ROSEMEAD PREPARATORY SCHOOL & NURSERY
DULWICH

PART OF
ST DUNSTAN'S EDUCATION GROUP

GENDER IDENTITY POLICY

Policy owner	Deputy Head Pastoral (DHP)
ISSR reference	N/A
Reviewed	Autumn 2026
Approved	Group Board, Autumn 2026
Next review	Michaelmas 2027

Version Control

Reason for amendment	Role	Date	Main changes
Annual Review	Deputy Head Pastoral	Michaelmas 2026	Updated in line with updated statutory guidance in Keeping Children Safe in Education 2026

1. Aims

This policy applies to staff, pupils and parents/carers across St Dunstan's Education Group, including St Dunstan's Enterprises Ltd, and any other school or setting within St Dunstan's Education Group where adopted. It aims to ensure that all parties are clear about the framework through which gender identity matters are managed and overseen in school.

The Group aims to provide an inclusive environment that allows all pupils to thrive, including pupils who are LGBTQ+ or who have a non-conforming, fluid, non-binary or no gender identity. Pupils who are transgender, non-binary or questioning their gender may have individual journeys and the support they need or want will vary.

This policy primarily applies where a pupil, parent or carer has requested support relating to social transition in school, where a child presents as different to their biological sex, and the school is considering how to respond.

2. Legislative and Regulatory Framework

This policy is based on expectations set out by the Independent Schools Inspectorate (ISI) and is informed by relevant guidance and legislation, including:

- Keeping Children Safe in Education (September 2026).
- The Equality Act 2010, including protection from discrimination, harassment and victimisation in relation to protected characteristics, including gender reassignment.
- The Human Rights Act 1998.
- DFE Statutory Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025).
- Non-statutory guidance on planning relationships, sex and health curriculum content.
- Relevant clinical or professional advice provided for an individual pupil, where appropriate.

Gender dysphoria is a clinical condition which can present from an early age and can only be diagnosed by a medical expert. Some people diagnosed with gender dysphoria may require or desire medical treatment, while others may not seek or want medical treatment or diagnosis.

3. Roles and responsibilities

3.1 St Dunstan's Education Group

The St Dunstan’s Education Group Board has ultimate responsibility for safeguarding. Day-to-day responsibility is delegated to the Chief Executive Officer (CEO), who delegates safeguarding responsibility to the Designated Safeguarding Lead (DSL) in each school. The Group Board will review this policy annually and ensure that schools follow the requirements set out in this policy.

3.2 Designated Safeguarding Lead

The DSL is responsible for safeguarding. This includes ensuring that staff follow the framework set out in this policy, receive sufficient training to implement its principles, and that decision-making is appropriately recorded.

3.3 Staff

Staff are responsible for providing pastoral care, implementing the framework outlined in this policy and maintaining appropriate records through the school safeguarding system.

3.4 Pupils and parents/carers

Pupils and parents/carers are responsible for communicating effectively with the school about any support that may be required and for engaging with school communication routes.

4. Core principles for supporting gender identity

- The first consideration will always be the best interests and safeguarding needs of the individual pupil and other pupils.
- Support will be considered carefully, respectfully and on an individual basis.
- The support agreed by the school may not always be the same as the support initially requested by the pupil or family.
- The school will take a flexible approach with the aim of keeping the pupil's options open while maintaining safeguarding standards and compliance with relevant legislation.
- Where changes or support are agreed, the school will continue to meet its legal obligation to record a pupil's biological sex accurately.
- Relevant staff will be given the information they need to carry out their professional and safeguarding responsibilities.

5. Requests for support with social transition

Where a transgender, gender non-conforming, gender fluid or non-binary pupil or parent/carer asks the school to make changes or provide support relating to social transition, the school will consider the request carefully and sensitively.

The school will consider any relevant clinical evidence or professional advice provided. Where appropriate, advice may also be sought from other professionals, such as the SENDCo. The relevant DSL or DDSL will be involved, and consideration will be given to the pupil's wider health, additional needs, neurodiversity and any other relevant circumstances.

For younger pupils, particularly pre-pubescent pupils, the school is unlikely to agree immediately to a full social transition. Before significant or long-term changes are made in school, further information and appropriate external professional advice will normally be required.

