

Three Counties Academy Trust



LGBTQ+ Policy #SG18

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Version history

Date	Version	Details	Actioned by	PDF to Websites	Word to Governor Hub
13.03.26	1.0	Formatted to house style and checked against model for updates	MF	✓	✓
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Trust Glossary

Policy Abbreviations and Acronyms

AFAB	Assigned Female at Birth
AMAB	Assigned Male at Birth
CEO	Chief Executive Officer
DfE	Department for Education
LGBTQ+	Lesbian, Gay, Bisexual, Trans, Queer and others
MIS	Management Information System
PE	Physical Education
PSHE	Personal, Social, Emotional and Health Education
RSE	Relationship and Sex Education
RSHE	Relationship, Sex and Health Education
TCAT	Three Counties Academy Trust

NB. Where the term “parent” or “parents” is used this includes those who act as carers or have parental responsibility.

Statement of intent

All pupils at a Three Counties Academy Trust (TCAT) school are entitled to a full-time education that is free from discrimination and harassment, regardless of their sexual orientation and gender reassignment (as defined under the Equality Act 2010). The learning environment in which our pupils engage should be supportive, safe, and welcoming to all pupils, regardless of their sexuality and gender. Equally, all staff are entitled to a safe and welcoming workplace in which they are not discriminated against or treated unfairly. TCAT will celebrate all staff and pupils regardless of their sexuality and gender.

This policy has been created with an aim to consistently reduce stigmatisation and improve the experiences of individuals who identify as lesbian, gay, bisexual, transgender, queer, or other protected identities (LGBTQ+).

TCAT is committed to valuing, respecting, celebrating, and understanding individuals' differing sexualities and gender identities, as well as providing continuous support.

This policy aims to:

- Create and foster a learning environment that is free from harassment and discrimination, regardless of sexual orientation and gender reassignment (as defined under the Equality Act 2010)
- Promote healthy communication between staff, pupils, and parents to support the successful education, development and wellbeing of all pupils, and the inclusion and wellbeing of all staff
- Adhere to relevant statutory legislation concerning bullying, harassment, and discrimination

All staff, parents and pupils will work together to eradicate any instances of discrimination, harassment, or bullying, including any that relates to a person's sexuality or gender identity, in our schools.

TCAT is dedicated to providing appropriate tailored measures of support for any LGBTQ+ individual who should require it, and in working in partnership with pupils and their parents as required. No TCAT school or staff member will operate in a way that contravenes current guidance and the default position in aspects related to this policy will be to inform parents and seek agreement before any changes are implemented as long as safeguarding any pupil is maintained.

Safeguarding is paramount in all decisions relating to pupils. Where issues relating to sexuality, gender identity, gender expression or transition arise, decisions will be made on a case-by-case basis, taking account of the pupil's age, understanding, wishes, safety, wellbeing and best interests. The Trust will act in accordance with Keeping Children Safe in Education (KCSIE), safeguarding legislation and relevant statutory guidance.

Member, Trustee, Local Governor and Staff Summary

Key Principles

- Everyone is entitled to a safe, welcoming and inclusive environment
- Discrimination, harassment and bullying are not tolerated
- The Trust is committed to valuing, respecting and supporting LGBTQ+ individuals
- Support should be tailored to individual circumstances and needs

Responsibilities of Members, Trustees and Local Governors

- Ensure the policy remains non discriminatory
- Monitor the effectiveness of support available to LGBTQ+ individuals
- Seek assurance that safeguarding, equality and inclusion duties are being met
- Ensure related policies support equitable treatment of all individuals

Responsibilities of Senior Leaders

- Implement the policy consistently across schools
- Provide training and guidance for staff
- Ensure appropriate support, counselling and advice are available
- Maintain secure and lawful handling of sensitive personal information
- Respond appropriately to incidents of bullying, discrimination or harassment

Responsibilities of All Staff

- Challenge and report discrimination, harassment or bullying
- Treat pupils, colleagues and families with respect and dignity
- Use correct names and pronouns as far as reasonably possible
- Support individual needs on a case-by-case basis
- Promote understanding, diversity and respect

Rights and Expectations for LGBTQ+ Staff

- To work in an environment free from discrimination and harassment
- To be treated with dignity, respect and fairness
- To access appropriate support through managers and pastoral structures
- To expect concerns to be taken seriously and addressed promptly
- To receive reasonable support during any transition process where appropriate
- To have personal information handled sensitively and confidentially subject to safeguarding requirements
- To wear professional clothing they are comfortable in within staff dress expectations

Rights and Expectations for LGBTQ+ Pupils and Families

- To learn in a safe and supportive environment
- To access pastoral support when requested
- To receive protection from prejudice related bullying
- To be supported through individual planning where additional measures are required
- To have their views considered when discussing support arrangements

What Staff Should Expect if a Colleague Discloses They Are LGBTQ+

- The colleague should be treated with respect and professionalism
- Support should be individualised and proportionate
- Information should not be shared inappropriately
- Managers should seek advice where additional support is required
- Any bullying, harassment or victimisation should be acted upon immediately

