



# THOMAS ALLEYNE ACADEMY TRANS POLICY

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| LATEST REVIEW         | January 2026       |
| NEXT REVIEW DATE:     | January 2028       |

# 1. POLICY STATEMENT

## Introduction

The Thomas Alleyne Academy is committed to ensuring that every pupil in school is offered equality of opportunity in all areas of school life. The Thomas Alleyne Academy recognises that transgender young people and their families face particular challenges and are likely to need extra support from the school. We are committed to supporting all the pupils in our care, and their families, on an individual basis and will provide pastoral care for all pupils who need it. We are committed to providing specific additional support for transgender students by a trained member of staff.

## Aims

This policy aims to outline the additional support in place to support transgender students.

The Thomas Alleyne Academy takes a 'do-no-harm' approach which ensures that children exploring their gender-identity are fully included and supported in education and are safeguarded, without pressure to make life-defining choices at an early age.

[DfE guidance](#) states: While teachers should not suggest to a child that their noncompliance with gender stereotypes means that either their personality or their body is wrong and in need of changing, teachers should always seek to treat individual students with sympathy and support.

# 2. DEFINITIONS

For the purposes of this document and for clarity, the following definitions will be used:

- Sex: Referring to the biological aspects of an individual as determined by their anatomy, which is produced by their chromosomes, hormones and their interactions
- Gender: The state of being male or female in relation to the social and cultural roles that are considered appropriate for men and women.
- Gender Identity: A person's innate sense of their own gender, whether male, female or something else, which may or may not correspond to the sex observed at birth
- Gender Expression: How a person chooses to outwardly express their gender, within the context of societal expectations of gender. A person who does not conform to societal expectations of gender may not, however, identify as trans.
- Gender Non-Conforming: Exhibiting behavioural, cultural, or psychological traits that do not correspond with the traits typically associated with one's sex : having a gender expression that does not conform to traditional societal definitions of gender expression.
- Transgender or Trans: Of, relating to, or being a person whose gender identity differs from the sex the person had or was identified as having at birth

### 3. LEGISLATION

This policy is informed by the following acts of legislation, and will be updated in line with changes to legislation and guidance to schools.

- Human Rights Act 1998
- Gender Recognition Act 2004
- Equality Act 2010

#### **The Human Rights Act 1998**

The following Articles from The Human Rights Act 1998 support the rights and needs of trans people to live their lives in their true gender:

- Article 8: right to respect for private life and family life
- Article 10: freedom of expression
- Article 14: the prohibition of discrimination

#### **The Gender Recognition Act 2004**

The Gender Recognition Act 2004 is mainly concerned with the process by which a person can get a Gender Recognition Certificate, and correct their original birth certificate to match the gender with which they identify. This can only occur after a person reaches 18 years of age but is something that many younger people may aspire to and therefore may be of concern to them.

#### **The Equality Act 2010**

The Equality Act 2010 ensures legal protection against discrimination (direct or indirect) for everyone under the nine protected characteristics defined in the Act, one of which is Gender Reassignment.

Part 6 of the Equality Act 2010 makes it clear that the Act specifically refers to Schools and young people.

The Equality Act 2010 (2:1:7) states that; “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”.

The act applies to employment, education and a range of other areas where discrimination may take place. In order to be protected under the Act, a pupil will not necessarily have to be undergoing a medical procedure to alter their physical aspect to correspond with the gender identity with which they identify, but they must be taking steps to live in the opposite gender, or be proposing to do so.

## 4. TRANS SUPPORT PROCESS

At The Thomas Alleyne Academy we will apply the following processes to provide support for each student.

- If a student is questioning their identity and/or wishes to use a different preferred pronoun/ name to that which is legally recognised, they are encouraged to communicate this to a staff member that they feel comfortable talking to.
- A member of staff will act as a Transgender Support Lead. This person will have experience and training to be able to have conversations with students on this subjects. In time it is expected that
- Any disclosures will be logged internally on CPOMS and the Transgender Support Lead/ a trained member of staff will be alerted.
- The students will meet with a trained member of staff to discuss their current thoughts and feelings. This conversation will be student-led, with only open-ended questions asked to clarify the student's current feelings.
- The student will be asked to clarify any changes they may wish to be made in school, such as staff addressing them by different pronouns/names, providing changing facilities in PE or the use of Gender Neutral toilets available in school. An agreement around these areas may be put in place, at the discretion of the Transgender Support Lead.
- Each outcome will be dependent on the individual situation. Gender exploration may be a journey that does not take a linear path, and does not have a fixed timeline. Therefore appropriate questions must be asked before any changes/agreements are put in place and the timeline of progression must be considered.
- Changes in school to pronouns and names will be communicated by the Transgender Support Lead only.
- Once an agreement is put in place, any changes to this agreement must include a meeting between the student and the Transgender Support Lead prior to the changes being approved.
- Throughout this process, the student will be encouraged to discuss their gender exploration with family at home, if they have not already done so. If the student is reluctant to do so, the Transgender Support Lead will continue to meet with them and provide support to facilitate that conversation.
- Once a student has been using a preferred name or pronoun in school for a period of time the student may request for this to be changed on Arbor. For this to happen parents must be made aware.

## 5. WORKING WITH PARENTS

The school will work collaboratively with parents to support their child's exploration of their gender identity.

- After a period of in school support, the Thomas Alleyne Academy will inform parents of any changes that have been requested by their child about their identity. We will always work with the child to encourage them to be open and honest with their parents first. Parents will be informed of the child's chosen identity, and any provisions being made in school to support this (e.g. pronoun changes, name changes etc). It is the school's view that in most cases, the student is competent enough to determine their own identity and therefore parent consent is not required for changes to take place. ([Gillick Competence](#)) Communication home will continue use legal names and pronouns unless changes are requested by parents.

## 6. REVIEW

This policy will be reviewed every two years, or more regularly in the light of any significant new developments or response to changes in guidance.