

Advice to Government: School Uniforms (Guidance and Allowances) Bill

Introduction


The Commissioner for Children and Young People (NICCY) was created in accordance with ‘The Commissioner for Children and Young People (Northern Ireland) Order’ (2003) to safeguard and promote the rights and best interests of children and young people in Northern Ireland. Under Articles 7(2) and (3) of this legislation, NICCY has a mandate to keep under review the adequacy and effectiveness of law, practice and services relating to the rights and best interests of children and young people by relevant authorities. Under Article 7(4), NICCY has a statutory duty to advise any relevant authority on matters concerning the rights or best interests of children and young persons.

The Commissioner’s remit includes children and young people up to 18 years, or 21 years if the young person is disabled or is care experienced. In carrying out his functions, the Commissioner’s paramount consideration is the rights of the child or young person, having particular regard to their wishes and feelings. In exercising his functions, the Commissioner has regard to all relevant provisions of the United Nations Convention on the Rights of the Child (UNCRC).

NICCY welcomes the opportunity to provide written evidence to the Committee for Education (the Committee) on the School Uniforms (Guidance and Allowances) Bill (the Bill) and has previously provided advice to government through the consultation process. A copy of NICCYs previous submission is available [here](#). Please note that this submission is not intended to be comprehensive but instead addresses the key aspects and Clauses of the Bill which most directly engage children and young people’s rights and best interests. We have also provided an additional briefing for the Committee to consider regarding the main issues that children and young people have raised regarding school uniforms.

Children’s rights

There are several key Articles of the UNCRC relevant to this Bill including provisions aiming to ensure that children are provided with basic necessities to support their growth and development, health, and access to education. Parents are also to be supported to provide for the material needs of their children:

- Article 2: All rights apply to all children without discrimination;
 - Article 3: Best interests of the child;
 - Article 12: Children’s right to have a say in decisions affecting them;
 - Article 13: Right to freedom of expression;
 - Article 16: Right to privacy;
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- Article 27: Right to an adequate standard of living;
- Article 28: Right to education;
- Article 29: On the goals of education; and
- Article 31: Right to relax and play.

In the 2023 Concluding Observations, the UN Committee on the Rights of the Child, in its review of the UK Government's periodic report, noted with concern continued inequalities in educational outcomes, and that children's views were not systematically taken into account in national and local decision-making.¹ The Committee recommended that both these issues should be remedied. The earlier consultation and ongoing legislative development process provided an important opportunity to ensure that school uniform policies prioritise children's rights and best interests, in ensuring uniforms meet the needs of children, are affordable, and that children and their parents/carers are involved in decision-making on this matter.

NICCY wishes to draw the Committee for Education's attention to the drafting a new Optional Protocol that guarantees every child the right to free early childhood, pre-primary, and secondary education by the UN Committee on the Rights of the Child.² It seeks to build on the rights enshrined in the UNCRC which currently ensures free and compulsory primary education. The new Optional Protocol will recognise the need for comprehensive education from early childhood to secondary school, recognising that primary education alone is insufficient in today's world.²

In discussions with NICCY's Youth Panel (NYP) members, we reflected on the fact that the term 'uniform' highlights the primary goal of standardising the clothing that children wear to school. While this is welcome in helping ensure that all children attend school on an equal basis, particularly in relation to economic status, it is important that Boards of Governors recognise that there is no standard child, and that children are individuals, and can have different needs. School uniform policies should reflect this and be sufficiently flexible, both in the drafting and application, to meet the best interests of all children attending the school or those potentially attending the school in the future. Further discussions should be held with pupils and their parents in relation to what constitutes a uniform, exploring alternative options and reasoning as to why particular items and styles have been chosen.

Our 'Children and Young People's advice to government' briefing should be read alongside this submission, highlighting further key areas for the Committee from our NYP members, engagement on our Road to Rights Tour in November 2024, and from ongoing discussions with primary school pupils on uniforms.