Practical Support Available

- Access to pastoral support and one to one discussions
- Advice on external support organisations where appropriate
- Consideration of reasonable adjustments where required

- Support following incidents of bullying or discrimination
- Transition care planning where appropriate and agreed

Parent and Pupil Summary

What Pupils Can Expect

- To be treated with dignity, respect and fairness
- To learn in an environment free from bullying, harassment and discrimination
- To have access to support from trusted adults and the pastoral team
- To be listened to when discussing concerns about identity, wellbeing or inclusion
- To receive appropriate support that takes account of individual circumstances

If You Think You May Be LGBTQ+

- You can speak to a trusted member of staff or the pastoral team
- You will be listened to respectfully and your views will be considered
- Support options can be discussed with you
- The school will consider how best to support your wellbeing and safety
- Safeguarding responsibilities may mean information is shared where there is a risk of harm

Support Available

- One to one discussions with pastoral staff
- Guidance on internal and external sources of support
- Support following bullying, harassment or discrimination
- Individual planning where additional support measures are needed
- Access to safe spaces for discussion and support

What Parents Can Expect

- To be treated respectfully and involved appropriately in discussions about support
- To receive information about the support available to their child
- To be informed about procedures for raising concerns or complaints

- To receive information about bullying prevention and support arrangements
- To work in partnership with the school where support measures are required

Privacy and Confidentiality

- Personal information will be handled sensitively
- Privacy will be respected wherever possible
- Confidentiality cannot override safeguarding duties
- Decisions will be made in the best interests of the child

Protection from Bullying

- Transphobic, homophobic and biphobic bullying is not tolerated
- Concerns should be reported to a member of staff
- Incidents are investigated and recorded
- Victims will be offered appropriate support
- The focus will be on supporting the individual and preventing future incidents

Additional Areas of Support

- Reasonable adjustments may be considered where appropriate
- Support can be discussed for trips, activities and school experiences
- Pupils can discuss concerns about names, pronouns and identity with appropriate staff
- Transition care plans may be developed where appropriate and agreed

What Pupils and Families Can Do

- Treat others with respect regardless of sexuality or gender identity
- Report bullying, discrimination or harassment
- Work positively with the school to identify support needs
- Maintain open communication with relevant staff where support is required

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance and good practice including, but not limited to, the following:

- [Human Rights Act 1998](#)
- [Gender Recognition Act 2004](#)
- [Equality Act 2010](#)
- [Education Act 2011](#)
- [DfE \(2018\) 'Gender separation in mixed schools'](#)
- [DfE 'Keeping children safe in education'](#)

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available irrespective of the version quoted here.

This policy operates in conjunction with the following policies:

- Behaviour Policy
- Pupil Code of Conduct
- School Uniform Policy (GN3)
- Complaints Policy and Procedures (GN9)
- Pupil Equality, Equity, Diversity, and Inclusion Policy (GN19)
- Staff Equality, Equity, Diversity, and Inclusion Policy (GN20)
- Disciplinary Policy and Procedure (HR3)
- Grievance Policy and Procedures (HR4)
- Managing Attendance Policy and Procedure (HR6)
- Staff Bullying and Harassment Policy (HR18)
- Staff Code of Conduct (HR26)
- Transitioning at Work Policy (HR46)
- Anti-Bullying Policy (SG19)

- Attendance Policy (Secondary) (SG29(A))
- Attendance Policy (Primary) (SG29(B))

This policy should be read and applied alongside TCAT's Child Protection and Safeguarding Policy and Procedures. Where there is any conflict between this policy and safeguarding requirements, safeguarding responsibilities and the welfare of the child will take precedence.

Central TCAT policies have the policy number identified, e.g. "SG1". Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school's website.

2. Definitions

Please note: everyone's connection to, and labelling of, their identity is an individual, personal matter, so it is important to recognise that different people will have different definitions of their identity that may vary from the definitions provided below. The terms and definitions below are also not an exhaustive list of how LGBTQ+ people may refer to their identities.

The term "**lesbian**" is used to describe a person who is romantically, sexually and/or emotionally attracted to people of the same sex or gender as themselves and is usually used to describe a woman who is attracted to women.

The term "**gay**" is used to describe a person who is romantically, sexually and/or emotionally attracted to people of the same sex or gender as themselves and can be used to describe a man who is attracted to men or a woman who is attracted to women.

The term "**homosexual**" is used to describe a person who is romantically, sexually and/or emotionally attracted to people of the same sex or gender as themselves. This term is usually only used in formal contexts. Please note that using the term "homosexual" can be considered offensive due to its social and historical connotations.

The term "**bisexual**" is used to describe a person who is romantically, sexually and/or emotionally attracted to people of more than one sex or gender.

The term **“trans”** is used to describe several identities within the gender identity spectrum other than cisgender men and cisgender women. “Trans” is often used as an umbrella term referring to transgender people, including trans men and trans women, non-binary people, and other non-cisgender identities.

