

Transition of a Pupil in School

Legislation

Schools fall under the Public Sector Equality Duty: they must eliminate discrimination; provide equality of opportunity; and foster good relations between minority groups and others. Religion or belief may not be used to discriminate against lesbian, gay, bisexual or gender variant/trans/non-binary people.



Recommended Memorandum of Understanding

Confidential, informal document; access restricted: protects the trans person and clarifies the school's obligations. To be signed by Head Teacher and a parent or guardian: a flexible document to be reviewed from time to time and amended as necessary.

Important changes and actions should be scheduled

Name and gender-marker (pronoun) change, including on documents, school records, DfE returns (keep secure any hard copy or IT documents with old name/pronouns). Reissue any award or other certificates (N.B social name change does not require anything other than parents'/guardians' written agreement; children may obtain a Deed Poll document with parents'/guardians' support, but this is not obligatory); 16+ don't need parents'/guardians' support.



Date of transition (change of gender role), including any uniform requirements; agreed with child and family;

Toilet and changing facilities: ensure that these are immediately available in line with new gender presentation, and the young person's wishes;



Disclosures: To whom, by whom, how and when? May include communication to teachers, pastoral staff, school nurse and other staff; governors; possibly parents of children in class; children in peer group, year, whole school?

Only give information when necessary; respect confidentiality and privacy e.g. new pupil who has already transitioned need not disclose;



Press Intrusion: Prepare generic equality statement to be issued if necessary. Alert office staff who respond to telephone calls, so that confidentiality and privacy is not breached.

Training: Teachers and pastoral staff; governors; may include use of e-learning: <http://www.nlmscontent.nesc.nhs.uk/sabp/gv/>



Literature: e.g. leaflets for parents; signposting e-Learning;

Support: Appoint mentor for child; signpost other support groups for family, see: Directory of groups www.TranzWiki.net; GIRES at www.gires.org.uk, and Mermaids at www.mermaidsuk.org.uk/

Time out: Children (especially during puberty) may need clinic appointments – miss school, and need to make up lost lessons; from start of puberty, possibility of hormone-blockers leading to lack of energy, see: <http://tavistockandportman.uk/care-and-treatment/information-parents-and-carers/our-clinical-Pservices/gender-identity-development>



Curriculum: Introduce equality and human right concepts in the classroom; see: www.gires.org.uk/education/classroom-lesson-plans; Primary level: Penguin stories; middle school: Peter's Story (parent is trans); and middle and senior school, The Gender Question.

Code of Conduct: Prominently display generic policy, covering all protected characteristics;

Celebrate diversity: run events such as LGB&T History Month (February)

