



# Supporting the inclusion of Transgender Students

A learning package for staff

# Course Content

## Why do we need to consider this group of students?

- Statistics
- Definitions

## Legislative Framework

- Transgender & the Law
- The Equality Act 2010

## Steps within our Academies

- 7 steps for each Academy

## OCL Inclusion and Next Steps

*What this course isn't is an in-depth look at trans rights and a discourse on modern society. It is looking at the practical steps we need to take to ensure that a group of students feel Included and welcomed into our provision.*



# Why do we need to consider this student group?

- 64% of trans pupils – are bullied for being LGBT in Britain’s schools;
- 80% of trans young people have self-harmed;
- 40% of trans young people have attempted to take their own life;
- 10% of trans pupils are subjected to death threats at school.

I’d been bullied in the past so it was just part of my existence. I started getting death threats online after I came out.

Not because they were transgender, but because of the bullying and abuse they faced at school.

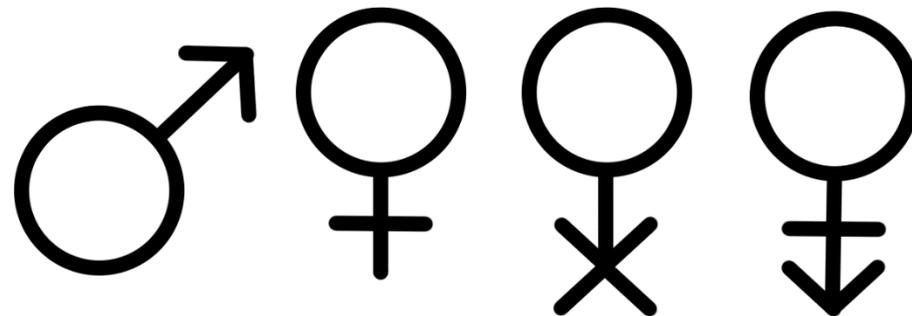
I’ve constantly been the victim of online Abuse and it’s always anonymous.

It made me feel violated and awful, it created an overwhelming sense of guilt towards being trans, and increased the hatred I had for myself

# Sex or Gender?

The terms 'sex' and 'gender' are often used interchangeably but have different meanings.

- **SEX** - refers to the classification assigned at birth, based largely on external reproductive characteristics and genetic make-up.
- **GENDER** - refers to the construct of an individual's identity and self-representation. Gender is defined by the individual, as they see themselves.
- **Non-Binary** – refers to a person who does not identify as exclusively male or female but may feel like they're a blend of both genders, or they don't identify with either gender.
- **Transgender** identity is not a sexual orientation, but a definition of gender.



# Transgender & the Law

The Equality Act 2010 outlines that gender reassignment is one of the 9 protected characteristics identified in law that cannot be discriminated against.



Click the link to watch a short film on the Equality Act

<https://youtu.be/VXLtKImtrvM>

- To be protected from gender reassignment discrimination, people do not need to have undergone any specific treatment or surgery to change from their birth sex to their preferred gender.
- This is because changing gender attributes is a personal process rather than a medical one.
- A person can be at any stage in the transition process – from proposing to reassign gender, to undergoing a process to reassign gender.

# Reflection

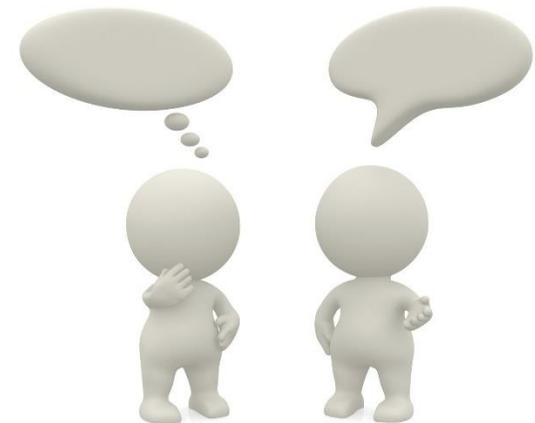
‘In the same way that we would not tolerate discrimination in terms of nationality, religion or colour – neither should we permit discrimination in terms of gender or sexual orientation.

We can't pick and chose our acceptance of discrimination – it is either all or nothing.’

Take 5 minutes to think and discuss how we as an organisation stand against discrimination for other of the protected characteristics, and where we could do better.

- *If you are following this course with colleagues share examples where prejudice & discrimination have been or are being addressed.*

It is true that we can always do better, but our intention should be to Include everyone in our provision.



# So, how can we address this in our Academies?

- [Registration](#)
- [Parental Disagreement](#)
- [Support](#)
- [Names & Pronouns](#)
- [Uniforms](#)
- [Toilets & Changing facilities](#)
- [Teams & Group Work](#)
- [Disclosures](#)
- [Next Steps](#)



# Registration

- Under 13 years of age - registration of pupils as transgender will be under the instruction of the persons holding Parental Responsibility (PR).
- Where the child under 13 years requests a re-classification of gender identity, but the parents don't agree then the parent's instruction will be followed.
- 13 years -18 years old the rights of those holding parental responsibility supersede those of the child.
- There is no requirement to retrospectively change student records  
*However any formal report written about the child should refer to their chosen name and gender identity but note previous designation where needed.*

# Parental Disagreement

Transitioning is a huge decision for the student and their family, and it is hoped that it is undertaken with the support of the family. However, there will be occasions when transition is proposed by the student but disagreed with by one or both parents.

- Where conflict exists student support will be offered, and an assessment of any safeguarding needs will be made by the DSL.
- Where the child requests a re-classification of gender identity, but the parents don't agree then the parent's instruction will be followed.
- Where conflict is noted between those who hold Parental Responsibility, the permission of only 1 parent is required. The view of the parent where the child is resident will be dominant.
- The importance of supporting the teenager's right to self-expression needs to be considered. The Academy will work to offer support to both the pupil and parent/carer to attempt to achieve a compromise.