6. Parental and carer involvement

The school will normally seek to involve parents or carers where a pupil has made a request for support. Working with parents and carers is important to promote the pupil's wellbeing and protect them from harm.

If there is reason to believe that involving parents or carers could place the pupil at greater risk, the DSL will first consider what action is necessary to safeguard the pupil. Parents or carers will not be contacted until this consideration has taken place.

Where a pupil does not feel comfortable or able to discuss their gender identity with parents/carers themselves, the school will explore how best to support these conversations.

7. Names, pronouns and records

Requests to change a pupil's name or pronouns will be considered carefully. Parents and carers will be involved in discussion around any agreed pronoun or name changes, subject to safeguarding considerations.

A legal name change is not required for the school to refer to a young person by a new name or pronoun where this has been agreed. The school will agree how any change should be communicated and implemented.

The school will maintain legally required records accurately. A pupil may be required to use their legal name for formal examinations, in which case the school will speak with the pupil and family and liaise with the relevant examination board.

8. Facilities, clothing and activities

Schools must consider the welfare and safety of the individual pupil and the wider school community, as well as obligations under the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014.

Pupils must not be allowed into toilets, changing rooms or residential accommodation designated for the opposite biological sex. Alternative arrangements should be considered according to the individual pupil's needs, age, relevant risk assessment and the facilities available locally.

Where lessons, sports, activities or fixtures are organised by sex for safety, safeguarding or competition reasons, schools will consider appropriate arrangements on an individual basis, taking account of the safety, dignity and needs of everyone involved.

9. Safeguarding, bullying and confidentiality

The Group does not tolerate discrimination or bullying of any kind and will address bullying under the relevant anti-bullying and behaviour policies.

A pupil may confide in a member of staff about questions or feelings relating to gender identity without asking the school to make any changes. Information will be handled sensitively and in accordance with safeguarding and confidentiality procedures. Where a safeguarding concern arises, the school will follow usual safeguarding procedures.

10. Training, communication, monitoring and linked policies

Schools will facilitate relevant staff training, including working with internal or external providers where appropriate, so that staff understand how to support transgender, gender non-conforming, gender fluid and non-binary pupils in line with this policy.
This policy will be reviewed annually by the Deputy Head Pastoral and approved through the appropriate governance route. It should be read alongside the Safeguarding and Child Protection Policy, Anti-Bullying Policy and Trips Policy.

Part B – School-specific procedures

11. Application at Rosemead Preparatory School

Rosemead Preparatory School is committed to providing a safe, respectful and inclusive environment in which every pupil is known, valued and supported to flourish. The School recognises that questions relating to sex, gender and identity can be complex and particularly sensitive for children of preparatory school age.

This section sets out how Rosemead Preparatory School will respond where a pupil expresses uncertainty about their gender, identifies as a gender different from their biological sex, requests a social transition, or raises related concerns.

The School will respond to each pupil individually and with compassion, sensitivity and professional curiosity. Decisions will be guided by:

- the pupil's welfare and best interests;
- safeguarding responsibilities and the School's Safeguarding and Child Protection Policy;
- the pupil's age, developmental stage and individual circumstances;
- the views of the pupil and, where appropriate, their parents or carers;
- the rights and welfare of other pupils;
- the School's obligations under applicable law and statutory guidance; and
- relevant professional advice where appropriate.

No significant change to school arrangements will be treated as automatic. Requests will be considered individually through the process described below.

12. Local responsibilities and information sharing

The Head has overall responsibility for the implementation of this policy at Rosemead Preparatory School. The Designated Safeguarding Lead (DSL) will normally coordinate the School's response where a pupil raises questions concerning gender identity or requests changes to their school arrangements.

Relevant members of the Senior Leadership Team (SLT), pastoral staff and the pupil's class teacher/form tutor may be involved where necessary.

Information will be shared on a need-to-know basis and in accordance with the School's safeguarding and data protection responsibilities. Staff should not promise absolute confidentiality to a pupil.

Where a pupil asks a member of staff not to tell their parents or carers, the member of staff should refer the matter to the DSL rather than making that decision independently. Given the age of pupils at Rosemead Preparatory School, the School will normally seek to work collaboratively with parents or carers. Any decision not to involve them will be considered carefully in accordance with safeguarding requirements and the individual circumstances of the child.

