform policies.

A combined total of 63 comments asked that the guidance set out the definition of a uniform; set out expectations for uniform; or promoted a more consistent approach across Scotland.

Other issues

There were 33 comments that wished to see evidence about how uniform impacted on learning; 7 comments that asked for all matters relating to school uniform to be included in the guidance; and comments indicating that school uniforms should be reserved for representing the school at special occasions.

Specific items of clothing that respondents wished to see excluded from schools included football shirts, hoodies, ties and no separate uniform for pupils in the senior phase.

Matters out of scope

Some of the responses to this question referenced matters which were not within the scope of the consultation. These included 88 comments which referenced financial support for low income families, with suggestions including expanding the scope of the school clothing grant or offering vouchers for eligible families to buy uniforms; 76 comments that expressed support for abolishing school uniform entirely; 10 comments expressing opposition to group changing; 3 comments that referenced a uniform for staff and that a staff uniform be considered when developing the guidance; 3 comments that asked for the guidance to provide a definition of sex and gender, and 4 comments that suggested a single national uniform.

Question two - What role does school uniform have in the ethos and culture of schools?

Responses

There were 2,597 responses to this question which provided a range of views about the role which school uniforms play in promoting the ethos and culture of schools.

Equalities and Inclusion

With regards to equalities, 622 comments noted that school uniforms helped to promote equality amongst children and young people. 183 comments added that uniforms help to create uniformity amongst pupils, whilst 157 comments felt school uniforms helped to reduce stigma. With regards to bullying and competition in relation to branded clothing, 191 comments believed that uniforms help to reduce bullying and 149 comments indicated that uniforms help to reduce competition between pupils since their clothing would be broadly similar.

There were a smaller number of comments which referenced possible disadvantages of school uniform in relation to equalities considerations. 23 comments felt that uniforms could increase stigma, with comments noting that it might be possible to tell the difference in condition of uniforms in relation to their newness. There were 12 comments that suggested uniform could be a barrier to either participation or attendance at school. There were 147 comments which referenced the importance of comfort when considering uniform policy and 13 comments which referenced school uniforms as being uncomfortable. Many of the comments referencing comfort (or discomfort), asked that consideration is given to children and young people with sensory needs or skin conditions.

With regards to inclusion, the most common comments related to connectedness, togetherness and community - with those topics each recording 399, 343 and 332 comments respectively. There were a further 136 comments which felt that school uniforms helped to promote inclusion of pupils more generally, and 25 comments which felt that uniforms could be divisive.

School Culture and Ethos

There were also a range of views about how uniform impacts upon the culture and ethos of a school in general, with 501 comments noting they create a feeling of identity with the school. There were 9 comments which felt that school uniforms lacked identity.

There were 280 comments indicating that uniforms help to instil a feeling of pride in the school, whilst a further 183 comments felt they looked smart in appearance. There were 47 comments which indicated that uniform helped to promote respect.

More generally, there were 153 comments indicating that school uniform was important. Equally, the same number of comments felt that uniforms were not important and there were other ways in which pupils could feel a strong attachment to their school. 116 comments also added that uniforms were “not essential” to the culture and ethos of a school. There were 92 comments which indicated that school uniforms were old-fashioned or traditional with particular references to “traditional” uniform items such as ties.

55 comments felt that school colours symbolised a school’s ethos whilst 11 comments felt

that uniforms promoted a school's historical importance. There were 82 comments that indicated that individuality was an important aspect, including in schools where uniforms were worn.

Relationships and behaviour

There were a number of comments which referenced how the respondents thought that school uniforms could impact upon relationships and behaviour in schools.

There were 224 comments which believed that uniforms motivate children and young people to be ready to learn or that they help to differentiate between school and leisure time. There were 15 comments suggesting that uniform helps to raise attainment. There were also 168 comments which noted that uniforms help children and young people to prepare for life after school, for example, when working in an environment which required a dress code.

There were some concerns about lack of flexibility with 46 comments noting that setting uniform policies would be too rigid or authoritarian.

Safety

Safety and security were other notable topics in relation to this question, with 313 comments noting that uniforms helped to identify pupils. It was noted by some that this was particularly useful on school trips or when identifying intruders on school grounds. There were a further 148 comments which referenced safety and security generally.

Affordability

There were 176 comments which made general references to affordability, both regarding the price of school uniform and in relation to it costing less than branded clothing. There were 84 comments that indicated that knowing what to buy would reduce stress on families, whilst 35 comments suggested that uniform should not have logos.

There were a further 31 comments which felt that uniforms were expensive and 23 comments suggested that they increased stress on families. There were a further 31 comments which made generic references to logos and branding.

Compliance

There were 50 comments indicating that practicality and simplicity should be key to uniform policy. 55 comments noted that a flexible uniform policy would support compliance although 3 comments said school uniform policies were "inflexible". There were a further 35 comments indicating uniform was convenient and made it easier to decide what to wear to school.

Scope of guidance

There were 18 comments which suggested a modern uniform policy should replace more traditional uniform items. There were 25 comments which agreed with the principle of guidance on uniform policy to help promote the ethos of a school. 3 comments noted that uniform policy should be consistent.

Matters out of scope

Some of the responses to this question referred to matters which were out of scope of the consultation. There were 39 comments that suggested uniform should be abolished and a further 12 comments suggesting that teachers should adhere to a dress code at school.

Question three - Following on from Question two, are there any particular items of school uniform which are central to that? If so, why?

Responses

There were 2,399 responses to this question which asked respondents about whether there were particular items of uniform that were central to the culture and ethos of the school.

Generic uniform items with school badges and colours

There was significant reference to more generic uniforms with a total of 1,101 comments noting that school badges and school colours were central to the culture and ethos of a school. There were a further 246 comments indicating that generic or standard uniform items would be suitable and 73 comments expressing support for generic colours.

