

Pinderfields Hospital PRU



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Trans Inclusion Policy 2025-26

Chair of Management Committee
Signed

MISSION STATEMENT

At Pinderfields Hospital PRU we will:

- Encourage honesty, respect and trust
- Exercise discipline and self-control
- Feel safe, secure and happy in the school environment
- Develop our confidence and self-image to allow us to achieve our potential
- Ensure everyone is important and valued
- Promote healthy lifestyles
- Encourage understanding and acceptance of individual needs
- Offer continued support for a smooth transition to the next provision



OFSTED 2023 Overall Judgment = GOOD

Leadership & Management = Outstanding
Behaviour & Safety of Pupils = Outstanding
Achievement of Pupils = Good
Quality of Teaching = Good

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Introduction

This policy is designed to provide an overview of our whole provision approach in ensuring that staff and students identifying as trans are supported and fully included within the PHPRU community. It also includes links to further sources of information and support for use in signposting and supporting students.

Key terminology

These are only some key terms, there are also many more not listed here. Some of the toolkits and resources listed within this policy also have lists of other key terms.

Binary Gender System: a system that forces all people into only two categories – either man or woman, boy or girl. In this system men and women are expected to look and behave in a particular way that are different to one another.

Cisgender: a match between your biological sex and your gender

Gender identity: how someone interprets their gender. This is not necessarily the gender the person was assigned at birth. Everyone has a gender identity; it is how we feel about our gender and is unique to each individual.

Gender expression: how someone expresses and portrays their gender. This is often based on social norms and stereotypes, and is therefore relative to different cultures, eras or societies.

Gender dysphoria: a medical term for the condition whereby a person feels discomfort or distress because there is a mismatch between their assigned gender and their gender identity.

Gender fluid: gender fluid individuals have different gender identities at different times. A gender fluid individual's gender identity could be multiple genders at once, and then switch to none at all, or move between single gender identities.

Genderless: no gender identity

Non-binary: gender identities that are not exclusively male or female.

LGBTQ: acronym for Lesbian, Gay, Bisexual, Trans, Questioning.

Pronouns: the way someone wants to be addressed. Binary pronouns include 'he' or 'she'. Some trans people identify with binary pronouns other people prefer non-binary pronouns such as 'they' (which is used in the singular form). If you aren't sure it is best to ask someone how they prefer to be addressed.

Trans person: an umbrella term which covers the entire trans community, encompassing anyone whose gender identity does not match the gender they were born with, and/or people who identify as gender variant with regards to gender identity and/or gender expression. **Transsexual**

person: a person who feels a consistent and overwhelming desire to medically transition and live their life as a member of the opposite gender. The term transsexual is becoming less commonly used: it has potential negative connotations due to historic medical terminology (being classified as a mental illness) and terms such as 'trans' can be seen as more inclusive as they include identities such as non-binary or gender fluid.

Transgender person: someone whose gender identity does not match the gender they were assigned at birth. For example, someone who was assigned male at birth but identifies as female, or vice versa. Transgender people may choose to transition, either medically (through cross sex hormones, surgery etc.) and/or socially (presentation, clothes, hairstyle etc.)

What the law says

The Equality Act 2010

The act made gender reassignment a protected characteristic for pupils and staff. It includes not only those going through medical procedures to change their sex but also those taking steps to live in the opposite gender or proposing to do so.

The act makes it unlawful to discriminate against, harass or victimise pupils or potential pupils:

- In regards to admissions
- In the way education is provided to pupils
- In the provision of access to any benefit, facility or service, or
- By excluding a pupil or subjecting them to any other detriment

[Information from the Equality Act 2010 and PHPRUs- Department Advice for PHPRU leaders, PHPRU staff, governing bodies and local authorities]

Transphobic Hate Crime

Parliament passed legislation in the Legal Aid, Sentencing and Punishment of Offenders Act 2012 to provide harsher sentences for transphobic hate crime. Sentencing can be enhanced where prosecutors can provide evidence of the offender's hostility towards transgender people.

This mirrors provisions in Section 145 and 146 of the criminal Justice Act 2003 and provides similar provisions to protect Transgender victims of hate crime.

Transition

Transition refers to the social, psychological, emotional and economic processes by which a person moves from their gender assigned at birth to the gender they identify with. This does not have to involve surgery.