Staff should record significant conversations, requests and agreed actions using the School's appropriate safeguarding or pastoral recording systems.

Policy owner	Deputy Head Pastoral (DHP)
Safeguarding oversight	Relevant DSL or DDSL
Pastoral implementation	Pastoral team, tutors and teachers as appropriate
School records	Maintained accurately on CPOMS and iSAMS, including legal name and biological sex where required
Parent/carer communication	Direct contact from pastoral or safeguarding staff as appropriate

13. Individual support decision-making

Where a pupil expresses gender-related distress, uncertainty or a wish to make changes at school, Rosemead Preparatory School will seek first to understand what the pupil is experiencing and what support they are requesting.

The School will not make assumptions about the reasons for a pupil's feelings or encourage the pupil towards any predetermined outcome.

The DSL and/or an appropriate member of SLT will ordinarily:

1. listen to the pupil in an age-appropriate and non-judgmental manner;
2. establish what the pupil is asking the School to do and why;
3. consider the pupil's age, maturity, wellbeing and any safeguarding concerns;
4. consider whether there are wider pastoral, SEND, mental-health, friendship, family or other factors relevant to the pupil's wellbeing;
5. involve parents or carers as appropriate, subject to safeguarding considerations;
6. consider any relevant professional advice;
7. assess the practical implications of the request for the pupil and the wider school community; and
8. agree, record and periodically review any support arrangements.

Requests concerning names, pronouns, uniform, facilities, participation in activities or other school arrangements will therefore be considered individually rather than through an automatic process.

Where appropriate, an individual support plan may be agreed with the pupil and their parents or carers. This should identify the arrangements agreed, the staff who need to know, how information will be communicated, any safeguarding or pastoral considerations and an appropriate review date.

14. Facilities at Rosemead Preparatory School

Rosemead Preparatory School will ensure that pupils have reasonable access to appropriate toilet and changing facilities while maintaining appropriate standards of privacy, dignity and safeguarding for all pupils.

Where facilities are designated for boys or girls, their use will ordinarily be based on biological sex.

Where a pupil is uncomfortable using the facilities associated with their sex, the School will discuss this sensitively with the pupil and their parents or carers and consider whether an appropriate alternative facility can reasonably be provided. This may include access to an individual or single-user toilet or changing space where available.

Alternative arrangements should not be presented as a punishment or exclusion. Equally, arrangements for one pupil should not compromise the privacy, dignity or safeguarding needs of other pupils.

15. Uniform at Rosemead Preparatory School

Rosemead Preparatory School expects all pupils to wear the approved School uniform and to meet the School's usual standards of appearance.

Where the School's uniform list contains different approved items, a pupil or their parents or carers may discuss with the School whether alternative items from the approved uniform range may be worn.

Any request associated with gender identity will be considered sensitively and individually, taking account of the pupil's age, wellbeing, the views of parents or carers and the practical requirements of school life.

Whatever arrangements are agreed, pupils remain expected to wear appropriate Rosemead Prep School uniform and to comply with requirements relating to safety, presentation and participation in particular activities.

16. SES, PE, Games and fixtures

Physical Education, Games and sporting activity are an important part of school life at Rosemead Preparatory School. The School aims to enable every pupil to participate meaningfully while ensuring safety, fairness, dignity and appropriate safeguarding.
For ordinary curriculum PE, Games and SES activities, staff should seek wherever reasonably possible to enable pupils to participate alongside their peers.

Where activities are separated by sex, or where sex is relevant because of safety, physical contact, competitive fairness or governing-body rules, arrangements will be determined by biological sex and any applicable sporting regulations.

For inter-school matches, tournaments and external competitions, Rosemead Preparatory School will follow the eligibility requirements of the relevant governing body, competition or host organisation.

Pupils attend school wearing their Games or PE kit on the relevant days and therefore do not ordinarily need to change clothing at school. Changing arrangements will be considered separately from participation in the activity itself. Where appropriate, a pupil may be offered a private or alternative changing arrangement.

Staff should manage these matters discreetly and should avoid unnecessarily drawing attention to an individual pupil.