¹ UN Committee on the Rights of the Child, 'Concluding Observations on the combined 6th and 7th periodic reports of the United Kingdom of Great Britain and Northern Ireland' (2023) (Available at: [Concluding observations on the combined 6th and 7th periodic reports of the United Kingdom of Great Britain and Northern Ireland](#) : accessed on 12.5.25)

² See: [CRC Optional Protocol on free pre-primary and secondary education – Child participation – Child Rights Connect](#)

Key clauses of the Bill

Clauses 1 and 6

In our submission to the consultation, we recommended that school uniform policies should be published, regularly reviewed and that they should be developed in partnership with pupils and their parents/carers.³ NICCY recommends that a specific reference be inserted on the face of the Bill to ensure that schools directly engage with pupils and parents on matters relating to their uniform, specifically in Clause 1(3)(a). We also suggest that schools directly engage with school councils as well as with their pupils on an ongoing basis relating to their uniform policy, in line with their Article 12 rights, ensuring that their views are taken seriously by those making decisions and reflected in the policy.⁴

Clause 6 covers the duty that is to be placed on schools to adhere to the guidance set by the Department of Education (the Department) when setting and implementing a uniform policy. We welcome the Bill's provisions that mean that the policies will be published on the school's website, including how the policy has been arrived at. There should be children's and young people's versions of the documents available.

We note that Clause 1 does not set a limit on the contents of the guidance put in place by the Department. NYP members noted that in many schools, policy on uniform is included in a policy that includes other aspects of appearance (e.g., a 'Uniform and Appearance Policy'), to include makeup, nail varnish, hair, jewelry, piercings and facial hair. While these aspects are not the primary focus of this Bill, we propose that rules relating to these should be included in school uniform policies as they are developed and included in the engagement with pupils and parents.

Clause 2

Clause 2 outlines some areas that the new guidelines must address including unfair costs (in Clause 8), comfort and practicality, affordability and accessibility (including loaned items and clothing banks are available). It does not appear to take into consideration the functionality of school uniforms, a matter raised by NICCY and our engagement with children and young people on this subject. Children and young people have talked about aspects of uniforms that make it difficult to walk or cycle to and from school, or to public transport for example. As

³ Our submission to the Department of Education's 2024 consultation is available at: [Advice on Department of Education's consultation on School Uniform Policy - Niccy](#)

⁴ We further draw the Committee's attention to the judicial review '*An application by Robert McMillen, Chairman of the Board of Governors of Ballyclare High School, for Judicial Review* [2008] NIQB 21' where the Court made clear that a uniform policy 'must be a living instrument and there must be in place appropriate mechanisms for change and/or engaging the voice of the pupil and engaging all the other properly invested voices'.

raised in our consultation, having to wear skirts or impractical school shoes hinders their ability to cycle and walk further distances, or play. We encourage the Committee to consider if an additional provision should be inserted in Clause 2 to make it explicit that schools must consider functionality when issuing a school uniform policy. NICCY also considers there to be merit in having school uniform policies that promote equality and inclusion and there be appropriate choice and flexibility available and has provided more advice on this below. There is an existing and ongoing stigma about wearing secondhand clothes, and this should be considered by schools and the Department in the implementation of the guidelines.

Clauses 3 and 4

NICCY wishes to query the commencement dates of Clauses 3 and 4 and why they need to be subject to a further order by the Department. All other Clauses are to come into effect at Royal Assent except 3 and 4 which relate to the number of items or sets/styles of clothing that a school can require pupils to wear and the setting of a maximum cost of the uniform.

A cost cap must be introduced, and it is required to make the legislation meaningful. It is also important that the uniform grant is subsequently raised to reflect the actual costs of school uniforms. Whilst NICCY appreciates that the Department have suggested further consultation is needed, learning from other jurisdictions and advice from professional organisations such as the Competition and Markets Authority, and that this is perhaps why Clause 4 is subject to a commencement order, we are unclear as to why this applies to 3. We are unclear what the rationale is behind a market cap being a ‘short term measure’ and would welcome further information on this.⁵ NICCY encourages the Committee to ensure that it is satisfied that Clause 4 meets these needs and does not continue the cost variation between schools in the absence of a price cap.

Clause 7

We welcome that Clause 7 places guidance on a statutory footing which would give rise to enforceability. We also welcome the inclusion of a process for complaint and direction by the Department. NICCY encourages the Committee to ensure that the Department regularly monitors the complaints received, and that through the assessment of the published policy or information received from Education and Training Inspectorate reports, that the proposed direction are timely. The Department should also ensure that the complainant receives information relating to the Department’s investigation and any subsequent directive issued, if relevant.

