



CLAYESMORE

TRANSGENDER STATEMENT

Responsible:	Deputy Head (Pastoral)
Date Reviewed:	January 2026
Review Period:	Annual
Scope:	Whole School
Approval Authority:	SLT
External Release:	Yes (Parents & Public)

Key Documents

DfE [Gender Questioning Children](#): Non-statutory guidance for schools and colleges in England
December 2023 (draft)

[The Cass Review](#) - Independent review of gender identity services for children and young people
April 2024

Transgender and Gender Questioning Statement

At Clayesmore School, we believe in fostering an inclusive environment for all pupils and staff. Rather than having a standalone transgender policy, we integrate inclusion into all our policies and practices. We specifically reference LGBT+ matters in our Equality and Diversity Policy, Positive Conduct & Behaviour Policy and Anti-bullying Policy. Our student-led Equality, Diversity and Inclusion Committee meets weekly, providing a safe and supportive space for open discussion and action, guided by a dedicated member of staff.

Education and Awareness

We recognise that education is essential in raising awareness and understanding of gender identity issues, including those faced by transgender individuals. We are committed to ongoing training and development for our staff to ensure they are well-equipped to support all pupils and to promote empathy and understanding throughout the school community. Resources to support this can be found [here](#).

Pastoral Support and Individual Needs

Our approach to supporting any pupil who is questioning their gender is built on providing appropriate pastoral care that respects their individuality and promotes their wellbeing. We aim to balance their personal needs with their role within the wider school community. We understand that gender identity is deeply personal, and each pupil's experience is unique, so our support is designed to be flexible, adapting to each situation as necessary.

Informed by the Cass Review's emphasis on a careful, evidence-based approach, we recognise the importance of thoughtful, multidisciplinary support, particularly when pupils are navigating questions around their gender. We ensure that any decisions regarding changes to pronouns, games provision, or other adjustments are made collaboratively, considering the best interests of the pupil while maintaining communication with their parents, guardians and relevant professionals.

Facilities and Accessibility

To ensure that our facilities meet the needs of all pupils, we have re-signed five single-occupancy toilets (Spinney Centre, Social Centre, Business School, Everett Building, and Seddon Building) to make them inclusive and accessible. As we plan future building projects, we will continue to assess and increase the number of inclusive toilets to better accommodate our pupils and staff.

Tailored Support Approach

We recognise that no two situations are the same, and each pupil's needs should be addressed individually. Our shared approach focuses on key considerations such as:

- The age and developmental stage of the pupil
- The views and involvement of parents, siblings, and other family members
- The specific needs of the pupil to feel supported, including pronoun use and games provision
- The viability of any adjustments (e.g., access to inclusive facilities)
- The pupil's preferences regarding who is informed about their situation
- The impact on the wider school community
- Whether medical advice, counselling, or other professional support is necessary

This framework ensures that our decisions are both compassionate and well-considered, always keeping the pupil's wellbeing at the forefront. We will continually review and refine our practices in line with evolving guidance, such as the findings from the Cass Review, to ensure the best outcomes for all members of our school community.