There were 66 comments suggesting that “DIY” school badges that can be sewn or ironed on to plain uniform items should be available and would reduce costs for families. There were 84 comments that suggested uniforms should not have logos or badges. There were 132 comments that referenced school badges and logos more generally. In some instances, these comments focussed on affordability issues. There were 20 comments referencing either plain colours or a plain PE kit.

Formal items

There was a balance in views between formal and informal items of uniform. The school tie was the most referenced formal item, with 637 comments noting that the school tie was central to school uniform. There were 148 comments indicating that ties should not be a feature of school uniform and 47 comments that suggested ties should only be worn in secondary schools. Reasons given for not supporting the wearing of a tie mainly focused on discomfort for pupils.

There was reference to other items of uniform with 261 comments on blazers; 256 comments on shirts; 239 comments on trousers and; 186 comments on skirts. There were 152 comments which indicated that blazers should not be part of uniforms. Reasons given for this view related to both cost and their suitability for the Scottish climate. There were also 37 responses suggested that blazers be worn in secondary schools only.

Informal items

Some responses focussed on the use of informal items of uniform. This included 437 references to jumpers and 170 comments referencing sweatshirts. Polo shirts were referenced in 291 comments. There was a further 118 comments referencing hoodies, 86 comments referencing cardigans and 69 comments referencing t-shirts. There was a further 96 comments suggesting jogging bottoms or leggings as an alternative to trousers and skirts.

Equality and Inclusion

General comments about equality and inclusion were also raised in response to this question. There were 96 comments asking that comfort be taken into consideration and 47 comments asked for a flexible policy. There were 31 comments that wished to see a

gender-neutral uniform policy. Not all responses provided a reason for their choice, however, of those that did provide further detail, the most common responses related to choice and flexibility, practicality, participation in physical activity, equality, and reducing gender stereotyping. There were 5 comments that wanted to keep gendered items. The majority of those comments did not provide further detail. There were 29 comments asking that consideration is given to children and young people with additional support needs, including sensory needs. There were also 8 comments which asked that sizing be taken account of.

Affordability

There were 78 comments that stated uniforms should be affordable for all and 46 comments which asked that there are no expensive items or that designer labels are not permitted.

Scope of guidance

8 responses focussed on the scope of the guidance with comments indicating that uniform policy should continue to be left at local discretion, or that consultation is undertaken locally if changes are made to local policies.

Other general issues

More generally, there were 196 comments which indicated that there were no specific uniform items which are central to the ethos and culture of a school, whilst 59 comments thought that all uniform items were central to this. 41 comments noted that school uniform was smart in appearance whilst 21 comments asked that weather and seasonal suitability be taken into consideration. There were 21 comments noting that uniform was not an important issue and 14 comments referencing a policy around school bags.

Matters out of scope

Some of the responses to this question referred to matters which were out of scope of the consultation. This included 31 comments noting that there should be no uniform and 1 comment suggesting a single, national uniform.

Question four - What can schools do within their policies to support the aim of reducing costs of school uniform?

Responses

There were 2,613 responses to this question which asked for suggestions about what schools could do within their policies to support the aim of reducing the cost of uniform.

Affordability

A common theme in response to this question was affordability, and a range of suggestions were made. There were 772 references to uniform swap shops and sales. There was further reference to second hand clothing and recycling which is captured in the sustainability section.

The ability to choose between a wider range of suppliers was also considered as an important way to reduce the cost of uniform. There were 480 comments suggesting that uniforms should be available to buy from high street shops and supermarkets, and 266 comments suggesting that families should have the option to choose between multiple suppliers or that uniform is made available more easily. There were 20 comments suggesting that publicly run or non-profit suppliers of uniforms should be established and a further 46 comments suggesting that schools could establish relationships with local suppliers or stores.

Allowing alternative options to logoed or badged items or limiting the number of these items was also frequently suggested. There were 344 comments which indicated that there should be no badged items, and 77 comments that badges should not be compulsory. There were 177 comments which suggested 'DIY' badges that could be sewn or ironed on to plain items in the school colours. There were 127 comments suggesting that the number of badged or logoed items could be reduced, whilst a further 67 comments suggested that the number of required uniform items in general is reduced.

There were 169 comments which suggested bulk buying of uniform items by schools and local authorities could help to reduce costs.

There were 326 comments which made general references to maintaining affordable uniform and 79 comments that suggested support could be provided through donations or fundraising. There were 89 comments that suggested providing specific uniform items to pupils, such as ties or badged clothing.

Some responses referenced specific items of uniform, with 187 comments suggesting that a blazer should not be part of school uniform and 31 comments suggesting that blazers should be more affordable. Some respondents suggested that less formal items should be allowed. This included 66 references to polo shirts; 95 references to leggings or jogging bottoms and 71 references to jumpers or hoodies. There were a further 52 comments suggesting that ties were not part of uniform.

Other matters related to affordability included, 66 comments suggesting that uniforms were already affordable; 50 references to a ban on designer clothing; 41 references to either plain PE kits or being allowed to wear PE clothes on PE days; 35 references to reducing the need for multiple footwear items; 31 references to standardisation across local authority areas and/or year groups; 27 references to arranging discounts; 16 references to

renting uniform; and 10 references to paying for uniform in instalments .

Sustainability

Issues of sustainability were linked closely to affordability in response to this question. Second hand clothing or recycling was mentioned in 1,148 comments and linked to the suggestions of uniform swaps and sales noted in the affordability section. There were 48 comments which referenced environmental concerns or ethical production methods. There were 42 comments which referenced the quality or durability of uniform items, noting that items of a higher quality were more durable and less likely to need replaced as often as items of lower quality. While there is a clear impact in terms of sustainability, this is also linked to affordability as families may not have to purchase additional items if they are more durable and of a high quality.

