



# Trans Inclusion Policy

Ratification Date: \_\_\_\_10/10/23\_\_\_\_

Signed: \_\_\_\_*AJHawkins*\_\_\_\_

Review Date: \_\_\_\_\_

Date of next review: Sept 2024



### **Version Control**

| Version | Date     | Changes  |
|---------|----------|----------|
| 1       | 10/10/23 | Original |
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### **Review**

This policy is reviewed annually to ensure compliance with current regulations. Approved and reviewed by The Board of Directors.



## 1 RATIONALE AND INTRODUCTION

**1.1 Aims** - In recent years, research, legislation and the professional capacity to understand the issues have increased the awareness of Gender Dysphoria and resulted in Gender Identity Issues being increasingly recognised by Liminal Educations and colleges.

This policy outlines the roles and responsibilities of all those in our community towards Trans Gender students and ultimately aims to provide information; guidance and procedures to follow which will result in Trans Gender students feeling supported.

**1.2 Legislation** - Under the Equality Act, 2010 Liminal Educations must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

The Equality Act provides protection from discrimination because of gender reassignment in Liminal Educations. This means that it is unlawful for Liminal Educations to treat students less favourably because of their gender reassignment.

## 2 NATIONAL DATA AND FINDINGS

**2.1** Trans children and young people are a particularly vulnerable group. On average, Transgender children leave Liminal Education earlier than any other group, and a recent survey has shown that 25% have attempted suicide, and a further 25% have considered it.

Possible signs of a Trans child or young person who may need additional support includes:

- Lack of concentration
- Poor educational performance
- Total immersion in school work
- Reluctance to use the school toilets
- Reluctance to do physical exercise especially if it is strongly associated to the birth gender, including a reluctance to use showers and changing rooms
- Truancy
- Sickness and absenteeism



- Self-harm
- At the receiving end of bullying
- Bullied because of their sexual identity
- Bullied because of their gender identity
- Few friends

### 3 BE AWARE

3.1 When considering Trans identities, is it important to understand that there is a difference between biological sex and gender. Biological sex refers to chromosomal make up, genitalia, hormones etc. and as such would be used in reference to the physical anatomy of a person. Gender concerns your internal self and how you choose to express yourself. Gender is considered by some to be a social construction in that children learn how to behave in a manner deemed to be in line with their biological sex.

3.2 Children and young people may question their gender identity for a range of reasons and this may not mean they are Trans or will go on to transition. Each individual is unique; each person will experience their gender variance to a different degree and will respond to social circumstances differently.

### 4 DEFINITIONS

4.1 For a wider list of definitions, please refer to Appendix A

4.2 **Gender identity:** How someone interprets their gender. This is not necessarily the gender the person was assigned at birth. Everyone has a gender identity; it is how we feel about our gender and is unique to each individual.

4.3 **Trans** is an umbrella term which covers the entire trans community, encompassing anyone whose gender identity does not match the gender they were born with, and/or people who identify as gender variant with regards to gender identity and/or gender expression.

4.4 A **Transgender person** feels that the gender they were assigned at birth does not match up with the way they feel internally about their gender identity. A Female to Male (F2M) person will have the external appearance or body of a female and identify their gender as male; a Male to Female (M2F) person will have the external appearance of a male and identify their gender as female. Some transgender people will choose to transition socially and some will also take medical steps to physically transition (with the help of hormone therapy and/or surgery) to live in the gender role of their choice.



4.5 Other gender identities which come under the trans umbrella are **non-binary** (someone who identifies as neither male nor female) or **gender fluid** (someone whose gender identity moves fluidly between genders, which can include male, female, both or neither).

4.6 Of course some children may exhibit many of the above signs for other reasons than gender identity issues; however, they do show that the child may be very unhappy and need further support.

## 5 WHO IS THE POLICY FOR?

This policy applies to all members of the Liminal Education community (including staff, students, volunteers, parents / carers, visitors).

## 6 ROLES AND RESPONSIBILITIES

6.1 The following section outlines the roles and responsibilities for Transgender inclusion of individuals and groups within the Liminal Education:

6.2 The Designated Safeguarding Lead - should be trained in trans-gender issues and be aware of the potential for issues to arise from:

- trans phobic bullying
- absence from school

6.3 Teaching and Support Staff are responsible for ensuring that:

- they have an up to date awareness of trans-gender matters and of the current Liminal Education policy and practices
- they report any issue to the Designated Safeguarding Lead following Liminal Education procedure
- trans-gender issues are addressed sensitively in the curriculum and other Liminal Education activities as and when they arise and they monitor students in form time and lesson time to ensure trans-gender bullying is prevented

6.4 Whole Liminal Education approach - Members of our Liminal Education community should strive to use the preferred pronoun for a trans child, 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 (i.e. there are just males and females).