Clause 8

⁵ See: RAISE, School Uniforms (Guidelines and Allowances) Bill’ (2025) (Available at: [Assembly Research and Information Service Research Paper - School Uniforms \(Guidelines and Allowances\) Bill](#), accessed on 12.5.25)

Clause 8 covers some of the elements of what constitutes ‘unfair costs’ which is used throughout the Bill, which can include individual items, a uniform set, or items being unreasonably expensive due to a limited choice of suppliers. Schools should do what they can to ensure uniforms are affordable, which includes ensuring they can be purchased from a range of suppliers.

We query what measurements the Department will take into consideration in its assessment of ‘low-income households’, ‘affordability’ and ‘non-affordability’ and would welcome information on how this is to be defined within the guidance. One of the Bill’s main aims is to ensure that no child’s choice of school was determined by the affordability of its uniform. Without a clear explanation of how this is to be considered NICCY is not able to provide specific, detailed comments.

It is important that the Committee considers how this Bill will contribute to the delivery of the Anti-Poverty Strategy which we believe to be currently under consideration by the NI Executive. The APS Co-Design Group has advised on the inclusion of measures to reduce costs for families, particularly in relation to school and transport. If this Bill is effective in reducing the costs of school uniforms, this would be an important contribution to the implementation of the forthcoming Anti-Poverty Strategy.

Clause 9

NICCY has no specific comments relating to the wording of Clause 9 but wishes to raise some points regarding physical education and sports kits. NICCY reiterates our position that parents should only be required to purchase unbranded PE kits and that schools should provide ‘team kits’ when young people are representing their school or in team sports. Children and young people may also already have appropriate clothing at home that could suitably be used as a PE kit. This is also reflected strongly in the public consultation, whereby 86% believed that a branded sports kit need not be compulsory and 89% believed team kit should be available for squad members to loan. Of those completing the children and young person’s consultation survey, 82% believed that schools should provide sports kits on loan to pupils.⁶

As previously raised, a number of NYP members reported that they are often involved in a number of different sports or activities that the school requires different kits for, for example hockey, rugby, football, netball, tennis, badminton, each incurring additional costs to their families. Team sports kits should be provided on a loan system from the school for circulation to those partaking in team sports and representing schools at tournaments and competitions. The guidance should require schools, if they decide to specify uniform requirements for PE classes, to explain why this is required. Children and young people may already have appropriate clothing at home that could suitably be used as a PE kit.

Clauses 12 and 13

⁶ Ibid.

Clause 12 specifies that the Bill, at present, does not apply to those under the compulsory school starting age of four years old. NICCY questions the inclusion of powers for the removal of the pre-school exception by draft affirmative in the future in Clause 13. NICCY are aware that many pre-schools and independent schools who offer education placement for pupils under four years old have uniforms as part of their school policy. NICCY does consider merit in excluding pre-school from this legislation, even with the draft affirmative powers, from the outset.

One of the Bill's objectives is to ensure that parents do not find the costs of a school uniform a significant outlay or deter them from applying for a particular school. Furthermore, another stated aim of the Bill is to ensure that school governing bodies put affordability, comfort and sustainability at the centre of their decision-making when they set their requirements. It is unclear why this does not apply to nurseries and those providing early years education. NICCY would welcome further information the Department's plans, if any, to scope out the need for the Bill's provisions and guidance to apply to pre-school locations, and when. However, we do encourage the Committee to consider the need to include nurseries from the outset in this Bill, not at a later stage.

NICCY also considers the need to extend the school uniform grant to nursery education that is currently provided for by the Education Authority. For example, one local primary school instituted a change to its uniform policy, introducing branded polo shirts as part of its uniform in addition to the already branded jumpers. These polo shirts have a cost of £11 each, in comparison to between £1.50 - £3.00 from a mainstream supermarket. Previously, 'off the rack' polo shirts were acceptable, highlighting that the cost of uniforms impacts nursery aged children as well as primary and post-primary school aged children. A brief review of a single uniform provider identified 50 nursery and pre-school units that require uniforms to be worn. In relation to school uniform grants, NICCY are aware that grants are available from the EA, typically once per year for families who meet qualifying criteria which is similar to that for those families who are in receipt of Free School Meals (FSM). We are also aware that the Department consulted on the options considered as part of the review of the eligibility criteria for free school meals and uniform grants and encourage the Committee to consider this as part of the Bill's scrutiny.

