



Triumph Learning Trust

Aspiration - Collaboration - Innovation

Student Support

Policy Details

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1. Introduction

This policy outlines the Trust's approach to supporting students who wish to change the pronouns by which they are known. It ensures that such requests are handled with sensitivity, confidentiality, and in compliance with statutory duties. The Trust is committed to fostering an inclusive, respectful, and safe environment for all students, consistent with the Equality Act 2010 and relevant DfE guidance.

2. Scope of Policy

This policy applies to all students across the Trust's schools who request a change of pronouns. It covers how such requests are managed, recorded, and supported by staff. The policy does not apply to name changes for legal purposes (which are governed by data management and examination regulations).

Agreeing to a child's request to have others use different pronouns about them is a significant decision. Primary school aged children should not have different pronouns to their sex-based pronouns used about them.

3. Responsibilities

The Trust Board holds overall responsibility for ensuring compliance with equality, safeguarding, and data protection legislation. Headteachers are responsible for implementing this policy in their schools and ensuring all staff understand its application. Designated Safeguarding Leads (DSLs) will oversee any requests and ensure appropriate parental engagement, risk assessment, and student wellbeing support. The Lead Safeguarding and Inclusion will provide advice and monitor consistency across the Trust.

4. Definitions

The term parents refers to any adult with parental or caring responsibilities for a child. Gender identity: is a contested belief. It is a sense a person may have of their own gender, whether male, female or another category such as non-binary. This may or may not be the same as their biological sex. Many people do not consider that they or others have a gender identity at all.

Gender questioning: is a broad term that might describe children and young people who are asking questions about their biological sex and perceived gender identity.

Gender distressed or confused: is a way of describing distress or confusion that may arise from a broad range of experiences connected to a child's understanding of their biological sex and associated attributes and behaviours, but where a formal diagnosis of gender dysphoria has not been made.

Social transition: is a term often used to refer to a process by which people change their name, pronouns, clothing, or use different facilities from those provided for their biological sex. Not all people who go through this process will do so in the same way. Not all requests made to schools or colleges will comply with legal duties to safeguard children. Social transitioning is

not a neutral act, as it has been recognised that it can have formative effects on a child's future development.

Gender incongruence: is a medical diagnostic term for a marked and persistent incongruence between an individual's experienced gender identity and their biological sex.

Gender dysphoria: is a similar diagnostic term to describe gender incongruence of at least 6 months' duration, which is manifested by a number of criteria. The condition is associated with clinically significant distress or impairment in social or other important areas of functioning.

5. Policy Provisions

Legislative Framework

This policy is informed by the following legislation and Statutory guidance:

- Equality Act 2010 – Protection from Discrimination and Harassment related to gender reassignment
- Education Act 2002 – Duty to Safeguard and Promote the Welfare of pupils.
- Children Act 1989 and 2004 – Welfare of the Child is Paramount.
- Data Protection Act 2018/UK GDPR – Lawful and Confidential Management of Personal data
- Human Rights Act 1998 – Right to Privacy and Dignity
- DFE Draft Guidance (2023) – Gender- Questioning Children.
- Keeping Children Safe in Education (KCSIE) 2025

Principles

The Trust recognises that a student's request to change pronouns can reflect a deeply personal aspect of their identity. All requests will be managed with sensitivity, respect, and a focus on the student's welfare. Safeguarding is paramount and will always inform decision-making. Staff should approach each case individually and without assumption.

Procedure

- The Student should speak with a trusted staff member (Pastoral Lead, Senco, DSL)
- The DSL should record the request and coordinate discussions with the student and parents/ carers
- Where parental involvement might place a student at risk, the DSL will assess the situation and seek advice.
- A Student Support Plan should be developed, detailing the agreed use of pronouns, confidentiality levels, and wellbeing measures.
- Staff should be informed on a need-to-know basis to maintain confidentiality.
- Official records will use the student's legal name unless a legal change is made.

Data and Confidentiality

All personal data relating to pronoun use will be processed under the Data Protection Act 2018. Only relevant staff will have access to this information. The student's legal name will continue to be used for statutory and examination purposes.

Training and Awareness

The Trust will ensure that staff receive appropriate training on equality, safeguarding, and inclusion matters. Training will emphasise respect for all students and the importance of confidentiality and professionalism.

6. Appendices

Appendix 1

Student Support Plan Template Information

Appendix 1 – Student Support Plan Template Information

The following provides a framework for supporting a student who requests a change of pronouns.

Student Name:

Year Group:

Preferred Name/ Pronouns:

Date of Request:

DSL/Lead Staff:

Parent /Carer Involvement:

Summary of Agreed Actions:

Confidentiality Agreements:

Review Date: