



RUSHEY MEAD ACADEMY

## **Trans\* and Gender Questioning Policy**

**Policy Monitoring, Evaluation and Review**

The policy will be promoted and implemented throughout the academy. The Academy Council will review the policy annually, unless there are significant legislative changes in the interim period.

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<b>Ratified by:</b>	Vicky Barwell
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## 1. Introduction

1.1 Gender is an important part of an individual's identity and developing a positive sense of gender identity is part of growing up. Gender identity can correlate with assigned sex at birth, or can differ from it. All societies have a set of gender categories that can serve as the basis of the formation of a person's social identity in relation to other members of society. However, gender identity is often complex and there is a spectrum of gender which is wider than the binary boy/man or girl/woman. At Rushey Mead Academy we believe that all students, regardless of their gender identity, have a right to be educated, heard, included and supported.

1.2 For the purposes of this policy, Transgender/Trans/trans\* are umbrella terms used to describe people who identify as:

- Transgender
- Transsexual
- Cross-Dresser
- Intersex
- Neither male nor female (non binary)
- Androgynous
- A third gender
- Or who have a gender identity which we do not yet have words to describe. In this policy, the term trans\* is used to describe any person who would fit into the definitions above.

1.3 Rushey Mead Academy is committed to supporting trans\* and gender questioning students. We believe that all trans\* and gender questioning students have the right to:

- be supported in school, and by external agencies
- be safe, and to feel safe in school
- speak freely and voice their values and beliefs
- be respected and valued
- not to be discriminated against, suffer harassment or victimisation in any form and have equal opportunities

1.4 This policy should be read in conjunction with Rushey Mead Academy's privacy notice. That brings this policy in line with the GDPR Act 2018.

1.5 Rushey Mead Academy will fulfil their local and national responsibilities as laid out in the following documents:

- Equality Act 2010
  - Gender recognition Act 2004
  - Human Rights Act 1998
  - Data Protection Act 1998
  - Gillick Competency and Fraser Guidelines NSPCC 2018
  - Trans Equality in Schools and Schools NASWT
  - Working Together to Safeguard Children (DFE 2018)
- Keeping Children Safe in Education: Statutory guidance for schools and schools (DfE, Sep 2019)

## **2. Overall aims**

2.1 The purpose of this policy is to set out a framework of response in support of trans\* and gender questioning students. This will be achieved by:

- establishing a safe and supportive ethos in the school, built on respect and acceptance
- developing an environment that does not tolerate any form of transphobia or transphobic bullying
- ensuring that trans\* or gender questioning students are given the same equal opportunities/consideration as all other students
- introducing appropriate and age relevant work within the curriculum relating to trans\* or gender questioning
- alerting staff to the signs and indicators that a student is struggling with their gender identity, or has transitioned
- developing staff awareness about the issues that trans\* students or gender questioning students face
- ensuring that staff are appropriately trained in supporting a trans\* or gender questioning student
- ensuring that a trans\* student or gender questioning student is appropriately supported in school and by external agencies

## **3. Key Principles**

In order to support trans\* or gender questioning students at Rushey Mead Academy we will:

- Create a culture across the school of respect for trans\* gender questioning students in keeping with fundamental British Values
- Listen attentively, and without judgement, to the young person
- Ensure that a trans\* or gender questioning student has their identity positively affirmed
- Embrace our trans\* or gender questioning young people as an opportunity to enrich the school community and to challenge gender stereotypes and norms on a wider scale
- Avoid, where possible, gender segregated activities. Where this cannot be avoided (for example in P.E), allow the young person to access the activity that corresponds to their gender identity where appropriate. Please see section 7.12 for information about P.E lessons
- Challenge any form of transphobic bullying (including micro-aggressions) or discrimination and implement appropriate consequences
- Promote positive attitudes to gender diversity by including trans\* issues within PSHE activities relating to discrimination, hate crime, diversity, inclusion and equal opportunities

## **4. Expectations in Rushey Mead Academy**

4.1 All staff will:

- be familiar with this trans\* and gender questioning policy
- be alert to the signs and indicators that a student is/maybe trans\* or is questioning their identity and ensure that they are signposted to their Form Tutor in the first instance, who will then liaise with the Head of Year

- be aware that trans\* and gender questioning students have the same needs as other young people and that teaching, and learning should not be affected by a trans\* or gender questioning student in the class
- avoid any form of discrimination of trans\* or gender questioning students
- be alert to transphobic teasing, tormenting and bullying, and address them in line with school policy
- protect the privacy and dignity of trans\* or gender questioning students in the same way of any student, and never gossip about them to third parties. Any contact from the press or other outside bodies must be referred promptly to the Principal

