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| <p>Name of Policy:</p> | <p>Gender Exploring, Trans Inclusion, and Safeguarding Policy <i>In Line with KCSIE 2025 and Government Interim Non-Statutory Guidance (the full guidance is expected end of 2025)</i></p> |
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| <p>Applicable to:</p> | <p>Staff, Students and Parents</p> |
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| <p>Date of next review:</p> | <p>September 2026 (or if statutory guidance is released sooner, expected by the close of 2025)</p> |

The BRIT School

Gender Exploring, Trans Inclusion, and Safeguarding Policy

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1. Whole-School Approach

The BRIT School is committed to creating a learning environment where every student feels safe, valued and represented. Creative subjects offer a unique space for diverse expression, and we aim to ensure all young people — including gender-exploring, trans, and non-binary students — can participate in the arts free from stereotyping, discrimination or harm.

Our approach aligns with KCSIE 2025, the Equality Act 2010, and the Public Sector Equality Duty (PSED). Safeguarding remains central to all decisions, actions and support.

2. Individual Support: No One-Size-Fits-All Approach

Supporting a gender-exploring, trans, and non-binary young person requires an individualised, thoughtful, and safeguarding-led response.

2.1 Allocating a Key Adult

As with other vulnerable students, it is best practice to allocate a key trusted adult. This person should provide pastoral support, maintain appropriate boundaries, and liaise with parents/carers and the DSL when necessary.

2.2 Kindness, Compassion and Safety

Every student must be met with kindness, respect and compassion. Some young people may face added challenges linked to culture, faith, disability or SEND. Staff should consider the whole child, recognising how different aspects of their identity and circumstances shape their needs.

3. Supporting Non-Binary Students

Where guidance within this policy refers to binary gender identities, the same principles also apply to non-binary students.

Support with names, pronouns, dress expectations, curriculum access, and participation in the arts should be adapted to reflect non-binary students' needs and wishes, balanced with safeguarding and school processes.

4. Understanding Gender Exploration

The Cass Review (2024) notes that it is common for young people to explore their sexuality and gender before reaching a settled sense of identity.

Exploration may include:

- Trying different forms of gender expression, clothing or appearance.
- Experimenting with names or pronouns.
- Reflecting on identity in ways that evolve over time.

For some students, this will be temporary; for others, it is part of a longer journey.

4.1 First Disclosures

When a young person shares thoughts about their gender identity, staff should note the following:

- Always act in accordance with the school's safeguarding procedures.
- Acknowledge, listen and thank the young person for trusting you.
- Ask gentle, open questions if appropriate ("Can you tell me more about how you've been feeling?").
- Do not make assumptions or rush decisions.
- Seek support from the DSL if you are unsure how to proceed.

4.2 Watchful Waiting

A "watch and wait" approach can be part of best practice. Staff should avoid pressuring a student to make decisions regarding gender identity moving forward.

4.3 Managing Information

As with any safeguarding data, information should be kept and managed sensitively and in line with GDPR and safeguarding procedures.

Young people often tell only one trusted adult. Staff must handle this with care and follow the school's safeguarding procedures.

4.4 Prior Transitions at Previous Schools

Some students may have explored or socially transitioned in a previous setting. Staff should not assume this has been communicated widely. Confidentiality and safety remain primary considerations.

5. Working With Parents, Carers and Siblings

5.1 Partnership With Parents and Carers

Staff should engage parents/carers with sensitivity, recognising the complexity of young people questioning gender.

5.2 When the Young Person Does Not Want Parents Involved

If a student does not want information shared with parents, staff should:

- Explore their reasons sensitively.
- Assess whether parental involvement could pose a risk to the student's welfare.
- Seek advice from the DSL and, if needed, external safeguarding professionals.
- Follow school safeguarding procedures.

KCSIE 2025 requires that decisions prioritise the child's safety and welfare, and governing bodies must ensure safeguarding duties are met.

5.3 When Parents Oppose a Student's Wishes

If there is disagreement between parent and child:

- Schools must seek further professional and safeguarding advice.
- Consideration may need to be given to whether the child is Gillick competent and whether further advice is necessary.
- Support must remain in place for both the student and family.

5.4 Siblings

Siblings may also need pastoral support, especially if they attend the same school. They may experience confusion, conflict, divided loyalties, or social difficulties. Staff should offer opportunities to talk with pastoral staff if needed.

6. Transition

6.1 Medical Transition

Schools do not make decisions about medical treatment.

However, if a student begins medical transition, pressures on their mental health may increase due to assessment processes, waiting times and social factors. Pastoral support should be strengthened.

Medical appointments should be recorded using the M code in line with DfE guidance.

