

Gender Identity Policy 2020

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| **Approved by:** | Ms Val Masson | **Date:** September 2020 |
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# 1. Introduction & Aims

Hornchurch High School is committed to equality of opportunity, all members of the school community have the right to be treated with fairness, dignity and respect and to ensure that the school environment is fair and supportive to individual needs.

This policy aims to ensure that individuals that are questioning their gender identity or are undergoing or have undergone gender-reassignment receive the same respect, fairness and treatment in all aspects of school life and consideration is given in order to ensure that all members of the school community are safe, happy and feel supported by:

* ensuring all staff and Governors are dealing with transgender matters inclusively and sensitively
* providing an inclusive environment that promotes any transgender student to achieve and be successful at Hornchurch High School
* ensuring all students are aware of and educated on issues of transgender

**1.1 Gender Identity**

Gender is a spectrum, which is not limited to male or female — but can span anywhere between these two binary points. Gender variation is nothing new. Trans people are recognisable throughout history and appear in every culture. The term 'Trans' encompasses not just those who undergo medical procedures to alter their perceived gender, but it also includes those who identify as transgender without any wish to follow the medical path.

Difference between 'Sex' and 'Gender'

The sex of a person is based on biology- the combination of X and Y chromosomes and perceived physical manifestation of them, that leads to assigning 'girl' or 'boy' at birth. Gender is a society construct and encompasses such terminology as: woman, man, feminine, masculine, etc; and leads to phrases such as girls can't do DIY and boys don't cry.

**1.2 Transgender**

Transgender has for years been confined to solely a medical model and condition (Gender Dysphoria). It was seen as being only 'fixable' by surgical and hormonal alterations. Numerous Trans people suffer greatly, with the Trans community having one of the highest rates of suicide and attempted suicide. People who are Trans cannot relate to the entire physical package they were born in; it is foreign and does not belong to them. A few will be able to transition via the above mentioned surgical and hormonal alterations.

Other people consider themselves Trans because they identify as both or neither, or as a combination which fits their view of themselves; and they have no plans to alter via the medical avenue. There is a growing movement to also adopt the social model (similar to what happened with Disability), whereby it is acknowledged that barriers are generated by society, not the individual.

**1.3 Legislation**

People who identify as transgender are protected under various clear aspects of legislation including:

• Gender Recognition Act 2004

• Data Protection Act 1998

• Asylum and Immigration Act 1996

• Disclosure and Barring Service (formally Criminal Records Bureau)

• Equality Act 2010

The General Data Protection Regulation 2018 (UK)

Information about a person's transgender status is considered 'a special category' previously known as sensitive personal data which require extra protection than other personal data. Explicit consent is required before it can be processed.

The GDPR states that anyone processing personal data must apply the six data protection principles. These principles are legally enforceable. In summary, the principles require that personal information be:

1. processed fairly, lawfully and in a transparent manner in relation to individuals;

Lawfully requires in particular that personal data not be processed unless at least one Lawful Bases has been met. For special category data this also requires at least one further condition to be met, in addition to the Lawful Basis.

1. collected for specified, explicit and legitimate purposes and not further processed in a manner incompatible with those processes
2. adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed; (Data minimisation principle)
3. accurate and where necessary kept up to date.
4. kept in a form which permits identification of the data subjects for no longer than necessary for the purposes for which the personal data are processed.
5. processed in a manner the ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures;

The Human Rights Act

The following Articles from The Human Rights Act 1998 support the rights and needs of transgender people to live their lives in their true gender.

• Article 8: right to respect private life and family life.

• Article 10: freedom of expression.

• Article 14: the prohibition of discrimination,

The Gender Recognition Act 2004

The Gender Recognition Act 2004 is mainly concerned with the process by which a person can get a

Gender Recognition Certificate, and correct their original birth certificate to match their true gender. This can only occur after a person reaches 18 years of age but is something that many younger people may aspire to.

Equality Act 2010 (Great Britain)

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 (also known as transgender). Part 6 of the Equality Act 2010 makes it clear that the Act specifically refers to School and young people.

The Equality Act 2010 (2:1:7) states that:

"A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex."

The Act applies to employment, education and a range of other areas where discrimination may take place. In order to be protected under the Act, a student will not necessarily have to be undergoing a medical procedure to change their sex, but they must be taking steps to live in the opposite gender, or be proposing to do so.

