



Glenfall Community Primary School

Transgender Policy

This policy should be read in conjunction with:

Allegations against staff guidance
Anti-bullying & Hate
Attendance
Behaviour
Complaints
Early Help Offer
Health & Safety
Intimate Care
PSHE Curriculum
Special Educational Needs and Disabilities
Code of Conduct and Confidential Reporting

Policy review:

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|---------------------|---------------------|
| Governor reviewer | Full Governing Body |
| Policy approval | Full Governing Body |
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| Frequency of review | Every 3 years |
| Date of next review | March 2026 |

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| Version | Issue date | Summary of changes |
|---------|------------|------------------------------|
| 0.1 | March 2023 | Revised policy in new format |
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AIMS

Glenfall School will ensure that all pupils are respected and supported, as they grow and develop, along with any changes they will experience as they progress through their school life. We aim to support all young people in terms of the way a person self-identifies with their gender identity – i.e. a young person's inner sense of self. This policy seeks to ensure that all transgender pupils are encouraged at Glenfall School to enable them reach their full academic potential by explaining and outlining the school's adoption of good practice in the field of transgender consideration. All efforts will be made to minimise any potential distress and disruption to students by:-

- ensuring teachers and Governors deal with transgender matters inclusively and sensitively
- providing an inclusive environment for any transgender student
- ensuring all students are aware of and educated on issues of transgender

Gender Identity & Transgender Identity

Gender identity is described as the personal experience of one's own gender and sense of self. Gender identity can correlate with assigned sex at birth, or can differ from it completely. All societies have a set of gender categories that can serve as the basis of a person's social identity in relation to other members of society. Some people do not identify with some (or all) of the aspects of gender that are assigned to their biological sex. Some of those individuals are transgender. A transgender person feels that their external appearance (sex) does not match up with the way they feel internally about their gender identity. Gender identity and sexual orientation are not the same. Sexual orientation refers to an individual's physical, romantic, and/or emotional attraction to another person, whereas gender identity refers to one's internal sense of being male, female, or otherwise. Transgender people may be straight, lesbian, gay, bisexual, or asexual, just as non-transgender people can be. The term "transgender" is used in this policy to describe any pupil who feels their external gender is different to how they identify their own gender internally, and who wishes to identify with that internal gender. It is a personal process rather than a medical process and does not require any medical intervention or medical processes to be planned or ongoing.

Glenfall Transgender Policy

Legislation

This policy supports all legislation enforceable at 1st September 2017 with regard to an individual's transgender status. This includes but is not limited to the following pieces of legislation:

- Data Protection Act 1988
- Human Rights Act 1998
- Gender Recognition Act 2004
- Equality Act 2010

The school is aware that gender reassignment (as defined in the Equality Act 2010) is one of nine protected characteristics covered by the Equality Act 2010 and will deal with gender reassignment in keeping with the applicable legislation. Whilst being transgender is one of the protected characteristics under the Equality Act 2010, it does not preclude transgender pupils from being protected by the other discrimination provisions in the Equality Act 2010.

Discrimination and Bullying

The school will not discriminate, and will not tolerate discrimination, against a pupil because of their transgender status. This includes both direct and indirect forms of discrimination. The school's "Bullying Policy" makes clear that the school has a zero-tolerance approach to any form of bullying, harassment or victimisation. The school also makes clear the standard of behaviour expected to be shown to both staff and pupils at all times both in and outside of school premises.

Terminology and Language

The school will endeavour to use terminology that is sensitive and inoffensive whenever issues of transgender are discussed. Pupils discuss issues of transgender through the PSHE programme when relevant. The language used in this policy is referable to that of the Equality Act 2010.

Information sharing

Glenfall School will consider the wishes of the transgender pupil and their parents around when and if information about the pupil's transgender status is shared with immediate peers or the wider school community, so that this is handled sensitively.

Glenfall Transgender Policy

The school acknowledges that information appertaining to an individual's gender status or history will constitute sensitive personal data under the Data Protection Act 1988 (and forthcoming future legislation of the General Data Protection Regulation 2018).

