

Staffordshire University Academy		Academy Policy Document			
Approved by:	LAC	Issue date:	Sept 2024	Review date:	Sept 2025
Policy Owner:	Assistant Principal – Behaviour and Attitudes	Page: 1 of 7			
Audience:	Staff	LAC	Volunteers	Parents	

Gender questioning and Transgender Policy

Academy Aims

This policy seeks to establish SUA's commitment to supporting gender questioning and transgender students we follow the [Department for Education \(DfE\) guidelines](#)

Our aim is to create a safe and inclusive environment where all students feel respected and valued, regardless of their gender identity. This policy outlines our good practice in supporting transgender students and minimising potential distress or disruption for everyone including:

1. Ensuring teachers and LAC members are dealing with transgender matters inclusively and sensitively
2. Providing an inclusive environment for any transgender student
3. Ensuring all students are aware of and educated appropriately on issues of transgender/ gender identify
4. Committing to open and honest communication with parents at all times

What do we mean by transgender and gender questioning children and young people?

A transgender person feels that their external appearance (sex) does not match up with the way they feel internally about their gender identity.

Children and students that experience or show gender variance may or may not be transsexual, as some will not retain their gender variance following puberty because gender variance can be fluid.

Gender dysphoria is a clinical condition that can present from as early as age 2 and can only be diagnosed by a medical and/or psychiatric expert. A person diagnosed with Gender Dysphoria may require treatment, e.g. hormone blockers (currently not available in the UK under the age of 18), to ameliorate the symptoms associated with being transgender.

Transgender children and young people are usually dependent on their parents for care, shelter, financial support, and other needs, and because most doctors are reluctant to provide medical treatments to them, transgender children and young people face different challenges compared to adults.

Legislation

[Data Protection Act 2018](#) -The academy will comply with its statutory obligations under data protection legislation in force

[The Gender Recognition Act](#) -The Gender Recognition Act 2004 contains provisions for the process by which a person can obtain a Gender Recognition Certificate, in order to amend their original birth certificate to reflect their acquired gender.

[Equality Act 2010](#) - The Equality Act 2010 ensures legal protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine protected characteristics defined in the Act, one of which is Gender Reassignment.

The academy will also consider the following guidance and best practice resources:

- [The Equality Act 2010 and Schools, DfE \(May 2014\)](#)
- [Keeping Children Safe in Education \(KCSIE\), DfE](#)

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- Gender Reassignment Discrimination, Equality and Human Rights Commission (2016)
www.equalityhumanrights.com/en/advice-and-guidance.

The Curriculum

The issues connected to transgender are covered for all students during curriculum time through the CHARACTER curriculum programme and form time's personal development. These issues may also appear within other subjects. Staff are advised on the correct delivery of such sensitive topics within their classrooms.

Physical Education

Sports and PE is a key aspect of the national curriculum and the physical and mental wellbeing of young people.

A young transgender person has the same right to PE as other young people. Regarding young transgender people at academy, there should be reasonably few, if any, issues regarding participation within the sports of their identity.

Students with the protected characteristic of gender reassignment can be legally excluded from sports restricted to students of the other birth sex where the restriction is in the interests of fairness or safety. 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. 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 academy would consider whether a transgender person participating in full contact lessons is appropriate towards the latter stages of puberty. This is something that SUA will take a view on prior to the delivery of those lessons, in discussion with parents or carers.

The use of changing room facilities will also be carefully considered. Facilities for transgender/ gender questioning participants will be sensitive to their individual needs and recognise the needs and sensitivities of other students. This will be discussed with all stakeholders and added to the individualised transgender/ gender questioning agreement.

When competing at another academy or outside venue, academy staff must ensure there is appropriate sensitive provision available.

Changing/Toilet Facilities

There is the potential that transgender students may find themselves in vulnerable situations such as a toilet or changing room where they could fall victim to unwanted attention, that could escalate. At SUA we will work with the student and family to put an individualised transgender/ gender questioning agreement together that will supportive of the transgender student as well as other students in the academy.

Transgender students may prefer to use the academy's gender-neutral facilities. Students of one sex are not permitted to use the toilets of the other sex.