The term **“transgender”** is used to describe a person whose gender identity is different from the sex they were assigned at birth, usually:

- A trans man who was assigned female at birth (AFAB)
- A trans woman who was assigned male at birth (AMAB)
- A non-binary person who was AFAB or AMAB

The term **“queer”** is used as an umbrella term to describe several sexual and gender identities that are not heterosexual or cisgender. Please note that, as the term “queer” can also be used derogatorily, additional sensitivity may be required when using this term.

The plus (+) in LGBTQ+ is used to represent a number of other identities under the LGBTQ+ umbrella. Some of the identities represented by the plus include:

- **“Asexual,”** a term used to describe a person who does not experience sexual attraction or has low interest in sexual activity
- **“Pansexual,”** a term used to describe a person who is romantically, sexually and/or emotionally attracted to people regardless of sex or gender
- **“Intersex,”** a term used to describe a person born with variations in sex characteristics such as chromosomes, hormones, or genitalia that do not fit the definitions of ‘male’ or ‘female’

The term **“heterosexual”** is used to describe a person who is romantically, sexually and/or emotionally attracted to people of a different sex or gender to themselves and is usually used to describe a man who is attracted to women or a woman who is attracted to men. This term is usually only used in formal contexts – the more informal term for heterosexual is **“straight.”**

The term **“cisgender,”** often shortened to **“cis,”** is used to describe a person whose gender identity is the same as the sex they were assigned at birth, usually:

- A cis man who was AMAB
- A cis woman who was AFAB

The term “**transition**” refers to the process during which a person transitions from the sex they were assigned at birth to the gender with which they identify. This process may involve any of the following actions:

- Living as their gender openly
- Using a name different from their birth name
- Using pronouns different from those associated with the sex they were assigned at birth, e.g., someone who was AMAB using she/her or they/them pronouns
- Wearing clothing consistent with their gender
- Undergoing medical treatment or procedures, e.g., hormone therapy

Please note that transition does not have to involve medical procedures, nor any of the above actions, to be valid or complete, and is defined by the needs and wishes of the individual transitioning.

The phrase “**coming out**” is the process through which an individual, after recognising that they are a member of the LGBTQ+ community, chooses to disclose their identity to others. This can range from coming out to a limited number of people, such as their close friends and family, to expressing their identity openly across their whole life.

LGBTQ+ individuals may also be “**outed**.” This term refers to the process in which an individual’s identity as an LGBTQ+ person is disclosed without their consent. Although this can happen accidentally, e.g., through a conversational error or miscommunication, people are often outed on purpose for malicious reasons. Examples of outing can include:

- Revealing explicitly that a person is LGBTQ+ to people who do not know this – for example, telling a pupil’s parents, teachers, or friends that the pupil is LGBTQ+, or for a member of staff, telling pupils or other staff
- Revealing implicitly or suggesting that a person is LGBTQ+ to people who do not know this – for example, using a trans person’s correct pronouns in front of other people before they have come out, or referring to a lesbian, gay, or bisexual person’s partner before they have come out
- Revealing explicitly or implicitly that a person is LGBTQ+ on a public platform, e.g., social media

3. Roles and responsibilities

All members of the TCAT community will be responsible for:

- Respecting individuals' privacy wherever possible. However, confidentiality cannot override safeguarding responsibilities or TCAT's duty to act in the best interests of the child. In most circumstances parents or carers will be informed where a pupil requests changes relating to gender identity or social transition, unless doing so would place the child at risk of harm
- Recognising that safeguarding concerns relating to any pupil, including LGBTQ+ pupils, must be reported and managed in accordance with TCAT's safeguarding procedures and KCSIE

The Trust Board and where delegated Local Governing Bodies will be responsible for:

- Evaluating and reviewing the success of support available to LGBTQ+ individuals on a regular basis
- Evaluating and reviewing this policy, and ensuring it is non-discriminatory
- Ensuring that other school policies, e.g., the School Uniform Policy, are non-discriminatory

The CEO will be responsible for:

- Discussing the support in place for LGBTQ+ pupils and staff, and how successful it has been, with the Trust Board
- Where appropriate, gaining feedback from LGBTQ+ pupils and their parents via Executive Headteachers, Headteachers and Heads of School on the support in place and feeding this information back to the Trust Board
- Gaining feedback from LGBTQ+ staff on the support in place and feeding this information back to the Trust Board
- Reviewing and amending this policy, considering new legislation, new and updated government guidance, and previously reported incidents to improve procedures
- Adopting secure controls on sensitive personal data, ensuring all data is accurate, secure, and is processed fairly and lawfully
- Developing a response for when an LGBTQ+ individual comes out, is outed, or experiences bullying
- Reviewing the relevant TCAT policies and procedures to ensure they cater for the individual needs of LGBTQ+ people, e.g., policies regarding the use of changing rooms and toilets