Sex Discrimination (Gender Reassignment) Regulations 1999

* Individuals who intend to undergo, are undergoing or have undergone gender reassignment are protected from discrimination in work, school and vocational training (including higher education study).
* Less favourable treatment relating to absences arising from gender reassignment is unlawful if: the treatment is less favourable than if it had been due to sickness or injury the treatment is less favourable than if it had been due to some other cause and, having regard to the circumstances of the case, it is reasonable not be to be treated less favourably.
* Less favourable treatment includes the arrangements relating to terms and conditions or arrangements under which employment, education or vocational training is offered.

**1.4 Discrimination**

As stated, The Equality Act 2010 ensures legal protection against discrimination in employment, education, the provision of services and the delivery of public functions, in relation to the nine protected characteristics defined in the Act, one of which is Gender Reassignment.

The legislation states that a school must not discriminate against a student because of their transgender status. Discrimination can be direct or indirect. Indirect discrimination occurs when a provision, criterion or practice applies to everyone but puts a person with a particular protected characteristic at a particular disadvantage, and it cannot be justified as a proportionate means of meeting a legitimate aim. An example might be an inflexible school uniform rule which offers no "unisex" options such as trousers for girls, and which would therefore create a particular difficulty for a FTM student.

**1.5 Transphobia and Bullying**

All students and staff at Hornchurch High School have the right to be educated and to work in a safe, clean environment, free from harassment. We consider any form of bullying or interference with another student's learning to be unacceptable. Hornchurch High School has a robust anti-bullying policy. In line with this policy, transphobic incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or homophobic incidents.

**1.6 Safeguarding**

There are no issues under child protection or safeguarding law, or practice specific to Trans young people, aside from what is in place to keep all children and young people safe.

# 2. Supporting the whole school community to have a positive understanding of Trans people

Hornchurch High School has a robust whole school approach to develop an understanding of trans issues and prevention of transphobia. This is to minimise the potential of issues or concerns being raised by cisgender members of the school community, including parents and carers, about trans young people accessing toilets, residential facilities etc, according to their gender identity rather than their biological sex.

We are raising awareness of the school's approach to transphobia and supporting trans and gender questioning children and young people by;

* Celebrating LGBT History Month
* Providing information through tutor time and Assemblies on gender stereotyping, gender identity and trans issues.
* Including an equality objective (Public Sector Duty of the Equality Act) which supports the needs of trans young people.

There will be cases where a child or young person's trans identity is not widely known and Hornchurch High School will seek to protect this information, unless the trans young person wishes it to be known. Where a child's trans identity is known to the wider school community, schools will need to ensure that they have a robust language, using the Equality Act and a Human Rights approach, to counteract any prejudice expressed or concerns raised. Additionally, when a parent or carer raises a concern about the feelings of their child when spending time in the company of a trans\* identified student or staff member, support work should be aimed at answering the question: 'how can we make your child feel better?' rather than compromising the rights of the trans\* person

**2.1 Training**

In order to ensure all staff and Governors have the skills to deal with trans issues, Hornchurch High School will hold training sessions on topics such as:

• Safeguarding

• Confidentiality

• Gender Identity

• Tackling transphobia

• Relevant legislation

All topics will be covered during the Hornchurch High School CPD programme and will be revisited annually.

**2.2 Curriculum and teaching and learning**

At Hornchurch High School the school environment, curriculum, assemblies and tutor time can all be used to explore issues of sex, gender, gender identity and transphobia, and to make visible and celebrate trans people. Staff will also want to consider teaching and learning approaches that they use which may have the impact of making trans young people feel confused, excluded or uncomfortable. This may include aspects of sex and relationship education.

**2.3 Language**

Members of Hornchurch High School community should strive to use the preferred pronoun for a young person or adult. In addition, 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 (ie there are just males and females). Staff could reflect on the use of language when working with groups of students. It is sometimes not necessary to use gender specific language. It may be preferable to say 'come on Year 8s, off to your lesson now' or well done students, that's great work. The purpose of this is not to deny gender as an important part of our identity; however, care needs to be taken to avoid excluding those who do not see themselves as male or female, or make assumptions about someone's gender identity because of how they appear

# 3. Supporting the individual Trans or Gender questioning young person

**3.1 An individualised approach to support**

Given the spectrum of trans identities and experiences, it is important that any support offered to a trans gender young person starts with identifying their individual needs. It is important that their identity is validated and supported in any work that you do. An initial conversation would be a good time to allow the young person to talk about how they identify or feel about their gender. This would allow the young person to express their wishes, next steps to be agreed and actions to be taken and this to be recorded on the *Memorandum of Understanding Form (appendix 2)*

Some trans young people and their families may benefit from individual support from a service such as Hear2Listen or an identified trans support group. Support provided by them or that provided in school would be with absolutely no expectation that the child or young person will conform to any single trans identity, or follow any particular path of transition.

