

# WOODHOUSE GROVE SCHOOL

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## Woodhouse Grove School Transgender Policy

### Introduction

Gender reassignment is one of the nine protected characteristics within the Equality Act 2010 and is also included in the Public Sector Equality Duty. The Equality Act 2010 provides protection against direct and indirect discrimination, discrimination by association, discrimination by perception, discrimination in cases of related absence from work, and all forms of harassment and victimisation.

### Aims

Woodhouse Grove School is committed to being fair and inclusive and will not discriminate against an applicant, employee or student who is undergoing dysphoria, or who has undergone, gender reassignment.

Woodhouse Grove School views harassment or discrimination against any pupil or member of staff on any grounds as a serious disciplinary offence.

Woodhouse Grove School seeks to achieve our aim of being a community that is supportive to individual needs and one which expects all staff and pupils to be treated with fairness, dignity and respect.

### Principles

In developing practice to support trans pupils, Woodhouse Grove will follow these principles:

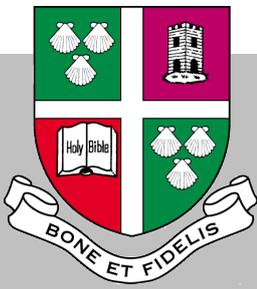
- Listen to the pupil, their parents, carers and siblings. Wherever possible follow their lead and preferences.
- No pupil should be made to feel that they are the ones who are causing problems or that they owe anything to the school in return for being treated with the equality they deserve and are legally entitled to.
- Avoid seeing the pupil 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 pupil 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, and PSHE.
- Healthy negotiations at all stages with all concerned are beneficial for all concerned

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*I am Grovian.*



Woodhouse Grove School is part of the Methodist Independent Schools Trust.  
Registered Office: Methodist Church House, 25 Marylebone Road, London, NW15JR.  
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## Responsibilities

All members of the school community are responsible for helping to ensure that individuals do not suffer any form of discrimination as a result of their gender dysphoria or reassignment, and that they are supportive of individual needs.

## Staff Training

Woodhouse Grove School will hold training sessions on related topics such as:

- Safeguarding
- Confidentiality
- Gender Identity
- Tackling transphobia
- Relevant legislation

All topics will be covered during the Woodhouse Grove School INSET programme and will form part of the induction process for any new staff.

## Supporting Pupils

The school fully supports any pupil going through issues to do with gender dysphoria. The school will work with all groups inside and outside of school, to support pupils and to ensure that their education is not adversely affected during what can be a stressful time for pupils and families. The school will also ensure that pupils are protected and safe in school. Confidentiality will be maintained at all times.

Any pupil with gender dysphoria issues can seek support in the first instance from their Head of Year, the Head of Wellbeing, the nursing staff in the medical centre, The School Chaplain, The Assistant Head (Pupil Welfare) or The Deputy Head (Pastoral).

Complaints from pupils relating to harassment and bullying will be dealt using the school's behaviour and anti-bullying policies in conjunction with this policy.

## Transition Action Plan for pupils

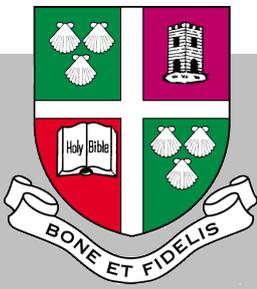
In conjunction with the pupil, parents and any outside agencies, an action plan or Early Help Assessment will be drawn up to manage any transition within school. These action plans, together with any other notes of meetings must be kept strictly confidential in the individual's pupil file. **This Action Plan should include a detailed Timeline of key events.**

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## **Absence from School**

In putting together the transition action plan the time a pupil may need in order to attend counselling, psychotherapy, support meetings etc should be discussed and agreed as far as possible. Woodhouse Grove will undertake to ensure any work missed can be readily accessed and any notification of absence will be sensitively recorded.

## **Communication**

Trans and gender questioning students 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 or gender questioning student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the students, student, parent, or carer has specified otherwise.

## **Language**

Staff should think carefully about the language they use and when possible, attempt to use language which does not reinforce a binary approach to gender (i.e. there are just males and females)

## **Confidentiality**

School staff should not disclose information that may reveal a member of staff or student's transgender status or gender- nonconforming presentation to others, including parents, carers and other members of the school community, unless legally required to do so or because the pupil or young person has asked them to do so. Staff should not discuss trans students outside of school with friends and so on, even when making no particular reference to their name or personal details.

## **Media Interest**

Staff and pupils are advised to maintain strict confidentiality and not provide any information. Any media queries should be addressed to the Headmaster.

## **Recording gender**

Department for Education guidance indicates that the gender of a student is recorded in the format of male or female. However, "In exceptional circumstances, a school may be unsure as to which gender should be recorded for a particular student. Where this occurs, gender is recorded according to the wishes of the student and/or parent."

## **Use of single sex facilities**

An action plan and a discussion with the individual may agree the point at which the use of facilities such as toilets should change from one sex to the other.

Unisex toilet - Transgender students will be able to use these facilities which have been labelled sensitively and appropriately

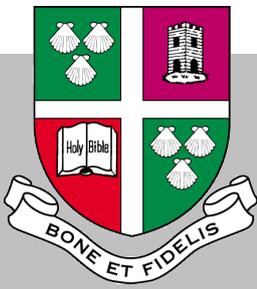
A transsexual employee should not be invited to use disabled toilet facilities, nor facilities of their former gender.

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The use of changing room facilities will also be carefully considered. **Facilities for transgender participants 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.

## **Physical Education**

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 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.

**Consultation with the sport's Governing Body is advised**

## **Physical Risk**

The issue of physical risk within certain sports should also be managed properly within the lesson context rather than preventing 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. This is something that Woodhouse Grove School will take a view on prior to the delivery of those lessons, in discussion with parents or guardians.

*See Appendix 1 of Risk Assessment*

## **Swimming lessons**

The pupil should be given the choice as to whether they wish to partake in swimming lessons or not. An agreement will be made in the Action Plan.

## **School Uniform**

An action plan and a discussion with the individual will agree the point at which any change in uniform is made. Transgender students will be expected to follow the School Uniform Policy of their gender identity.

## **Teaching and Learning**

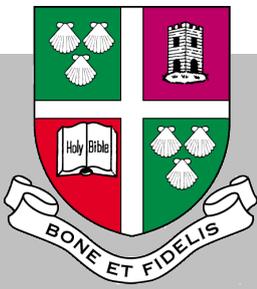
Staff will want to consider teaching and learning approaches that they use which may have the impact of making trans pupils and young people feel confused, excluded or uncomfortable. For example, grouping students by gender may have this impact and staff should consider whether this is vital, if and when an alternative approach could be used, and how to make it clear that a pupil who feels safe to do so can be grouped according to their gender identity, rather than their biological sex. There may be times when single gender work is needed. This may include aspects of sex and relationship education. Providing a clear need is identified, the Equality Act allows for such provision. However, for participants it needs to be made clear that they can participate according to their gender identity.

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## **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**

WGS will complete a suitable assessment on the potential placement to establish if there is any risk to the transgender person, taking account of the transgender person's right to privacy.

As a general principle, personal information on the transgender person must not be shared.

WGS will be sensitive to this in their planning before any transgender person is placed in any business or organisation.

Careful discussion about the placement with the pupil and parents or guardians, will occur to find the most suitable way forward to ensure the placement is successful.

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