Any guidance needs to be tailored to the individual as there is no single path or experience of transition. A good place to start is with a conversation with the person and planning with them how PHPRU can best support their transition.

Key areas to consider could include:

Name and pronouns

A young person may wish to change the pronouns (he/she/they) by which they are referred. This should be supported by PHPRU and if the young person wishes to be referred to by different pronouns throughout PHPRU, then this should be communicated to all staff and registers/records changed accordingly (this includes bus passes, letters home etc.). Names can be changed on SIMS without the need for a Deed Poll document. The young person should also be consulted about if and how they wish their name/pronoun change to be communicated to their pupils. Deliberate refusal to use someone's new name or preferred pronouns would be classed as transphobic bullying.

Residential trips

Trans young people should be able to sleep in dorms appropriate to their gender identity. However, some trans young people may not feel comfortable staying in dorms of their gender identity, in which case alternative arrangements should be made. As always, speaking to the young person and having that discussion with them is essential. To exclude trans pupils from residential trips would be contravening the Equality Act.

PE, including changing facilities

Trans young people have the legal right to use the changing facilities of their acquired gender. It is good practice to speak to the young person and see how they feel about using the changing rooms of their gender, and consider potential problematic reactions from others. Do the PHPRU changing rooms have cubicles? If so, this can effectively be a 'gender neutral' private changing room. Guidance suggest that young people should be allowed to attend the single sex class which aligns with their gender, should PE be separated between male and female pupils.

Other facilities including toilets

As above, young people have the legal right to use toilets of their acquired gender. Whilst promoting that right and supporting young people to live as their gender, young trans people could also be concerned about their vulnerability when using toilet facilities, and fear they risk unwanted attention, leading to bullying and abuse. Young trans people are often encouraged to use the accessibility toilets, however there is also a stigma attached to using these toilets. Renaming these toilets could help reduce the stigma, e.g. 'unisex toilet' or simply 'toilet'. As always, speak to the young person and listen to their concerns and how comfortable they feel using certain facilities.

Uniform

PHPRU uniform should not be a barrier for trans young people living as their acquired gender. PHPRU uniforms should have a range of options; e.g. a choice between skirts or trousers. Where there are different PE kits for male and female pupils, young people should be allowed to wear the PE kit of their true genders.

Single sex classes

Under the Equality Act, pupils have the right to attend the single sex class of the gender by which they identify. If a pupil is identifying as either male or female; they should be permitted to attend the class of their gender. It would be inappropriate for a pupil to attend the class of a previous gender: once someone identifies as a gender, they should be treated as that gender regardless of their personal history.

Some pupils, e.g. those who identify as non-binary, gender fluid or other gender variant identities, may not identify with either gender, or may move fluidly between genders.

We recognise the barriers in terms of educational consistency in allowing pupils to frequently change classes. In order for a pupil to receive a consistent curriculum, our guidance would recommend a discussion with the pupil, asking them which class they feel more comfortable in, and enrolling them on this class for the duration of the academic year. We would however recommend a period of review; where the pupil is consulted and asked how the current arrangements are working for them. Reasonable steps can then be taken to address any discomfort or barriers.

Where possible, and to support an inclusive curriculum, there should be as few differences in curriculum as possible between single sex classes. This is particularly important in ensuring that all pupils receive the opportunity to partake in activities, sports and a wider range of learning experiences.

Exams

Technically, a pupil can be entered under any name with the Examination Board. Once results are accredited it will need to be linked with a Unique Pupil Number (UPN) or Unique Learner Number (ULN) which links to the PHPRU census information, submitted in the January of the examination year. UPNs and ULNs are linked with legal names, not preferred names, so in order to use a preferred name a pupil will need to have changed their name by deed poll. Pupils who are over 16 can do this without parental consent however for pupils under 16 consent from those with parental responsibility is required.

Prior to starting GCSE courses, we recommend that the PHPRU meets with the pupil and if appropriate, their parents or guardian to discuss a strategy which can then be agreed with the relevant Examination Boards.

Whilst names can be changed through deed poll, gender is linked to the gender on a birth certificate, which can only be changed using Gender Recognition certificate. This means that whilst exam boards may be able to enter a pupil under a specific name, their gender will remain linked to the gender on their birth certificate.

