



HEADLANDS SCHOOL
SINCE 1965

Transgender Policy

Written By	School Business Manager
Creation Date	Summer 2018
Adopted by Governors	Summer 2018
Reviewed by	Assistant Headteacher - Behaviour
Last Reviewed Date	Autumn 2023
Next Review Date	Autumn 2024

Headlands School

1. Mission Statement

Headlands School has an equal opportunities approach that includes equality for Lesbian, Gay, Bisexual, Transgender (LGBT) students, staff and parents. This policy clarifies the approach of the school for students, staff, governors, parents/carers and external agencies to ensure confidence, competence and consistency.

Practice to support trans children and young people is embedded across school policies and curriculum, which builds on best practice already in place to meet the Public Sector Duty of the Equality Act (2010) and eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations.

What is most important is to speak openly and honestly with the child, young person and their family about how they feel and kind of support they would like. Children and young people are treated respectfully and with dignity.

2. Principles

In developing practice to support trans children and young people, the school follows these principles:

- Listen to the child or young person, their parents, carers and siblings. Wherever possible follow their lead and preferences.
- If the child has not informed the parents or carers, do not do so without the young person's consent
- No student should be made to feel that they are the ones who are causing problems or that they owe anything to the school in return for being treated with the equality they deserve and are legally entitled to.
- Avoid seeing the child or young person as a problem and instead see an opportunity to enrich the school community and to challenge gender stereotypes and norms on a wider scale.
- Gender is often an important part of our 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.
- Providing support to a trans child or young person at any particular point in time does not signal that they are or will conform to any single trans identity or follow any particular path of transition.
- Avoid where possible gender segregated activities and where this cannot be avoided, allow the child or young person 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.

3. Transgender Identity

For most children and young people, their gender isn't something they think about. But for some, it is more complicated. Young people may feel that their physical appearance doesn't match up with what they feel like on the inside. For example, someone who feels like they are girl, may be trapped in a boy's body. They might start to call themselves transgender.

Many people wish to know how gender variance occurs. A simple description of the biological factors may be found on page 5 of the booklet that the Gender Identity Research and Education Society developed for the NHS to answer families' questions about gender variance: <http://www.gires.org.uk/assets/DOH-Assets/pdf/doh-children-and-adolescents.pdf>

A trans person feels that their external appearance (*sex*) does not match up with the way they feel internally about their gender identity. A Female to Male person will have the external appearance or body of a female and identify their gender as male; a Male to Female person will have the external appearance or body of a male and identify their gender as female. If they intend to undergo a permanent change of gender role, they may be described as transsexual people. However, the term "transsexual", should always to be used as an adjective, not a noun. It is not a preferred term and will be avoided.

For other young people, they may feel that they are a girl one day and a boy on other days, or feel that boy and girl doesn't really describe who they are. This can be called gender fluid; gender neutral or gender queer.

The World Health Organisation is seeking to change their definition from 2015 and it is anticipated that Gender Dysphoria will be the clinical term used. Children and students that experience or show signs of being gender variant may or may not be transgender, as some will not continue to experience their Gender Dysphoria following puberty because gender variance can be fluid.

Gender Dysphoria is a clinical condition that can present from as early as age 2 and can only be diagnosed by a medical and/or psychiatric expert. A diagnosed trans person may require treatment (e.g. hormone blockers) to ameliorate the symptoms associated with being trans. A trans person may live their life without being or needing to be diagnosed as having Gender Dysphoria. Diagnosis and treatment for young people is currently only possible through a specialist team from the Tavistock and Portman NHS Foundation Trust based in London. This Clinic is the main centre for treatment, administration and referrals. A satellite Gender Identity Development Service has been established in Leeds and there is also a small service in Exeter.

<http://www.tavistockandportman.nhs.uk/childrenyoungpeoplegenderidentityissues>

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.

4. Terminology

As the term transgender means different things to different people, it can make it hard to define. Transgender people sometimes call themselves trans. It is preferred by some as it avoids ambiguity and still recognises the original distinct forms of identity and expression. It is an umbrella term that includes transgender people, people who cross-dress and a range of other distinct forms of identity and expression.