Staff should reflect on the use of language such as 'ladies' and 'gents', 'girls' and 'boys' to describe groups of students. It may be preferable to say 'come on year 8s, off to your lesson now,' or 'come on everyone, it's time to get on with your learning.'



The purpose of this is not to deny gender as an important part of our identity, in fact this can be explored as part of learning in PSHCE; 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.

## 7 CURRICULUM AND T&L

The environment, curriculum, circle time and social time can all be used to explore issues of gender, gender identity and trans phobia and to make visible and celebrate trans people. Staff will also want to consider T&L approaches that they use which may have an impact of making trans children and young people feel confused, excluded or uncomfortable.

## 8 DRESS

8.1 Trans and gender questioning students have the right to dress in a manner consistent with their gender identity or gender expression. Students wishing to choose to dress in the clothes associated with their gender should do so with the full support of the pastoral team in Liminal Education and in discussion with key members of staff – e.g. Key Worker, DSL, DHT.

8.2 We will support any trans student to dress in any manner which they feel comfortable with.

## 9 NAMES AND PRONOUN CHANGE

9.1 We will respect a young person's request to change name and pronoun, which we recognise is a pivotal part of supporting and validating that young person's identity. Some trans children and young people may wish to change their name to make it in line with their 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.

9.2 A change of name by deed poll is not required to make a change to pupil records on our system;

9.3 However, entry for exams and exam certificates are more complex. For example the JCQ *paper work states:*

*'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 in the centre is his/her legal name rather than a 'known as' name.'*



9.4 Ideally, an agreed strategy needs to be agreed with the student and their parents/carers, then agreed with the various exam boards prior to starting courses. A deed poll is accepted and can be used to enter candidates as a different name to their birth name.

## 10 TOILETS

Students who are transitioning (and are therefore classes as undergoing gender reassignment under the Equality Act) have the legal right to use the toilets of their gender. However, some students may feel uncomfortable using gendered toilets. Liminal Education will discuss this with the student.

## 11 DEALING WITH PREJUDICE FROM PARENTS/CARERS

10.1 If parents express concern over the Liminal Educations' actions in including trans young people, then this should not affect the Liminal Educations' actions regarding that young person – in a similar way in which a parent's sexist or racist views would not influence Liminal Education to change their equality policy.

10.2 Due to a lack of understanding about gender variance and trans people, there may be negative reactions from parents around use of changing or toilet facilities. This could be handled in an informative and educative manner (for example, explaining what gender identity is and what trans means), and without ever disclosing personal information and identities of young trans pupils. The Equality Act can be referred to, as can the organisational Equality Policy

## APPENDIX A: GLOSSARY. THIS IS NOT A DEFINITIVE LIST.

Cis/Cisgender (pronounced sis): Someone who identifies exclusively with their gender assigned at birth. Non-transgender is also used by

Transgender: An adjective not a noun (someone is not 'a transgender').

Sex change/pre-op/postop: Inaccurately implies that someone should have surgery to transition

Biologically/genetically male/ female or born male/female: Overly-simplifies a very complex subject. A person's sex is determined by a number of factors; a person's biology

Gender dysphoria: describes when a person experiences distress because of a mismatch between their sex assigned at birth and their gender identity. (also a clinical diagnosis).

Gender reassignment: to undergo this can mean medical intervention but it can also mean changing names, pronouns, dressing differently and living in their gender not the one assigned.

Gender stereotypes: way people are expected to behave based on their perceived gender.

Gender variant: someone who doesn't conform to gender stereotypes.



Gender binary: relates to the view that gender is male or female; however many people do not relate to being distinctly male or female.

Non-binary: umbrella term for someone who does not feel that they are either male or female.

Gender-queer: person who does not subscribe to conventional gender distinctions but identifies with neither, both or a combination of male and female genders.

Gender fluid: a person who does not have a fixed gender.

Mx (pronounced miks): an honorific title before a person's surname or full name used to avoid specifying gender or by those who prefer not to identify themselves as male or female.

Pronoun: refers to a person's gender in conversation. Some people may prefer to be referred to in gender neutral language (they/their or zi/zir) If you aren't sure it is far better to ask than just guess