Academy Uniform

Transgender students in Years 7 to 11 will be expected to adhere to the academy's policy on academy uniform which allows for the wearing of skirts and / or trousers in the main uniform and PE kit.

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Pronouns

Agreeing to a child's request to have others use different pronouns about them is a significant decision. SUA adheres to the statutory guidance on using the correct pronoun for the young person. [Gender Questioning Children - non-statutory guidance \(education.gov.uk\)](#).

Name Changing and Exams

A person under 16 years of age cannot change their name legally without the consent of a parent.

If a transgender student wishes to have their preferred name recognised on academy systems, this will be supported and will feed on to letters home, report cycles, etc. Furthermore, the change of name and associated gender identity will be respected and accommodated by the academy. We will require permission from all adults that hold parental responsibility to action the name change.

It is possible for examination certificates to be issued in the preferred name, but any young person finding themselves in this position must discuss this issue with SUA and parents or carers to ensure the best way forward. Discussions must be held prior to examinations before examination entries. The academy will ensure a strategy is agreed with the student and their parents or carers, then agreed with the various Examination Boards prior to starting GCSE courses.

Once a result is accredited it will need to be linked with a Unique Pupil Number (UPN) or Unique Learner Number (ULN) which existed in the academy census information submitted in January of the examination year. UPNs and ULNs are only linked with legal names, not preferred names.

The academy will also need to be aware that the DfE analysis of performance may still present the student in the gender registered by their UPN. It is possible for any document to be changed to reflect the chosen name of the young person.

Changing the gender recorded on a birth certificate is not possible until a Gender Recognition Certificate has been issued. In order to change a name on other official documents such as a passport, it might be necessary for evidence of change of name to be produced: there are two main ways in which this can be done, by deed poll and by statutory declaration.

Vaccinations

SUA will allow any gender specific vaccinations to be carried out at the GP's surgery to eliminate any embarrassment.

Academy Visits

Learning about different cultures and lives and taking part in activities may lead to overnight stays, both at home and abroad. Issues may arise for both young transgender students and other students, but this must not mean transgender students cannot be included on the visit. SUA will give consideration well in advance of any additional academy visit to ensure the transgender student is fully included. This will include consideration of: sleeping arrangements, travel documents (if applicable), legal restrictions regarding travel, medical needs.

The sleeping arrangements will be considered before a visit is undertaken; it is possible that the transgender student would prefer to have a separate room etc. Each individual case and visit needs to be considered separately and in-depth discussions will happen well in advance, with all appropriate bodies, linked to the accommodation available.

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Regarding visits abroad, anyone can be searched at borders and other places. Different countries will have policies and procedures they will follow. At SUA we recommend that families will contact the relevant border control or agency in advance to ensure that students are aware of county specific policies. A risk assessment will be completed by the academy prior to the visit.

There are countries that are not as legally and culturally open as the UK. In fact, some have laws that make it illegal to be part of the Transgender community. Some countries even make it an offence not to report to the authorities that someone is part of the Transgender community. SUA will consider and investigate the laws regarding Transgender communities in any country considered for an academy visit. This policy is written in conjunction with the academies' equality policy and is will be made available to all stakeholders at the academy.

Working with parents and carers

Many parents and carers of a child or young person who identifies as trans or gender questioning will be supportive of their child's gender identity; however, this is not always the case. When we work with parents and carers, we are representing the interests of our student and as far as possible we ensure the wishes of the student are considered, with a view to supporting them during potential transition. We will complete an individualised transgender/ gender questioning agreement to record the wishes of the student and family, where multiple parents have parental responsibility all stakeholders need to consent to name and pronoun changes. These will be reviewed periodically during a students' time at SUA

Trans children or gender questionings 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. Confidential information may not be shared, even with the parents and carers, without the child or young person's permission, unless there are safeguarding reasons for doing so.

Vulnerability

Being transgender is not a mental health issue but distressing feelings relating to gender identity can mean that some transgender students may experience mental distress. Statistically there can be a higher incidence of bullying, self-harm and suicide attempts in transgender students. The academy should be alert to this vulnerability and offer appropriate support through the pastoral team and information about therapy.

Academy Attendance

SUA 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 the academy so provision must be made in order for the student to be absent from the academy 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.