## **5. Legal context and Ofsted framework, Equality Act 2010**

5.1 At Rushey Mead Academy we adhere to the information in the Equality Act 2010 by having 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 protected characteristics and those who do not
- foster good professional relationships between people who share a protected characteristic and those who do not
- not treat students less favourably because of their gender reassignment. This also includes a student who may not necessarily be undertaking a medical procedure to change their sex but who has decided to socially transition
- being sympathetic to a student who is undergoing a social transition e.g. going by a preferred name or pronoun

### **Safeguarding trans\* or gender questioning students**

5.2 There are no issues under child protection or safeguarding law, or practice specific to trans\* or gender questioning students aside from what is in place to keep all children and young safe. However, at Rushey Mead Academy we acknowledge that there may be safeguarding issues that occur for a trans\* or gender questioning student. If an issue of a safeguarding nature arises our safeguarding procedures will be strictly adhered to.

### **Ofsted School Inspection Framework 2018**

5.3 At Rushey Mead Academy we comply to the “Ofsted School Inspection Framework 2018” in the following ways:

- We take account of the views different groups of students express, their experiences of others’ behaviour and attitudes towards them, and their understanding of the importance of such attributes in school and adult life
- We evaluate the experience of particular individuals and groups
- We work hard to prevent all form of bullying, in particular prejudice-based bullying
- We work tirelessly to create an open culture which actively promotes all aspects of students’ welfare. We foster an environment that promotes the safety of students and they feel safe at all times. We embed in students the knowledge of how to keep themselves and others safe in different situations and settings. Staff take rapid and appropriate action to resolve any

concerns students have. Rushey Mead Academy is an inclusive school and the above applies to all students, regardless of their gender identity and sexuality.

## **6. A whole school approach to supporting trans\* and gender questioning students**

6.1 At Rushey Mead Academy we follow a whole school approach to support trans\* and gender questioning students. We do this in the following ways:

- By acknowledging that there will be trans\* or gender questioning students within the school community as parents and carers, staff, governors and young people and that they will positively enrich the school community
- By ensuring that trans\* and gender questioning issues and transphobia is acknowledged across the school framework
- Through the close monitoring of all areas of the curriculum and resources to ensure that they do not contain gender stereotypes or transphobic material
- By ensuring that the curriculum, and in particular the PSHE curriculum, is used to challenge gender stereotypes, support the development of a positive sense of gender identity, develop understanding of trans\* issues and prevent transphobia
- By effectively challenging, recording and dealing with transphobic abuse, harassment and bullying (e.g. name calling, derogatory jokes, graffiti, unacceptable or unwanted behaviour or intrusive questions), monitoring incidents of transphobic abuse, harassment and bullying and then using this information to inform whole school developments
- By including trans\* and gender questioning issues in equality training for staff and governors
- By providing appropriate support to students who identify as trans\* or gender questioning and refer them, and their families if appropriate, when needed to external agencies

