

SPRING 2021



Supporting trans, non-binary and gender questioning young people

Guidance for Dudley Schools' Colleges
and Educational Establishments

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- ✚ Trans Inclusion Schools Toolkit – originally created by Brighton & Hove City Council
- ✚ Stonewall – a charity and consultancy service for education establishments
- ✚ The What? Centre, for providing some examples of work they do with young trans people, through organised 1:1 sessions, counselling and group meetings which support and provide an opportunity for trans young people to be heard and listened to. Examples of their lived-in experiences have provided a much-needed leverage to raise the profile of trans young people. Thank you for sharing
- ✚ A very special thanks to Lee Clulow, Designated Safeguarding Lead, Halesowen College for sharing his knowledge and expertise of working with young trans people. Lee currently works with Dudley Schools to support trans children when moving from primary to secondary school and secondary into further education, to enable their experience of moving to a new school environment a little less daunting
- ✚ We would particularly give thanks to all parents and carers that have contributed their views into this guidance
- ✚ And pass on a massive thank you to the trans young people of Dudley for their artwork and for having the courage to share their lived-in experiences and showing us what we need to do better, this guidance is dedicated to you.

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Guidance has been shared with Dudley School's Safeguarding in Education Reference Group (SERG), Lee Clulow, Halesowen College and The What? Centre and distributed to DSLs and colleagues in Schools, Colleges and Educational Settings.

Dudley Safeguarding People Partnership (DSPP) have endorsed the guidance to ensure there is a consistent approach in developing our understanding of the spectrum of gender identity and provide support to trans, gender questioning and non-binary children and young people of Dudley.

Introduction

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Overview

Trans is an umbrella term to describe people whose gender is not the same as, or does not fully reflect, the sex they were assigned at birth. Further definitions are provided in Section 3 and Appendix 1.

Gender identity is complicated and multi-faceted. It can be best understood as being a spectrum rather than necessarily needing to be a binary choice between male or female. Developing a positive sense of gender identity is an important part of growing up for all children and young people. It is essential that educational settings develop pupil and student understanding of the spectrum of gender identity and provide support to trans, gender questioning and non-binary pupils, students and staff. There are many ways to be trans, talking with the child or young person, and if appropriate, family members to find out what they want, and need will be a guiding principle. Practice to support trans children and young people should be embedded across policies and curriculum and build on best practice already in place. This will help schools meet the Public Sector Duty of the Equality Act 2010 and eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations.

Purpose of the toolkit and its limitations

The purpose of this document is to provide information and guidance to schools and colleges on how to effectively support trans and gender questioning young people and prevent transphobia. Creating safe, trans inclusive learning environments is crucial to reduce and prevent harm to trans and non-binary children and young people. It could also benefit to all genders as gender stereotyping, sexism, homophobia, biphobia and transphobia are challenged.

It is recognised how complex understanding of sex and gender can be, but there is huge range of diversity in how people feel about and express their gender. We hope by using this toolkit it will build on existing good equality practice and:

- ✚ Increase the confidence of staff to support trans pupils and students or those that are coming out as trans, non-binary or are beginning to question their gender identity
- ✚ Provide information that will allow schools to feel confident that they are complying with the Equality Act 2010 and anti-bullying guidance in relation to trans children and young people
- ✚ Highlight areas to consider when developing whole school policy and practice that will allow trans children and young people to achieve at school and will reduce transphobic prejudice, discrimination, and bullying

When children and young people's understanding of their own gender differs from the expectations of those around them, this can be very challenging and young people and their families can experience high levels of distress. Some studies find trans young people to be at an increased risk of self-harm and suicide. Therefore, there is a moral imperative to ensure effective support.

Currently this guidance does not specifically address the needs of intersex children and young people. However, it is likely that some of the good practice discussed will be supportive to this group. A definition of intersex can be found in Appendix 1.

Underlying principles and messages in the toolkit

Some children and young people may question their gender identity for a range of reasons and in a range of ways, and some may question their gender identity from a young age.