# Support in the Academy

## Actions:

- Single Point of Contact – A named member of the Pastoral Team to support the pupil with any academy based issues or concerns;
- Offer in-house emotional health support;
- Time given to attend any counselling or external support group appointments;
- Recording appointments in Bromcom as an authorised absence

*Who in your setting is best placed to be the named person offering support?*



# Names & Pronouns

- Choice of a name is a legal right and so compliance is expected.
- Pupils should be known by the name, prefix and pronoun of their gender identity

Mr	Miss	Mrs	Mx
He / Him	She / Her	They / Them	

- Mistakes (and they will happen) should be apologised for.
- Continued refusal to use chosen name and pronoun will be considered as transphobic bullying

*For people struggling with the concept of preferred pronouns – in the first instance, try thinking of it as a ‘nickname’ until you are used to the concept.*



# Uniforms

## DfE Guidance says:

'The guidance sets out that a school should ensure that its school uniform policy is fair and reasonable for all its students and that policies should be flexible enough to accommodate the different needs of pupils. In making decisions about its school uniform policy, and all other school policies, a school must have regard to its obligations under the Equality Act 2010 and the Public Sector Equality Duty.

## In OCL we should:

- Avoid specific boys' and girls' uniforms – but aim for a gender neutral uniform
- Allow sports kit that aligns with gender identity
- Wear clothes in-line with styles identified in uniform policy

*Does your setting place any gender based requirements on clothing, uniform or hair styles? Does anything need to change?*



# Trips, Toilets & Changing Facilities

The guidance is really clear, that transgender students should be allowed to select which facilities they use.

To this end our facilities should, where we can:

- Offer gender neutral toilet facilities;
- Floor to ceiling doors toilet & changing room cubicle doors;
- Fully working door locks;
- PE changing cubicle options if possible;
- Rename 'disabled toilet' to 'unisex toilet with access'

Transgender students should not be directed to use the disabled toilets

Overnight trips should specifically consider transgender students

*This is often the most difficult to accommodate. How will you make this work in your setting? How will you safeguard the pupils?*



# Teamwork and Group Challenges

Where possible:

- Avoid 'Boys verses Girls' challenges
- Avoid gendered groups e.g. 'All the boys to this side, all the girls to the other.'
- Reading books for boys & books for girls.
- Avoid gendered terms e.g. Head Boy & Head Girl
- Gender specific sports only when necessary

*This often happens unconsciously, take a walk around your setting and see if there are any examples of gendered activity.*

*How can you change the culture in your Academy?*



# Disclosure & Press Enquires

Pupils confidentiality is protected under GDPR and Equality Act legal rights

Disclosure of transition to whom, by whom, how and when, will be carefully and sensitively managed by the Senior Leadership. This will include communication to class teacher, pastoral staff and support staff

Press enquiries about transgender provision within a single academy will be declined so that any additional attention will not be drawn to the individual pupils.

Freedom of information enquiries about and transgender provision would be reviewed on a case-by-case basis.

- If the enquiry relates to an individual then a GDPR exemption would apply.
- If the enquiry related to transgender issues generally a decision to respond would be taken on its merits.



# Next Steps

## Reflection Point:

With those around you discuss how the application of the 9 Habits in your academy will support the inclusion of trans pupils.

Which of the Habits have the most relevance?



# If we believe in inclusion, then we have to act?

Our ethos, embodied through the 9 Habits, aims to address the barriers of class, gender, orientation, ethnicity and faith by drawing these threads together under the banners of inclusion and equality.

The logo for Oasis is the circle of inclusion; not a solid circle, but one made up of several strands. Like a rope made stronger by twisting together different filaments, our 'circle of inclusion' makes our organisation stronger.



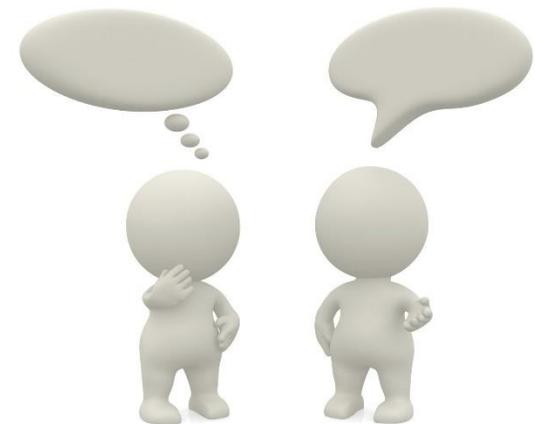
# Case Study – what would you do

*You are teaching a maths lesson.*

*On the worksheet there is a question about a survey divided by girls & boys.*

*A student at the back of the classroom, with a smirk on her face loudly asks another student (who identifies as non-binary) **“So where do you fit in weirdo?”***

- *What actions could you take to manage this situation?*
- *How would you record this event?*
- *Who would you report it to?*
- *What sanction and support would you expect to take place?*



# Next Steps

- Do you know if you have any Trans Students in you school?
- How is diversity reflected in your lessons especially the new RSE curriculum?
- What steps do you need to take to make your own practice more gender neutral?
- How do you record episodes of transphobic bullying or harassment?
- How are you going to make your setting more inclusive?

## Action:

As a personal measure of solidarity and support - could you put your pronoun choice in your email auto-signature?



"You never completely have your rights, (as) one person, until you all have your rights."



Marsha P Johnson

1945-1992

Trans-activist

Founder Member of Stonewall USA

Marsha was a prominent fixture in the LGBTQ community serving as a "drag mother" by helping homeless and struggling LGBTQ youth