Executive Headteachers, Headteachers, and where delegated Heads of School will be responsible for:

- Discussing the support in place for LGBTQ+ pupils and staff, and how successful it has been, with the CEO
- Where appropriate, gaining feedback from LGBTQ+ pupils and their parents on the support in place and feeding this information back to the CEO and Local Governing Bodies. Meetings will only be organised with the consent of the pupil
- Making any necessary and appropriate changes to the support available to ensure the happiness and development of the individual
- Facilitating regular training sessions to ensure all staff are aware of their responsibilities and well-informed about LGBTQ+ issues
- Keeping a record of any reported incidents and working to put measures in place that prevent these reoccurring
- Ensuring that amendments are made to the management information system (MIS) by the designated staff member to reflect the names individuals use
- Ensuring that staff and pupils respect and as appropriate use the correct names and pronouns for all individuals as far as is reasonably possible
- Adopting secure controls on sensitive personal data, ensuring all data is accurate, secure, and is processed fairly and lawfully
- Working with the CEO to develop a response for when an LGBTQ+ individual comes out, is outed, or experiences bullying
- Ensuring that appropriate counselling is made available for LGBTQ+ individuals who require immediate interventions, parental assistance (where appropriate) and/or personal counselling, via the school counsellor
- Ensuring staff understand how to react to instances of prejudice-related bullying
- Conducting meetings with LGBTQ+ pupils if and when the pupils feel necessary, to ensure they feel safe and happy at school
- Being a supportive and informative professional for LGBTQ+ pupils' families, to help them understand and support the pupils in question
- Providing LGBTQ+ individuals with information and guidance on where they can seek specialist advice and support
- Ensuring all staff understand the mental health difficulties that LGBTQ+ individuals may face

Members of the Pastoral Team are responsible for:

- Complying with 'The role of Pastoral Support' section of this policy, which outlines the main requirements of their role
- Incorporating and monitoring support for LGBTQ+ individuals in conjunction with their Executive Headteacher, Headteacher or Head of School
- Being available to offer support to any LGBTQ+ individuals who require it
- Holding one-to-one meetings with LGBTQ+ individuals who request it

All staff will be responsible for:

- Being alert to possible harassment of LGBTQ+ pupils and staff, both inside and outside of TCAT, and dealing with incidents of harassment and discrimination as the highest priority
- Ensuring they meet the unique needs of LGBTQ+ pupils and colleagues and assessing any measures put in place on a case-by-case basis
- Conducting themselves in a way to ensure LGBTQ+ individuals feel safe, celebrated, and comfortable at school, e.g., ensuring as far as is reasonable that they use the correct pronouns
- Teaching pupils about diversity and difference and explaining the importance of respecting and understanding of others in line with the SRE provision within the specific school and phase

Pupils will be responsible for:

- Treating their peers and TCAT staff with respect
- Reporting any prejudicial incidents to a responsible adult
- Adopting an understanding and open-minded attitude to difference

4. The role of the Pastoral Team

If an individual 'comes out' in a one-to-one situation with a staff member, the staff member will be supportive and ensure the individual's needs and wishes are considered with any response. This may include encouraging the individual to talk to the Pastoral Team and/or their parents about the support available to them.

Where LGBTQ+ pupils wish to talk to the Pastoral Team, the Pastoral Team will discuss the support available with the pupil and, where appropriate, involve the Headteacher/Head of School and the pupil's parents in discussions of this support.

Where LGBTQ+ staff wish to talk to the Pastoral Team, the Pastoral Team will discuss the support available with the staff member and, where appropriate and necessary, work alongside the CEO, Executive Headteacher, Headteacher, Head of School and Chair of the Trust Board to ensure that the staff member's needs are catered for.

The Pastoral Team will discuss the following with the LGBTQ+ individual:

- How the individual feels about their identity
- What support the individual has available
- In the case of a pupil, to what extent they have confided with their parents
- Ways in which the individual can be supported by TCAT and externally, if necessary

The Pastoral Team will ensure meetings are confidential; however, where a pupil's safety is at risk or a safeguarding concern is raised, the relevant people will be informed, e.g., the CEO or Executive Headteacher, Headteacher or Head of School.

The wishes and views of the pupil will be considered whenever possible; however, where safeguarding concerns arise, decisions will be made in accordance with safeguarding procedures and in the best interests of the child.

Where support is put in place, the Pastoral Team will normally meet with the pupil on a termly basis to discuss the effectiveness of the support and any further support that is required. Feedback will be provided to the CEO, Executive Headteacher, Headteacher or Head of School and their parents where appropriate and necessary.

Victims of prejudice-related bullying will be referred to the Pastoral Team to discuss the issue with the pupils involved and develop any support plans for the affected pupil.

5. Appropriate measures

Absence

The Equality Act 2010 permits individuals undergoing medical treatment or procedures as part of their gender identity to time off. In line with the Attendance Policy (Primary or Secondary) and Managing Attendance Policy and Procedure, TCAT will make reasonable adjustments to accommodate absence requests for support of LGBTQ+ individuals by external sources.

