INCLUSIVE PE KIT POLICY SUPPORT

Inclusive Sportswear

YOUTH SPORT TRUST

IS YOUR PE KIT COMFORTABLE & INCLUSIVE FOR ALL?
PE kit is still a huge barrier for pupils enjoying and participating in PE.



⅓ of girls that stop sport at 16, leave due to PE kit.

⅔ of girls want more choice.

Only half of boys feel confident in PE kit.

- Inclusive Sportswear and Youth Sport Trust are helping teachers update PE kit policies to put choice, comfort and affordability first.
- With new government rules on PE kit choice & branded-item limits, it's the perfect time to update PE kit policies.

THE INCLUSIVE SPORTSWEAR PLATFORM – BUILT FOR TEACHERS



- **Inclusive Sportswear and YST have built a free online Platform to support school teachers to make PE kit inclusive.**
- The Platform has free guidance, training and an easy 5-step Champion Process for a teacher to review and update PE kit policy.
- Teachers gain Inclusive Sportswear Champion Schools certification.
- 250 schools are already on the Platform!

JOIN THE FIX THE KIT CAMPAIGN

FIX THE KIT and they'll stay to play

The nationwide campaign to fix PE kit & increase participation, built by Olympian Tess Howard.

Teachers can join the Fix the Kit Campaign:

1. Sign-up to the free Inclusive Sportswear Platform
2. Apply the SIX quick fixes to the PE kit policy
3. Become an Inclusive Sportswear Champion School!

CLICK TO WATCH OUR POWERFUL FIX THE KIT VIDEOS:



Inclusive Sportswear's FIX THE KIT Campaign.



Why Fix the Kit Matters for Teachers. Inclusive Sportswear's Fix the Kit Campaign.

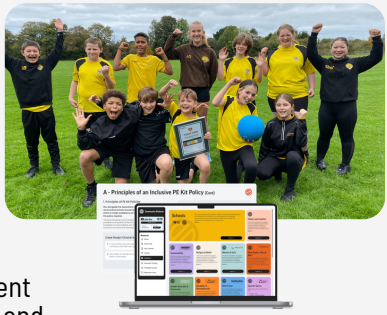
www.inclusivesportswear.com/fix-the-kit

SIX QUICK FIXES TO PE KIT

1. ASK PUPILS HOW THEY FEEL IN THEIR KIT.
2. ALLOW CHOICE OF DARK SHORTS, LEGGINGS, TRACKSUITS.
3. HAVE A DARK, ROUND-NECKED, BREATHABLE PE TOP.
4. SIGN-POST SPORTS BRA GUIDANCE ON PE KIT LIST.
5. SUPPORT EXTRA DARK LAYERS IN COLD WEATHER.
6. 'PE KIT DAYS' & FLEXIBLE CHANGING ARRANGEMENTS.

INCLUSIVE PE KIT POLICY: EXAMPLE

CASE STUDY – INCLUSIVE SPORTSWEAR CHAMPION SCHOOL
Wadebridge School, Cornwall



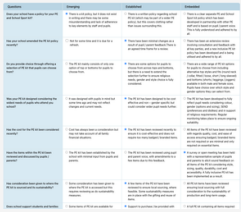
- *Wadebridge School pledged to the Inclusive Sportswear Charter in September 2025.*
- *Now pupils are supported to wear any dark lower-half items, alongside other key changes to their PE kit policy to increase comfort, choice, and affordability.*
- *They became the **first** Inclusive Sportswear Champion School. We share here the process.*

After seeing some of their pupils were struggling in the current PE kit, the Head of PE at Wadebridge School sought support and joined the **Inclusive Sportswear Platform**.

On the Platform, the Head of PE explored the guidance and decided to **Pledge** her school to the Inclusive Sportswear Charter. She gained approval from the Head Teacher, who was very happy to support an initiative that increases choice and comfort for all pupils in PE.



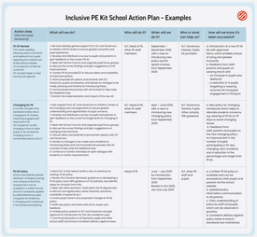
The Head of PE then took the **PE Kit Review** on the **Inclusive Sportswear Platform**, a simple check-box exercise to review policies against best practice - helping them see what they need to improve.



The **PE Kit Review** helped to identify these aspects, and this became the basis of their **Action Plan** – an online form on the Inclusive Sportswear Platform.

