

## Three Schools' Trans Policy (Pupil)

### INCLUDING EYFS

Implementation Date	June 2018
Date/term of last review	Summer 2019
Author	Deputy Head, Bedales Schools
Review body (individual or group)	Bedales Student LGBTQ Society and Senior Deputy (Bedales), Deputy Head (Dunhurst), Head (Dunannie)
Approval Body	3SST
ISI Regulatory Paragraph Number	2,3,5,9,16.1
Next Review Period	Summer 2020

*Tick which category this document refers to:*

ISI requirement to be made available	
ISI requirement to be on website	
For Inspection Use	✓ 2,3,4
Website	✓
Internal only	

This policy is one of a suite of policies linked to equality and diversity and with particular relevance to the Equality Act 2010. The other policies are listed below and are reviewed alongside this policy:

Equality and Diversity Policy

Disability Policy and Accessibility Plan

Provision for Pupils with particular religious, dietary, language or cultural needs

Sports gender policy

## **Trans**

The Equality Act 2010 ("the Act") protects nine characteristics. One of these is gender reassignment.

The Equality Commission supports the recommendation of the 2016 Women and Equalities Committee Report that the use of the terms 'gender reassignment' and 'transsexual' in the Equality Act 2010 are outdated and misleading. The preferred umbrella term is trans and so Bedales uses this term in relevant policies. Furthermore, at Bedales, trans may refer to a pupil who is questioning their gender or does not identify as male or female.

The Act prohibits discrimination against those who are trans - i.e. where the gender identity of an individual differs from the gender assigned to them at birth. For example, a person who was assigned female at birth decides to start living as a male.

It is unlawful for schools to treat pupils less favourably because of being trans. This covers all aspects of school life including admissions and exclusions, provision of education and access to any benefit, facility or service provided by the school.

### **Key actions to support our trans pupils**

The school refers to published guidance to support our trans pupils and include them fully in school life. Links to the guidance are in appendix one. The following are some of the key aspects that are considered.

1. The school will respond positively to our pupils who feel compelled to question their assigned gender. Pupils may wish to speak with any member of staff about their needs in relation to gender, particularly housestaff or the Health Centre team. We value working in co-operation with our pupils and families and adopt a team approach, working with housestaff, the tutor as well as any medical and mental health specialists, such as the school doctor, nurses and counsellors and institutions such as the Tavistock Clinic. The school always seeks to prioritise the welfare of the pupil. In circumstances where the issue raises tensions between the pupil and parents, the school will similarly prioritise the interests of the child. The needs of our trans pupils are reviewed regularly.
2. In practical terms, Bedales accommodates pupils according to their physical sex. But, following close consultation with the pupil, their family, staff and any health professionals, a trans pupil will be entitled to live in boarding accommodation of the gender with which they feel most comfortable. The school uses a set protocol (appendix three) to help all those involved to reach the best decision for the pupil. This is to ensure that every avenue of discussion has taken place and that this change will be of long-term benefit to the pupil. The welfare of the trans pupil and other pupils is the priority and the school carries out risk assessments accordingly.
3. There are very few single dorms in boarding houses. Sleeping, toilet and washing facilities

may be shared or individual, according to the individual pupil's needs.

4. Overseas trips are planned carefully to ensure any documentation and cultural and legal differences regarding trans pupils are prepared for (this includes for countries where it may be considered unlawful to be trans.)
5. Trips in the UK, including sports fixtures, are planned to ensure that appropriate accommodation, toilet and changing facilities are available, based on the needs of the individual pupil.
6. The pronouns that are preferred by our trans pupils are used; for example, they/them, as well as he/him and she/her.
7. For external examinations and other official records, the school will record and use our trans pupils' preferred name and pronouns whenever the law enables us to do so.
8. The unusual circumstances at issue may present many in the community with emotional challenges and so the school is committed to supporting the full integration of our trans pupils with training and support for staff, parents and other pupils at the school. For pupils, such training and education is included as part of Well-being and sex education lessons.
9. There is no gender-specific dress code at Bedales. In sport, there is a single sports kit list and pupils may wear any of the items listed. 'Cross-dressing' in jest is not permitted as this may be viewed as discriminatory.
10. Throughout the school, there are individual toilet cubicles which may be used by anyone. Individual changing facilities are available to pupils who would prefer not to change in shared changing rooms for whatever reason. The needs of individual trans pupils regarding the use of shared facilities will be considered. The school uses a set protocol (appendix three) to help all those involved to reach the best decision for the pupil. This is to ensure that every avenue of discussion has taken place and that this change will be of long-term benefit to the pupil. The welfare of the trans pupil and other pupils is the priority and the school carries out risk assessments accordingly.
11. Within the competitive and representative aspects of school sports, Bedales seeks to provide sporting opportunities to all pupils, regardless of gender. The advice of sporting governing bodies is followed to enable all pupils to participate in all sports as long as it is safe and fair for them to do so (for example, they have similar levels of strength and stamina).

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NB: All School Policies are available to staff and can be found here:

[T:\ThreeSchools\Policies\\_Handbooks\\_Key\\_Documentation\Staff\\_viewable](T:\ThreeSchools\Policies_Handbooks_Key_Documentation\Staff_viewable)

**Appendix One: Links to trans guidance used by the school**

Boarding School Association: <http://www.educateandcelebrate.org/wp-content/uploads/2017/09/BBP-31-updated-April-2016.pdf>

Trans Inclusion Schools Toolkit: <http://www.beem.org.uk/Article/40681>

**Appendix two: Gender Identity Transition Plan**

This plan is completed with the young person, their parents/carers, the staff who the pupil feels are best able to support them and any expert medical professionals supporting the young person. It enables the young person to identify their current feelings, anxieties and the next stage they would like to consider. These plans are personalised and are a tool to pre-empt situations and how best deal with them.

This approach seeks to give all involved a clear understanding of the stage a young person is at, but also opportunities to agree timescales to ensure arrangements are put in place after careful planning. This plan also allows longer-term practical issues to be considered and a way forward to be decided for example:

- Names changes for exam entries
- Planning for work experience
- Transition to post 16

Date	Current stage	Next stage	Support required	Confidential group	Any external agencies involved	Training needs for staff and parents	Outcome

**Appendix three: Stepped Protocol****Trans – requests for reasonable adjustments**

In the interests of the pupil's welfare, the following steps are normally considered when a request (such as change of accommodation, different gendered facilities, pronoun) is made:

1. Is the pupil receiving counselling support? Yes / No
2. Has the pupil been referred to specialist therapeutic services (e.g. Tavistock & Portman clinic)? Yes / No
3. Has the pupil's request been discussed by their GP? Yes / No
4. Has the pupil discussed their request with their housestaff? Yes / No
5. Has the pupil discussed their request with the DSL?
6. Has the DSL consulted the pupil's parent(s) / carer(s)? Yes / No
7. Has the Head been informed of the request? Yes / No
8. Considering all the evidence, and with due consideration to the welfare of the child and those around them, does this request for change meet the school threshold (as defined by the above responses (apart from 2) being yes) for action? Yes/No
9. Further points and rationale if change is going ahead without all answers above being yes

**Appendix Four: Linked policies**

**Related Policies**

Anti-Bullying Policy  
Accessibility Policy and Plan  
Sports policy  
Three Schools' Equality and  
Diversity Policy (Pupil)