

**APPROVED**



# st. Wilfrid's

Catholic High School and Sixth Form College, a Voluntary Academy

## Trans Inclusion Policy



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<b>POLICY DOCUMENT</b>	<b>TRANS INCLUSION POLICY</b>
<b>Legislation: Education/Other</b>	Legally required for Academy Schools
<b>Lead Member of Staff</b>	Headteacher/DSL
<b>Lead Councillor</b>	Chair
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# Trans Inclusion Policy

## Rationale and introduction

### Aims

In recent years, research, legislation and the professional capacity to understand the issues have increased the awareness of Gender Dysphoria and resulted in Gender Identity Issues being increasingly recognised by schools and colleges.

This policy outlines the roles and responsibilities of all those in our school community towards Trans Gender students and ultimately aims to provide information; guidance and procedures to follow which will result in Trans Gender students feeling supported.

### Legislation

Under the Equality Act, 2010 schools must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

The Equality Act provides protection from discrimination because of gender reassignment in schools. This means that it is unlawful for schools to treat students less favourably because of their gender reassignment.

### National data and findings

Trans children and young people are a particularly vulnerable group. On average, Transgender children leave school earlier than any other group, and a recent survey has shown that 25% have attempted suicide, and a further 25% have considered it.

Possible signs of a Trans child or young person who may need additional support includes:

- Lack of concentration
- Poor educational performance
- Total immersion in school work
- Reluctance to use the school toilets
- Reluctance to do physical exercise especially if it is strongly associated to the birth gender, including a reluctance to use showers and changing rooms
- Truancing



- Sickness and absenteeism
- Self-harm
- At the receiving end of bullying
- Bullied because of their sexual identity
- Bullied because of their gender identity
- Few friends

## Be aware

When considering Trans identities, it is important to understand that there is a difference between biological sex and gender. Biological sex refers to chromosomal make up, genitalia, hormones etc. and as such would be used in reference to the physical anatomy of a person. Gender concerns your internal self and how you choose to express yourself. Gender is considered by some to be a social construction in that children learn how to behave in a manner deemed to be in line with their biological sex.

Children and young people may question their gender identity for a range of reasons and this may not mean they are Trans or will go on to transition. Each individual is unique; each person will experience their gender variance to a different degree and will respond to social circumstances differently.

## Definitions

**Gender identity:** How someone interprets their gender. This is not necessarily the gender the person was assigned at birth. Everyone has a gender identity; it is how we feel about our gender and is unique to each individual.

**Trans** is an umbrella term which covers the entire trans community, encompassing anyone whose gender identity does not match the gender they were born with, and/or people who identify as gender variant with regards to gender identity and/or gender expression.

A **Transgender person** feels that the gender they were assigned at birth does not match up with the way they feel internally about their gender identity. A Female to Male (F2M) person will have the external appearance or body of a female and identify their gender as male; a Male to Female (M2F) person will have the external appearance of a male and identify their gender as female. Some transgender people will choose to transition socially and some will also take medical steps to physically transition (with the help of hormone therapy and/or surgery) to live in the gender role of their choice.

Other gender identities which come under the trans umbrella are **non-binary** (someone who identifies as neither male nor female) or **gender fluid** (someone whose gender identity moves fluidly between genders, which can include male, female, both or neither).

Of course some children may exhibit many of the above signs for other reasons than gender identity issues; however, they do show that the child may be very unhappy and need further support.



## Development / Monitoring / Review of this Policy

This Transgender policy has been developed by:

- DH Pastoral
- Safeguarding Pastoral leader
- Communication Resource Leader
- Students

It has been developed in consultation with Barnados Positive Identities

Consultation with the whole school community has taken place through the following:

- Student voice
- Staff meetings

### Who is the Policy for?

This policy applies to all members of the school community (including staff, students, volunteers, parents / carers, visitors, community users).

### Roles and Responsibilities

The following section outlines the roles and responsibilities for Transgender inclusion of individuals and groups within the school:

#### Academy Council:

Academy Councillors are responsible for the approval of Transgender policy and for reviewing the effectiveness of the policy. The Councillors receive information about incidents and monitoring reports will help them to carry this out.

- Regular pastoral monitoring
- Reporting to relevant Academy Council committee

#### The Pastoral DH with responsibility for Child Protection and Safeguarding:

Should be trained in trans-gender issues and be aware of the potential for issues to arise from:

- trans phobic bullying
- absence from school

#### Teaching and Support Staff

...are responsible for ensuring that:

- they have an up to date awareness of trans-gender matters and of the current school policy and practices
- they report any issue to the Designated Safeguarding Lead following school procedure
- trans-gender issues are addressed sensitively in the curriculum and other school activities as and when they arise



- they monitor students in form time and lesson time to ensure trans-gender bullying is prevented

## **Whole school approach**

### **Language**

Members of our school community should strive to use the preferred pronoun for a trans child, young person or adult. In addition, staff should think carefully about the language they use and when possible attempt to use language which not reinforce a binary approach to gender (i.e. there are just males and females).

