

ALAMEDA MIDDLE SCHOOL



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TRANSGENDER INCLUSION IN PHYSICAL EDUCATION POLICY

May 2026

TRANSGENDER INCLUSION IN PHYSICAL EDUCATION POLICY

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CORE PRINCIPLES

At Alameda Middle School, we are committed to ensuring that all pupils are included in Physical Education (PE) and can participate in a safe, respectful, and supportive environment.

Our approach is guided by:

- The Equality Act 2010
- Department for Education (DfE) guidance
- Relevant National Governing Body (NGB) policies

Key principle:

All decisions regarding participation in PE and sport will be made objectively and in line with national guidance. Decisions will be reviewed periodically by the Senior Leadership Team.

DEFINITIONS

For the purposes of this policy:

- “Biological sex” refers to sex recorded at birth.
- “Gender identity” refers to a pupil’s affirmed or expressed gender.
- “Transgender pupil” refers to a pupil whose gender identity differs from their biological sex.

LEGAL AND NATIONAL CONTEXT

The DfE (draft) guidance does not provide a single fixed rule for transgender participation in PE.

“Schools in England should generally separate sports teams by biological sex rather than gender identity to ensure fairness and safety, particularly in competitive, high-physicality, or older age groups”.

Schools are expected to:

- Make individual, safeguarding-led decisions
- Consider wellbeing, safety, and fairness

The Equality Act 2010 protects pupils from discrimination on the basis of gender reassignment, while also allowing proportionate restrictions in sport where justified for:

- Safety
- Fair competition
- Physical differences

Implication for PE:

- Inclusion is the starting point
- Adjustments or restrictions may be applied where justified
- All decisions must be reasonable, proportionate, and evidence-informed

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NAtional guidance in this area continues to evolve. The school reserves the right to update practice in response to changes in legislation, DfE guidance, safeguarding advice, or NGB policy.

KEY SCHOOL POSITION

At Alameda:

- We aim to include all pupils in PE wherever possible
- We do not currently require pupils to change for PE, reducing barriers linked to privacy

We follow:

- Sport-specific guidance
- Professional judgement
- Individual pupil needs

All decisions made should balance:

- Inclusion
- Safety
- Fairness
- Pupil wellbeing

Bullying, harassment, or discriminatory behaviour relating to sex, gender identity or participation in PE will be managed in line with the school's Anti-bullying policy, Behaviour policy and/or Parent Code of Conduct policy.

PE LESSONS

Transgender pupils will be supported to participate in PE in a way that is safe, follows national guidance, and is appropriate to them.

- Participation groups may, where appropriate and safe, align with a pupil's affirmed gender identity, taking account of the nature of the activity and relevant NGB guidance.
- Participation should remain within sex-based groups where safety, fairness or governing body rules require this.
- Take on a supporting role where appropriate (e.g. officiating, refereeing)

Changing arrangements:

- As pupils do not routinely change, this removes a key barrier
- A private changing space will be provided when needed

Activity considerations:

- For non-contact and skill-based activities, inclusion is typically appropriate
- For contact or higher-risk activities, adjustments may be required, such as:
 - Modified rules

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- Non-contact versions
- Alternative roles (e.g. officiating, coaching)

EXTRA-CURRICULAR SPORT

All pupils are encouraged to attend clubs and activities. Transgender pupils will be supported to participate where possible in line with their gender identity

Where restrictions apply:

- Staff will follow NGB guidance

Adjustments may include:

- Modified participation
- Alternative formats
- Non-competitive roles

COMPETITIVE SPORT

The school will follow NGB regulations for fixtures and competitions. These may differ between local competitions and national competitions.

Examples of current guidance trends:

- More inclusive at younger and recreational levels
- More restrictions at competitive or performance levels (but typically not until upper year groups, Y9 and beyond)

Approach:

- Apply rules as laid out by the NGB
- Communicate decisions with pupils and parents
- Communicate with opposition team coaches
- Seek inclusive alternatives wherever possible

SPORT-SPECIFIC CONSIDERATIONS (EXAMPLES)

Current NGB trends (subject to change):

More inclusive:

- Football (mixed participation at youth level)
- Athletics (restrictions mainly at elite level)
- Rounders, handball, flag football

More restricted:

- Rugby (safety considerations)

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- Cricket, tennis (competition categories)

School approach:

- Follow the relevant NGB for each sport
- Apply guidance proportionately
- Adapt where appropriate for school-level participation

Links to guidance policies:

- [BAFA Gender Participation Policy](#) (American Football)
- [Gender Eligibility and Participation Policy \(Netball\)](#)
- [LTA-Transgender and Non-Binary Individuals Policy](#) (Tennis)
- [Player Gender Eligibility Regulations \(Cricket\)](#)
- [Policy on the Participation of Transgender and Non-Binary People](#) (Football)
- [The UK's Sports Councils Guidance for Transgender Inclusion in Domestic Sport](#)
- [Policy and Procedures for Transgender and Non-binary players in Rounders](#)

SAFEGUARDING AND COMMUNICATION

All decisions prioritise pupil safety and wellbeing. The school will:

- Work with parents/carers
- Seek additional external advice where appropriate
- Respect confidentiality and dignity

Staff will ensure:

- Sensitive handling of discussions
- Clear communication of decisions
- Consistent application of policy

RISK ASSESSMENT – TRANSGENDER PARTICIPATION IN PE

Purpose

To ensure that participation decisions:

- Protect all pupils from harm
- Maintain fairness
- Enable inclusion wherever possible

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Key Risk Areas and Controls

	Risk	Controls
Physical Safety (Contact / Strength-Based Activities)	Increased risk of injury due to physical differences (particularly post-puberty)	- Follow NGB safety guidance - Modify activities (e.g. non-contact versions) - Use grouping by ability/size where appropriate - Provide alternative roles if necessary
Fair Competition	Perceived or actual competitive advantage	- Apply NGB competition rules - Use mixed or open categories where available - Adapt scoring or formats in school settings - Prioritise participation over outcome in lessons
Emotional Wellbeing (Individual Pupil)	Anxiety, exclusion, or distress	- Pupil voice central to decisions - Offer flexible participation options - Provide pastoral support - Avoid unnecessary public attention
Emotional Wellbeing (Wider Group)	Discomfort or concerns from other pupils	- Clear behaviour expectations - Reinforce respect and inclusion - Address concerns sensitively - Avoid compromising safety or fairness
Privacy and Dignity	Discomfort linked to changing or physical proximity	- No compulsory changing reduces risk - Provide private space if requested - Manage groupings sensitively
Legal / Compliance Risk	Decisions challenged under equality law	- Case-by-case decision-making - Document rationale for decisions - Follow: - Equality Act 2010 - DfE guidance - NGB policies

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Risk Assessment Process

For each case, staff will consider:

1. Nature of the activity (contact, intensity, competition level)
2. Age and stage of development
3. NGB guidance
4. Pupil preference and wellbeing
5. Impact on other pupils
6. Safety considerations

Outcome options:

- Full inclusion
- Modified participation
- Alternative role
- Separate provision (where justified)

Monitoring and Review

This policy will be reviewed regularly or in line with updated DfE guidance and changes to NGB policies. Individual cases will be reviewed regularly.

Final Statement

Alameda Middle School is committed to ensuring that all pupils can access and enjoy Physical Education.

Our aim is simple: to provide a PE environment where every pupil feels able to take part, make progress, and belong.