



Calday Grange
Grammar School

GENDER IDENTITY POLICY

Reviewed at Curriculum & Student Welfare:
Approved by Full Governing Body:
Date of next review:

1st October 2024
24th October 2024
September 2025

PURPOSE OF THIS POLICY

The purpose of this policy is to set a framework for how Calday Grange Grammar School will support students in relation to gender identity. The best interests of students will always be considered on a case-by-case basis, whilst also having regard to the school's guiding principles.

This policy and associated guidance give more detail on how the Calday Grange Grammar School's Equal Opportunities (Education) Policy applies to transgender students.

LEGAL FRAMEWORK

This policy supports staff and students in meeting the requirements of the Equality Act 2010 ('the Act'), which includes gender reassignment as one of the nine 'protected characteristics'. Gender reassignment is therefore protected under the Act, and section 7 sets out the definition:

(1) 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.

(2) A reference to a transsexual person is a reference to a person who has the protected characteristic of gender reassignment.

REVIEW

We recognise that this is a complex and developing area of practice and that there is an ongoing public discussion around the best way to support trans and gender questioning young people. Against this backdrop, this policy and the associated guidance document will be regularly reviewed and updated.

DEFINITIONS

Gender Identity is defined as a person's innate sense of their gender.

'Transgender' or 'Trans is defined as:

- People who have the protected characteristic of gender reassignment under section 7 of the Equality Act 2010, as set out above.
- People who do not wish to undergo a process to reassign their sex, but whose gender identity is different from their biological sex.

GUIDING PRINCIPLES

Calday Grange Grammar School was founded in 1636 with the purpose of giving boys an education. It has a proud tradition of putting boys first and providing an education which is tailored accordingly. The Governors remain firmly committed to the benefits of a single-sex education for boys and for this to be a determining feature of our ethos and educational offer.

Calday Grange Grammar School aims to give support and understanding to anyone who is questioning their gender identity, intends to take, or has taken steps to present themselves in a gender different to their biological sex. We recognise that such experiences can be very complex and difficult for the individual (and potentially also for their family and friends); and we wish to act in a non-judgemental, supportive and sensitive way, ensuring that each individual is treated fairly and with dignity and respect.

Our tradition of empowering young men and also women in the sixth form, is fully compatible with a focus on diversity and inclusion, combining to create an environment in which every person is valued, supported and feels that they belong. There is a developing awareness and understanding that for some individuals gender identity may not be fixed or conventional, and this policy and the associated guidance is intended to ensure that such individuals are treated fairly and receive appropriate support.

Calday Grange Grammar School will aim to provide an environment for trans students in which they can:

- feel able to be themselves and valued for who they are;
- feel included and part of the school community;
- have access to resources and information relevant to them; and
- feel they have people to talk to and know how to access support services.

SCOPE OF THIS POLICY

This policy applies to all transgender students in relation to

- Admissions
- Existing students who transition
- Meeting the needs of students
- Pastoral support
- Protection against harassment and bullying
- Confidentiality
- Guidance, support and training for staff

This policy and associated guidance relate only to those matters which fall under the responsibility of Calday Grange Grammar School. Any formal transition would require comprehensive professional support and parental engagement and is outside the school's remit.

ADMISSIONS

As we are a single-sex school, it is of paramount importance to us that we protect our rights to operate as one and ensure we are acting in accordance with our guiding principles.

Calday Grange Grammar School will take the following approach to admissions:

New applicants who are legally female but who identify as trans or non-binary

Calday Grange Grammar School is able to operate a single-sex admissions policy, without breaching the Equality Act 2010 on the basis of an exemption relating to biological sex. The school believes that an admissions policy based on gender identity rather than the legal sex recorded on a student's birth certificate would jeopardise the status of the school's as a single-sex schools under the Act. For this reason, the school does not accept applications from students who are legally female.

New applicants who are legally male but who identify as trans or non-binary

Applications from students who are legally male but who identify as trans or non-binary will be carefully considered on a case-by-case basis. Single-sex schools present a particular context for transgender students. There may be cultural challenges involved in a trans student who does not identify as a boy attending a school which deliberately tailors its ethos and educational approach to cater specifically for boys.

Existing students who transition during their education at the school

An application for a gender-recognition certificate can be made only from 18 years of age, so it is unlikely although not impossible, that a student may be legally gender reassigned before leaving school. However, students might begin to transition socially before this age. A trans student attending Calday Grange Grammar School will be supported to remain at the school post transition as long as they wish to do so. All schools have a responsibility to ensure that measures are put in place to enable them to thrive at their school. If a trans student feels that moving to a different school might be more beneficial, this will also be supported.

Meeting the needs of transgender students and those who wish to transition, and creating an inclusive environment

Calday Grange Grammar School aims to anticipate and respond positively to the needs of trans students attending the school, providing a supportive approach so that they feel welcome, safe, valued and supported. The gender identity guidance provides further advice on how to go about this in different areas of school life.

Creating an inclusive environment involves demonstrating respect for trans people, and those who are perceived to be trans, as well as their family members and friends, in terms of:

- their gender identity;
- their right to work and study with dignity;
- their name and personal identity; and
- their privacy and confidentiality.

PASTORAL SUPPORT

Calday Grange Grammar School aims to support the health and psychological wellbeing of students who are questioning their gender identity or going through transition. Supporting students and their families during this process will help them to perform well in their study and work, and to thrive in their social and emotional lives.

We therefore encourage those who may be questioning their gender identity or going through transition, to reach out to us, and an individual support plan will be discussed and agreed with the student, to ensure they feel safe and supported at school.

PROTECTION AGAINST HARASSMENT AND BULLYING

Discrimination, harassment or victimisation are not tolerated at Calday Grange Grammar School on any grounds. All students, staff and parents shall be encouraged to value and respect others and to challenge inappropriate attitudes, behaviour and practices.

If any students, staff or parents would like to raise concerns around this, we would encourage them to do so by contacting by the Senior Pastoral Leader.

Transphobic bullying, incidents and harassment will be dealt with within the school's policy framework relating to anti-bullying, behaviour and disciplinary incidents.

CONFIDENTIALITY

Calday Grange Grammar School will respect the confidentiality of all trans students and will not reveal sensitive personal information without the prior consent of the individual except to protect their vital interests, safety or welfare.

If the school is notified in writing of a student's intention to transition during their education, the school will agree with the student the date from which their details are changed on records, as far as is possible. A trans student's file should reflect their preferred name and gender. Any material that needs to be kept related to the student's trans status should be stored confidentially and in accordance with Data Protection legislation. No records should be changed without the permission of the student concerned. Where a parent's views differ from a student's with regard to their preferred name or gender identity, the student's records should reflect the views of both.

Gender Recognition certificates are not retrospective. If a trans person applies for and receives a Gender Recognition Certificate, they have the right to request that all references to their former name and gender are changed from that point onwards, but their name and gender should not be changed in historic records.

GUIDANCE, SUPPORT AND TRAINING FOR STAFF

Guidance, support and training will be provided to staff to ensure that the school's commitment to support trans students is fully realised.

ENQUIRIES

Any enquiries in connection with this policy should be directed to the Assistant Headteacher – Pastoral.

REVIEW OF POLICY

This policy will be subject to regular review in accordance with any further guidance issued by the Department for Education or any other relevant bodies and will be approved by the Full Governing Body.