There should be regular reviews of the grant award level in line with inflation and to reflect the pressures of the cost-of-living crisis, as well as the numbers of families. NICCY wishes to draw the Committee's attention to our briefing paper which outlines concerns about the adequacy of current FSM eligibility criteria as an effective method for targeting the provision of FSM and uniform grants at children in poverty, as well as the key way of targeting additional resources and policy responses to addressing educational disadvantage, available [here](#).

It draws on the findings of a report commissioned by NICCY from Dr Nicole Gleghorne of QUB which provided analysis of Family Resource Survey data from 2017/8, 2018/9 and 2019/20, to

determine how closely the current FSM eligibility criteria identifies children in poverty, a copy of which is available [here](#).

The report found that the current eligibility criteria are extremely inaccurate, with only 59% of children in poverty eligible for FSM and, conversely, only a third of children eligible for FSM (34%) experiencing poverty. Furthermore, simply raising the income threshold would not address this disparity, due to the requirement for families to be in receipt of benefits, given a significant proportion of working families on low incomes are not in receipt of any benefits. Children attending nursery school are eligible to apply for FSM, however, cannot apply for the uniform grant. As previously raised, it is therefore concerning that the Bill does not seek to include nursery or pre-schools at this time. Grants should not be confined to one per school year, and there should be flexibility built in to allow families who are eligible to apply for a uniform grant should their circumstances change due to a pupil's change of school for whatever reason.

Suggested further areas for consideration

NICCY notes that the Department's Equality Screening stated that school uniforms in some research have been found to be more expensive for girls than boys. Despite identifying mitigations on the use of language in the guidelines for schools to ensure that 'no significant cost differential exists between school uniform by gender', NICCY consider there to be a need to ensure that there is *no* differential existing, and that schools must ensure this when devising and designing uniform policies with children and young people. Inclusion must also be a key consideration within a school uniform policy. The guidance should propose that one set of uniform requirements should be provided from which pupils may choose, to include trousers and other items - not differentiating uniform requirements by gender. Guidance must also be provided to allow culturally/religiously appropriate adaptations as required. Schools should also publicise this information alongside their policy on how this has been considered.

We also encourage the Committee to consider the schools' use of sanctions for non-compliance with uniform policy to ensure these do not impact the child's dignity or education. For example, the potential for a pupil to be on a reduced timetable due to non-compliance or facing isolation or informal exclusion because of uniforms. It may be beneficial for the Committee to consider additional, enforceable guidance to ensure this does not happen.

It is NICCY's opinion that given Clause 1 does not set a limit on what the Department's guidance may cover, that there is scope here for the policies themselves to be included. Schools must engage pupils in the design of their policy, which should be mandatory and meaningful, in order to comply with Article 12 of the UNCRC. It is also sensible in understanding the implications and impact of particular positions or decisions, and supporting a positive, child-centered ethos. NYP members said that if this is done in a meaningful way, it could potentially make a big difference to young people in schools and get buy in for the decisions being made. They have emphasised the point that where uniforms inhibit play,

concentration, active travel or put pressure on family finances there should be a demonstrable reason for this which outweighs the impact on the pupils' experience of education.

NICCY welcomes the opportunity to submit and give evidence to the Committee of Education in their scrutiny of the School Uniforms (Guidance and Allowances) Bill alongside representatives of the NYP. We encourage the Committee to further engage directly with children and young people as part of their Call for Evidence, and ongoing scrutiny of the Bill. Should the Committee require any further information, we are more than happy to supply it in writing.

Children and Young People's advice to government on the School Uniforms (Guidance and Allowances) Bill – Committee for Education Call for Evidence

13th May 2025

Introduction

NICCY Participation staff have been approached to support children and young people's campaigns on school uniforms over a number of years. While some success has been achieved for individual pupils, or even whole schools, children and young people still feel that their rights are being infringed over inconsistent uniform policy and the approaches to disciplining pupils who do not adhere to this.


NICCY welcomes the opportunity to support children and young people to speak directly to the Committee for Education on these concerns, and the opportunity for this paper to be considered alongside our own submission. The issues raised in this briefing have been collated from discussions with the NICCY Youth Panel, ongoing engagement with primary school pupils and during NICCY's 'Road to Rights' events held in November 2024.