Training Glenfall School sees the training of its staff as an important part of supporting transgender pupils. Staff will be provided with training, and opportunities to discuss issues surrounding transgender status. The school's policies regarding transgender pupils will be made available to all staff. Glenfall School will ensure that all staff are well informed and up to date with their knowledge of transgender pupils at the school, and of the school's expectations of how staff can support those pupils.

Curriculum

The Glenfall Curriculum is designed to provide the best possible education to all pupils, irrespective of any protected characteristic, their background or ability. All pupils are required to participate fully in all lessons and complete all set work as part of their allocated timetable. All pupils are aware of this requirement

Sports and Physical Education

Sports and Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical education develops pupils' competence and their confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A transgender pupil will have the same PE allocation of lessons on their timetable as all other pupils in their year group. All transgender pupils will be required and expected to fully participate in all PE lessons as part of their timetable, except where medical advice suggests otherwise.

In contact sports, such as rugby, where the risk of injury is increased, it may be necessary for PE lessons to be differentiated to allow all pupils to take part. Teachers and sports coaches will ensure that the necessary consideration is given to sports involving contact between players to minimise the risk of injury.

PE Kit

Glenfall School supports transgender pupils to wear PE kit in line with their identified gender. Transgender children will change for PE in the unisex toilets from Y5 & Y6 onwards.

Toilets

Glenfall has toilets have designated unisex toilets in the Reception class. From Y1 – Y6 toilets are allocated for male and female students. There is also access to a unisex toilet if required.

Personal Social Health Education

Glenfall School runs a very comprehensive and educationally beneficial PSHE programme. The school understands that some pupils may find some of the issues discussed in PSHE challenging. However, all issues are handled sensitively and are an important part of the educational provision provided by Glenfall School. All pupils are required to attend all PSHE sessions and participate fully.

School Uniform and Regulations

Glenfall has a uniform policy that all pupils are required to follow. All transgender pupils must follow the school rules on uniform, including the school rules on make-up, jewellery and hair styles.

Changing Names, Gender and Test Certificates

In regards to schools recording this data, section 4.2.7 of the 'School census 2014 to 2015' (2015) Department for Education guidance indicates that the gender of a pupil is recorded in the format of male or female. However, "In exceptional circumstances, a school may be unsure as to which gender should be recorded for a particular pupil. Where this occurs, gender is recorded according to the wishes of the pupil and/or parent." This can be found at:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/396890/2014_to_2015_School_Census_Guide_V_1_9.pdf

It remains open for the school to amend the gender of any pupil, within their own management information systems, at any time, and the school does not specify that this indicator must remain static within any technical requirements. Glenfall School will assign the gender of a transgender pupil on SIMs to the gender with which the pupil identifies. However, school will be guided by the parents regarding how a child's gender is recorded and how they would like to be addressed.

School Trips and Residential Visits

Glenfall School runs two different types of trips:

Day Trips and Residential Trips: these form part of the syllabus of a subject. Non-Curriculum Trips: these are optional and, although they may broaden a pupil's understanding of a syllabus, are not essential to a subject's syllabus requirements.

All students will be offered the opportunity to take part in Curriculum Trips. The trip leader will discuss any curriculum trip with the parent/guardian of a transgender pupil before the trip takes place. The conversation will include discussion about any support or provision that the transgender pupil may require while participating in the trip. Every effort will be made to ensure that provision is in place to make the trip run successfully, but it is important to be aware that some trip locations may not have ideal facilities available for transgender pupils. In these situations all potential solutions will be looked into, and if required compromises will be agreed that both Glenfall School and the parents/guardians of the transgender pupil agree are

sufficient and adequate to make the trip a success and to ensure inclusion of the transgender pupil.

Before any trip takes place a meeting with the trip leader and the parents/guardians must always take place. All trip risk assessments, where the trip includes a transgender pupil, will address the risk anticipated for transgender pupil. All efforts will be made to ensure inclusion.