



Policy for:
Transgender Friendly School

Date Written: April 2016

Date Reviewed: October 2025

Next Review Date: October 2027

Signed By: *Valerie Henry*

Governor Responsible for: Glynis Gower

Headteacher: Penny Derries

Transgender Friendly School

Date	Review Date	Coordinator	Nominated Governor
April 2020	Oct 2027	Mrs Valerie Henry	Mrs Glynis Gower

We believe this policy relates to the following legislation: -

- Human Rights Act 1998
- Gender Recognition Act 2004
- Equality Act 2010

The Government Guidance, Relationships Education, Relationships and Sexual Health Education (RSE) and Health Education, which will become statutory in September 2026, is also relevant to the Transgender Friendly School Policy.

We believe it is our legal duty under the Equality Act 2010 to minimise the distress and disruption to those pupils and school personnel who are transgender by ensuring we eliminate all forms of discrimination, advance equality of opportunity, promote good relations between different people and to support the rights and needs of trans people to live their lives in their true gender.

We believe people whose gender identity differs from their biological birth sex are known as transgender.

We believe it is our moral and legal duty to protect transgender pupils and staff from all forms of transphobic bullying and to educate all pupils about the important role that transgender people play in society.

We wish to have and maintain a consistent approach to all transgender matters by supporting, informing, protecting and ensuring that those pupils and school personnel who question their gender identity achieve their full potential.

We will ensure that all transgender pupils and school personnel are catered for by making the necessary changes or adjustments to school policies and procedures, school facilities and to the curriculum.

Staff are trained on issues relating to Transgender by the Equality, Diversity and Inclusion Lead (Education, SEND and Skills) at Northumberland County

Council. The PHSE/RSE lead provides updates as required to ensure staff are informed of any relevant changes.

We believe we provide a secure, caring and happy learning environment where pupils and school personnel have a mutual respect for each other. We want all pupils and school personnel to feel valued as individuals irrespective of their gender identity. We want everyone to develop to their full potential in a healthy and safe environment where diversity is valued and celebrated and where homophobia and transphobia does not exist.

We all need to be aware that transgender people will encounter a range of challenges and decisions at different stages of their lives - and we must do all we can to support them by educating the school community by providing knowledge and understanding in order to combat misunderstanding and prejudice. We want this school to be transgender friendly school.

We support Article 12 of the United Nations Convention on the Rights of the Child which states that children should be encouraged to form and to express their views. We take into account the range of learning and communication abilities across the school and provide a range of supports to help pupils express their views at a level which is appropriate to their individual needs.

We as a school community have a commitment to promote equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

We take into account the changes published in Government Guidance in July 2025 in the document Relationships Education, Relationships and Sexual Health Education (RSE) and Health Education which will become statutory guidance in September 2026. The key points relating to Transgender within this guidance are listed below -

- Pupils should understand the importance of equality and respect and learn about the law relating to protected characteristics by the end of their secondary education [where this is relevant to the individual pupil and their learning needs]. The protected characteristics are age, disability,

- gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex. (Para 66)
- Pupils should be taught the facts and the law about biological sex and gender reassignment. (Para 69)
 - Pupils should also be taught to recognise that people with protected characteristics, have protection from discrimination and should be treated with respect and dignity. (Para 69)
 - In teaching this, schools should be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and they should be careful not to endorse any particular view or teach it as fact. For example, they should not teach as fact that all people have a gender identity. (Para 70)
 - Schools should avoid language and activities which repeat or enforce gender stereotypes. Schools should be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort. (Para 70)

Aims

- To minimise the distress and disruption to those pupils and school personnel who are transgender.
- To eliminate all forms of discrimination, advance equality of opportunity, foster good relations between different people and to support the rights and needs of transgender people to live their lives in their true gender.
- To ensure that all transgender people are catered for by making the necessary changes or adjustments to school policies and procedures, school facilities and to the curriculum.
- To share good practice within the school and with other schools.
- To work with other schools and the Local Authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has: -

- delegated powers and responsibilities to the Headteacher to deal with all Transgender issues
- appointed a member of staff to act as a mentor to all transgender pupils
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy
- responsibility for ensuring full compliance with all statutory responsibilities
- responsibility for ensuring that the school complies with all equalities legislation
- nominated designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are breach of this policy
- responsibility for ensuring funding is in place to support this policy
- make effective use of relevant research and information to improve this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- nominated a link governor to visit the school regularly and to liaise with the Headteacher and to report back to the Governing Body
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will: -

- ensure all school personnel, pupils (where relevant to their understanding) and parents have access to this policy
- work hard to create a transgender friendly school
- consider the appropriateness of school facilities and review as required
- have in place appropriate risk assessments resulting from the school facilities audit
- make all reasonable adjustments to:
 - the school uniform policy so that pupils are able to wear uniforms that are not gender specific

