



**BRETHERTON ENDOWED CE PRIMARY SCHOOL
Transgender protocol and policy**

Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

This policy has been writing with the guidance of the Church of England 'Valuing All God's Children document 2019 found here. https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

At Bretherton Endowed we have a safe, trusting, enabling and stimulating environment.

We promote a sense of purposeful citizenship with shared values and respect for diversity and equality.

We believe in enabling independence and resilience for all our children; motivating them to aspire to and achieve their full potential in an inclusive and valued community.

We believe in preparing pupils for the future, ensuring that they have the life skills to make a positive contribution to the British society and the Global community in which they live and develop a strong foundation for personal health and well-being.

- To achieve and maintain high standards of behaviour, working together to promote an atmosphere of mutual respect, trust and understanding where all are valued and included.
- To promote the spiritual, ethical, moral, cultural, intellectual and social development of our pupils, ensuring well-being and celebrating British values and diversity.
- To provide a supportive and nurturing environment to develop pupil's self-worth and caring attitude, enabling them to value and share responsibility for themselves, their families, relationships, society and the environment.
- To achieve and maintain an inclusive climate of equal opportunity, developing individuals to aspire to and reach their full potential, whilst safeguarding the entitlement of all pupils to a high quality of education.
- To involve and value children's contributions in the decision-making process that impacts upon their learning, personal development and their environment.
- To foster an inclusive atmosphere conducive to learning and teaching which provides a breadth and balance of learning experiences that meet the needs of all children to promote independent learning.
- To equip children with the skills, knowledge and positive character attitudes which will allow them to develop a joy in life and learning, confidence in themselves to problem solve and reason, resilience, tolerance and respect for others including an understanding of the diversity of modern society and the wider world.
- To provide a safe, secure, enabling and stimulating environment where children can develop and celebrate their abilities, interests and talents to the highest possible standard they can achieve.
- To include parents/carers as partners and for them to be actively involved in their child's progress in development and learning.
- To strengthen partnerships between home, school, the local and global communities.

- To prepare our children as future citizens; preparing them to engage and persevere as individuals, parents and workers with the awareness to accommodate economic, social and cultural change.

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, schools should try to 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 may benefit from an Early Help Assessment as a process to identify any additional needs arising from transgender issues.

Bretherton Endowed CE Primary School 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. More information on changing names on birth certificates can be found at www.deedpoll.org.uk/CanABirthCertificateBeChanged.html

School Attendance

Bretherton Endowed CE Primary 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. The young person may need time off for a medical appointment and it should be recorded as an M code rather than being off sick.

School Photos

Trans children may feel fine with having their photograph taken at school but steps must be taken to ensure that these images do not reveal any confidential information. Bretherton Endowed will always seek parental/carer permission to publish photos in line with the school policy.

Transphobia and Bullying

Bretherton Endowed 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 (which would be discriminatory). 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 Facilities

Children at Bretherton Endowed get changed in their classroom except for Year 6 children who change separately. This aspect will 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. Bretherton Endowed will take a view on prior to the delivery of those lessons, in discussion with parents or guardians.

Swimming lessons

Although we wish all children to access all of our PE curriculum, including swimming, 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

Bretherton Endowed CE Primary 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. Adaptations would be made to consider the wishes and needs of the parents and child. There are provision at Bretherton Endowed for unisex toilets. Transgender students will be able to use these facilities which have been labelled sensitively and appropriately.

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 jumper, polo shirt etc.).

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.

Media Interest

Confidential information about pupils will not be shared with other parents. The following suggested suitable response for staff to offer should they be asked questions in relation to trans issues: "We value all our pupils 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 pupils." 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.

Confidentiality

All people 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 child, young person or staff member's trans status, legal name, or gender assigned at birth also constitutes confidential medical information. School staff should not disclose information that may reveal a child or young

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person's transgender status or gender non-conforming presentation to others, including parents/carers and other members of the school community unless legally required to do so or because the child or parent/carer has given permission for them to do so. Staff need to be careful about discussing the trans gender child beyond the confines of the school. Trans children 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 child or young person, school personnel should use the child or young person's legal name and the pronoun corresponding to their gender assigned at birth unless the child, young person, parent, or carer has specified otherwise.

This policy was adopted : April 2023

This policy will be reviewed before the end of 2025

All aspects of our policy intend to comply within the Data Protection (GDPR) legislation.

