



Gender Identity Procedure

A guidance document to support Heads of Year and Parents.

The procedure outlined below is supported by the Child Protection policy and framework documents that support safeguarding. This procedure should be read in association with the Child Protection policy.

This procedure covers the steps to support a young person and their family while discovering their gender identity. Young people may identify as any one of the following:

- Agender
- Androgyne
- Cisgender
- Demigender
- Enby
- Genderfluid
- Genderqueer
- Nonbinary
- Transgender

This list is aimed as a guide only and is not exhaustive.

It is often the case that a young person may seek to change their name, which can be associated with a change in identity, whether in name only or through other aspects of their day to day life.

Legal versus preferred name

The John Colet School aims to create an inclusive environment where every young person feels they can express their individual identity. If a young person seeks to change their name, the school can support this by changing the young person's preferred name on SIMS. This would then be the name that appears on the young person's class registers and the name that staff will refer them to, and will appear on their school reports. Following the Department for Education guidelines, the school is required to continue to record the young person's legal name, which will be published on any legal documents, such as exam results. As well as seeking a new name, a young person may wish to change their pronouns. The most common pronouns are he/him/his, she/her/hers and they/them/their, however there are also other neo-pronouns such as xe/xem/xyr, ey/em/eir, zie/zim/zir, ve/ver/vis and ne/nem/nir. This list of pronouns is a guide and not exhaustive.

The school has the right to refuse a preferred name if it is felt that by renaming a protective characteristic may be compromised.

Practical support can also be provided to help the young person's day-to-day school life. When a young person discovers their identity, they may feel they would like to change the toilets and changing facilities used.

Toilets

There is a gender neutral toilet in the main reception of the school that young people can access if they so desire.

Changing rooms and PE classes

The young person is also able to access the gender neutral changing facilities for their Physical Education lessons. When a young person is finding their identity, they may choose to change the Physical Education group that they participate in. This allows young people to swap from a 'girls' group to a 'boys' group, and vice versa. There are no gender neutral or mixed gender groupings in PE.

Swimming

Physical Education lessons involve a number of sports that change termly. In both groups, swimming is a sport that the school encourages pupils to participate in, however we are mindful that they may not feel comfortable doing this activity. The young person may wish to not participate in swimming, in which case, they will change to another PE group.

When a young person has swimming, they will be required to get changed in the gender neutral facility which is situated away from the main changing room. If the young person is participating with their non-biological gender group, they will need to wear a t-shirt over the top of their swimwear.

Contact sports

As a PE department, the school also offers pupils to participate in contact sports. Following the Department for Education guidelines, pupils who participate in PE groups which are not their biological gender, cannot undertake contact sports in that group. The John Colet offers a variety of options for the young person. They may:

- wear a bib, such as those who participate when injured,
- switch their group to a parallel to their current grouping who are not undertaking contact sports
- switch to the biological gendered group.

All of these options will be discussed in the meeting with the young person's Head of Year.