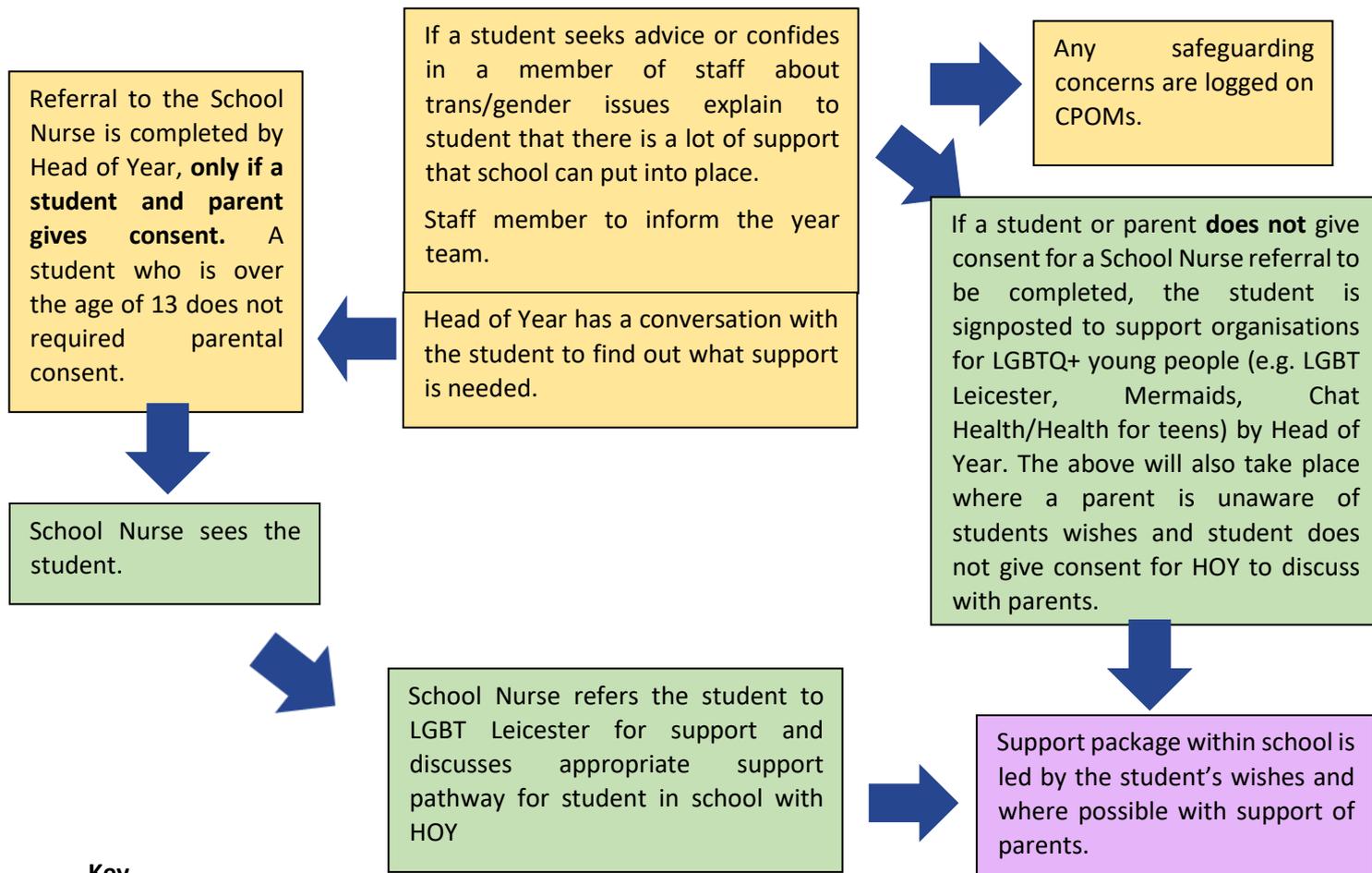
### **Language**

6.2 At Rushey Mead Academy the preferred pronoun for a trans\* or gender questioning student will be used.

## **7. Support process for trans\* and gender questioning students**

7.1 Being trans\* or gender questioning is not a mental health disorder in and of itself (World Health Organisation, 2019). However, the process of transitioning and gender dysphoria can be stressful for some transgender people, especially during adolescence. Therefore, a support process for trans\* and gender questioning students is in place at Rushey Mead Academy. The support process is as follows:

## Support Process



### Key

- These actions will be termed internally at the Academy as 'Stage 1' of the support process.
- These actions will be termed internally at the Academy as 'Stage 2' of the support process.
- These actions will be termed internally at the Academy as 'Stage 3' of the support process.

## Managing specific issues for transgender or gender questioning students

### Confidentiality and information sharing

7.2 Trans\* and gender questioning students have a right to privacy. At Rushey Mead Academy we refer to "The Gillick Competency and Fraser Guidelines" when working with students, in order to balance the need to listen to children's wishes with the responsibility to keep them safe. Therefore, if a trans\* or gender questioning student wishes to be known by their preferred name and/or wishes to have their personal data changed and recognised on the school MIS system, and the student is capable of making this decision under the Gillick competency and Fraser guidelines, then this will be respected and accommodated. The name on the student's I.D card will also be changed if requested. (Follow this [link](#) for more information on 'The Gillick Competency and Fraser Guidelines')

7.3 In accordance with the Equality Act 2010 we will not inform a parent or carer about a student being Trans\* or gender questioning without the student's consent. Rushey Mead Academy will however, always encourage and support students to discuss their gender questioning with parents.

7.4 Confidential information will not be shared even with the parents and carers without a student's permission unless there are safeguarding reasons for doing so.