Exam certificates and other documents can be changed retrospectively after a name has been changed by deed poll. Exam boards should be contacted for further information on this process.

Supporting staff members

Supporting staff should always be done with consistent and open discussion with the staff member: their needs should always be the priority, and they should be consulted on how they wish the PHPRU to respond to issues that may arise.

A staff member who has previously been known to the PHPRU community as a different name and /or gender may wish to inform the PHPRU community in different ways, depending on which they feel most comfortable with.

If a staff member wishes for this to be communicated to the whole PHPRU community, methods such as emails, letters to families and whole PHPRU assemblies could be considered. We would recommend the staff be informed before the wider PHPRU community so that colleagues can support the staff member and are better placed to appropriately respond to any questions or issues that arise. This could be done through a whole staff meeting. A discussion should be had with the staff member to explore whether they would like to be present at this meeting.

A PHPRU approach should ensure that pupils understand gender identity and how this is distinctly different from biological sex, and the two things can sometimes correlate but sometimes do not. From this start point pupils will then have a greater understanding of name changes, potential changes in presentation and pronoun changes.

Staff should be given time off for reasons related to their transition; whether this is for Gender Identity Clinic appointments, medical procedures or a period of space in order to commence a social transition. ACAS state the following regarding time off work:

Medical appointments and absences – make sure the employer knows about what time off work will be needed. Remember that it is discrimination for an employer to treat a person worse if they are absent from work for a reason related to gender reassignment than you would be treated if you were absent because you are ill or injured, or if you were absent for some other reason.

Transphobia and bullying

Transphobic bullying is motivated by a prejudice against trans or questioning people. As with all bullying, it can be carried out; physically, verbally, emotionally and through cyberspace.

It can be targeted towards:

- People known to identify as trans
- People who are perceived to be trans, or,
- People who have friends or family that identify as trans.

The PHPRU's anti-bullying policy should be followed as it would be with any other form of bullying. Transphobic language should be challenged consistently as should pupils who intentionally mis-gender each other (using pronouns that express the wrong gender, accidentally or deliberately).

The police may also need to be consulted where the incident may constitute a hate crime. True Vision define a Transphobic Hate Crime as:

“Any criminal offence which is perceived, by the victim or any other person, to be motivated by a hostility or prejudice against a person who is transgender or perceived to be transgender.”

Inclusion within the curriculum will contribute to a wider understanding of trans issues within the PHPRU and therefore should reduce incidents of transphobic bullying.

Prejudice from parents

If parents express concern over the PHPRUs' actions in including trans young people, then this should not affect the PHPRUs' actions regarding that young person- in a similar way in which a parent's sexist or racist views would not influence PHPRU to change their equality policy. Due to a lack of understanding about gender variance and trans people, there may be negative reactions from parents around use of changing or toilet facilities. This could be handled in an informative and educative manner and without ever disclosing personal information and identities of young trans pupils.

Visibility

Visibility of trans issues within PHPRU is important, both to ensure young people who may be questioning their gender have a clearer understanding of this and of where they can access support, but also to reduce stigma, transphobia and bullying around PHPRU.

There are two different types of visibility:

Usualising

'Usualising' (a word used in place of normalising) means including something related to trans people within an unrelated topic: the issue does not become the focus, merely a piece of information which relates to trans people sitting inside a wider subject e.g. in history including the murder of

transgender people by the Nazis. Geography include Sweden first country to allow people to legally change their gender.

Actualising

'Actualising' is including trans issues as the centre point of a lesson e.g. PHSE lesson based around gender stereotyping and gender identities.

The more trans young people are represented in the curriculum, and gender identity is covered in PHPRU, the more young people will feel that questioning their gender identity is not something negative or 'different', and through visibility and education stigma can be greatly reduced. More information available from <http://the-classroom.org.uk/how-to-do-it/usualising-and-actualising/>

Named person

One good initiative is to name specific staff members who have a good knowledge of trans issues, who all pupils and staff can then approach for advice and support around gender identity. These staff members could attend specific training sessions. As well as being a point of reference for students and staff, named staff members could also work with social departments around visibility of trans people and of gender variance within the PHPRU curriculum