Children and young people having their views taken seriously

A key concern for children and young people is that their views have not been considered seriously in discussions on uniform policy. In one example girls outlined how they talked to school staff about their concerns over wearing trousers and how this impacted their rights. They felt their concerns were overlooked only response they have had so far is that wearing skirts looks 'nicer' or 'smarter':

"We want to know why girls are supposed to look smart or nice? We can learn just the same in trousers as in skirts so why does it matter what we look like?"

Children and young people are concerned that this issue has come up repeatedly over the past 20 years or more and yet pupils still do not feel that their questions about uniform policy have still not been considered. Some pupils feel that legitimate concerns over uniform policy impacting their ability to enjoy their rights fully have been minimised and that appearance is paramount.



“Appearance and discipline are the only reasons ever given on uniform policy but there is not thought given to the impact this has on our rights and no evidence to show that uniform improves learning.”

Pupils need to understand the purpose of school uniforms and transparency on how decisions are made. Children and young people recommend that the legislation not only includes a duty to consult pupils but also for schools to demonstrate how they have considered these views and have a valid reason for not implementing recommendations.

Non-discrimination

Pupils can experience discrimination based on their community background, gender, type of school attended and indirectly their socio-economic background. Inconsistent policies in clothing and appearance options for male and female pupils can impact children's experiences of education. For girls not being allowed to wear trousers can impact their play time and active travel:

“I just want to be able to dance and do cartwheels at lunch time and be able to dance and play freely. You can't do that in a skirt.”

Some girls felt uncomfortable wearing tight fitting clothing for games and PE and thought they would be more comfortable in jogging bottoms or shorts.

“The boys get to wear jogging bottoms but we have to wear tight leggings. It's embarrassing and I don't like it.”

Girls also felt that it was more difficult for them to make active travel choices to school due to cold weather or discomfort from uniforms.

“It's harder for girls to bike to school. It's not easy in a skirt. Even if you have shorts underneath you show too much.”

Some pupils have highlighted discrimination they face based on the school they attend. Secondary pupils in Fermanagh commented:

“Pupils from [the high school] where I go have to leave their bags outside shops but pupils from [the grammar school] don't have to do that. People just think we are trouble because of the school we go to.”

There was also some concern about pupils being easy to identify as coming from a certain community based on the uniforms they wore.

Cost of uniforms



Young people appreciate the intent within this Bill to reduce the cost of uniforms. They are very aware of high costs paid by their families and that this is often on items which are not as useful as lower cost items.

“Blazers are so expensive, especially for pupils in junior years who grow quickly then the blazers need to be replaced every couple of years. They are also not useful in hot, cold or wet weather. We were told in school that we could wear a coat over our blazer on very cold or wet days but that just means you have to buy another coat because they don’t fit under a normal sized coat. It also makes them bulky and uncomfortable.”

Branded PE kits were a particular concern, especially when they were for regular PE classes and not to participate in a team sport on behalf of the school.

“It costs about £40 for our tracksuit bottoms and £20-30 for a t-shirt. My brother and I are both quite sporty so this means our parents have to pay a lot for sports uniform. If you have one sport on Monday and something else on Tuesday then you need two full uniforms so one can be washed.”

Pupils felt this could be addressed by wearing plain, unbranded sports clothing for regular activities and training and then the school could have kits to give out for competitive matches on behalf of the school.

For some young people the potential cost of a uniform impacted their choice of post primary school.

“I knew that [grammar school] would be too expensive. It was £100 for the blazer alone. So I had no choice but to go to [High School.]

There was also some concern that the cost of uniforms could lead to bullying for pupils from lower income families due to secondhand items or ill-fitting clothing.

Privacy

For some girls the style of shirts required made them feel uncomfortable as underwear could be seen through it. They also expressed concern that they were being asked not to wear coloured or patterned bras as it could be seen as a “distraction”. Pupils also described having the length of skirts measured, including by male staff. This puts the onus on the pupil to take responsibility for a level of modesty which is deemed appropriate, rather than the uniform itself being comfortable and practical for all pupils.

“It’s weird that they tell us how to look then effectively tell us we are problematic for looking too much like some kind of fantasy stereotype.”

Some girls reported taking time off school during their periods as they did not feel comfortable with the clothing they had to wear.