7.5 If a student wishes to be known by their preferred name that is in accordance with their gender choice, a conversation will take place with the student and their Head of Year about the implications of this i.e. where parents are unaware/or do not consent, that the student would have to be referred to by their biological gender, legal name and pronouns at parents' evenings and during phone calls etc. Letters sent home would also refer to the student by their legal name. If the student is happy to be referred to by their preferred name on correspondence to parents or carers, this will be noted.

As part of the process a referral to the School Nurse is completed by Head of Year,

- Student under the age of 13 will need both student and parental consent
- Where a student is over the age of 13, they are able to consent for themselves and parental consent is not required.

The School Nurse will see the student and discusses appropriate support pathway for student in school with HOY. HOY share support strategies with relevant staff in school. If a student or parent does not give consent for a School Nurse referral to be completed, the student is signposted to support organisations for LGBTQ+ young people (e.g. LGBT Leicester, Mermaids, Health for teens, Chat Health) by Head of Year. Any safeguarding concerns are logged on CPOMs.

7.6 We will not pass a young person's gender status on to other professionals without the young person's direct consent.

7.7 Staff at Rushey Mead Academy will not discuss trans\* or gender questioning students outside of school with their families and friends as this may compromise confidentiality.

### **Names and pronoun change**

7.8 At Rushey Mead Academy we respect that a student's request to change name and pronoun is a pivotal part of supporting and validating that young person's identity. Preferred pronouns and names will consistently be used in school, as per the student's wishes. This includes changing the name on the I.D card.

7.9 If a trans\* or gender questioning student requests to be known by a preferred name, their legal name will remain on the MIS database and their preferred name will be recorded on the student's individual record in the basic details section on the MIS database. On Bromcom, a sticky note will be attached to the student's name with the preferred pronouns on so that staff are aware of which to use.

7.10 Examination certificates will bear the legal name of the trans\* or gender questioning student only. Those wishing to change their name by deed poll must provide evidence of a legal name change to the Rushey Mead Academy Examinations Officer and this must be received in a reasonable time so that the information can be passed onto the requisite examination boards.

### **Uniform**

7.11 At Rushey Mead Academy there is a broad range of uniform available for all genders. All students must wear a blazer, shirt and tie and either trousers or a skirt. We understand that a trans\* or gender questioning student may choose to begin dressing in uniform associated with the chosen gender and this is representative of one of the earliest stages of transition and is a profound statement of

acceptance of one's identity and commitment to it. Prior to and during this time we will ensure that trans\* young people are fully supported in school and by appropriate external agencies.

### **Toilets**

7.11 There is provision at Rushey Mead Academy for disabled unisex toilets. Trans students are able to use them if they wish.

### **Physical Education**

7.12 A trans\* or gender questioning student at Rushey Mead Academy will have the same right to Physical Education as other young people. Where lessons are segregated by gender, a trans\* or gender questioning student should be able to participate in the activity which corresponds to their gender identity if this is what they request.

### **Changing room facilities**

7.13 Appropriate changing room facilities for trans\* and gender questioning students will be provided. When competing at another school or outside venue, school staff will ensure that there is appropriate sensitive provision available.

### **Residential trips**

7.14 Careful consideration and preparation will be taken where a trans\* student is taking part in a residential trip. Appropriate sleeping arrangements will be made. Risk assessments will be undertaken prior to residential trips so that reasonable adjustments can be made to allow the trans\* student to participate.

### **Vaccinations**

7.15 At Rushey Mead Academy we will allow any gender specific vaccinations to be carried out at the GP's surgery to eliminate any embarrassment.

## Appendix 1 Trans\* and Gender Questioning Glossary

**AFAB and AMAB** - Acronyms meaning “assigned/designated female at birth” or assigned/designated male at birth.

**Ally** - Someone who supports a community that they are not part of

**Androsexual** – Being primarily attracted to males and/or masculinity

**Asexuality** – The lack of or low desire to engage in sexual activity

**Assigned sex** – The sex you were assigned at birth and raised as.

**Binding** – Flattening of the chest using different forms of compression

**Bottom surgery** – Genital surgery

**Cisgender** – A match between your biological sex and your gender e.g. a female sexed person identifying with their female gender. Also a term for non-transgender people

**Coming out** – A process by which a trans\* person will tell friends/family/co-workers etc about their trans\* status

**Cross dresser** – A person who dresses in the clothing of the opposite sex as defined by socially accepted norms. They enjoy wearing the clothes of the opposite sex occasionally, but they do not want to live their lives as the opposite gender and therefore do not seek hormone therapy or surgery