Absences will be recorded accurately and sensitively to protect the individual's privacy.

Prejudice-related bullying

Any incidents that occur will be reported to the CEO and Executive Headteacher, Headteacher or Head of School and recorded in line with the Anti-Bullying Policy for pupils or the Staff Bullying and Harassment Policy and the Grievance Policy and Procedures for staff.

Those managing prejudice-related incidents will also have due regard for the TCAT Pupil Equality, Equity, Diversity and Inclusion Policy and Staff Equality, Equity, Diversity, and Inclusion Policy.

Teaching related to sexual orientation and gender reassignment (as defined under the Equality Act 2010), and the LGBTQ+ community will be incorporated into PSHE lessons, age-appropriate RSHE lessons and designated school assemblies to help promote an accepting, understanding attitude and prevent prejudice-related incidents. In all instances current guidance will be observed and adhered to. Teaching related to LGBTQ+ matters will also be included elsewhere in the curriculum where possible, to ensure a whole-school approach.

TCAT will ensure resources are available regarding LGBTQ+ matters, sexual orientation and gender reassignment (as defined under the Equality Act 2010) that are relevant and appropriate for pupils of different ages. TCAT schools will under no circumstances engage external organisations to deliver such resources other than those approved by the DfE to do so.

Gender separation

The DfE's 'Gender separation in mixed schools' guidance outlines the provision for sports to be split into single-sex groups under the definition of a "gender-affected activity." This includes a sport, game, or other activity where the strength, stamina, or physique of the average person of one sex would put them at a disadvantage in competition with the average person of the other sex. TCAT will still be required to offer equal opportunities for pupils of any sex or gender to participate in comparable sporting activities.

Any decision to split sport into single-sex groups will consider the composition of the particular group in question, e.g., the strength, stamina and physique of younger pupils is unlikely to differ majorly by gender, so gender separation will not be required in TCAT Primary schools.

Pupils will be required to attend the group consistent with their gender at birth. TCAT will carefully manage all PE lessons to prevent any discomfort or discrimination.

Outside of the above exception, TCAT will not provide single-gender activities.

Terminology and language

Pupils will be educated on the appropriate language to use when referring to LGBTQ+ people and matters. Staff will be trained on the appropriate language to use when referring to LGBTQ+ people and matters. In both cases, instances of inappropriate language use will not be tolerated.

Pupils and staff will be encouraged to be sensitive if enquiring about an individuals' sexual orientation and gender reassignment (as defined under the Equality Act 2010), or any related matters, e.g., pronouns, and urged only to do so where appropriate.

Staff training

All members of staff will undergo training through whole-staff meetings with a qualified professional, which will:

- Ensure all staff are aware of, and comply with, current legislation and government recommendations
- Ensure all staff are aware of their responsibilities and how they can support LGBTQ+ individuals
- Provide support for teachers incorporating LGBTQ+ matters into the curriculum
- Ensure that their school is aware of, and where appropriate to do so celebrates, a variety of LGBTQ+ awareness days, e.g., Transgender Day of Remembrance
- Provide support for teachers and other staff responsible for managing any discrimination based on sexual orientation and gender reassignment (as defined under the Equality Act 2010)
- Provide up-to-date information on terms, concepts and current understandings of sexual orientation and gender reassignment (as defined under the Equality Act 2010), including in children
- Develop appropriate strategies for communication between parents, staff and pupils about any issues related to sexual orientation and gender reassignment (as defined under the Equality Act 2010)

Use of toilets, changing rooms and general school environment

TCAT will ensure that trans individuals are able to access toilet and changing facilities that are sympathetic to their gender identity, whilst maintaining our compliance with law. TCAT will provide trans individuals with separate, gender-neutral facilities should they choose to use them to respect their identity but also those of others.

TCAT will ensure that there are unisex toilets and changing facilities available on-site that are accessible for all members of the school should they wish to use them. These are designated as the disabled toilet facilities. If individuals choose to use single sex toilets and changing facilities, TCAT only permits these to be used in accordance with current legislation.

All pupils and staff will be made aware of designated safe spaces within their school where they can discuss gender, sexuality, and LGBTQ+ matters without fear of discrimination.

The curriculum

LGBTQ+ issues will be incorporated appropriately and in an age appropriate way into the curriculum to ensure all pupils understand the correct way to interact with trans individuals and TCATs zero-tolerance for transphobic language and bullying.

Relationships and sex education (RSE) will be inclusive of trans people and their experiences.

Books featuring trans parents and celebrating gender identity will not be precluded in the curriculum.

School uniform and regulations

All pupils have the right to dress in accordance with their gender identity and expression within the constraints of the TCAT and individual elements of the School Uniform Policy. This applies to all elements of school uniform, including PE kits.

Should a trans pupil be required to participate in a swimming activity, sensitive consideration will be given to swimwear options, which will be discussed appropriately with the pupil beforehand.