“One of the boys had to lend me his jumper one time because I bled through my skirt and it was so embarrassing. Why can’t you even just choose to wear trousers or tracksuit bottoms when you feel you need to without anyone asking questions?”



Safeguarding and protection from harm

Pupils are aware of the NI Executive's Ending Violence Against Women and Girls Strategy and felt this should be considered when thinking about uniform policy. Some female pupils reported receiving unwanted attention from adult males when wearing school uniform on their journey to and from school. They were also aware of instances where pupils were photographed without their consent in school uniform and images used for nefarious purposes.

"It's all the time. Nearly every day you get comments or whistles. I just want to be comfortable and feel safe."

Some girls expressed concern about upskirting culture and that nothing was being done to actively address this for school pupils.

"In [my school] there were several boys doing upskirting but nothing was done about it. The girls were embarrassed to make complaints because of what boys would then say about them. Then they started lifting girls skirts up to embarrass them because they thought it was funny. I know this is to do with more than uniform but if there is an easy solution that protects girls while they do the rest of the work to challenge attitudes then why not take it?"

Adjustments for special circumstances

While the majority of pupils with disabilities or long-term conditions are given adjustments to uniform policy, there is a gap for short term provisions and changes and young people felt they should not have to disclose medical or sensitive information for minor or short term uniform changes. One pupil describes her experience:

"[My school] doesn't allow gloves, even in winter. The vice-principal stands outside to check people's uniforms as they come in and he told me to take my gloves off. I have Reynaud's and need to keep my hands warm. It doesn't make sense to my education that they would be concerned about gloves."

For others, particularly those with neurodiversity or sensory issues, uniforms can be uncomfortable to the point of distressing. Inconsistency across schools in how adjustments are made indicates a need for stronger guidance on this issue.

"When I was at [high school] I always got in trouble about not wearing my tie. It was really uncomfortable. I like to wear a snood as it helps me calm down when I feel stressed but I kept getting told off for it and this made me more anxious. But when I went to [another high school] they didn't mind if I wore a tie or not and they let me wear my snood. It really helped me stay calm and learn better at that school."

For some pupils, short term changes or flexibilities are needed, particularly relating to their health:

“After I got my appendix out I wanted to wear joggers because the skirt was pressing in to my tummy and it hurt the stitches but I wasn’t allowed. Then another time I hurt my ankle and had crutches and they kept getting caught in my tights and ripping them. That’s another thing for people with extra needs, things can get more expensive for them if they keep having to buy new things like tights.”

Sanctions for non-compliance

A major concern for pupils was approaches to discipline for not conforming with uniform guidance. Overall there was a sense that this was often too harsh for what was seen as a minor issue.

“I know the school wants us to look good to represent the school and to be disciplined but it also seems like it just a way of controlling pupils. In my school we have to carry uniform cards and you get it stamped for things like not having your shirt tucked in or not having a tie on. If you get five stamps then you get a detention.”

Several pupils described being sent home or into isolation rooms for things such as wearing the wrong shoes or not having a school blazer.

“In the isolation room you don’t even do any work. They give you worksheets like crosswords and stuff but it’s not the same things as what your class is learning. You aren’t even allowed to go out at break and lunch at the same time as the others. All because my shoes were kickers and had the wee red and green tags on them. But they were proper school shoes and my mum couldn’t just buy me new ones.”

“I got sent home from school because my shoes had a small heel on them. My mum was raging and told the school she couldn’t buy different ones but they said I needed flat shoes to come to school.”

Key asks of the Committee from Children and Young People

1. Ensure there is provision not only to consult children and young people about uniform policy, but that schools listen to their views and take them seriously on an ongoing basis.
2. Consider making amendments to the Bill to include specific guidance on uniform policy which addresses concern about children’s safety and wellbeing.

3. That sanctions such as isolation and informal exclusion for not complying with a uniform policy, which impact on children's education and dignity, be removed as options for schools to use.
4. Consider guidance on particularly expensive items which aren't very useful such as blazers and branded PE kits.

Hi Aoibhinn

Just a quick one in relation to school uniform legislation. There doesn't seem to be specific reference to girls having to wear skirts in the legislation. I have two girls from Enniskillen Integrated Primary who have just started a campaign to make sure girls are allowed to wear trousers. Would the committee consider hearing evidence from them on this issue as part of the consideration of the uniform legislation which seems to be more focussed on cost?

Many thanks

Laura

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