**3.2 How to support a young person who wants to transition**

'Transition' can mean different things to different people, so it is important to find out what this means to the young person we are supporting. Broadly speaking, most aspects of transition can be divided into 'social' or 'medical'. Social transition is choosing to live your life as your preferred gender.

This could include:

* A name change
* A change in pronoun (he, she, they, Zie etc.)
* Wearing clothes that are associated with their gender identity
* Use of toilets/changing rooms appropriate to their gender identity rather than biological sex

Medical transition is the process by which a trans person takes steps to physically alter their body.

This may include taking hormones and or having gender reassignment surgeries. Some trans young people will be hoping to undergo both social and medical aspects of transition, while some will choose just the social aspects. A young person's goals in terms of transition may change over time and the support offered needs to reflect and support this. Once you have an understanding of the areas in which a child or young person is planning to transition, you can think about how to facilitate these changes at school and refer to the guidance below. It is vital that the staff team provide informed and consistent support to individuals who choose to present

# 4. Managing specific issues for Trans and Gender questioning young people

**4.1 Names and Pronoun Change**

At Hornchurch High School we respect a young person's request to change name and pronoun is a pivotal part of supporting and validating that young person's identity. It is also important to consistently use preferred pronouns and names in order to protect a young person's confidentiality, and to not 'out' them in ways that may be unsafe and exposing.

Some trans young people may wish to change their name to make it in line with their chosen gender identity. Although they may not have changed their name legally, individuals have the right to choose the name by which they are known to staff, friends and family. Any problems are likely to be the practical ones of proving that different names refer to the same person. More information on changing names on birth certificates can be found at:

www.deedpoll.org.uk/CanABirthCertificateBeChanged.html 24 Trans Inclusion Schools Toolkit

As has been stated, a student has the right to be addressed by a name and pronoun that corresponds to their preferred gender identity. A change of name by deed poll is not required to make a change to school records on systems such as SIMS. Currently it is understood to be the case that the gender has to remain the one that was registered at the time of the Unique Pupil Number assignment, unless the birth certificate/legal gender is changed by way of a Gender Recognition Certificate. This is because all of the DfE analysis for that school would be based on the individual's birth gender.

Students who have requested to use a preferred name, will be consulted on how they would like their name to be used on displays around the school, the school website, bulletins and school newsletters. *Memorandum of Understanding Form (appendix 2)*

**4.2 School Uniform**

At Hornchurch High School we provide a choice of approved items of uniform and allowing students to choose what they wish to wear, there is a generally broad range of uniform available for all genders. This allows for a regulated structure but without exclusion. Many female-born students prefer to wear trousers to school or may have religious or faith-based reasons for doing so.

Trans and gender questioning students have the right to dress in a manner consistent with their gender identity or gender expression. Trans students will be expected to follow the School Uniform Policy, which covers uniform, make-up and jewellery. *Memorandum of Understanding Form (appendix 2)*

**4.3 Physical Education**

We believe that Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical Education develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A young trans person has the same right to Physical Education as other young people.

With regard to young transgender people at school or college, there should be reasonably few, if any, issues regarding participation within sports of their gender identity. There may be sports where, as puberty develops, MTF trans participants may have a physical advantage over other students 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 trans people from participating (which would be discriminatory).

PE teachers are used to differentiating their lesson & taking into account the range of size, build & ability in the class to keep all students safe and so the same principles can be applied. These issues should be discussed with the trans students themselves and if appropriate, with their parents/ carers. Trans & gender questioning students should be permitted to participate in competitions and sports days in a manner consistent with their gender identity if they wish to do so. In the case of competitive secondary sports, schools may need to seek advice from the relevant sporting body. *Memorandum of Understanding Form (appendix 2)*

**4.4 Work Experience**

As already stated, the Equality Act 2010 encompasses every environment that students will be working in, therefore all placements should be aware of their duties and responsibilities. Where Hornchurch High school is considering a trans young person to attend a work experience placement, the school will complete a suitable assessment on the potential placement to establish if there are any risk to the trans young person, taking account of the trans young person’s right to privacy – as a general principle, personal information on the young person must not be shared.