17. Trips and residential accommodation

Gender-related considerations will form part of the individual planning and risk assessment for school trips where relevant.

For day trips, the School will seek to ensure appropriate access to facilities while protecting the pupil's privacy and dignity.

Residential visits require additional consideration because of sleeping, washing and changing arrangements. Accommodation involving shared bedrooms, dormitories, bathrooms or similar intimate spaces will ordinarily be organised according to biological sex.

Where this would cause significant distress to an individual pupil, the School will discuss possible alternative arrangements with the pupil and their parents or carers. Depending on the venue, this could include individual accommodation or another suitable arrangement.
The School cannot guarantee that every venue will be capable of providing alternative accommodation. Parents or carers should therefore discuss relevant needs with the School sufficiently in advance to allow appropriate planning and risk assessment.

The privacy, dignity and safeguarding of all pupils participating in the trip will be considered.

18. Pupils living in stealth

Gender-related considerations will form part of the individual planning and risk assessment for school trips where relevant.

For day trips, the School will seek to ensure appropriate access to facilities while protecting the pupil's privacy and dignity.

Residential visits require additional consideration because of sleeping, washing and changing arrangements. Accommodation involving shared bedrooms, dormitories, bathrooms or similar intimate spaces will ordinarily be organised according to biological sex.

Where this would cause significant distress to an individual pupil, the School will discuss possible alternative arrangements with the pupil and their parents or carers. Depending on the venue, this could include individual accommodation or another suitable arrangement.

The School cannot guarantee that every venue will be capable of providing alternative accommodation. Parents or carers should therefore discuss relevant needs with the School sufficiently in advance to allow appropriate planning and risk assessment.

The privacy, dignity and safeguarding of all pupils participating in the trip will be considered.

19. Support for de-transitioning

Rosemead Preparatory School recognises that a pupil's understanding or expression of their identity may change over time.

A pupil who wishes to stop or reverse previously agreed social changes will be treated with the same dignity, sensitivity and pastoral care as a pupil initially seeking support in relation to their gender identity.

The School will not regard a change in a pupil's expressed identity as misconduct or failure, nor should assumptions be made about the pupil's future identity.

The DSL and relevant pastoral staff will consider whether the pupil's individual support arrangements should be revised, including arrangements relating to name, pronouns, uniform, facilities, sporting participation and communication with staff and peers.

Parents or carers will ordinarily be involved, subject to safeguarding considerations. Particular attention should be paid to the pupil's emotional wellbeing and relationships with peers. Bullying, ridicule or harassment because a pupil has transitioned, de-transitioned, changed their name or pronouns, or expressed uncertainty about their identity will not be tolerated and will be addressed in accordance with the School's Behaviour and Anti-Bullying policies.

20. Training, education and press enquiries

Rosemead Preparatory School will ensure that staff with relevant pastoral, safeguarding or leadership responsibilities receive appropriate training to support the implementation of this policy.

Staff training should enable colleagues to:

- respond sensitively when a pupil raises questions concerning gender or identity;
- understand the boundaries of their professional role;
- recognise and respond to safeguarding concerns;
- understand when information should be shared with the DSL;
- distinguish supportive listening from counselling or directing a pupil towards a particular outcome;

- understand the School's arrangements concerning facilities, uniform, sport and residential visits; and
- respond appropriately to bullying, discriminatory behaviour or inappropriate language.

Any teaching concerning sex, gender, identity, relationships or equality will be delivered in an age-appropriate manner consistent with the School's curriculum, safeguarding responsibilities and applicable statutory requirements. Teaching should allow appropriate questions and discussion without presenting contested views as undisputed fact or suggesting that pupils are expected to adopt a particular position.

Pupils should be encouraged to treat others with kindness and respect. Disagreement or questions expressed appropriately should be distinguished from bullying, harassment or deliberately demeaning behaviour.

Staff should not comment publicly, including through personal social-media accounts, on individual cases involving Rosemead Preparatory School pupils.

Any approach from journalists, broadcasters, campaign organisations or other media concerning this policy or an individual pupil must be referred immediately to the Head. No member of staff should provide information or comment without authorisation.

The identity, personal information and safeguarding circumstances of individual pupils must remain confidential. The welfare of the child will remain the School's primary consideration when responding to any external interest.