- the pupil absence policy by accommodating absence requests for medical treatment and support
- the anti-bullying policy that states that all transphobic bullying is dealt with and recorded
- school facilities such as changing areas and toilet facilities
- the curriculum by ensuring lessons on sexual orientation and gender take place
- all sporting activities allowing all transgender pupils full participation
- respect and ensure all change of first name requests from transgender pupils
- transitional arrangements between schools and phases
- gender specific vaccinations that take place in school by organising alternative arrangements with the pupils GP
- residential educational visits after undertaking a risk assessment in order to ensure the participation of transgender pupils
- have in place a pastoral support and counselling system for transgender pupils and school personnel
- ensure a record is kept of all transphobic incidents
- work with school community to find ways to prevent homophobia and transphobia
- ensure that procedures are in place to protect pupil data and pupil information
- ensure that pupils have access to resources (books and online) that include transgender identities and characters
- deal with any enquiries from the press
- ensure good practice is shared throughout the school
- be prepared for all types of school inspection
- work closely with the mentor and the link governor
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff and governors
- be aware of any guidelines, research and good practice that could be integrated into this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher
- ensure this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy

- attend training related to this policy
- report to the *Governing Body* every term
- annually report to the *Governing Body* on the success and development of this policy

Role of School Personnel

School Personnel will:

- comply with all aspects of this policy
- be aware of all other linked policies
- work hard to create a transgender friendly school
- support transgender pupils to develop self-esteem, positive self-image and to reach their potential
- create an inclusive, safe and positive school and classroom environment
- help minimise the distress and disruption to those pupils and school personnel who are transgender
- ensure transgender pupils fully participate in all sport and physical education activities
- ensure transgender pupils have the opportunity to attend residential educational visits
- ensure confidential pupil information is not shared with other people
- act as mentors
- discuss sexual orientation and gender via the sex and relationship education programme
- record and report all incidents of bullying
- maintain high standards of ethics and behaviour within and outside school not to undermine fundamental British values
- implement the school's equalities policy
- report and deal with all incidents in discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the school community

Roles of Pupils

Transgender pupils will

- be aware of those members of the school team that support them
- have access to 1:1 support
- be aware of support systems in place that will help them
- have access to this policy if they wish to have a copy
- be encouraged to report if they are being bullied
- be aware of the school facilities available for them
- participate fully in sport and PE activities

Role of Parents/Carers

Parents/Carers will:

- have access to this policy via the school website
- be given a copy of this policy on request
- support the school in implementation of the policy to ensure that all children and young people are treated with respect

Raising Awareness of the ethos and values inherent in the policy

We will raise awareness of the ethos and values of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- school events
- communications with home such as newsletters
- reports such as the Headteacher reports to the Governing Body
- Displays in school
- Assemblies

Training

Training will be provided by an accredited trainer (currently the Equality, Diversity and Inclusion Lead at Northumberland County Council) for all school personnel and governors that deal with:

- all aspects of this policy
- Confidentiality
- Gender identity
- Privacy and Dignity
- Tackling homophobia and transphobia
- Data protection
- Mentoring
- Equal opportunities
- Inclusion
- Receive periodic training so that they are kept up to date with new information
- Receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. Refer to the initial Equality Impact Assessment.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (see policy Evaluation)

Policies Linked

Anti-bullying	Confidentiality
Data Protection	Equality
Inclusion	Risk Assessment
PE	
School Sport Facilities	
PHSE & RHSE	

Headteacher	Mrs Penny Derries	Date	
Chair of Gov's	Mr George Murray	Date	

The Grove School
Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
		✓		

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups														Conclusion				
	Age		Disability		Gender		Gender Identity		Pregnancy or maternity		Race		Religion or belief			Sexual orientation			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Undertake a full EIA if the answer is 'yes' or 'not sure'
		✓			✓			✓			✓			✓			✓		
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Undertake a full EIA if the answer is 'no' or 'not sure'
		✓			✓			✓			✓			✓			✓		
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Undertake a full EIA if the answer is 'no' or 'not sure'
		✓			✓			✓			✓			✓			✓		

Conclusion We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.

Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

The Grove School
Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				

The Grove School
Policy Approval Form

Policy Title:								Date when written:				
Policy written by:	Governors	Senior Leadership Team	Teaching Personnel	Support Personnel	Administrative Personnel	Parents	Pupils	Local Community	New Policy (✓ or X)	<input type="checkbox"/>	Revised Policy (✓ or X)	<input type="checkbox"/>
									<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stakeholders consulted in policy production: (✓ or X)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Date when approved by Governors:							Date when presented to stakeholders:			Date when implemented:		
Published on: (✓ or X)	School Website				School Prospectus				Staff Handbook			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>