



School Equity Best Practice

Title: *write the name of the good practice*

Equity dimension: *tick the dimension related to the practice*

- Fairness Inclusion Access Opportunities
 Personalised learning Personal and social development

Subject: *Key words: transgender, inclusion.*

Target groups: *choose the educational level focus of the practice*

- Early Years Primary education Lower secondary education
 Upper secondary education Vocational Training Other

Source: *give information about the school and its context. Include contact details*

Torre del Palau Secondary school is a public school located in Terrassa, a town 35 km away from Barcelona which has a population of 215.212 inhabitants. It was created in 1987, with a total enrolment of over 800 students; there are mainly middle working class students. Torre del Palau Secondary school provides 4 years of compulsory education and 2 years of A-levels Performing Arts.

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Description: *write a 5 line summary including the goals and objectives of the practice*

The objectives of this educative practice are:

- To see how an educational centre expert in LGBTI develops and applies quality educational plans to normalize the situation of their transsexual students.
- To know how the plans and protocols are developed so that the normalization of the transsexual students is effective.
- To see and listen to the testimony of a transsexual student that explains his personal experience in the educational environment.

Methodology: *explain the steps followed to implement the practice, responsibilities (who makes what), the duration, time and place. Maximum 1 page.*

At Torre del Palau Secondary school, students live together in a climate of respect for diversity and mutual understanding. It has been possible to achieve this climate by making and following policies aimed at enhancing cohabitation.

When a student decide to tell his classmates and teachers that he has a genre identity different that the sex assigned when born, the general tutor and pedagogical coordinator speaks to the student and family and agree how the school is going to accompany and support him during the process.

The school coordinates and organizes measures of attention and support to transsexual students. They affect to all the school community and are the following:

- Plan a stepped sequence of measures to normalize the situation.
- Coordinate the action and deployment of all the agents involved.
- Guarantee respect for the privacy of the students in transition.

ORGANIZATIONAL AND EDUCATIVE MEASURES.

- Inform and make sure that all the members of the educative community address to their transsexual student by his/her name.
- Adjust the internal documentation (calling list, reports, etc.) to the new situation.
- Guarantee the access to the toilets and changing room according to their new identity.
- Raise awareness, inform and advise all the school community about gender diversity in the childhood and adolescence.
- Use an inclusive and no sexist language that includes genre diversity in all the documents of school.
- Offer training for teachers, support teachers and all staff with the help, if necessary, of external counsellors and professionals.
- Apply the protocol of prevention, detection and intervention of LGBTI people in case of harassment.

MEASURES FOR TRANSGENDER STUDENTS

- Involve transsexual students in the elaboration of support and attention measures for themselves as transsexual students but also for the rest of the class and the school in general.
- Guarantee guidance and support to the student during the transition by teachers and external professionals throughout the whole schooling.
- Offer a tutor that supports the student in his educative process.

MEASURES FOR THE CLASS GROUP

- Raise awareness and work with the group questions related to gender identity and gender expression.
- Inform the group-class, prior work with families, the process of transition, after receiving the consent of the student and family.
- Guarantee the non-segregated activities by sex.
- Develop activities in the classroom or during school trips taking into account the network of friendships of the student and favouring their accompaniment and inclusion in the group.

MEASURES FOR THE FAMILIES

- To develop sessions of raising awareness on gender diversity, especially addressed to the families of the class group where the transgender student is.
- Inform about the existence of Associations for LGBTI families that offer training, support and resources for those families.

Resources: *explain the resources used in the practice: human, financial, technical, materials...*

Human resources: pedagogical coordinator, teachers, directive staff.

External Support: [Chrysalis association](#).

Spaces: changing room, wc

Outcomes: *explain the results, the evaluation and the impact of the practice*

The vision and leaders ensure the fully integration and wellbeing of LGTBI learners through plans and school policies. Sexual diversity and orientation, gender and expression of identity are always taken into account to avoid any kind of discrimination.

Supporting documents: *give the link to supporting documents, such as forms, multimedia files...*

The Department of Education has a protocol for the care and support of the transgender students. Click on the following link to see more:

http://xtec.gencat.cat/web/.content/curriculum/coeducacio/protocols/documents/08_protocol-transgeneres.pdf

Interview: *the practice should include a recorded video interview to one of the users about the benefits of the good practice. The video should be in English or subtitled. Maximum 3 minutes. Write the video URL here*