

Newnham Croft Primary School Dress Code

Introduction

It is school policy that all children wear appropriate clothing to enable them to participate fully in all school activities, including learning outside. As in all school policies this is intended to reflect our commitment to equality for all members of the school community and to promote positive approaches to valuing and respecting diversity.

Aims

Our school dress code is based on:
good health and safety practice;
being practical;
promoting a positive image of the school;
being suitable for a school environment, including being suitably modest.

Jewellery

In line with health and safety guidelines children are only allowed to wear watches and small objects of religious significance. If a child needs to wear ear studs to school parents should request permission from the headteacher in writing, explaining why this is necessary. We ask the children to remove such jewellery during PE (including swimming) and refrain from wearing ear studs on P.E. days.

Hair

Long hair should be tied back for PE.

Footwear

Trainers, or shoes similar to trainers, are ideal as active school footwear, but wellies, walking boots, plimsolls and sandals are not helpful and can be dangerous if worn when running about. Shoes with backs should be worn, flip-flops or sandals without backs should not be worn. Heels should be very low.

P.E.

Pupils should wear clothing that is flexible enough and that will not get caught in PE equipment and can be worn all day. We would also ask that a change of clothes and shoes remain in school, just in case clothes get muddy. If your child wishes to wear clothes that aren't suitable for PE sessions, they will be required to change in the breaktime before their session.

In colder weather children may wear tracksuits. For swimming girls should wear one-piece swimming costumes and boys should wear swimming trunks or shorts. Long hair must be tied back.

If kit is brought to school, it should be kept in a named slim-line PE bag on cloakroom pegs. Long hair must be tied back with soft bands, not bobbles or large clips. Fastenings and clothes that are difficult for young children to manage and remove independently should be avoided.

Summer wear

Tops with short or long sleeves (not straps) should be worn to protect shoulders from the sun. We recommend children bring sun hats with neck protection during the summer months. Sun Cream should be applied at home and if sun cream is needed during the day then parents are requested to provide the most practical sort which children are expected to apply themselves and not share with others, in case of allergies.

Winter wear

As soon as cooler weather sets in all children should come to school in warm, waterproof outside clothing which is removed whilst in school and worn during playtimes. Children are expected to go outside in all weathers.

Other

Halter neck or 'strappy' tops are not appropriate for school. Tops must be long enough to cover midriffs. Some clothes such as longer length dresses or skirts, extremely baggy trousers or baggy T-shirts, very short or unduly tight skirts (of any length) are unsuitable for school activities such as climbing, running and sitting on the floor. Temporary tattoos, nail varnish (on fingers or toes) and make up should not be worn. Party and dressing up clothes are considered unsuitable, except for special occasions. Offensive pictures or logos on clothes are inappropriate.

The role of parents includes:

supporting the school dress code policy;
ensuring that clothes are clean and in good repair;
ensuring clothes are clearly labelled;
ensuring coats, or anything which the children hang up in school, have suitable loops
ensuring that, if clothes are lost, action is taken to find them including checking the lost property box.

The role of staff

Staff promote and implement the school dress code.

The role of governors

Governors promote the school dress code and support its implementation.

Clothing –P.E. shirts and book bags with the school logo are available from the school office.

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