Flexibility

Flexibility was another important topic in response to this question. There were 656 responses that referenced generic uniform items or generic colours. There were a further 496 responses that referenced flexibility or simplicity in uniform policy, including footwear policy. There were 185 references to the use of school colours and 70 responses that indicated uniform, including footwear, should be less prescriptive.

Equalities

There were fewer references to equalities issues in response to this question, in comparison to responses to other questions. However, comfort was mentioned in 67 responses and a gender-neutral policy was noted in 23 responses. Of those who supported a gender-neutral policy, the most common reason given was related to cost, together with a view that gender-neutral items could more easily be re-used by siblings or donated to uniform swaps or sales. There were 24 comments indicating that uniform policy should take account of sizing or be suitable for all activities, including outdoor learning and 3 comments which referenced policy on hair styles or colour.

Compliance

There were 47 comments stating that uniform should be optional or that compliance with uniform policy should not be enforced. There were 14 comments which took the opposite view and indicated that compliance with uniform policy should be enforced. 11 responses indicated that there should be no measures of compliance, with some comments noting that this may be due to circumstances beyond the child or young person's control.

Matters out of scope

Some of the responses to this question referred to matters which were out of scope of the consultation. There were 110 comments that suggested uniform should be abolished as this would make uniform more affordable.

There were a number of comments related to the provision of financial support for families. As this consultation is focussed on school uniform policy, these matters are considered out of scope. They are the focus of other specific and already established policy approaches. 196 comments made general reference to financial support for low-income families. There were also 115 comments that referenced the eligibility criteria for school clothing grant and

58 comments highlighting concerns for low-income families who do not meet this criteria. There were 123 comments which suggested alternatives to the clothing grant, including providing uniforms directly or providing vouchers to buy uniforms. There were 27 comments that felt the amount of clothing grant should be further increased, 13 comments suggesting that clothing grant should be universally available, and 3 comments suggested that clothing grant should be abolished.

There were a further 53 comments suggesting that eligible families should be supported to apply for school clothing grant or that the grant is more widely promoted and communicated. While this was out of scope of the consultation, in developing school uniform guidance, consideration will be given to how education authorities and schools can ensure families are aware of the available financial support.

Question five - Do you feel these draft principles are appropriate and, if you would change any of them, please set out what your alternative wording would be.

Responses

There were 1,600 responses to this question which asked respondents for their view on the draft principles.

Scope

There were 640 responses which indicated they agreed with the principles set out within the consultation and 3 responses which disagreed with them. There were 40 responses which stated that the proposed guidance should not apply to independent schools, with 7 comments indicating that the guidance should apply to independent schools. There were 6 comments which indicated that the guidance should apply to grant-aided schools. There were 31 comments which stated either that school uniform policy was not a matter for the Scottish Government to decide upon, or that decisions on uniform policy should continue to be taken at a local level.

There were also several comments about considering the views of those affected by school uniform policy decisions. There were 79 comments that indicated the views of children and young people should be considered, whilst a further 11 comments indicated that the views of school staff should be considered. There were 15 comments indicating that children and young people's views should not be considered. There was also reference to the views of parents or carers, which has been referenced in the affordability section.

There were further comments about scope which attracted a small number of comments. This included 11 references to individuality; 8 references to the periodic reviews of uniform policy; 7 references to the inclusion of examples of good practice within the guidance; 7 references to health and safety issues; and 6 references to a consistent policy.

Compliance

There were 105 comments which indicated a conflict between two of the draft principles that set out a continuation of the position of no legal requirement for pupils to wear school uniform and considered the appropriate response for persistent non-wearing of uniform. There were 121 comments which indicated that school uniform policy should be enforced across all schools. There were 84 comments indicating that pupils should not be excluded for not complying with uniform policy and a further 76 responses which stated that non-compliance should be dealt with appropriately and take account of individual circumstances. There were 75 comments which stated that there should be no measures for non-compliance with uniform policy and 40 comments suggesting that compliance arrangements should be relaxed. There were 83 comments indicating that uniform was not essential. There were 3 comments which expressed support for measures of compliance to be used in response to non-compliance, whilst a further 3 comments suggested that the guidance should include a definition of what an appropriate response would be.

Equalities and inclusion

Equalities was again a notable area of interest in response to this question. The most common response was in relation to comfort with 69 comments. A further 65 responses referred to children and young people with additional support needs and those with sensory needs. There were 7 general comments which asked for consideration of children and young people with disabilities and 7 comments which referenced sizing.

Gender was also referenced in response to this question, with 47 comments supporting gender-neutral items. Not all responses provided a reason for their choice, however, of those that did provide further detail, the most common responses related to flexibility and choice, equality and inclusion. There were 22 comments expressing a preference for gendered uniform items. The reason most commonly given was that children and young people should have the choice to wear gendered items and that gendered items contribute to children and young people's identity.

In relation to other protected characteristics, the wearing of religious items was referenced in 17 comments whilst 7 comments asked that attention be given to race and ethnicity more broadly when considering uniform policies. There were also 7 comments which referenced hair style or colour.

General references to equality, inclusion and equity appeared in 58 comments whilst communication around uniform policy was referenced within 17 comments.

Affordability

As with equalities, affordability has been a key theme in response to this consultation. In response to this question, there were 115 comments which generally referenced affordability and 58 comments asked for the views of parents and carers be taken into account.

There were 43 comments which referenced clothing for PE, including 23 responses which suggested a separate PE kit was not necessary. There were 22 comments that expressed support for no designer clothes or logoed items, whilst a further 12 comments asked that the ease of washing uniform to be taken account of.