Staff should reflect on the use of language such as 'ladies' and 'gents', 'girls' and 'boys' to describe groups of students. It may be preferable to say 'come on year 8s, off to your lesson now,' or 'come on everyone, it's time to get on with your learning.'

The purpose of this is not to deny gender as an important part of our identity, in fact this can be explored as part of learning in PSHCE; however, care needs to be taken to avoid excluding those who do not see themselves as male or female or make assumptions about someone's gender identity because of how they appear.

### **Curriculum and T&L**

The school environment, curriculum, assemblies and tutor time can all be used to explore issues of gender, gender identity and trans phobia and to make visible and celebrate trans people.

Staff will also want to consider T&L approaches that they use which may have an impact of making trans children and young people feel confused, excluded or uncomfortable.

### **Uniform and dress**

Trans and gender questioning students have the right to dress in a manner consistent with their gender identity or gender expression. Students wishing to choose to dress in the clothes associated with their gender should do so with the full support of the pastoral team in school and in discussion with key members of staff – e.g. form tutor, director of year, DSL, DHT.

We will support any trans student to dress in school uniform which they feel comfortable with.

### **Names and pronoun change**

We will respect a young person's request to change name and pronoun, which we recognise is a pivotal part of supporting and validating that young person's identity. Some trans children and young people may wish to change their name to make it in line with their gender identity. Although, they may not have changed their name legally, individuals have the right to choose the name by which they are known to staff, friends and family.

A change of name by deed poll is not required to make a change to school records on our SIMs system;

However, entry for exams and exam certificates are more complex. The JCQ paper work states:



'The centre agrees to: enter candidates under names that can be verified against suitable identification such as a birth certificate, passport or driver's license. You may need to check that the name the candidate is using in the centre is his/her legal name rather than a 'known as' name.'

Ideally, an agreed strategy needs to be agreed with the student and their parents/carers, then agreed with the various exam boards prior to starting GCSE courses.

A deed poll is accepted and can be used to enter candidates as a different name to their birth name.

## **Toilets**

Students who are transitioning (and are therefore classes as undergoing gender reassignment under the Equality Act) have the legal right to use the toilets of their gender. However, some students may feel uncomfortable using gendered toilets. The school will discuss this with the student, and if necessary students are provided with access to the gender neutral toilet in R block on the ground floor, if this is what they prefer to use.

## **Sports/changing**

As with toilet facilities, students who are transitioning (and are therefore classes as undergoing gender reassignment under the Equality Act) have the legal right to use the changing facilities of their gender. However, some students may not feel comfortable with this arrangement: the use of changing rooms by trans students should be assessed on a case-by-case basis in discussion with the trans student. The goal should be to maximise social integration, and promote equal opportunity to participate in PE classes and sports, ensuring the safety and comfort, and minimising stigmatisation of the student.

Any student who has a need or desire for increased privacy, regardless of the underlying reason, will be provided with a reasonable alternative changing area.

## **Residential trips**

Learning about different cultures and lives, and taking part in activities, may lead to overnight stays, both at home and abroad. Issues may arise for Trans students, but this does not mean that they cannot be included on the trip. Consideration should be given well in advance to any additional needs.

The sleeping arrangements will need to be thought about before a trip is undertaken; it is possible that they student would prefer to have a separate room etc. Each individual case and trip needs to be thought through and separate and in depth discussions should happen well in advance with any and all appropriate bodies. If a separate room is not available, other options must be explored.

The trip leader should plan for this eventually and access risk in line with other students, as part of the educational visits procedures.

There are countries that are not as legally and culturally open as the UK. In fact, some have laws that make it illegal to be part of the Transgender community. School should consider





and investigate the laws regarding Trans communities in countries considered for school trips. The International Lesbian and Gay Association (ILAG) have information on their website about countries that pose a risk to trans individuals.

### Dealing with prejudice from parents

If parents express concern over the schools' actions in including trans young people, then this should not affect the schools' actions regarding that young person – in a similar way in which a parent's sexist or racist views would not influence school to change their equality policy. Due to a lack of understanding about gender variance and trans people, there may be negative reactions from parents around use of changing or toilet facilities. This could be handled in an informative and educative manner (for example, explaining what gender identity is and what trans means), and without ever disclosing personal information and identities of young trans pupils. The Equality Act can be referred to, as can schools' equality and diversity policy.

### Useful websites and books

Department for education (DFE)	<a href="http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010">www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010</a>
Equality & Human Rights commission	<a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a>
Gender recognition certificate	<a href="http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/gender-recognition-panel/faqs.htm">www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/gender-recognition-panel/faqs.htm</a>
True vision online crime reporting	<a href="http://www.report-it.org.uk">www.report-it.org.uk</a>
It's Okay to be	Todd Parr