

ABBEY
COLLEGE
CAMBRIDGE

Transgender Policy

2021-2022

SLT Responsible for this Policy

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This policy is reviewed on an annual basis		
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Next Review:		July 2021

This policy has been approved by SLT and adopted on behalf of the Governors, and is addressed to all members of staff and volunteers and is available on the school's portal. It is available to parents on request. It applies wherever staff or volunteers are working, including when this involves being away from the school.

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1. Aim

All members of the school community at Abbey College Cambridge have the right to an inclusive environment free from discrimination, isolation and discomfort.

As an international college we are committed to maintaining an inclusive and equal environment. This policy ensures that all students remain safeguarded and empowered, irrespective of their gender identity or sexual orientation.

Abbey College Cambridge will be supportive and understanding of any individual who chooses to present themselves as a gender different to their gender assigned at birth. We recognise that a period of transition may be challenging and complex, we will therefore act in a sensitive and supportive manner to assist during this time.

During any absence of the Director of Boarding the Vice Principal Pastoral will oversee the adherence to this policy and the necessary authorizations.

2. Objectives

- All governors, teachers, non-teaching staff, parents and students have an understanding of what gender identity and gender reassignment is.
- All governors, teachers and non-teaching staff should know what the school policy is on gender identity and reassignment is.
- As a college we take gender identity and reassignment seriously. Students and parents should be assured that they will be supported through any transitional period and otherwise.

3. Definition

Transgender people have a gender identity that differs to the sex they were assigned at birth, this is inclusive of female to male transition and male to female transition. If an individual chooses to undergo medical procedure to reassign their gender they may wish to be referred to as transsexual.

Other relevant terminology regarding gender identity are gender fluid and non-binary – these terms are expressive of an individual who does not identify with being either male or female.

4. Guidance and Support

The Student

- To work with staff to let us best know their needs, this is inclusive of but not limited to:
 - How they wish to be addressed by staff and students alike
 - The stage in which they are at in informing others about their gender reassignment
 - If they foresee any concerns related to their transition arising, be that medical or otherwise
 - If they wish to speak with a Student Support Worker or our Independent Listener
 - If they wish to be referred to any external agencies for further support
- In accommodation transgender students will reside with their respective reassigned gender unless otherwise decided following discussion with the student.
- Transgender students will have access to unisex bathrooms during the school day and all students have access to their own private washing and changing facilities as necessary.
- Student confidentiality will be respected and their needs addressed.

The Staff

- All staff will read and know this policy.
- Staff have access to further support through the Transgender Lead (Helen Walker / Carolyn Dunn)
- Staff will be informed of any transitions where necessary, specifically if a transition were to begin after the school year had commenced. This is subject to discussion with the student.

5. Legal Framework

This policy has been created with regard to legal policies found in the listed documents:

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

6. Policy

This policy is further supported by the below:

- The Boarding School's Guidance Associations Guidance Note: Gender Diversity in Boarding Schools;

- National Minimum Standard, 16.1;
 - Boarders are not discriminated against, paying particular attention to the protected characteristics set out in the Equality Act 2010 or because of their cultural background, linguistic background, special education need or academic or sporting ability. These factors are taken in to account in the care of boarders, so that care is sensitive to different needs.

- OFSTED inspection framework;
 - 148, how well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientation (and other groups with protected characteristics), through their words, actions an influence within the school and more widely the community.