

## 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 or non-gender people.



### Recommended Memorandum of Understanding

Confidential, informal document; access restricted: protects the young trans person and clarifies the school's obligations. To be signed by Head Teacher and 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 the young person's expressed intentions and parents'/guardians' agreement; children may obtain a Deed Poll or Statutory Declaration may help to facilitate correction of documents. 16+ don't need parents'/guardians' support. <http://www.ukdp.co.uk/name-change-age-restrictions/>

**Date** of transition (change of gender role), including any uniform requirements, agreed with young person 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, whole school?

**Only give information when *necessary*; respect confidentiality and privacy** e.g. a 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://cs1.e-learningforhealthcare.org.uk/public/GEV/GEV\\_01\\_001/story.html](http://cs1.e-learningforhealthcare.org.uk/public/GEV/GEV_01_001/story.html)



**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](http://www.TranzWiki.net); GIRES at [www.gires.org.uk](http://www.gires.org.uk); Mermaids at [www.mermaids.org.uk](http://www.mermaids.org.uk); Allsorts at <http://www.allsortsyouth.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, possibly on hormone-blockers leading to lack of energy, see: <https://tavistockandportman.nhs.uk/care-and-treatment/our-clinical-services/gender-identity-development-service-gids/>



<http://elearning.rcgp.org.uk/gendervariance>

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

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



**Celebrate diversity:** Facilitate LGBTQI group and run events such as LGB&T History Month (February)