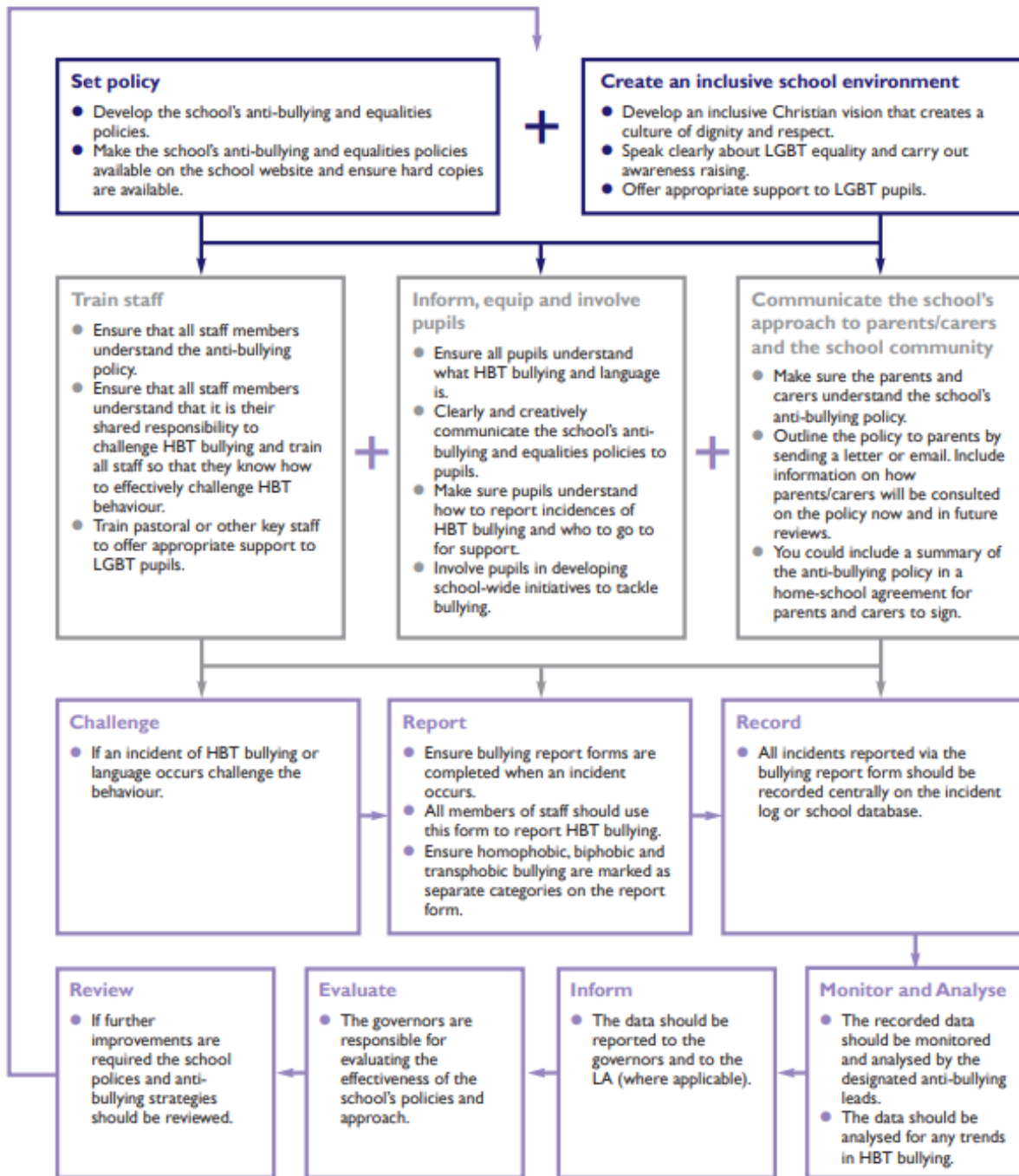


Headteacher : Mrs Alison Moxham

Chair of Governors : Mrs Pam Aspden

www.brethertonschool.org.uk

Appendix B: Flowchart of actions



Appendix F: Bullying and prejudice related incidents report form template

Every bullying or prejudice related incident should be recorded on a form such as this or directly on the school database. The categories on the form should match the categories for selection on the central log/database.

This form is for staff to complete but schools can also provide report forms for pupils to complete and hand to staff or put in a problem or bullying box.

Section 1: Staff details

Date completing form: _____

Name of staff: _____

Email address of staff: _____

After completion this form needs to be handed to: **[Insert staff responsible for anti-bullying.]**

Section 2: Details of incident

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.

Bullying

Prejudice related incident

Nature of incident: Tick all that apply

Form of bullying or incident: Tick all that apply

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

- Race – racist bullying
 - Sexual orientation – homophobic
 - Sexual orientation – biphobic
 - Special educational needs (SEN) or Disability
 - Culture or class
 - Gender identity – transphobic
 - Gender – sexist bullying
 - Appearance or health conditions
 - Religion or Belief related
 - Related to home or other personal circumstances
 - Other or non-specific
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