In accordance with the Staff Code of Conduct, members of staff will be encouraged to wear professional clothing that they are comfortable in – no gendered uniform policy will be implemented for staff.

School trips, exchanges, and overnight stays

Before any trip, staff will establish with pupils their expectations concerning how pupils support, treat and include each other, regardless of sexual orientation or gender identity.

TCAT will prepare relevant risk assessments prior to any trip. Any additional risks related to LGBTQ+ individuals will be discussed with the individual, CEO, Executive Headteacher, Headteacher or Head of School and Pastoral Team to establish any necessary measures or adjustments to accommodate for their needs. For LGBTQ+ pupils, parents will also be invited to join discussions where appropriate.

LGBTQ+ pupils can meet with the Pastoral Team prior to any trips to address any concerns they may have if they wish to do so.

LGBTQ+ staff can discuss any concerns with their line manager, Executive Headteacher, Headteacher or Head of School or other colleague they feel comfortable with, if they wish to do so.

TCAT will assess the toilets and washing facilities available on a case-by-case basis to accommodate for trans pupils' needs whilst considering the rights of non-trans pupils.

TCAT will ensure that any kit lists are gender neutral where at all possible.

The following steps will be taken prior to residential trips:

- TCAT will consider any additional general hygiene needs of trans pupils, including washing and reusing binders
- Sleeping arrangements will be established by trans pupils, the CEO, Executive Headteacher, Headteacher or Head of School and the Pastoral Team. Where possible, TCAT will ensure trans pupils are able to sleep in single rooms appropriate to their gender identity where they wish to. If a trans pupil does not wish to sleep alone their room will be designated by their gender at birth

The following steps will be taken prior to trips abroad:

- TCAT is aware that some countries have differing laws and attitudes towards the LGBTQ+ community. If an LGBTQ+ pupil or member of staff is required to travel abroad, a full risk assessment and investigation will be carried out to accommodate their needs
- As passports will be required for travel abroad, TCAT will ensure that trans pupils are provided with any relevant preparation or support
- TCAT will prepare for, and make reasonable adjustments for, the movement of medication, including steroids or hormone blockers, across different countries. If necessary, this may result in TCAT changing the location of the trip

Changing names and gender on documents

TCAT cannot change the name or gender of an individual on any official documents, e.g., payslips or exam papers, until legal confirmation of the change has been provided to TCAT. Upon receipt of legal confirmation, e.g., a new passport, TCAT will change the name of a trans individual on official TCAT documents.

On unofficial documents, e.g., registers, each school will use the names individuals wish to use.

Where appropriate, the CEO, Executive Headteacher, Headteacher or Head of School and Pastoral Team will discuss with the trans individual if and how they would like to notify others about their name and gender.

At no point will any member of staff disclose information regarding an LGBTQ+ person's gender identity, gender expression or sexuality, unless instructed to do so by the individual, or in the interest of their safety.

No change to TCAT data systems will be made for a pupil without the prior consent of their parents where the law allows this to be sought.

Local community

TCAT recognises the need for support out of the school environment and will highlight local LGBTQ+ groups and support networks to LGBTQ+ individuals. The details of the LGBTQ+ groups and support networks will be shared with the CEO, Executive Headteacher, Headteachers or Head of School and Pastoral Team.

Changing schools

TCAT will employ effective communication as required when an LGBTQ+ pupil is changing schools, e.g., to ensure the new school is informed of the pupil's correct gender identity if this is different from their legal documentation.

The LGBTQ+ pupil will be referred to the new school's support team to ensure their wishes are accommodated for, and they can raise any concerns.

TCAT will ensure that the new school works closely with the LGBTQ+ pupil and their family to establish and implement their wishes around confidentiality and adjustments.

6. Transition Care Plans

Where appropriate, and with the consent of the individual involved, TCAT will put a transition care plan in place to support trans individuals during their transition.

Trans members of staff will refer to the Transitioning at Work Policy for more information.

Transition care plans for pupils will be created by the Executive Headteacher, Headteacher or Head of School and Pastoral Team, in conjunction with the pupil and parents.

TCAT will seek support from external, professional advisors when devising transition care plans, if necessary.

Pupils' transition care plans will include:

- How the pupil wants their transition to be communicated to the relevant members of the TCAT community
- The pupil's wishes for the use of toilet and changing facilities
- The processes that will ensure the pupil's correct pronouns and name will be in place on required documents on the date of their transition

7. Prejudicial bullying

“Transphobia” refers to the irrational fear, hatred or abuse of individuals based on their actual or perceived gender identity, i.e., trans individuals and non-trans individuals perceived to be non-cisgender. Any individual who is described as being transphobic may deliberately and directly harass or disrespect someone who is trans, e.g., by purposely using the incorrect pronouns

Transphobia can be carried out by intentionally misgendering someone. The term **“misgender”** describes the act of addressing or referring to a person in a way that does not correctly reflect their gender, e.g., by using the incorrect name, pronouns, gender label, or gendered term