Others words used to identify Gender Dysphoria are; gender fluid, gender creative, gender diverse and gender non-conforming. Always ask the child or young person what term they prefer. However, some young people don't want any term used - they are a boy or a girl, even if that is not how they were assigned at birth.

There is a lack of agreement between people as to which terms they prefer. Therefore, the school will ask someone which way they would prefer to be identified.
<http://www.gires.org.uk/glossary.php>

5. Legislation

Legislation that informs the participation of trans students in schools include the Data Protection Act 1998, Human Rights Act 1998 and the Equality Act 2010.

a) Data Protection Act 1998

Information about a person's Transgender status is considered 'sensitive personal data' and is subject to tighter controls than other personal data. Explicit consent is required before it can be processed.

The school will ensure personal data is accurate, secure and processed fairly and lawfully. The processing of data will be done sensitively to avoid causing distress to the individual.

b) The Human Rights Act 1998

The following Articles from The Human Rights Act 1998 support the rights and needs of Trans people to live their lives in their true gender.

- Article 3; protection against degrading treatment
- Article 8: right to respect for private life and family life
- Article 10: freedom of expression
- Article 14: the prohibition of discrimination

c) The Equality Act 2010

The Equality Act 2010 ensures legal protection against discrimination (direct or indirect) for everyone under the nine protected characteristics defined in the Act, one of which is Gender Reassignment. It states that:

“A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.”

Part 6 of the Equality Act 2010 makes it clear that the Act specifically refers to Schools and young people.

The Act applies to employment, education and a range of other areas where discrimination may take place. In order to be protected under the Act, a student will not necessarily have to be undergoing a medical procedure to change their sex, but they must be taking steps to live in the opposite gender, or be proposing to do so.

There is also protection in place from discrimination by association. For example, parents and siblings are legally protected from harassment due to their relationship with their transgender child/sibling and a child who is associated with a transgender person, for example a parent, is also protected.

6. Dealing with the questions of staff, families and the wider community

a) Training

There may be many questions that are asked by various people and the school will be as clear and informative as possible. However, the school recognises that every circumstance is different, due to the unique experience of individual children, young people and their families.

Staff questions are dealt with by providing appropriate training and having clear policy and guidance to address the issues that are most commonly raised. The Gender Identity Research and Education Society have produced some helpful training tools which can be used. Staff and governors can also use the materials as part of their Continuing Professional Development. The resources can be found at; <http://www.gires.org.uk/schools.php>

b) Media Interest

Confidential information about students is not shared with other parents. The following press release will be suitable in most circumstances in relation to trans issues:

"We value all our students and care for them, whatever their personal circumstances. Our main job is to give them a good education in a happy school environment. That is what we are focusing on, and we would ask everyone to respect the privacy of all our students."

The school will generally not engage with the press over this issue, except to issue the above statement.

Early contact will generally be made with the LA local press officer to obtain advice and guidance regarding possible press interest into the school and the young trans person so that all school staff are aware of the potential interest and that they can prepare. This allows staff to remain professional and calm throughout.

Staff consider 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.

It is important to state that East Riding of Yorkshire Council will also fully support any staff members at your school who are trans.

c) School Photos

Trans students may feel fine with having their photograph taken at school but steps will be taken to ensure that these images do not reveal any confidential information. Trans students and their parents/carers are asked whether they wish images to be used on school websites or newsletters, as images and names can be used later in life to 'out' a trans person. Journalists often seek out 'before' and 'after' pictures.

d) Confidentiality

All people, including students, as well as staff members, have a right to privacy. This includes the right to keep private one's trans status or gender non-conforming presentation at school. Information about a student's or staff member's trans* status, legal name, or gender assigned at birth also constitutes confidential medical information. School does not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents/carers and other members of the school community unless legally required or because the student has asked to do so. Staff will not discuss trans students outside of school with friends and so on, even when making no particular reference to their name or personal details.

Trans students and staff have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share information. When contacting the parent or carer of a trans student, staff will use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or carer has specified otherwise.

e) Changing Names, Gender and Exam Certificates

Changing their name and gender identity is a pivotal point for many Trans people. If a Trans pupil wishes to have their personal data changed on school systems, this will be supported and will feed on to letters home and assessment reports.