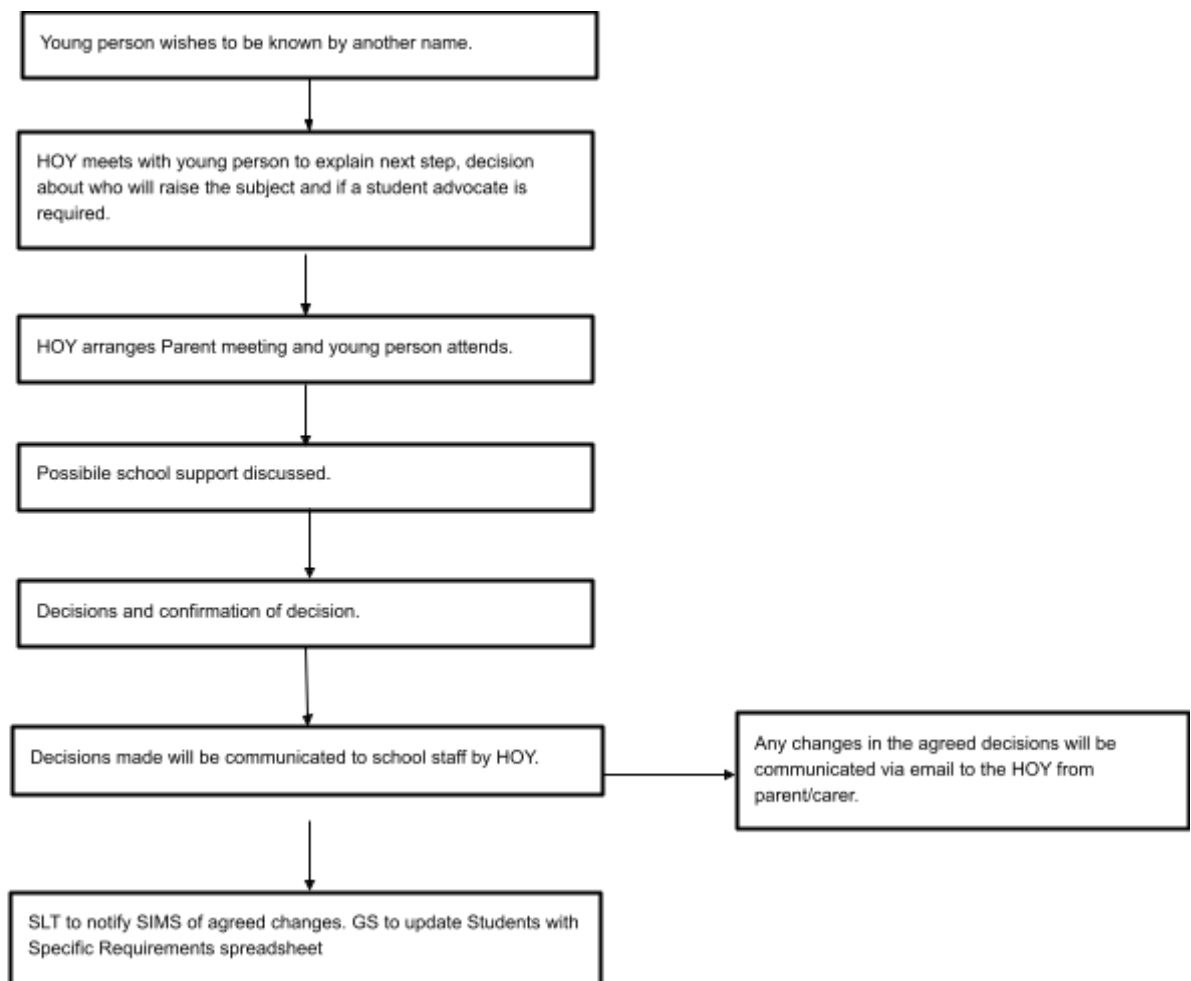
Once the young person has confirmed their preferences, their wishes and the support that the school and other organisations can offer, the Head of Year will communicate the young person's decision to the staff body.

Seeking medical advice and support

It is important to consider the effects of puberty on young people who are discovering their identity. Young people may consider trying to stop the effects of puberty on their body. The young person may wish to carry out chest binding, where they compress breast tissue to give the appearance of a flat chest. This practice, if not regulated, can cause long-lasting impacts on a young person's body. The young person may also wish to access hormone blocking medication where the puberty process is paused. It is important to note that this method of treatment is regulated by the Gender Identity Development Service (GIDS). When a young person is discovering their identity and considering the changes to their body, they may require additional emotional support. Help and guidance for the effects of puberty on

young people finding their identity should be sought from external providers, including doctors and other professionals.

This flowchart identifies the steps to be taken as John Colet School supports a young person with their identity:



You may find the following information useful support with identity related questions.

- Stonewall: <https://www.stonewall.org.uk/>
- Mermaids: <https://mermaidsuk.org.uk/>
- Gendered Intelligence: <https://genderedintelligence.co.uk/>
- Mindline Trans+: <https://mindlinetrans.org.uk>
- Switchboard LGBT+ helpline: <https://switchboard.lgbt/>
- Galop: <http://www.galop.org.uk/>
- Tooled Up: *(you must log in using your school passcode to access these resources)*
https://www.tooledupeducation.com/quick-search-resources?_sf_s=gender%20identity

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