

**PIPER HILL LEARNING TRUST**



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# **TRANSGENDER POLICY**

## Transgender Policy

### Introduction

Gender is often an important part of an individual's identity and developing a positive sense of gender identity is part of growing up. However, gender identity is often complex and there is a spectrum of gender which is wider than just boy/ man or girl/ woman. Practice to support trans children is embedded across school policies and curriculum and build on best practice already in place to eliminate discrimination, harassment and victimisation; advance equality of opportunity and foster good relations.

This Policy seeks to provide a broad overview of the needs of transgender children and their families.

### Principles

In developing practice to support trans children, Piper High Hill School will follow these principles:

- Listen to the child, their parents, carers and siblings. Wherever possible follow their lead and preferences.
- No child should be made to feel that they are the ones who are causing problems or that they owe anything to their school in return for being treated with the equality they deserve and are legally entitled to.
- Avoid seeing the child as a problem and instead see an opportunity to enrich the school community and to challenge gender stereotypes and norms on a wider scale.
- Avoid where possible gender segregated activities and where this cannot be avoided, allow the child to access the activity that corresponds to their gender identity.
- Challenge bullying and discrimination.
- Promote positive attitudes to gender diversity by including trans issues within activities relating to discrimination, hate crime, diversity, inclusion, SRE and PSHE.

### Early Help Process

It is important that any support offered to a transgender child or young person starts with identifying their individual needs. It must be understood that some trans people may not want any treatment. Some may choose to be known by a different name or to wear different clothes. However, most or all young trans people (and their families) will need some expert/specialist support as they grow up and develop.

A trans child would benefit from an Early Help Assessment in line with Manchester Children's Safeguarding Board procedures to identify any additional needs arising from transgender issues. Piper Hill would (with agreement and in consultation with the pupil and parent / carer) complete an Early Help Assessment to identify specific information that the young person would like to be shared with those working with them to avoid them having to repeat themselves. When completing the assessment particular attention should be paid to the sections on emotional health and wellbeing, family and social relationships, behaviour and an action plan put in place to address these issues and ensure the young person has a robust support plan. The allocated Lead Professional should always be someone who knows and gets on well with the child.

### **Terminology and Language**

The correct terminology and language should be used and in order to do this there may need to be some education in lessons around sexual orientation and gender so that staff and pupils have a clear understanding that sexual orientation and gender identity are two completely different things. For the matter of fairness and inclusion it is extremely important that the correct gender, name and pronouns are used correctly to address transgender pupils.

### **Names and pronoun change**

Respecting a child or young person's request to change name and pronoun is crucial in supporting and validating that young person's identity. Some transgender children and young people may wish to change their name to make it in line with their chosen identity. Although they may not have changed their name legally, individuals have the right to choose the name by which they are known to by staff and fellow pupils.

### **School Attendance**

Piper Hill High School will make reasonable adjustments to accommodate absence requests for any treatment or appointments with external sources in line with their absence policy.

It is possible that the young person may be accessing support from outside of school so provision must be made in order for the student to be absent from school but confidentiality must be maintained at all times when complying with absence procedures. Sensitive care will be taken when recording the reason for absence.

### **Transphobia and Bullying**

Piper Hill High School have a robust anti-bullying policy. In line with this policy, transphobia incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or homophobic incidents.

### **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 pupil's competence and

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 young Transgender person has the same right to Physical Education as other young people. With regard to young Transgender people at school, there should be reasonably few, if any, issues regarding participation within the sports of their true gender.

There may be sports where, as puberty develops, male to female (M2F) Transgender participants may have a physical advantage over other girls but this should not present a problem within a carefully and sensitively managed lesson context. The issue of physical risk within certain sports should also be managed properly within the lesson context rather than preventing young Transgender people from participating.

If a pupil is binding their chest, they should be monitored carefully during particularly physical activities and in hot weather. There is a chance that the binding could cause discomfort or even impair breathing. Short breaks from activity could be offered discretely.

It may be that due to the nature of contact and physicality of sports such as rugby, the school would consider whether a Transgender person participating in full contact lessons is appropriate towards the latter stages of puberty.

### **Changing Room Facilities**

The use of changing room facilities will also be carefully considered. Facilities for Transgender pupils will be sensitive to their needs and also recognise the needs and sensitivities of other students. When competing at another school or outside venue, school staff must ensure there is appropriate sensitive provision available.

### **Swimming Lessons**

The pupil should be given the choice as to whether they wish to partake in swimming lessons or not. If the trans pupil wishes to partake in swimming lessons then a risk assessment of the changing facilities should be completed.

There must be careful consideration, in consultation with the pupil and in line with the health and safety policy of the leisure centre or swimming pools health and safety procedures. For example, it may be against health and safety regulations to wear a t-shirt in the swimming pool and therefore would be more appropriate for a F2M pupil to wear an all in one wetsuit or similar.

### **Toilet Facilities**

Piper Hill High School would make arrangements by consulting with both the child and parents when making a decision on toilet facilities, considering the facilities available within school. Individual toilets are available at school for students to use.

### **School Uniform**

Transgender students will be expected to follow the School Uniform Policy, which covers uniform, make-up and jewellery and hairstyles.

There is a generally broad range of uniform available for both genders (i.e. girls and boys can wear trousers and all students must wear a shirt and a Piper Hill jumper).

### **Residential Trips**

Careful consideration and preparation is needed where a transgender pupil is taking part in a residential trip – to exclude a transgender pupil would be contravening the Equality Act.

The sleeping arrangements will need to be thought about carefully before the trip takes place. Risk assessments should be carried out prior to residential trips so that reasonable adjustments can be made to allow the pupil to participate.

### **Work Experience**

Where Piper Hill School is considering allowing a Transgender young person to attend a work experience placement the school will complete a suitable assessment on the potential placement to establish if there is any risk to the young Transgender person, taking account of the young Transgender person's right to privacy – as a general principle, personal information on the young Transgender person must not be shared.

Piper Hill School will be sensitive to this in their planning before any young Transgender person is placed in any business or organisation. Careful discussion about the placement with the student and parents or carers, will occur to find the most suitable way forward to ensure the placement is successful.

### **Media Interest**

Confidential information about pupils will not be shared with other parents.

School will not engage with the press over this issue without seeking the advice of the LA press officer or media relations officer.

Staff must know their duties and responsibilities around data protection so that they fully understand why information is protected, and when, how and to whom certain information can be released.

### **Relevant Legislation:**

Data Protection Act 1998 (UK)

The Human Rights Act 1998

The Gender Recognition Act 2004

Equality Act 2010 (Great Britain)

Sex Discrimination (Gender Reassignment) Regulations 1999

**Policy Information and Review**

**Policy review dates (frequency of review: every 3 years)**

Date	Changes made	By whom