“Homophobia” refers to the irrational fear, hatred or abuse of individuals based on their actual or perceived sexual orientation, i.e., gay individuals and non-gay individuals perceived to be non-heterosexual. Any individual who is described as being homophobic may deliberately and directly harass or disrespect someone who is gay, e.g., by using slurs

“Biphobia” refers to the irrational fear, hatred or abuse of individuals based on their actual or perceived sexual orientation, i.e., bisexual individuals and non-bisexual individuals perceived to be bisexual. Any individual who is described as being biphobic may directly and deliberately harass someone who is bisexual, e.g., by suggesting bisexuality is “a phase”

TCAT will not tolerate prejudice-related bullying of any description. Transphobic, homophobic and biphobic incidents are often emotionally harmful and must be dealt with as seriously as other bullying incidents. All transphobic, homophobic, and biphobic incidents should be tackled in a way that centres on supporting the victim and managing any future incidents of anti-LGBTQ+ behaviour.

Bullying someone based on their perceived or actual identity, gender, sexuality, or behaviour is discriminatory and will be handled in accordance with the TCAT Anti-Bullying Policy and Behaviour Policy for pupils, or the Staff Harassment and Bullying Policy, Grievance Policy and Procedures and Disciplinary Policy and Procedure for staff.

TCAT recognises that those who are victims of bullying related to LGBTQ+ prejudice may not identify as LGBTQ+.

Any occurrence of prejudice-related bullying will be reported to a member of staff, who will raise a concern with the CEO or the Executive Headteacher, Headteacher or Head of School as appropriate. This will be done in line with the Grievance Policy and Procedures if the incident involved a member of staff.

The CEO will decide whether it is appropriate to notify the police of the incident and TCAT's response.

Pupils and staff will be informed that prejudicial language will not be tolerated inside or outside of TCAT and its schools.

TCAT will ensure that there are private spaces available within schools for individuals to discuss concerns, if they feel that they are, or someone else is, being bullied because of their gender, gender expression or sexual orientation and gender reassignment (as defined under the Equality Act 2010).

Should an incident occur, the perpetrator will be informed that this behaviour will not be tolerated and will be encouraged to reflect on the way their behaviour affects others. Pupils will be reprimanded in accordance with their school's Behaviour Policy. Staff will be reprimanded in accordance with the Disciplinary Policy and Procedure.

If a pupil persists with prejudicial bullying in a classroom, the classroom teacher will remove the pupil and discuss the behaviour in further detail with the member of Senior Leadership with responsibility or the Executive Headteacher, Headteacher or Head of School, who will decide which sanctions are necessary. This may include inviting pupils' parents to discuss the matter.

The Pastoral Team will hold a meeting with the victim to discuss any support they feel appropriate. If necessary, external support will be sought. The Pastoral Team will ask if the victim would like any support to be involved, e.g., a pupil's parents. Sensitivity will be given to whether the victim has disclosed their LGBTQ+ status.

Feedback will be provided to the Executive Headteacher, Headteacher or Head of School regarding the outcomes of the meeting between the Pastoral Team and the individual.

All incidents will be formally recorded.

8. Communicating with stakeholders

TCAT will regularly communicate any changes to policies and procedures to TCAT's stakeholders, e.g., parents and staff, to ensure that they are fully aware of the systems in place to support LGBTQ+ individuals and prevent prejudicial bullying. TCAT will ensure that parents are aware of, and know how to identify, the signs of bullying, and understand their responsibility to stop their child bullying others, should this occur.

Parents will be informed of the procedure to follow if they wish to raise a concern with TCAT, as well as the procedures for raising complaints, in line with the Complaints Policy and Procedures.

TCAT will endeavour to ensure that all parents feel actively involved in school life through regular trust/school-to-home communication and participation in decision-making.

TCAT will ensure parents are aware of how they can seek additional support and information if their child is LGBTQ+.

Members of staff will be consulted on TCAT policies to ensure policies are non-discriminatory and cater for all people's needs and informed of any changes to TCAT policies that have an implication on LGBTQ+ matters.

Where appropriate, staff will be consulted on the planning of the curriculum, events, and trips to ensure they are LGBTQ+ inclusive.

Monitoring and review

Lifespan of Policy: 3 Years

At any point this policy is updated or fully reviewed, it will be updated on the main TCAT website and will automatically update on all TCAT school websites simultaneously.

Where an annual check or other check results in minor changes, the Version History will be reviewed and updated with a change in the number following the decimal point, for example, v1.1 ⇒ v1.2. Where the policy is reviewed in full, then the number before the decimal point will change and reset, for example v1.4 ⇒ v2.0.

Any changes made by the CEO in collaboration with the Board Appointed Trustee will be passed to the Trust Board for ratification and subsequently be notified to Clerks to Local Governing Bodies and Headteachers/Heads of School.

The next scheduled full review date for this policy is 12th March 2029.