We will be sensitive to this in their planning before any trans person is placed in any business or organization. Careful discussion about the placement with the student and parents/carers if appropriate, will occur to find the most suitable way forward to ensure the placement is successful. *Memorandum of Understanding Form (appendix 2)*

**4.5 Toilets**

At Hornchurch High School we provide accessible toilets that can be used by all.

**4.6 Changing rooms**

The use of changing rooms at Hornchurch High School by trans students is assessed on a case by case basis in discussion with the trans students. This maximizes social integration and promotes an equal opportunity to participate in physical education classes & sports, maximizing the safety and comfort and minimizing stigmatisation of the student. This approach is underpinned by the Equality Act 2010 whereby refusing a child or young person access to the changing room of their true gender identity would constitute an act of discrimination. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area, such as a private area (eg. A nearby toilet stall with a door, an area separated by a curtain or a nearby office) or with a separate time to change (eg. Using the changing room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the students ability to keep his or her trans status confidential.

When competing at another school or outside venue, school staff must ensure there is appropriate sensitive provision available. The handling of changing facilities at an ‘away game’ would also have to be sensitively managed. *Memorandum of Understanding Form (appendix 2)*

**4.7 Name changing and exam certification**

As has been stated, a student has the right to be addressed by a name and pronoun that corresponds to their preferred gender identity. A change of name by deed poll is not required to make a change to school records on systems such as SIMS. Currently it is understood to be the case that the gender has to remain the one that was registered at the time of the Unique Pupil Number assignment, unless the birth certificate/legal gender is changed by way of a Gender Recognition Certificate. This is because all of the DfE analysis for that school would be based on the individual's birth gender. However, entry for exams and exam certificates are more complex. The Joint Council for Qualifications paper work states that: 'The centre agrees to: enter candidates under names that can be verified against suitable identification such as a birth certificate, passport or driver's license. You may need to check that the name the candidate is using within the centre is his/ her legal name rather than a 'known as' name.' Furthermore, 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 school census information submitted in January of the exam year. UPNs and ULNs are only linked with legal names, not preferred names.

In order to use a chosen or preferred name on an exam document, a student will need to have changed their name by deed poll. If the student is under 16 then the consent of all people with parental responsibility is required. Once the student is 16, they can apply for a deed poll in their own right. Parental consent is not needed. Although some young people may feel that they want to change their name by deed poll, others may not feel that this is a step that they are ready to take. This will unfortunately mean that although they may have established themselves within the school under a chosen name and gender identity, when filling in exam documentation, they will have to use their birth name and gender.

At Hornchurch High School we recognise this could potentially be a source of distress for that individual and care should be taken by staff to support such a young person to accept that this is a necessary measure, but that it does not invalidate their chosen identity. Emphasis could be put on the notion of them biding their time, perhaps until they are finished with their exams, before taking steps to change their name and gender identity officially. Staff should remain sensitive and supportive during such times. A strategy will be agreed with the student and if appropriate their parents and carers. Memorandum of Understanding Form (appendix 2) This then needs to be agreed with the various exam boards prior to starting GCSE courses, as some exams may be sat in Year 10 and the length of time the process of re- registering may take. The DfE analysis of school performance may still present the student in the gender registered by their UPN.

**4.8 Vaccinations**

At Hornchurch High School we allow any gender specific vaccinations to be carried out at the GP's surgery in order to eliminate any anxiety issues.

**4.9 Educational visits**

Learning about different cultures and lives and taking part in activities may lead to overnight stays, both at home and abroad. Staff at Hornchurch High School are aware that issues may arise for both young trans students and other students and will take the appropriate steps to insure that all students are included on the visit.

**4.10 Residential trips**

A degree of discussion, care and preparation is required to enable trans students to participate in residential trips. To exclude trans students from residential trips would be contravening the Equality Act.