Sustainability

There were 56 comments that made references to either sustainability and/or promoting environmental issues whilst a further 14 comments said the guidance should promote recycling. There were a further 40 comments indicating that that uniform policy should take account of weather and seasonal suitability.

Matters out of scope

There were 53 comments that indicated school uniform should be abolished and 42 comments that indicated uniform should be compulsory. There were 4 comments that asked for a definition of sex and or gender within the guidance.

Conclusions

The responses to this consultation clearly demonstrate that school uniform is an important issue for families, schools, local authorities, community groups, third sector organisations, suppliers and other stakeholders. We would like to thank all those who responded to the consultation.

The consultation provided an opportunity to influence the development of national policy and guidance on school uniform. It asked for views on uniform policy, including what should be included within guidance, the role that school uniform plays within day-to-day school life, how best to reduce the cost of school uniforms, and views on draft principles that could be incorporated into national guidance.

The aim of this guidance will be to support local authorities and schools to develop and implement their own uniform policies, seeking to address equalities issues and reduce the cost of school uniform.

As set out in the [consultation paper](#), there were certain matters which were already established as being part of the scope of the guidance. These included: affordability of school uniform; equalities considerations, aligned to protected characteristics; clothing and equipment for PE, physical activity and sport; and the use of exclusion as a compliance measure.

Evidence from the consultation emphasises the importance of considering these matters in the development of uniform policy and guidance. It also highlighted further areas which should be considered to achieve the aims of addressing equalities issues related to school uniform policy and reducing the cost of uniform for families. This includes matters related to comfort, wellbeing, inclusion, and appropriate measures to respond to non-wearing of uniform, recognising the ethos and culture of schools and promoting attendance and reducing absence.

The consultation with children and young people highlighted similar themes. Responses focused on comfort, cost, identity, choice, safety, consequences, and gender. There were a range of views expressed through the engagement with children and young people in relation to these matters. However, there was a common thread of children and young people “wanting to be free to move and play as well as be comfortable to enable them to enjoy learning.”

A working group has been established to support development of national guidance on school uniform. The working group includes representation from a range of organisations, including Scottish Government, Local Government, children and young people, parents and carers, professionals, school wear representatives and relevant interest groups. The issues highlighted by this consultation and through the engagement with children and young people will be given careful consideration by the working group. Evidence from the consultations will directly support the development of national guidance on school uniform, seeking to address issues that are important for children and young people, parents and carers, schools, local authorities and other stakeholders. The guidance will be introduced in due course.

Annex A – Coding framework

As noted in the [Method of Analysis](#) section, all five questions invited open responses. The responses were initially analysed and grouped together into topics. These topics were then reviewed to identify common themes. Information on each topic, the number of the comments related to it and the theme that it has been captured under, is presented in the coding framework below.

Question 1

What matters related to school uniform would you wish to be included within the guidance? Why?

Topic	Number of Comments	Theme
Affordability	988	Affordability
Comfort	440	Equalities
Flexibility	244	Compliance
Sensory needs	176	Equalities
Equality	175	Equalities
Gender neutral	171	Equalities
Availability from high street shops	163	Affordability
Practicality	162	Equalities
Seasonal/Weather suitability	161	Sustainability
Generic items	128	Affordability
No exclusion for non-compliance	108	Compliance
No logo	97	Affordability
Additional Support Needs	96	Equalities
Accessibility	90	Affordability
Important	79	Compliance
Expensive	78	Affordability
Abolish uniform	76	Out of scope
Skirt length	76	Equalities
Agree with scope	74	Scope
Encourage recycling	71	Sustainability
Sustainability	71	Sustainability
Colours	70	Affordability
Durability	70	Sustainability
No blazer	69	Affordability
Smart	63	Compliance
Uniform compulsory	62	Out of scope
Inclusion	61	Equalities
No designer labels	59	Affordability
Flexibility - footwear	55	Compliance
Relaxed policy	55	Compliance
PE clothes on PE days	54	Affordability
Individuality	53	Other
Clothing grant criteria	52	Affordability
Choice	51	Affordability
No mandated supplier	51	Affordability

Safety	49	Other
Encourage physical activity	48	Affordability
Uniform optional	48	Compliance
Footwear	47	Compliance
PE	47	Affordability
Quality	44	Sustainability
Sizing	44	Equalities
Second-hand uniforms	43	Sustainability
Generic colours	40	Affordability
Equity	39	Equalities
Plain PE kit	39	Affordability
Simplicity	39	Equalities
Gendered Items	38	Equalities
Identity	38	Other
Reduces bullying	38	Equalities
Ease of washing	36	Other
Unity	36	Equalities
Compliance	34	Compliance
Cost of washing/drying uniform	34	Affordability
No branded items	34	Affordability
Old fashioned	33	Other
Reduce items	33	Affordability
Views of Children and Young People	33	Scope
Outdoor learning	32	Compliance
Appropriate	31	Equalities
Modesty	29	Equalities
Disability considerations	28	Equalities
Logo	28	Affordability
Financial support	27	Affordability
Modernise uniform	27	Other
Reduce compliance	27	Compliance
Identification	26	Other
Rights of Children and Young People	26	Scope
Wellbeing	26	Equalities
Less prescriptive	25	Scope
Standardisation	25	Affordability
Diversity	24	Equalities
DIY School Badge	24	Affordability
Impact on Learning	24	Other
Leggings	23	Equalities
No separate PE kit	23	Affordability
Religion	23	Equalities
Availability and choice in rural areas	22	Affordability
Consistent approach	22	Scope
Enforcement powers	22	Compliance
Increase compliance	22	Compliance