The **Action Plan** formalised the next steps with clear 'who/what/how/when'. Their Action Plan included:

1. A full "PE Kit Review" by the Headteacher, and a parent and pupil survey.
2. Creating more inclusive changing options for those with disability.
3. Publishing a clear PE kit policy on the website for all to see, showing choice on the lower-half is supported.



"The action plan process was really easy to navigate - the example action plan served as a great start point to stimulate conversation and ideas." – Ms A, Wadebridge School

Following the successful Action Plan and **Evidence** submission on the Platform, Wadebridge School have become achieved their **Inclusive Sportswear Champion School certificate!** They are a beacon of best practice in their region!



CHAMPION SCHOOL PROCESS

Inclusive Sportswear

YOUTH SPORT TRUST



- Inclusive Sportswear offers a free step-by-step 'Champion Process' to help you review and change your PE kit policy, online via the Inclusive Sportswear Platform.
- Successful completion of the Champion Process will earn the school Champion School certification, signed by Youth Sport Trust & Inclusive Sportswear.



01

Take the Pledge

PLEDGE

- First, Pledge to the Inclusive Sportswear Charter on the online form. The Pledge signals your commitment. You must have senior leadership sign-off.



02

PE Kit Review 1

PE KIT REVIEW 1

- Next, review your PE kit policies and practices, see what you're doing well and can improve. This Review is a simple online check-box exercise taking a few minutes.



03

Action Plan

ACTION PLAN

- Following your Review, identify the key areas you want to improve and build your Action Plan. Our templates help you see how to do it, and you submit online.



04

Evidence

EVIDENCE

- The Evidence section shares with us how your Action Plan has improved your school's support of choice, inclusion and participation through PE kit policy. Submit online.



05

PE Kit Review 2

PE KIT REVIEW 2

- The final step is to take the same review that you did at the start to see how your PE kit policies and practices have improved.



Congratulations! You now become a certified Inclusive Sportswear Champion School!



MORE SCHOOL CASE STUDIES

Pilton Community College, Devon – PE KIT DAYS + ANY DARK LOWER-HALF ITEMS
This school has amended their policy to allow pupils to wear any black lower-half items on PE kit days – a move made to period proof PE and reduce anxiety around leaking. This has transformed PE participation since pupils are more comfortable. Without the changing issues, PE kit days increase the time for PE lessons, and the headteacher notes that this has created an active school community, adding that Ofsted ensured them it was not something they took notice of.

Lakelands Academy, Shropshire - LEGGINGS FOR GIRLS
This secondary school responded to pupil voice and a request from girls to have leggings for PE. The Head of PE got a range of different samples in and asked girls to try them on and provide their opinion on which ones they preferred. Leggings are now on the PE kit list and accessible for pupils to wear.

Inner-city school, Nottinghamshire - JOGGING BOTTOMS FOR GIRLS
This inner-city girls school responded to student voice with regards to changing the jogging bottoms that girls were required to wear. Pupils requested a change to plain black fleecy type joggers, which they felt were more comfortable and these have subsequently been included on the schools PE kit list. Due to being listened to, the girls feel valued and are more engaged within lessons.

Marshland High School, Cambridgeshire - NON-BRANDED PE KIT
This school has implemented the option of a non-branded PE kit, allowing parents the flexibility to purchase these items from high street stores or online. In a proactive move towards sustainability and cost-effectiveness, the school encourages families to return good-quality uniform items, thus enabling the exchange second-hand items that are in good condition. This helps to develop a sense of community and can help reduce the financial burden on families.

Baysgarth School, Hull – PLAIN BLACK HOODY
This secondary school identified issues with girls' participation and engagement in PE. The Director of Sport led a group discussion with Year 9 girls about barriers to their performance in PE. The biggest issue identified was the PE kit with pupils hating being cold and having a kit that made them feel conscious of their bodies. At the time, there was a thin, tight training top on the PE kit list which the school acknowledged was not ideal.
The girls wanted something bigger, warmer and more comfortable, like a hoody, so school worked with a local company to source a non-compulsory plain black hoody.

Stratford Upon Avon School, Warwickshire – PE KIT DAYS
In this secondary school, pupils are allowed to wear PE kit into school on PE days. This supports changing issues relating to body anxiety and gender preference. The school notes the positive responses from pupils to addressing the issues to provide choice and ensure inclusivity.