Date approved by the Board Appointed Trustee: 13th March 2026.

To be ratified and recorded in the minutes at the first Trust Board Meeting after 13th March 2026.

Trust Glossary

AA	Admissions Authority	H&S	Health and Safety
AAI	Adrenaline Auto-Injector (Epi Pen)	HoS	Head of School
ACM	Asbestos Containing Materials	HSE	Health and Safety Executive
AHT	Assistant Headteacher	ICO	Information Commissioners Office
AIR	Attendance Intervention Reviews	IDSR	Inspection Data Summary Report
APDR	Assess Plan Do Review Cycle	IHP	Individual Healthcare Plan
APIs	Application Programming Interfaces	IRMS	Information and Records Management Society
ASC	Autistic Spectrum Condition	IWF	Internet Watch Foundation
ASP	Analyse School Performance	KCSIE	Keeping Children Safe in Education
ATH	Academy Trust Handbook	KS1/2/3/4	Key Stage 1/2/3/4
BAME	Black, Asian and Minority Ethnic Backgrounds	LAC	Looked After Child
BAT	Board Appointed Trustee	LADO	Local Authority Designated Officer
BCP	Business Continuity Plan	LGB	Local Governing Body
BFR	Budget Forecast Return	LLC	Low-Level Concerns
CEO	Chief Executive Officer	LSA	Learning Support Assistants
CFO	Chief Financial Officer	MASH	Multi-Agency Safeguarding Hub
CIF	Condition Improvement Fund	MAT	Multi-Academy Trust

CIN	Child in Need	MFA	Multi-Factor Authentication
CLA	Children Looked After	MFL	Modern Foreign Language
CMIE	Child Missing in Education	NCSC	National Cyber Security Centre
COO	Chief Operating Officer	NoV	Note of Visit
COSHH	Control of Substances Hazardous to Health	NPQ	National Professional Qualifications
CP	Child Protection	PA	Persistent Absence
CPD	Continuing Professional Development	PAN	Published Admission Number
CPOMS	Child Protection Online Management System	PECR	Privacy and Electronic Communications Regulations
CSCS	Children's Social Care Services	PEP	Personal Education Plan
CSE	Child Sexual Exploitation	PEEP	Personal Emergency Evacuation Plan
CTIRU	Counter-Terrorism Internet Referral Unit	PEx	Permanent Exclusion
CWD	Children with Disabilities	PP	Pupil Premium
CYPMHS	Children and Young People's Mental Health Services	PPG	Pupil Premium Grant
DBS	Disclosure and Barring Service	PSHE	Personal, Social and Health Education
DDSL	Deputy Designated Safeguarding Lead	PSED	Public Sector Equality Duty
DfE	Department for Education	PTFA	Parent, Teacher and Friends Association
DHT	Deputy Headteacher	QA	Quality Assurance

DSE	Display Screen Equipment	RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
DSL	Designated Safeguarding Lead	RHE	Relationships and Health Education
DPO	Data Protection Officer	RPA	Risk Protection Arrangement
EAL	English as an Additional Language	RSHE	Relationships, Sex and Health Education
ECT	Early Career Teacher	SA	Severely Absent
EDIB	Equality, Diversity, Inclusion and Belonging	SALT	Speech and Language Therapist
EHA	Early Help Assessment	SARC	Sexual Assault Referral Centre
EHENA	Education, Health and Care Needs Assessment	SBM	School Business Manager
EHCP	Education, Health and Care Plan	SCC	Standard Contractual Clause
EHE	Elective Home Education	SCITT	School-Centred Initial Teacher Training
ELSA	Emotional Literacy Support Assistant	SCR	Single Central Record
ESFA	Education and Skills Funding Agency	SDP	School Development Plan
EVC	Educational Visit Coordinator	SDQ	Strengths and Difficulties Questionnaire
EWOSSE	Education Welfare and Safeguarding Support Officer	SEF	Self-Evaluation Form
EYFS	Early Years Foundation Stage	SEMH	Social, Emotional, and Mental Health
FBV	Fundamental British Values	SENCO	Special Educational Needs Coordinator
FFT	Fischer Family Trust	SEND	Special Educational Needs and Disabilities

FGM	Female Genital Mutilation	SIP	School Improvement Partner
FGMPO	FGM Protection Order	SLA	Service Level Agreement
FOI	Freedom of Information	SLCN	Speech, Language and Communication Needs
FSM	Free School Meals	SLT	Senior Leadership Team
FTS	Find a Tender Service	SPOC	Single Point of Contact
GAG	General Annual Grant	STEM	Science, Technology, Engineering and Maths
GDPR	General Data Protection Regulation	TA	Teaching Assistant
GIAS	Get Information about Schools	TAC	Team Around the Child
HASH	Herefordshire Association of Secondary Heads	TCAT	Three Counties Academy Trust
HBA	Honour Based Abuse	TUPE	Transfer of Undertakings (Protection of Employment)
HR	Human Resources	VSH	Virtual School Headteacher