No tie	21	Compliance
Not for Scottish Government to decide	21	Scope
Set expectations	21	Scope
Definition of uniform	20	Scope
Local flexibility	20	Scope
Polo shirt	20	Equalities
Reduce white items	19	Affordability
No designer footwear	17	Affordability
Online availability	17	Affordability
Reduce stigma	17	Equalities
Range of suppliers	16	Affordability
Labels/Brands	15	Affordability
Uniformity	15	Equalities
Age appropriate	14	Equalities
Dress code	14	Compliance
Specify standard in guidance	14	Scope
View of parents	14	Scope
Hoodie	13	Equalities
Multi-use	13	Affordability
Not important	13	Compliance
Price cap	13	Affordability
Communication	12	Equalities
Considers environmental issues	11	Sustainability
Covered by guidance	11	Scope
Purpose	11	Scope
No group changing	10	Equalities
Senior phase	10	Affordability
Separate PE kit	10	Affordability
Badges	9	Affordability
Evidence of uniform impact	9	Other
Hairstyles	9	Out of scope
Jumper	9	Compliance
Notice of uniform changes	8	Affordability
Replacement of items	8	Affordability
All	7	Other
Barrier to attendance	7	Scope
Belonging	7	Equalities
Existing policy	7	Scope
Own clothes for PE	7	Affordability
Culture	6	Equalities
Trousers	6	Equalities
Lost items	5	Affordability
No football shirts	5	Compliance
Visibility	5	Scope
Active travel	4	Scope
Relationships and behaviour	4	Compliance
Don't apply to independent schools	4	Scope

Dress down days	4	Affordability
Lockers	4	Other
Looked after children	4	Equalities
Single national uniform	4	Scope
Special occasions	4	Compliance
Definition of sex and gender	3	Out of scope
Divisive	3	Compliance
Jewellery	3	Compliance
No hoodies	3	Compliance
No logo for PE	3	Affordability
Not for independent schools	3	Scope
Poverty proofing	3	Affordability
Provide uniform rather than grant	3	Affordability
Shorts	3	Equalities
Skin conditions	3	Equalities
Supplier contracts	3	Affordability
Support to access clothing grant	3	Affordability
Unnecessary	3	Compliance
Voucher	3	Affordability
Bags	2	Affordability
Braiding	2	Affordability
Damaged items	2	Affordability
Less choice	2	Affordability
Minimum requirements	2	Affordability
No tie (primary)	2	Compliance
Non-profit	2	Affordability
Staff uniform	2	Out of Scope
Tartan	2	Affordability
Universal financial support	2	Affordability
Bulk buying	1	Affordability
Changing facilities	1	Equalities
Classroom temperature consideration	1	Equalities
Engage with providers	1	Affordability
Indoor shoes	1	Compliance
Jackets	1	Compliance
Long-sleeved tops	1	Compliance
Nationalised supplier	1	Affordability
No separate senior phase	1	Affordability
Non-statutory	1	Scope
Not apply to residential schools	1	Scope
Not compulsory for teachers	1	Out of scope
Pre-Covid	1	Compliance
Provide outdoor items	1	Affordability
Representing school at special occasions	1	Affordability
School cap	1	Compliance
Sensitivity	1	Equalities

Universal basic income cover cost	1	Affordability
Young carers	1	Equalities
Total	2,453	

Question 2

What role does school uniform have in the ethos and culture of schools?

Topic	No. of Comments	Theme
Equal	622	Equalities
Identity	501	Culture/Ethos
Connectedness	399	Inclusion
Togetherness	343	Inclusion
Community	332	Inclusion
Identification	313	Safety
Pride	280	Relationships and behaviour
Reduce bullying	191	Equalities
Look the same	183	Equalities
Smart	183	Relationships and behaviour
Affordability	176	Affordability
Prepare for life after school	168	Relationships and behaviour
Reduce stigma	157	Equalities
Important	153	Culture/Ethos
Not important	153	Culture/Ethos
Reduce competition	149	Equalities
Comfort	147	Equalities
Inclusion	136	Inclusion
Ready to learn	134	Relationships and behaviour
Not essential	116	Culture/Ethos
Safety	108	Safety
Old fashioned	87	Culture/Ethos
Reduces stress	84	Affordability
Individuality	82	Culture/Ethos
Behaviour	79	Relationships and behaviour
Differentiate between school/leisure	77	Relationships and behaviour
None	69	Other
Relationships and behaviour	64	Relationships and behaviour
Colours	55	Culture/Ethos
Flexible	55	Compliance
Too Strict	48	Relationships and behaviour
Equity	47	Equalities
Respect	47	Inclusion

Rigid	42	Relationships and behaviour
Security	40	Safety
Abolish	39	Out of Scope
Practical	37	Equalities
Convenience	35	Compliance
No logos	35	Affordability
Expensive	31	Affordability
Agree on uniform	25	Culture/Ethos
Divisive	25	Inclusion
Increase pressure on families	24	Affordability
Logo	24	Affordability
Increases stigma	23	Equalities
Modern policy	18	Scope
Raises attainment	15	Relationships and behaviour
Simplicity	13	Compliance
Uncomfortable	13	Equalities
Teacher dress code	12	Out of scope
Motivational	11	Relationships and behaviour
Promote historical importance	11	Culture/Ethos
Barrier to attendance	10	Equalities
Routine	10	Scope
Adaptive	9	Equalities
Lack of identity	9	Culture/Ethos
Seasonal flexibility	9	Sustainability
Labels/Brands	7	Affordability
Recognisable	6	Safety
Responsibility	6	Relationships and behaviour
Sets expectations	6	Relationships and behaviour
Encourage physical activity	5	Other
Reputation	5	Relationships and behaviour
Traditional	5	Culture/Ethos
Authoritarian	4	Relationships and behaviour
Climate adaptable	4	Sustainability
Clothing grant criteria	4	Affordability
Consistency	3	Scope
Discourages physical activity	3	Other
Financial support	3	Affordability
Inflexible	3	Compliance
Year groups	3	Affordability
Barrier to participation	2	Equalities
Children and Young People 'buy-in'	2	Inclusion

Eco-friendly	2	Sustainability
Engagement	2	Inclusion
Increases bullying	2	Equalities
Ineligible low-income families	2	Affordability
Promotes recycling	2	Sustainability
Body image	1	Equalities
Dignity	1	Equalities
Informal	1	Compliance
Local flexibility	1	Scope
Mature	1	Relationships and behaviour
Not apply to independent schools	1	Scope
School decides	1	Scope
Total	2,597	

Question 3

Following on from Question 2, are there any particular items of school uniform which are central to that? If so, why?