**Deed Poll/Statutory Declaration** - The means by which a person can legally change their name.

**Demisexual** – This describes someone with little ability to experience sexual attraction until a romantic or emotional connection has been made

**Detransitioning** – When someone decides to begin the process of reversing their original transition

**Drag King or Queen** – A form of exaggerated, theatrical or performative gender presentation.

**FTM/Trans\* man/a Transsexual man** - Someone assigned female at birth but who identifies as male

**FAAB** - Female assigned at birth

**Gender** - How a person feels in regards to male/female/neither/both. A cognitive process of recognising one’s identity

**Gender Binary** - The classification of gender into only two categories: male and female

**Genderqueer** - A gender diverse person whose gender identity is neither male nor female, is between or beyond genders, or a combination of male and female.

**Gender dysphoria** – A recognised medical term which refers to the physical/mental/social discomfort of being perceived and living as one’s assigned sex.

**GIC** – Gender Identity Clinic

**Gynesexual** – Being primarily attracted to females and/or femininity

**HRT** - Hormone replacement therapy

**Intersex** - A term for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t seem to fit the typical definitions of male and female

**LGBTQ+** - Lesbian, Gay, Bisexual, Trans, Queer/Questioning and other sexuality and gender identities

**Misgendered** - When someone is referred to as a gender identity that they don’t associate with.

**MTF/Trans\* woman** – Someone assigned as male at birth who identifies as a woman.

**MAAB** – Male assigned at birth

**Non binary** – To not identify within the binary male or female ideologies in Western society

**Oestrogen** – Sex hormone which may be prescribed to some trans\* women

**Outed** – When a trans\* person's gender status is made public knowledge without their consent.

**Packing:** Putting something in your underwear to give the appearance of male genitalia 10

**Pansexual** – A sexual or romantic attraction towards people of all gender identities including those that don't fit into a gender binary

**Passing** – Being seen or read as the gender you present yourself as e.g. a male identifying person being read as male  
**Sex** – Assigned at birth in relation to one's genitals, chromosomes etc

**Sexual Orientation** – Attraction to people i.e. gay, straight, bisexual, pansexual etc

**Skoliosexual** – Describes being primarily attracted to people who don't conform to the traditional gender binary

**Stealth** – Living in one's acquired gender without anyone knowing about one's trans\* status. A person may choose to be stealth on some areas of their lives but not others.

**Testosterone** – Sex hormone prescribed to some trans\* men

**To gender** – To assign someone else a gender by noticing behaviour and body presentation

**Top surgery** – Known term that trans\* men use when referring to chest surgery which produces a male contoured chest

**Transgender Person** – A person whose gender identity is different from the sex they were assigned at birth.

**Transgender Man** – Someone who was born female but identifies as male.

**Transgender woman** – Someone who was born male but identifies as female

**Transgender/Trans\*** - An umbrella term which can be used to describe people who are transgender, transsexual, cross-dresser, neither male nor female, androgynous, a third gender or who have a gender identity which we do not yet have words to describe

**Transition-** What constitutes as transitioning may be different for many trans\* people e.g. medical transition, social transition

**Transphobia** – Irrational fear, hatred, abuse etc of trans\* people and people who do not conform to traditional gender norms

**Transsexual person** – A person with a consistent and overwhelming desire to transition and fulfil their life as the opposite gender. Most transsexual people actively desire and complete gender re-assignment surgery

## References

- Equality Act 2010
- Gender recognition Act 2004
- Human Rights Act 1998
- Data Protection Act 1998
- Gillick Competency and Fraser Guidelines NSPCC 2018
- Trans Equality in Schools and Schools NASWT
- Working Together to Safeguard Children (DFE 2018)

- Keeping Children safe in Education: Statutory guidance for schools and schools (DFE SEPT 2010)
- Ofsted Schools Inspection Framework 2018
- Tracy Woodhouse, School Nurse for Rushey Mead Academy
- World Health Organisation ICD11

### **Resources**

- Gender Identity and Trans Guidance for all Schools, Schools and Children and Families' service. March 2017. Leeds City Council
- Trans Mission, My Quest to a Beard, Alex Bertie
- Trans\* Inclusion Schools Toolkit. East Sussex County Council
- Trans\* Inclusion Tool kit for Schools. Leicester City Council
- Trans Equality in Schools and Schools. NASWT.