Transphobia and Bullying

SUA has a robust anti-bullying policy. In line with this policy, transphobia incidents are recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or homophobic incidents.

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Appendix 1 - Glossary of Terms

Agender – a person who does not identify with either gender

Binary-transgender – some children and young people fit into a binary stereotype which is at odds with their sex assigned at birth.

Binding – a female to male adolescent that is developing breasts may strap down their chest so that it is less obvious. This can be hot, uncomfortable and restrictive but very important to their psychological and emotional wellbeing. It might make certain PE lessons difficult for them to participate in and could sometimes lead to breathing difficulties, skeletal problems and fainting.

Bi-gender – having two gender identities, either at the same time or in different situations.

Cis / cisgender – a term used to describe a person whose gender conforms to their birth sex.).

Gender – the way that a person feels about themselves in relation to their physical and mental self; the basis of their identifying as male, or female, or neither, or either, or both.

Gender dysphoria – a person who experiences discomfort or distress because there is a mismatch between their sex and their gender identity.

Gender fluid – moving between gender identities or expressions.

Gender Recognition Certificate – an official document presented by a Gender Recognition Panel that enables all official documents and records (including birth certificate) to be amended to the acquired gender of the individual, thereby providing full legal recognition.

Mis gendering – referring to someone using a word (often a pronoun such as ‘he’ or ‘she’) which does not correctly reflect the gender with which they identify.

Sex – “Sex” refers to the physical differences between people. A person typically has their sex assigned at birth based on physiological characteristics, including their genitalia and chromosome composition. This assigned sex is called a person’s “natal sex.”

Transition – a term used to describe changing gender presentation so it aligns with a person’s gender identity. There are two main types of transition – social and medical transition.

Transgender – a person that feels the assigned gender and sex at birth conflicts with their acquired gender.

Transsexual – a Transgender person who lives fulltime in their acquired gender.

True Gender – the gender that a person truly feels they are inside.

Acquired Gender – a term used by the Gender Recognition Act to refer to the gender in which a person has made an application for a Gender Recognition Certificate.

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Appendix 2

Individualised transgender/ gender questioning agreement

Birth name:	
Chosen name:	
Students preferred pronoun:	
Does the student have official documentation stating a legal name change?	Date: Copy provided – Yes / No Copy kept in student file - Yes / No
Changes to academy documentation <i>Exam certificates will be in legal name</i> <i>Some academy systems will only read LEGAL name.</i>	Academy account / Email? (initials and names can be changed) SIMS- register/ reports sent home? Academy books
Uniform:	
Toilet facilities:	
Changing facilities:	
I / We understand that my child can participate in their preferred genders PE lessons as long as it is appropriate and safe to do so, however will not be able to competitively participate or represent the academy unless they are mixed gender events. This includes SUA sports day.	Yes / No
Residential trips and visits:	
SUA representative:	Signature: Name: Date:
Student:	Signature: Name: Date:
All parents / carers with parental responsibility:	Signature: Name: Date: Signature: Name: Date:



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Information and Resources National Support Organisations Mermaids – <http://mermaidsuk.org.uk/>

Gender Identity Research and Education Society (GIRES) – <http://www.gires.org.uk/>

National Trans Youth Network – <http://www.lgbtconsortium.org.uk/directory/national-transyouth-network> Gendered Intelligence – <http://genderedintelligence.co.uk/> True Vision

Press for Change- The UK's Leading Expert in Transgender Law www.pfc.org.uk

NHS- Live Well. Support for Young People- www.nhs.uk/Livewell/Transhealth/Pages/Transyoungpeople.aspx

Manchester LGBT- www.lgbtcentremcr.co.uk

Equality Advisory Service- www.equalityadvisoryservice.com

Gender Identity Development Service- <https://gids.nhs.uk/>

Allsorts: [Toolkits, booklets and guides.](#)

The Proud Trust: [Schools and Training – The Proud Trust](#)

Trans Inclusion Toolkit 2021, A guide to supporting trans children and young people in education settings: [BHCC Trans-Inclusion-Schools-Toolkit- Version4 Sept21.pdf \(gids.nhs.uk\)](#)