- Provision of support to a gender questioning child or young person does not signal that they are or will be trans or that if they are trans that they will conform to any single trans identity or follow any path of transition
- Listen to the child or young person and wherever possible follow their lead and preferences
- Communicate, involve and support parents and carers as much as possible without breaching the confidentiality of the child or young person
- Avoid seeing the trans or gender-questioning child or young person as a problem and instead see an opportunity to enrich the school community and to challenge gender stereotypes and norms on a wider scale
- Gender is often an important part of our identity and developing a positive sense of gender identity is part of growing up
- Use gender segregated activities only when there is a clear educational rationale for them
- Be ready to see gender as a spectrum that is broader than male and female
- Trans children and young people have the right to access facilities and support in line with their gender identity
- Trans and non-binary inclusive practice requires understanding and challenging long accepted ideas of sex and gender. All members of the school community including parents and carers may need support in developing this understanding

No trans pupil or student should be made to feel that they are the ones who are causing problems or that they owe anything to their school in return for changes made to support them.



Developing Understanding of Trans and Gender Questioning Children and Young People

This section aims to help to develop understanding of language and terminology related to sex and gender, however, it is likely to change over time. Trans and non-binary children and young people should be asked how they identify in age appropriate ways and assumptions about gender identity based on dress and looks should be avoided.

Gender identity and key terms

When considering trans identities, it is important to understand that there is a difference between the sex assigned at birth (natal sex) and gender identity. Assigned (natal) sex refers to chromosomal make up, genitalia, hormones etc. and as such would be used in reference to the physical anatomy of a person (for example, male, female, or intersex). Gender concerns the internal sense of self and how this is expressed. For trans people their natal sex is not the same as their gender identity.

The majority of trans people will experience difference in their assigned sex and gender identity. For some people, it is not appropriate to think of gender identity as being totally female or totally male. They may consider their gender identity to be fluid, partially male and partially female, non-binary or they may consider themselves to be agender.

The umbrella terms 'transgender' and 'trans' are viewed by many people as being acceptable terms. However, whenever possible individuals should be given opportunities to say how they identify or describe themselves rather than labels being ascribed to them.

Trans – umbrella term used to describe people who identify for example as:

- Transgender
- Gender queer
- Gender fluid
- Non-binary
- Both male and female (this may be at the same time or over time)
- Neither male nor female
- A third gender
- Or who have a gender identity which we do not yet have words to describe

In this toolkit, the term trans is used to describe any person who would fit into the definition above. People who cross-dress (see definition of cross-dresser in Appendix 1) are often included in the trans umbrella, but we have not included it for the purposes of this guidance as many young children will 'dress up' in clothes which are stereotypically intended for the 'opposite' gender and this alone would not mean they were trans therefore the toolkits is keen to avoid this confusion. However, any prejudice expressed to a child, young person or adult because of what they are wearing, or their gender expression should be challenged.

Cisgender Person – a person whose sex assigned at birth matches their gender identity. In other words, a term for non-trans people.

Transition – the steps a trans person may take to live in the gender they identify as. What constitutes transitioning will be different for everyone. Social transition could involve name

and pronoun changes and dressing differently. Medical transition could include hormone blockers, hormones and surgeries. There is not a single route for transition: individuals' experiences are all different.

Trans boy or man – a person assigned female at birth and who identifies as a boy or man. They will often change their name to one more commonly used by men, use the male pronoun ('he') and wear clothes that are typically worn by men. They will sometimes undergo medical procedures to change their physical appearance.

Trans girl or woman – a person assigned male at birth and who identifies as a girl or woman. They will often change their name to one more commonly used by women, use the female pronoun ('she') and wear clothes that are typically worn by women. They will sometimes undergo medical procedures to change their physical appearance.

Non-binary – umbrella term for a person who does not identify as (solely) male or (solely) female. Non-binary people may identify as both male and female, neither male nor female, or as another gender identity. This group are under the trans umbrella but may not consider themselves trans. Non-binary people may use the pronoun 'they'.

Intersex – a term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female bodies. Intersex people can identify as male, female or non-binary. Intersex people may undergo elements of transition.