The sleeping arrangements will be considered before a visit is undertaken; it is possible that the trans 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. *Memorandum of Understanding Form (appendix 2)*

Similarly, the degree of participation in physical activities that a trans young person feels comfortable with should be discussed prior to any residential trip with them and if appropriate their parents or carers. Where a trans young person feels that they do not want to or cannot participate, alternative arrangements should be made to allow for those students to participate in a more appropriate activity. Risk assessments can be carried out prior to residential trips in order to make reasonable adjustments which would enable the participation of trans students.

With regards to a visit abroad, anyone can be searched at borders and other places. Different countries will have policies and procedures they will follow. Hornchurch High School will contact the relevant border control or agency in advance to ensure that any policy or risk assessment completed by the school is accurate for that 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 trans community. Some countries even make it an offence not to report to the authorities that someone is part of the trans community. Hornchurch High School will consider and investigate the laws regarding trans\* communities in any country considered for a school visit.

The Trans Inclusion Schools Toolkit Schools and colleges should consider and investigate the laws regarding trans communities in countries considered for school visits. The International Lesbian and Gay Association (ILGA) have information on their website about countries that pose a risk to trans individuals.

**4.11 Transition and medical intervention**

While most support for young trans people in schools will be around the social aspects of transition and only some trans young people will want medical transition, it will be the case that for any young person undergoing medical transition, there will be an impact on their time at school. An understanding of some of the key stages of medical transition will enable school staff to be supportive. Medical treatment is provided in a series of phases that include:

* A psychological assessment and counselling. Initially this would happen locally with a CAMHS worker who can then refer to a Gender Identity Clinic.
* Medication to block the production of the natural hormones that feminise or masculinise the body during puberty. This may be followed by prescribing hormones to masculinise or feminise the body.
* Gender reassignment surgeries would not usually be carried out until a person is over 18 years.

Coming to terms with gender identity for trans people can be a difficult time for any person, and starting the initial stages of medical transition can be particularly demanding for the young person and their family. It is a time where support could be needed. It is important to ensure that there is a procedure in place whereby the young person can access a form of counselling (if applicable) in order to support them through their time at school. This would mean that a counsellor should be knowledgeable of trans issues and the potential challenges the young person may face in school. Mental health can be impacted during transition for a multitude of reasons; therefore recognition needs to be given and adequate support must be in place around this. It is possible the young person may be accessing support from outside of school, so provisions must be made in order for the student to be absent from school but to also maintain their confidentiality at all times when complying with absence procedures. *Memorandum of Understanding Form (appendix 2)* The student may need time off for a medical appointment and it should be recorded as an M code rather than being off sick.

**4.12 Working with parents and carers**

Many parents and carers of a 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 working with parents and carers, staff at Hornchurch High School should bear in mind that they are representing the interests of the young person. As far as possible, care should be taken to ensure the wishes of the individual student are taken into account, with a view to supporting them during potential transition. *Memorandum of Understanding Form (appendix 2)*

Confidential information must not be shared even with the parents and carers without the young person's permission, unless there are safeguarding reasons for doing so. At Hornchurch High School we will access support from organisation that can provide support to the parents or carers of a trans young person, or can provide advice to schools about how to work with parents and carers; including those who are requesting that the school does not support their child to express their gender identity.

**4.13 Confidentiality and information sharing**

All people, including students, have a right to privacy. This includes the right to keep private one's trans status or gender-nonconforming presentation at school. Information about a student's trans status, legal name, or gender assigned at birth may also constitute confidential medical information. School staff should not disclose information that may reveal a student's trans 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 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. The trans community is such a small one that even a casual reference to a 'certain student' may be enough to out that individual or, at the very least, compromise confidentiality.

When a young person initially discloses their trans status, it is important to talk to them about confidentiality and who, if anyone, they would like information to be shared with. 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 information to share. 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 student, parent, or carer has specified otherwise. *Memorandum of Understanding Form (appendix 2)*

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# 5. Appendix 1 – Glossary of Terms

AFAB — assigned female at birth.

Agender — Not relating to any particular gender.

AMAB —Assigned male at birth.

Binary/Non-binary — Refers to the gender spectrum: Binary refers to the two fixed ends of the spectrum -male and female; non-binary can be used to describe someone who identifies not solely with either of these genders, but somewhere in between.

Binding — a FTM 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.

Cisgender — Someone who identifies completely with their assigned gender at birth (which also corresponds to their sex).

FTM — Female to Male, a person that was identified as Female at birth but came to feel that their true gender is actually Male.