Topic	No. of comments	Theme
Tie	637	Formal items
School Colours	600	Badge/Colours
School Badge	501	Badge/Colours
Jumpers	437	Informal items
Polo shirt	291	Informal items
Blazer	261	Formal items
Shirt	256	Formal items
Trousers	239	Formal items
Generic items	214	General
None	196	General
Skirt	186	Formal items
Sweatshirt	170	Informal items
No blazer	152	Formal items
No tie	148	Formal items
Logo	132	Badge/Colours
Hoodie	118	Informal items
Comfortable	96	Equalities
Cardigan	86	Informal items
No logo/badge	84	Badge/Colours
Footwear	80	General
Affordable	78	Affordability
Generic colours	73	Badge/Colours
T-shirt	69	Informal items
DIY school badge	66	Badge/Colours
All	59	General
Leggings	49	Informal items
Flexible policy	47	Equalities
Tie (secondary only)	47	Formal items

Jogging bottoms	46	Informal items
Jacket	44	Formal items
Smart	41	Formal items
No shirt	39	Formal items
PE kit	39	Non-uniform
Shorts	38	Equalities
Blazer (secondary only)	37	Formal items
Standard items	32	General
Gender neutral	31	Equalities
No uniform	31	Out of Scope
Skirt length	26	Equalities
No designer labels	25	Affordability
Practical	25	General
No expensive items	21	Affordability
Seasonal/Weather suitability	21	General
Uniform not important	21	General
Optional items	19	General
Black shoes	17	Formal items
Sensory needs	17	Equalities
No trainers	16	Informal items
Bag	14	Non-uniform
Additional Support Needs	12	Equalities
No leggings	12	Informal items
Plain PE kit	11	Non-uniform
Jeans	9	Informal items
No hoodie	9	Informal items
No jogging bottoms	9	Informal items
Plain colours	9	Badge/Colours
Plain shoes	9	Formal items
Body image	8	Equalities
Expensive	8	Affordability
Trainers	8	Informal items
Uncomfortable	8	Equalities
Designed by CYP	7	General
Kilt	7	Equalities
Look the same	7	Equalities
Dress code	6	General
Formal (secondary)	6	Formal items
Local decision	6	Scope
Durability/Quality	5	General
Gendered items	5	Equalities
Reduce additional items	5	Affordability
Enforce uniform policy	4	Compliance
No jeans	4	Informal items
Outdoor wear	3	General
Ban designer brands	2	Affordability
Important	2	Compliance
Local consultation	2	Scope

No skirts	2	Formal items
Sportswear	2	Non-uniform
Brighter Colours	1	Badge/Colours
Headscarf	1	Equalities
National uniform	1	Out of Scope
Not apply to independent schools	1	Scope
Promotes equality	1	Equalities
Total	2,399	

Question 4

What can schools do within their policies to support the aim of reducing costs of school uniform? [Please give specific examples of approaches which could be considered, or have been tried].

Topic	No. of Comments	Theme
Uniform swap/sale	772	Affordability
Second-hand clothing	607	Sustainability
Recycling	541	Sustainability
Availability from high street shops	480	Affordability
Generic items	425	Flexibility
Cost	326	Affordability
Flexibility	296	Flexibility
Generic colours	231	Flexibility
Range of suppliers	231	Affordability
No logoed items	227	Affordability
Financial support	196	Support
No blazer	187	Uniform Items
School colours	185	Flexibility
DIY school badge	177	Affordability
Affordability of logoed items	139	Affordability
Flexibility - footwear	117	Flexibility
No badges	117	Affordability
Clothing grant criteria	115	Support
Abolish school uniform	110	Out of scope
Limit badged items	92	Affordability
Simplicity	83	Flexibility
Provide uniform	79	Support
Logo not compulsory	77	Affordability
Bulk purchasing by school/council	74	Affordability
Comfort	67	Equalities
Reduce items	67	Affordability
Already affordable	66	Affordability
Polo shirt	66	Uniform Items
Bulk ordering from suppliers	63	Affordability
Ineligible low-income families	58	Support
Leggings	52	Uniform Items

