



# ST ALBANS GIRLS' SCHOOL

## Gender Identity Policy

**GB sub-committee: Personnel & Student Wellbeing Committee**

**Co-ordinator: Miss T Lambert**

**Last Reviewed: Autumn 2024**

**Next Review: Autumn 2025**

**Signed by:**  
Margaret Chapman  
*Head Teacher*

**Signed by:**  
Claire Barnard  
*Chair of Governors*

### 1. RATIONALE

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| <b>1.1</b> | 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. |
| <b>1.2</b> | STAGS remains a single sex school, and regards sex (a biological term) as distinct from gender.  |
| <b>1.3</b> | 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 stereotypes assigned to their gender at birth. STAGS values all its students and staff, and aims to create an inclusive culture, workplace and learning environment, free from discrimination, harassment or victimisation, where all people are treated with dignity and respect in relation to their gender orientation.   |
| <b>1.4</b> | Within the context of a single-sex school, there is awareness and understanding that gender identity may not be fixed or conventional  |
| <b>1.5</b> | 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.  |
| <b>1.6</b> | The policy applies to all gender questioning 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.
<b>1.7</b>	In this policy 'transgender' (trans) is used to refer to the following groups: <ul style="list-style-type: none"> <li>• 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 or other attributes of sex</li> </ul>
<b>2. AIMS</b>	
<b>2.1</b>	The purpose of this policy is to set a framework for how St Albans Girls' School (STAGS) will support students who are questioning their gender.. The policy and associated guidance give more detail on how STAGS's Equal Opportunities (Education) Policy applies to gender questioning. STAGS's Equal Opportunities (Employment) Policy applies in relation to the gender of staff.
<b>2.2</b>	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.
<b>3. PROCEDURES</b>	
<b>3.1</b>	STAGS aims to support the health and wellbeing of all students, including any experiencing gender distress. Our focus will be on facilitating students to feel included, respected and ensure they feel supported in how they are feeling. This will be conducted in communication with parents/carers.
<b>3.2</b>	<b>Creating an Inclusive Environment</b> STAGS aims to be an inclusive environment. This means demonstrating respect for those who are gender questioning, as well as their family members and friends, in terms of: <ul style="list-style-type: none"> <li>• their gender orientation</li> <li>• their right to work and study with dignity</li> <li>• their privacy and confidentiality</li> </ul>
<b>3.3</b>	<b>Protection Against Harassment and Bullying</b> <ul style="list-style-type: none"> <li>• STAGS aims to create an inclusive 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</li> <li>• Bullying and harassment with transphobic intentions, will not be tolerated, and will be dealt with in the first instance under the Anti-Bullying Policy or staff Disciplinary Policy as appropriate.</li> </ul>
<b>3.4</b>	<b>Confidentiality</b> <ul style="list-style-type: none"> <li>• STAGS will respect the confidentiality of all students and will not reveal sensitive information without prior agreement of the individual and parent/carer to protect their vital interests</li> <li>• If a parent/carer and student notifies STAGS in writing of gender related distress, consultations will take place in confidence, to discuss the best way to support the student.</li> <li>• Gender is used to define sex in the current MIS system. This cannot be altered.</li> </ul>

	<p>However, a chosen name can be entered and used by staff and students at the written request of both students and parents/carers.</p> <ul style="list-style-type: none"> <li>Any material that needs to be kept related to the person's identity status will be stored confidentially. No records will be changed without the permission of the parent/carer and student concerned.</li> </ul>
<b>3.5</b>	<p><b>Guidance, support and training for staff</b></p> <ul style="list-style-type: none"> <li>Guidance, support and training will be provided to staff to ensure that STAGS's commitment to the support of gender questioning students is consistent, and done with an understanding of the Cass Review (Independent review of gender identity services for children and young people 2024) and pending further advice from the Department of Education in due course.</li> </ul>
<b>4. MONITORING</b>	
<b>4.1</b>	<p><b>Curriculum</b></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>
<b>4.2</b>	<p><b>Curriculum Enrichment</b></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 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.</p>
<b>4.3</b>	<p>St Albans Girls' School monitors and reviews its policies and procedures on a regular basis to ensure that there is compliance.</p>