



ST ALBANS GIRLS' SCHOOL

Gender Identity Policy

GB sub-committee: Personnel & Student Wellbeing Committee

Co-ordinator: Miss T Lambert

Last Reviewed: Autumn 2023

Next Review: Autumn 2024

Signed by:
Margaret Chapman
Head Teacher

Signed by:
Claire Barnard
Chair of Governors

1. RATIONALE

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| 1.1 | STAGS was established to improve the education of girls at a time when education for girls was not prioritised and in most cases discouraged. This left a huge gap in the progress and independence of young women. The majority of schools today are co-educational, but STAGS is firmly committed to the benefits of a single-sex education for girls because, in our experience, students in girls' schools are less constrained in their choice of subjects, show a greater propensity to take risks and innovate, perform better in examinations, have more opportunities to show leadership, and are less likely to conform to gender stereotypes. For these reasons, STAGS parents and students choose a predominately single-sex environment over other available options. |
| 1.2 | STAGS remains a single sex school, and regards sex (a biological term) as distinct from gender. |
| 1.3 | However, STAGS aims to give support and understanding to anyone who wishes to take, or has taken steps, to present themselves in a gender different to the gender assigned at birth. We recognise that the period of transition can be very complex and difficult for the individual, and would wish to act in a supportive and sensitive way. STAGS values all its students and staff, and aims to create an inclusive trans-friendly culture, workplace and learning environment, free from discrimination, harassment or victimisation, where all transgender people are treated with dignity and respect in relation to their gender identity, irrespective of their birth sex. |
| 1.4 | Within the context of a single-sex school, a number of transgender boys have been successfully integrated into STAGS at different times, and there is also a developing awareness and understanding that gender identity may not be fixed or conventional, and that students may transition while studying at STAGS. |
| 1.5 | Single-sex schools present a particular context for transgender students. An application for |

	a gender recognition certificate can only be made 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 may wish to begin transitioning to a different gender from that assigned at birth before this age.
1.6	The policy applies to all transgender students in relation to admissions, to teaching and learning and pastoral provision, to scholarships and awards, to health and safety, to personal conduct, and to complaints and disciplinary procedures.
1.7	In this policy 'transgender' (trans) is used to refer to the following groups: <ul style="list-style-type: none"> ● People who do not wish to undergo gender reassignment, but whose gender identity is different from their assigned sex, including those who identify as intersex, third gender, non-binary or gender fluid. ● People who have the protected characteristic of gender reassignment under section 7 of the Equality Act 2010, which says: "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
2. AIMS	
2.1	The purpose of this policy is to set a framework for how St Albans Girls' School (STAGS) will support students in relation to gender identity. The policy and associated guidance give more detail on how STAGS's Equal Opportunities (Education) Policy applies to transgender students. STAGS's Equal Opportunities (Employment) Policy applies in relation to transgender staff.
2.2	This policy also supports staff and students in meeting the requirements of the Equality Act 2010, which includes gender reassignment as one of the nine 'protected characteristics' on the grounds of which people are protected against unlawful discrimination. The policy also sets out the Trust's obligations under the Gender Recognition Act 2004.
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3. PROCEDURES	
3.1	There are practical challenges involved in a trans student attending a school which deliberately tailors its ethos and educational approach to cater specifically for girls. These challenges will need to be addressed with sensitivity on a case by case basis. In particular STAGS aims to support the health and wellbeing of trans students in their affirmed gender. By supporting students through transition, they may be better able to perform well in their study and work. An individual action plan will be discussed and agreed with the student who announces their intention to transition.
3.2	Creating an Inclusive Environment STAGS aims to be an inclusive environment. This means demonstrating respect for trans people, and those who are perceived to be trans, as well as their family members and friends, in terms of: <ul style="list-style-type: none"> ● their gender identity ● their right to work and study with dignity

	<ul style="list-style-type: none"> • their name and personal identity • their privacy and confidentiality
3.3	<p>Protection Against Harassment and Bullying</p> <ul style="list-style-type: none"> • STAGS aims to create an inclusive trans-friendly culture in its schools, free from discrimination, harassment or victimisation. All students, staff and parents shall be encouraged to value and respect others and to challenge inappropriate attitudes, behaviour and practices • Transphobic bullying, incidents and harassment will not be tolerated, and will be dealt with in the first instance under the Anti-Bullying Policy or staff Disciplinary Policy as appropriate. This includes deliberate attempts to mis-gender a student
3.4	<p>Confidentiality</p> <ul style="list-style-type: none"> • STAGS will respect the confidentiality of all trans students and will not reveal sensitive personal information without the prior agreement of the individual except to protect their vital interests • If a parent/carer and student notifies STAGS in writing of their intention to transition during their education, the school will agree with them the date from which their chosen details are changed on records, as far as is possible within the boundaries of the schools MIS system. Gender is used to define sex and gender assigned at birth in the current MIS system. This cannot be altered. However, a chosen name can be entered and used by staff and students. In addition, a student's chosen pronouns can be made known to all staff and every endeavour made to use them. Trans students will be reminded that they attend a girl's school and that visitors and adults not known to them may make errors. This will not be an attempt to mis-gender • Any material that needs to be kept related to the person's trans status should be stored confidentially. No records should be changed without the permission of the parent and student concerned • When a trans person receives a Gender Recognition Certificate, they have the right to request that all references to their former name and gender are removed and replaced with their current name and gender. The school will update records promptly
3.5	<p>Guidance, support and training for staff</p> <ul style="list-style-type: none"> • Guidance, support and training will be provided to staff to ensure that STAGS's commitment to transgender equality is fully realised
4. MONITORING	
4.1	<p>Curriculum</p> <p>Explicit teaching of the topics necessary will be ensured through the monitoring of PSHE. Implicit teaching will be monitored through our SMSC audit; during every lesson observation (SMSC is a requirement on our lesson observation record form); during work scans and during some student/learner voice opportunities. Opportunities for students to demonstrate their inclusivity will be available frequently, such as during assemblies and house events.</p>
4.2	<p>Curriculum Enrichment</p> <p>Central to the ethos of our school and underpinning our curriculum is the aim to encourage students to understand diverse views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate. We may use external agencies or speakers to facilitate and support this enrichment. Therefore, by delivering a broad and balanced curriculum, enhanced by the</p>

	use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help pupils develop the critical thinking skills needed to engage in informed debate.
4.3	St Albans Girls' School monitors and reviews its policies and procedures on a regular basis to ensure that there is compliance.