In regards to the school recording this data, Department for Education census guidance (September 2021) indicates that the gender of a pupil is recorded in the format of male or female, with the provision that gender is 'self-declared'.

"The gender of the pupil in the format of 'M' (male) or 'F' (female). Gender should be self-declared and recorded according to the wishes of the parent and / or pupil. Individuals are free to change the way their gender is recorded".

This can be found at: <https://www.gov.uk/guidance/complete-the-school-census/data-items-2021-to-2022>

Students can be entered under any name with an exam board. The school will liaise with exam boards for exam certificates to be issued in the preferred name.

7. Managing specific issues

a) Uniform and dress

As for any other student, trans 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. all students can wear trousers and all students must wear a shirt and tie etc.).

Trans students have the right to dress in a manner consistent with their gender identity or gender expression. By providing a choice of approved items of uniform and allowing students to choose what they wish to wear, the school allows for regulated structure but without exclusion. Indeed, many female born students prefer to wear trousers to school or may have religious or faith based reasons for doing so.

Depending on the individual, the choice to begin dressing in the clothes associated with one's chosen gender can be a very big step and potentially very daunting. This can often represent one of the earliest stages of transition and is a profound statement of acceptance of one's identity and commitment to it. In doing so though, these students are making themselves more visibly different from much of the school community and effectively 'outing' themselves to the rest of the school as trans.

Care is taken to ensure that trans identified children and young people are supported fully during this time. Staff training ensures that all staff have an understanding of what it means to be trans and exactly why a child or young person may be dressing differently. A student who identifies as a trans girl but was born a genetic male is not a 'boy dressed as a girl' but is a girl. By allowing a trans child or young person to dress in clothes which they feel comfortable with, and school empowers them to express themselves by bringing their outward appearance in line with that of their internal gender identity at that point in time.

b) Curriculum

The RSE and PSHE curriculum is updated regularly and awareness of trans issues, along with sexual orientation and differing family structures are implicitly embedded within ideas of tolerance,

equality and difference.

c) Physical Education

School considers each situation uniquely and sensitively to navigate how potentially difficult situations can be overcome.

Participating in PE and games is important to the physical and mental well-being of students and the National Curriculum have included it as a key aspect of school provision. A young trans person has the same right to access physical education as their peers and also to take part in competitive sports.

There are few barriers in the way of a young trans person from being fully involved in PE. However, there may be some sports where, as puberty develops, trans young people can be put in difficult and embarrassing situations. F2M trans young people may be binding their chests so alternative arrangements can be put in place to getting changed in front of their peers. Trans students are carefully monitored during particularly physical activities and in hot weather, as there is a chance that the binding could cause discomfort or even impair breathing and it may be necessary to subtly offer more breaks.

As teenagers all develop at different rates, physically and mentally, it is important that any potential issues regarding M2F trans young people gaining a physical advantage over their peers are discussed with the young person sensitively and carefully.

The issue of physical risk within certain sports will also be sensibly managed within the lesson context rather than by preventing young trans people from participating (which would be discriminatory).

Due to the nature of the physical aspect of some sports, such as rugby, it may sometimes be necessary to speak to young trans students and their parents/ carers regarding full contact lessons when the trans students are in the later stages of puberty. This is not to say that young people cannot participate.

d) Competitive School Sports

School may seek the advice of the various sporting governing bodies who are beginning to consider and act upon trans issues, particularly in reference to the Equality Act 2010. However, there is limited provision within sporting governing bodies with little clarity of how trans students can actively participate and represent their school in competitive sports and games.

F2M young trans people wouldn't gain any physical advantage in some sports so there should be no issues in their participation (except those sports where there may be an issue regarding physical risk in high contact sports. In this case, a school would need to carefully consider its approach).

It is a little more complicated in regards to M2F young people participation in competitive sport. In some instances, there may be a physical advantage gained in some sports, but, as stated above, all young people develop at different rates. There is limited advice and guidance from sporting bodies and school will take a common sense approach, considering each case individually.

e) Toilets and Changing Facilities

Toilets and changing facilities are often deemed the most sensitive of all the issues and there is much debate around the inclusion of trans young people in gender segregated facilities. Concerns usually stem from a worry that a young trans person may find themselves in a vulnerable position and may be subject to transphobic bullying or unwanted attention that has the potential to escalate to something more serious such as physical or emotional harm. Equally, young trans

people want to be able to 'pass' as their true gender and want to be seen and treated as such.