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 somewhere else on the spectrum.

Gender Dysphoria — the medical condition that describes the symptoms of being trans gender.

Gender Fluid — Someone who identifies as gender fluid will identify with a different gender on a varying basis. They may feel more feminine some days and more masculine on other days; or feel that neither male nor female describes them fully.

Gender Identity — the gender that a person truly feels they are inside.

Gender Identity Disorder — GID is a medical term describing being trans\*gender, this tends not to be used owing to the subtext around the word 'disorder'.

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 true gender of the individual thereby providing full legal recognition.

Gender Spectrum — the continuum between the two binary points of male or female. This is vast and many people identify at different points.

Hormone Suppressors/Puberty Blockers — drugs that are given in order to delay that process of puberty. These can be prescribed before a child is old enough to start taking hormones such as oestrogen or testosterone.

MTF — Male to Female, a person that was identified as male at birth but came to feel that their true gender is actually female.

Packing—a FTM person may wear a prosthetic item in their pants that will give a bulge in their trousers so as to appear more male.

Sex — the way a person's body appears, sometimes wrongly, to indicate their gender.

Trans gender— a person that feels the assigned gender and sex at birth conflicts with their true gender.

Trans Female — Someone who was assigned male at birth but identifies as female.

Trans Feminine — A person who was assigned male at birth but identifies with the more feminine side of the spectrum.

Trans Male —Someone who was assigned female at birth but identifies as male.

Trans Masculine — A person who was assigned female at birth but identifies with the more masculine side of the spectrum.

Transition — The process of changing gender. This may be by having surgery to change sex organs, or by taking hormones.

Tucking — AMTF person may tuck (and sometimes tape) their genitals between their legs so that it does not show at the front.

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# 6. Appendix 2 – Memorandum of Understanding Form

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| --- | --- |
| **Student Preferred Name :** | **Form :** |
| **Present at meeting :** | **Date of meeting :** |

Hornchurch High School is committed to equality of opportunity, all members of the school community have the right to be treated with fairness, dignity and respect and to ensure that the school environment is fair and supportive to individual needs.

The Memorandum of Understanding aims to ensure that individuals that are questioning their gender identity or are undergoing or have undergone gender-reassignment receive the same respect, fairness and treatment in all aspects of school life and consideration is given in order to ensure that all members of the school community are safe, happy & feel supported whilst having a right to privacy.

|  |  |  |
| --- | --- | --- |
| **Areas to be discussed** | **Student Wishes/Agreed Actions** | **Who will be informed & how** |
| **Names & Pronoun Change** – a student has the right to be addressed by a name & pronoun of their preferred gender identity. Students who have requested to use a preferred name, to be asked how their name is to be used on displays around the school, the school website, bulletins & school newsletter. |  |  |
| **School Uniform** – we provide a choice of approved items of uniform & allowing students to choose what they wish to wear, there is a generally broad range of uniform available for all genders |  |  |
| **Physical Education & Changing rooms –** physical risk within certain sports should be managed properly within lesson context rather than preventing trans young people from participating. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area, such as the use of a private area |  |  |
| **Work Experience –** considering a trans YP to attend a work experience placement the school will complete a suitable assessment on the potential placement to establish if there are any risk to the trans YP, taking account of their right to privacy |  |  |
| **Name changing & exam certification** –JCQ states ‘the centre agrees to enter candidates under names that can be verified against suitable ID such as a birth certificate, passport or drivers license’. In order to use a chosen or preferred name on an exam document, a student will need to have changed their name by deed poll. If the student is under 16 then the consent of all people with parental responsibility is required |  |  |
| **Residential trips** – each individual case & visit needs to be considered separately & in depth, discussions should happen well in advance, with all appropriate bodies, linked to the accommodation & activities available. |  |  |
| **Transition & medical intervention** – some trans YP will want medical transition, it will be the case that for any YP undergoing medical transition, there will be an impact on their tine at school |  |  |
| **Working with parents & carers –** staff should bear in mind that they are representing the interests of the YP. Confidential information must not be shared even with the parents & carers without the YP permission, unless there are safeguarding reasons for doing so |  |  |
| **Confidentiality & information sharing** – school staff should not disclose information that may reveal a students trans status or gender-nonconforming presentation to others, including parents, carers & other members of the school community, unless legally required to do so or because the YP has asked them to. |  |  |