No tie	52	Uniform Items
Relax uniform rules	51	Flexibility
No designer clothes	50	Affordability
Fundraising	49	Support
Vouchers to purchase uniform	44	Support
Jogging Bottoms	43	Uniform Items
Jumpers	41	Uniform Items
Environmental issues	37	Sustainability
Provide tie	37	Support
Easily available	35	Affordability
Reduce logoed items	35	Affordability
Reduce need for different footwear	35	Affordability
Donations	34	Support
Durability	34	Sustainability
Uniform optional	34	Scope
Buy from school	32	Affordability
Affordable blazers	31	Affordability
Plain PE kit	31	Affordability
Ease of washing	30	Affordability
Hoodies	30	Uniform Items
Relationship with local suppliers	30	Affordability
Support to access clothing grant	30	Support
Tie	30	Uniform Items
Provide items with logo	28	Support
Discounts	27	Affordability
Increased clothing grant	27	Support
No separate PE clothes	27	Affordability
Provide badge	24	Support
Communication	23	Support
Gender neutral	23	Equalities
Less prescriptive footwear	19	Flexibility
Practicality	19	Flexibility
Blazer optional	17	Affordability
Standardisation across year groups	17	Affordability
Partnership with stores	16	Affordability
Rent uniform	16	Support
Blazer	15	Uniform Items
PE	15	Affordability
Enforce compliance	14	Scope
Standardisation across local areas	14	Affordability
No enforced compliance	13	Scope
Publicly run suppliers	13	Affordability
Universal clothing grant	13	Support
Adaptable for activity	12	Equalities
Availability and choice in rural areas	12	Affordability
Reduce white or light colour items	12	Affordability
Sizing	12	Equalities
Ethical production	11	Sustainability

No enforcement	11	Scope
Price cap	11	Affordability
School badge	11	Affordability
Seasonal/Weather suitability	10	Sustainability
Pay in instalments	10	Affordability
PE clothes on PE days	10	Affordability
Jeans	9	Uniform Items
Encourage physical activity	8	Other
One supplier	8	Affordability
Quality	8	Sustainability
Dress down days	7	Affordability
Non-profit	7	Affordability
View of parents	7	Scope
Outdoor clothing	6	Flexibility
PE uniform	6	Affordability
Reduce stigma	6	Equalities
Funding for local authorities	5	Support
No logoed bags	5	Affordability
Promote supermarket options	5	Affordability
Use social media	5	Equalities
Children and Young People's views	4	Scope
Non-uniform items	4	Affordability
Senior phase	4	Affordability
Shorts	4	Uniform Items
Sports clothing	4	Flexibility
Abolish clothing grant	3	Support
Contract tender	3	Affordability
Full uniform packages	3	Support
Hair styles or colour	3	Out of scope
Non-taxable	3	Affordability
Nothing	3	Affordability
PE kit on PE days	3	Affordability
Plain shoes	3	Affordability
VAT	3	Affordability
Won't prevent bullying	3	Equalities
Appropriate enforcement	2	Equalities
Blazer material	2	Sustainability
Blazer (secondary)	2	Affordability
Fitted footwear	2	Affordability
Footwear grant	2	Support
Gender price difference	2	Equalities
Incentives to recycle	2	Sustainability
Loan uniform	2	Affordability
No trainers	2	Uniform Items
Plain jacket	2	Affordability
Poverty proofing	2	Affordability
Protective clothing	2	Other
Provide PE kit	2	Support

Biannual clothing grant payment	1	Support
Changing facilities	1	Equalities
Frequency of clothing grant	1	Support
Government policy	1	Scope
Increase living wage	1	Out of scope
Lockers	1	Other
No jeans	1	Uniform Items
No white items	1	Affordability
Parents meet cost	1	Affordability
Policy on bags	1	Affordability
Reduce clothing grant	1	Support
Repair in class	1	Affordability
Reversible garments	1	Affordability
Single clothing grant amount	1	Support
Spare stock	1	Support
Timing of grant payment	1	Support
Try before you buy	1	Affordability
Uniform subsidy	1	Support
Total	2,613	

Question 5

Are the draft principles appropriate? If you would change any of them, please set out what your alternative wording would be. Would you add any principles? Please say what they would be. Are there any which are unnecessary?

Topic	No. of comments	Theme
Agree with principles	643	Scope
Enforce uniform policy	121	Compliance
Affordability	115	Affordability
Conflict between no legal requirement and non-compliance	105	Compliance
No exclusion for non-compliance	84	Compliance
Uniform not essential	83	Compliance
Views of children and young people	79	Equalities
Appropriate response to non-compliance	76	Compliance
No enforcement	75	Compliance
Comfort	69	Equalities
No uniform	53	Out of scope
Uniform bank	51	Affordability
Choice	48	Flexibility
Flexibility	47	Flexibility
Gender neutral	47	Equalities
Include views of parents and carers	45	Affordability
Uniform compulsory	42	Out of scope
Not apply to independent schools	40	Scope
Relax enforcement of compliance	40	Compliance
Seasonal/Weather suitability	40	Sustainability

Sustainability	36	Sustainability
Sensory needs	34	Equalities
Equality	31	Equalities
Practicality	31	Flexibility
Financial support	30	Affordability
Additional Support Needs	28	Equalities
Gendered items	22	Equalities
Not for Scottish Government to decide	20	Scope
PE	20	Affordability
Skirt length	20	Equalities
Fairness	19	Equalities
PE uniform not compulsory	19	Affordability
Environmental issues	18	Sustainability
Communication	17	Equalities
Religious items	16	Equalities
Don't include CYP views	15	Equalities
Inclusive	14	Equalities
No requirement	14	Scope
Recycling	14	Sustainability
Equity	13	Equalities
View of parents	13	Affordability
Easily washable	12	Affordability
Include views of staff	11	Scope
Individuality	11	Scope
No designer brands	11	Affordability
No logoed items	11	Affordability
Smart	9	Compliance
Dress Code	8	Compliance
Local decision	8	Scope
Review policy periodically	8	Scope
Apply to independent schools	7	Scope
Disability considerations	7	Equalities
Encourage physical activity	7	Other
Good practice examples	7	Scope
Hair styles	7	Out of scope
Health and safety	7	Scope
Race and ethnicity	7	Equalities
Apply to grant-aided schools	6	Scope
Consistent policy	6	Scope
Relationships and behaviour	6	Scope
No ties	6	Affordability
Sizing	6	Equalities
Already affordable	5	Affordability
Consistency between local authorities	5	Affordability
Dignity	5	Equalities
Not a priority	5	Scope
School Colours	5	Affordability
Appropriate	4	Scope

