**ST ANDREW’S METHODIST PRIMARY SCHOOL**



**Gender Reassignment Policy**

Reviewed December 2016

Headteacher Date:

Chair of Governing Board Date:

Date of Next Review December 2018

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

**GENDER REASSIGNMENT**

A transgender person feels that their external appearance (sex) does not match up with the way they feel internally about their gender identity.

\*In this policy the word “Transgender” will sometimes appear as “trans.”

**OUR COMMITMENT**

What our Equality and Community Cohesion Policy says:

St Andrew’s Methodist Primary School is committed to promoting an ethos that safeguards the dignity and wellbeing of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect. We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because they propose to undergo, are undergoing or have undergone gender reassignment.

We understand gender reassignment does not necessarily require a medical process to be undertaken and that a person will be protected because of gender reassignment if they:

• Make their intention known to someone at the school

• Start to behave or dress according to the gender they identify with

• Undergo treatment such as surgery or hormone therapy

• Have already received gender recognition under the gender recognition act 2004

The school will also respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

St Andrew’s Methodist Primary School will provide a supportive environment within its school community. In practical terms we will;

* Use correct terminology.
* Understand that sexual orientation (being heterosexual, bisexual, gay or lesbian) and gender identity (being male or female) are different things. One is not related to the other.

**TERMINOLOGY**

There are lots of terms used, which can get confusing. The word transgender is sometimes used interchangeably with transsexual, but these are two different things.

The medical condition describing the symptoms of being transgender is ‘Gender Dysphoria’

Often Trans people choose a different first name for their new identities and want documentation to reflect this. It is very important, as a matter of fairness, respect and inclusion, to ensure that the correct gender, name and pronouns are used uniformly to address Trans people. Hearing people use ‘him’ or ‘her’ incorrectly can be uncomfortable or seriously detrimental for the Trans person to hear, especially when they are trying to confirm people’s awareness of their true identity.

**SCHOOL RECORDS’ DATA**

In regards to school’s recording data, regarding a request for a new name and gender identity, section 4.2.7 of the ‘School census 2014-2015’ (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’. Changing name is a real indicator that the Trans pupil or student is taking steps to move towards a gender they feel they wish to live in. It is possible to change a name on a school roll or register for a preferred name when sending details of young people to exam boards. Students can be entered under any name with an exam board.

The most important thing to remember is to ask the child and their parents about what terms and names they want to use

**DEVELOPING OUR WHOLE SCHOOL APPROACH**

A whole school approach is needed to support and keep safe trans and gender questioning children and staff.

At St Andrew’s we;

* Will create a culture and whole school environment that celebrates difference and diversity and one in which all children and young people can see themselves reflected and valued
* Develop systems and processes which support vulnerable children and young people
* Have effective anti-bullying and equality policies which ensure the whole school community challenges and records bullying and prejudice-based incidents effectively and are confident in challenging sexist and homophobic bullying
* Ensure the curriculum provides opportunities to challenge stereotypes, including those based on gender, and avoids making assumptions about sex, gender, gender identity and sexual orientation
* Foster positive relationships with parents, carers and pupils that listen and respond to individual needs and preferences.
* Acknowledge there will be trans people within the school community as parents and carers, staff, governors and children, and that they will positively enrich the school community
* Ensure trans issues and transphobia are acknowledged across the school policy framework
* Closely monitor all areas of the curriculum and resources to ensure that they do not contain gender stereotypes or transphobic material
* Ensure that the curriculum and in particular PSHE is used to challenge gender stereotypes, support the development of a positive sense of gender identity, develop understanding of trans issues and prevent transphobia.
* Include trans issues in equality training for staff and governors
* Create an environment in which all staff and pupils/students, whatever their gender identity, feel equally welcome and valued and in which transphobic behaviour is challenged
* Participate in events such as LGBT History Month and ensure visibility of trans people and their achievements
* Provide appropriate support to children and young people who identify as trans and refer them and their families when needed to extended services

**PRACTICAL CONSIDERATIONS**

* Sports and PE. At primary age level, there is no reason why Trans children cannot take part in any sport at school and competitive level - the issues regarding physical strength and potential advantage, occurring as the child gets older.
* The use of changing facilities needs to be carefully considered. It is important to seek out what the child would prefer – to change with other pupils or to change separately. This may particularly be an issue in relation to Trans children who are binding (where a female to male child developing breasts straps them down to make them less obvious).
* When travelling to other schools or venues for events (such as swimming), it is important to plan ahead and to ask the child for their preferences, to ensure that there is no distress caused by turning up at a venue unprepared.
* Toilets. The use of toilet facilities, as with changing facilities, often cause the most debate around inclusion of Trans pupils. Concerns of Trans pupils are that they may find themselves in vulnerable situations where they could fall victim to unwanted attention that could lead to bullying, assault or physical or emotional harm. It is also important that Trans pupils are seen and treated as a member of their true gender. Often, pupils are told to use the disabled facilities. It may be then appropriate to rename these facilities using terms such as ‘unisex accessible toilets’, to reduce the stigma potentially associated with using a ‘disabled’ toilet for something that is not a disability. This will help ensure the school respects the dignity and privacy of both Trans pupils and pupils with disabilities. Again, the crucial aspect is to ask the child and their family for their views and opinions.
* A degree of discussion, care and preparation is required to enable trans pupils to participate in residential trips. To exclude trans pupils and students from residential trips would be contravening the Equality Act. As far as possible, trans pupils and students should be able to sleep in bedrooms appropriate to their gender identity. Some trans children and young people may not feel comfortable doing this and in such cases alternative sleeping and living arrangements should be made. Similarly, the degree of participation in physical activities that a trans child or young person feels comfortable with should be discussed prior to any residential trip with them and if appropriate their parents or carers. Where a trans young person feels that they do not want to or cannot participate, alternative arrangements should be made to allow for those pupils to participate in a more appropriate activity. Risk assessments can be carried our prior to residential trips in order to make reasonable adjustments to allow participation.

**INCIDENTS OF TRANSPHOBIC BULLYING**

Transgender and gender questioning children and young people are vulnerable to bullying, as is any child or young person who does not conform to gender norms and stereotypes. Additionally children and young people with trans family members may also be bullied. At St Andrew’s we challenge, record and deal with transphobic abuse, harassment and bullying (eg name-calling, derogatory jokes, graffiti, unacceptable or unwanted behaviour, intrusive questions) and then monitor incidence of transphobic abuse, harassment and bullying, and use this information to inform whole school developments. We have a variety of methods for children to report transphobic bullying and incidents Transphobic bullying therefore may be perpetrated by pupils, students, parents, carers, or staff members and could be directed at:

* Trans children, young people and adults inside and outside of the school community
* Children, young people and adults who do not conform to gender stereotypes
* Children and young people with trans parents, relatives and friends
* Lesbian, gay and bisexual children young people and adults. The curriculum, assemblies and whole school environment can be used to challenge gender stereotypes and binary notions of gender, to create a safe learning environment for all children and young people and to prevent bullying and transphobia. All transphobic bullying and incidents must be recorded.

**Links to other policies and documents**

This Transgender policy should be read in conjunction with the schools’ policies as below:

Please refer to:

* Safeguarding Policy
* Single Equality and Community Cohesion Policy
* Anti-Bullying Policy
* Peer on Peer Abuse Policy

This policy was written in December 2016 and will be reviewd bi-anually.

The next review will be in December 2018.

Anne Barker

Headteacher

December 2016