Trans students are able to use the facilities of their preferred gender. This is often seen as a way of 'passing'. If a child or young person isn't comfortable with using these facilities, then an accessible toilet/changing area will also be provided.

Changing facilities are also managed safely and sensitively. It may be necessary to conduct a risk assessment and where appropriate, provide facilities that ensure privacy and safety.

When trans students are representing the school at competitions, school staff will check changing facilities to ensure that they are safe and appropriate and necessary provisions will be made if they are not of an appropriate standard. A situation where a trans student is visiting Headlands School as part of a team can also be offered private and dignified facilities.

f) School Trips

Learning about different cultures and lives and taking part in activities may involve overnight stays, both at home and abroad. Issues may arise for young trans people but this does not mean that they are excluded from the trip. Consideration will be given well in advance to any additional needs and discussion should involve the young person and their parents/carers.

The sleeping arrangements will be thought about before the trip is undertaken; it is possible that the student would prefer to have a separate room. Each individual case and trip needs to be considered.

Students could be subjected to a search, regardless of their gender. This could take place at airports, country borders and other locations. Different countries will have policies and procedures to follow. Contacting the relevant border control or agency in advance will ensure that any policy or risk assessment completed is accurate for that visit.

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 transgender. In some countries, it is an offence not to report to the authorities that someone is part of the transgender community. School will investigate the laws regarding individual country laws in the planning of a visit. The International Lesbian and Gay Association have more information on their website about countries that pose a risk to trans individuals.

g) Work Experience

A suitable assessment will be carried out to establish if there is any risk to the young trans student, taking account of the young Transgender person's right to privacy.

h) Vaccinations

Trans students have the option to have any gender specific vaccinations carried out at the GP's surgery in order to eliminate any embarrassment.

i) Medical Treatment

Gender variant children may be receiving counselling from local CAMHS or even the Tavistock Clinic. Some adolescents may be receiving medication to suspend their pubertal development or, at a later stage, to induce physical development that accords with their gender identity. The school will ensure that its first aid staff are fully briefed on the effects of these medications.

8. Frequently Asked Questions

This guidance does not cover all transgender issues. It is expected that schools and school staff work closely with children, young people and families to ensure that all issues are dealt with appropriately and sensitively.

If you have any questions, please don't hesitate to contact us and we'll do our best to support you. Please contact jasmin.renard@headlandsschool.co.uk in the first instance.

For any media related queries, please contact Sarah Bone at sarah.bone@headlandsschool.co.uk

Resources and Useful Websites

- Tavistock and Portman Clinic- Gender Identity Development Service
<http://www.tavistockandportman.nhs.uk/childrenyoungpeoplegenderidentityissues>

- Leeds Gender Identity Development Service (satellite service for the Tavistock and Portman Clinic)

www.mermaidsuk.org.uk

- Gender Identity Research and Education Society (GIRES)
www.gires.org.uk



~~gdev-inside-story.pdf~~

- Press for Change- The UK's Leading Expert in Transgender Law
<http://www.pfc.org.uk>

- NHS- Live Well. Support for Young People
<http://www.nhs.uk/Livewell/Transhealth/Pages/Transyoungpeople.aspx>



guide for trans yp.pdf NHS Guide for Trans* Young People

- Lesbian and Gay Foundation
<http://www.lgf.org.uk/> I am not sure why the LGF is listed. Does it provide support for trans people?

9. Glossary

Binding - a F2M adolescent that is developing breasts may strap down their chest so that it is less obvious.

F2M - Female to Male, a person that was identified as Female at birth but came to feel that their true gender is actually Male.

Gender - the way that a person feels about themselves in relation to their physical and mental self; the basis of their identifying as male, or female, or neither, or either, or both.

Gender Dysphoria - the medical condition that describes the symptoms of being Transgender.

M2F - Male to Female, a person that was identified as Male at birth but came to feel that their true gender is actually Female.

Transgender - a person that feels the assigned gender and sex at birth conflicts with their true gender.