Definition of sex and gender	4	Out of Scope
No football colours	4	Scope
No separate PE kit	4	Affordability
Safety	4	Safety
Strengthen	4	Compliance
Buy from school	3	Affordability
Define "appropriate response"	3	Compliance
Disagree with principles	3	Scope
Easily available	3	Affordability
Existing policy	3	Scope
Mental health	3	Equalities
Modern Policy	3	Scope
No group changing	3	Scope
No specified colours	3	Affordability
Not apply to grant-aided schools	3	Scope
Provide uniform	3	Affordability
Remove reference to gender	3	Equalities
Same for all ages	3	Equalities
Measures for non-compliance	3	Compliance
Simplicity	3	Equalities
Value	3	Affordability
Views of community	3	Scope
Views of staff	3	Scope
No hoodies	2	Compliance
No single suppliers	2	Affordability
No sportswear outside PE	2	Scope
Promote environmental issues	2	Sustainability
Reduce items	2	Affordability
Reward compliance	2	Out of scope
Subsidise uniform	2	Affordability
Support independence	2	Scope
Supports learning	2	Equalities
Active travel	1	Scope
Additional items	1	Affordability
Complaints policy	1	Scope
Costly	1	Affordability
Different uniform for different age groups	1	Affordability
Ensure clothing grant used for uniform	1	Affordability
Learning more important	1	Scope
Less formal	1	Scope
Lockers	1	Other
Looked after children	1	Equalities
No religious items	1	Equalities
No hi-viz mandate	1	Scope
Promote health and wellbeing	1	Equalities
Restrictive	1	Scope
Retain existing policy	1	Scope
Trips	1	Scope

Unable to differentiate	1	Scope
Uniform impact	1	Scope
Universal provision	1	Affordability
Total	1,600	

Annex B - Satisfaction with the consultation

The consultation included two questions which asked respondents how satisfied they were with the consultation. The first question on satisfaction asked respondents how satisfied they were with this consultation, whilst the second questions asked how satisfied they were with their experience of using the Citizen Space platform.

How satisfied were you with this consultation?

Answer	No. of respondents	% of respondents
Very Satisfied	716	26
Slightly Satisfied	592	22
Neither Satisfied nor Dissatisfied	967	35
Slightly Dissatisfied	195	7
Very Dissatisfied	185	7
No answer	96	3
Total	2,751	100

Almost all respondents provided an answer to this question. Of those not answering the question, only 4 provided comments. These responses indicated it would depend on how the guidance took account of feedback from the consultation; that the questions did not allow for comment on gender equality or diversity; and that uniform was a minor issue.

Just under half of respondents, 48%, reported that they were either very satisfied or slightly satisfied with the consultation, whilst a further 35% reported that they were neither satisfied nor dissatisfied. 14% of respondents reported that they were either slightly dissatisfied or very dissatisfied. Of those who did express satisfaction, or dissatisfaction, about the consultation there were 475 respondents who provided further comments.

The comments from those respondents who indicated they were either very satisfied or slightly satisfied were varied. Positive comments included respondents finding the consultation easy to use and read or expressing a general appreciation towards the Scottish Government for allowing them to share their views on school uniforms. There were some mixed opinions about the open question format, with some respondents reporting that they appreciated the flexibility of the open question format, whilst others indicated a preference for multiple choice options with a field for comments to explain their choice. This issue was also raised by some who said they were neither satisfied nor dissatisfied.

Responses from those dissatisfied with the consultation focussed on feeling the consultation was unnecessary and would not bring about change, or concern that abolishing school uniform was not within the scope of the consultation. With regards to ease of use, comments from those expressing dissatisfaction felt the consultation was too vague, not easy to understand and that there were spelling errors within the document.

How would you rate your satisfaction with using this platform (Citizen Space) to respond to this consultation?

Answer	No. of respondents	% of respondents
Very Satisfied	1,067	39
Slightly Satisfied	617	22
Neither Satisfied nor Dissatisfied	732	27

Slightly Dissatisfied	68	2
Very Dissatisfied	156	6
No answer	111	4
Total	2,751	100

Again, the majority of respondents provided an answer to this question. Of those not answering the question, only 3 provided comments. These responses said they would have preferred multiple choice to open questions; that they welcomed the opportunity to help inform a change in policy; and that they were satisfied with the consultation.

A majority of respondents, 61%, reported that they were either very satisfied or slightly satisfied with their experience of using Citizen Space to respond to the consultation, whilst a further 27% reported that they were neither satisfied nor dissatisfied. 8% of respondents reported that they were either slightly dissatisfied or very dissatisfied. Of those who did express satisfaction, or dissatisfaction, about the consultation there were 156 respondents who provided further comments.

Of the comments from those respondents who indicated they were either very satisfied or slightly satisfied, many responses expressed satisfaction at the ease of using the Citizen Space platform and being given the opportunity to participate in decisions about policy. Some respondents, although satisfied, commented that the consultation could be made more accessible by using clearer language or having multiple choice, rather than open questions.

Responses from those dissatisfied with their experience of using Citizen Space included comments about the need to provide personal details, spelling errors in the document and that they felt the consultation should have been more widely publicised.

Some comments from those who reported they were neither satisfied nor dissatisfied, did express a degree of satisfaction or dissatisfaction. This included a view that nothing will change as a result of the consultation, that the consultation was easy to respond to and welcoming consultation earlier in the policy-making process.



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St Andrew's House
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EH1 3DG

ISBN: 978-1-80525-944-2 (web only)

Published by The Scottish Government, June 2023

Produced for The Scottish Government by APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA
PPDAS1243922 (06/23)

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