6.2 Social Transition

The Cass Review notes that social transition has no single definition but may include:

- A change of name
- A change of pronouns
- Wearing clothes associated with their gender identity

Important Safeguarding Principles:

- Trying new clothing or styles does not automatically signify social transition.
- Not all gender exploring or trans students adopt stereotypically gendered clothing, and many students explore identity through experimentation.
- There may be a distinction between developmentally normal exploration and a formal request for social transition.

6.3 Parental Involvement

If a young person makes a disclosure regarding gender identity, safeguarding procedures should be followed. Unless there are clear safeguarding risks, we endeavour to work towards communication with parents and an open dialogue regarding support.

As with any safeguarding information, this should:

- be documented on CPOMS.
- alerted to the safeguarding team.
- or may require external safeguarding advice.

6.4 Supporting Communication and Community Understanding

Supporting a social transition may require some information sharing with peers and staff, guided by the young person. This may also include age-appropriate educational input to help others understand changes respectfully.

6.6 Changing Plans

A young person may change or reverse aspects of a social transition. Plans should remain flexible and reviewed regularly with the student and family, where appropriate.

6.7 SEND Considerations

Students with SEND may:

- Process identity differently,
- Have different social awareness, or
- Struggle with others' emotional responses.

Support should reflect individual needs and proceed at a pace that allows for understanding and emotional safety.

6.8 Supporting Social Interactions

Some students may need support in developing responses to questions that they may be asked about their identity.

This could be done with a trusted member of staff or in collaboration with families and external professionals.

7. Safeguarding Responsibilities

Throughout all work with gender-exploring, trans and non-binary students:

- The DSL must be consulted where there is uncertainty or potential safeguarding risk.
- Staff should consider KCSIE 2025 guidance on confidentiality, thresholds for intervention and record keeping.
- Decisions must be trauma-informed, child-centred, and documented.

8. Curriculum, Anti-Bullying and School Culture

Our arts curriculum, anti-bullying approach, and equity, diversity, inclusion and equality work continue to prioritise:

- Challenging gender stereotypes.
- Recognising and responding to transphobic bullying or harassment.
- Embedding diversity across all creative subjects.
- Ensuring students understand respectful dialogue and safe, inclusive behaviours.

12. Toilet and Changing Facilities (Including All-Gender Toilets)

12.1 Principles

The BRIT School is committed to providing toilet and changing facilities that ensure:

- Privacy and dignity for all students
- Safety, in line with KCSIE 2025

- Compliance with the Equality Act 2010
- Choice, where reasonable and appropriate

Our approach recognises that students' needs differ and that some students — including gender-exploring, trans, non-binary, or those with SEND — may feel less safe or comfortable in traditionally gendered facilities.

12.2 Types of Facilities Available

The School provides:

a) Single-Sex Toilets (Male/Female)

These remain available to all students in line with statutory requirements.

b) All-Gender Toilets

The School also provides at least one set of all-gender toilets in each building, designed to meet safeguarding and privacy expectations. These facilities:

- Are self-contained cubicles with floor-to-ceiling walls and locking doors
- Contain a toilet and sink inside each cubicle
- Are available for any student, including those who prefer increased privacy for reasons related to gender, faith, disability, medical needs, anxiety or trauma

Parents and students may discuss with staff their individual needs and safety, and this will be considered on a case-by-case basis.

12.3 Safeguarding Considerations

Consistent with KCSIE 2025, the following are in place:

- All-gender toilet areas are located in visible, well-used parts of the School.
- Cubicles are full-privacy to prevent visibility gaps.
- Staff are trained to recognise and respond to harmful or inappropriate behaviour in or near toilet areas.

- Patterns of bullying, harassment or misuse are monitored by the DSL.

Where concerns arise about an individual student's safety in a particular facility, safeguarding procedures should be followed. An individual safety plan or risk assessment may be deemed appropriate.

Any adjustments will prioritise the student's safety, wellbeing and dignity.

12.4 Choice, Not Segregation

Students are not required to use all-gender toilets.

Providing a choice supports:

- Gender exploring, trans and non-binary students
- Students exploring their gender
- Students who experience anxiety using group facilities
- Students with medical or SEND needs
- Students who prefer greater privacy

No student will be pressured, directed or encouraged to use a facility that does not feel safe for them, unless required by a safeguarding plan.

12.5 Changing Areas for Performing and Production Work

Given the School's creative curriculum, changing areas are used frequently for rehearsals, costume fittings and performances.

The School will ensure that:

- Private changing spaces are always available.
- Staff supervising changing areas are trained to maintain safeguarding, privacy and professional boundaries.
- Students may discuss with staff their individual needs and safety and staff will consider this on a case-by-case basis.

Where necessary, individual arrangements can be made for productions or performances requiring costume changes.