Sexual Orientation

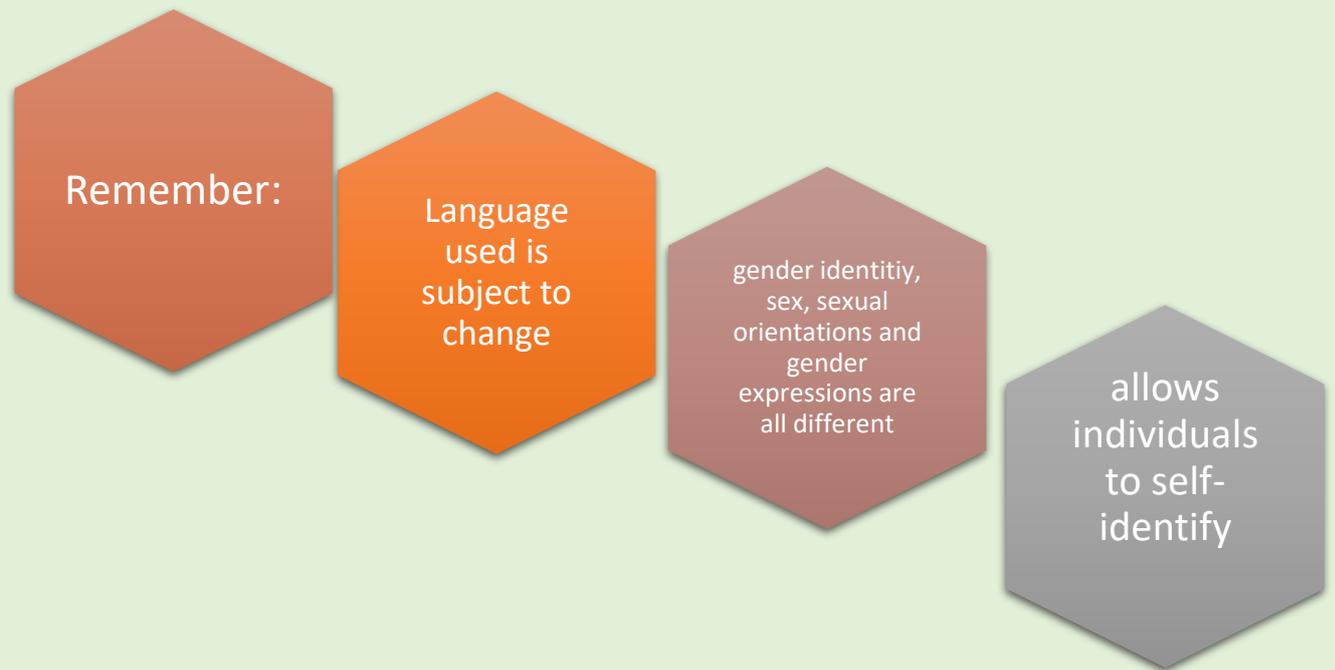
Gender identity concerns the internal sense of self and may include how this is expressed. This is completely different to sexual orientation which concerns who someone is romantically and or sexually attracted to. Both gender identity and sexual orientation are varied and complex and may change over time. Trans people, like everyone else, can have a range of sexual orientations. While gender identity and sexual orientation are very different, and this guidance focuses on the former, there is a relationship between transphobia, biphobia and homophobia. Trans people and those who do not express their gender identity in a stereotypical way often experience homophobia and biphobia as well as transphobic and sexist abuse.

Gender Expression

Gender is a social construct in that children learn how to behave in a manner deemed to be in line with their assigned sex. This social construct includes the way gender can be expressed through roles, clothing, and activities. However, gender expression is not necessarily an indication of gender identity or sexual orientation. For example, a boy wearing a dress is not necessarily a sign that they are trans or even that they are questioning their gender identity.

However, anyone who challenges the gendered expectations of their natal or assigned sex can be subjected to transphobia.

Some people find [The Genderbread Person](#) helpful in developing understanding of spectrums and gender identity, sex, sexual orientation and gender expression. (For further definitions see Appendices 1 and 2)



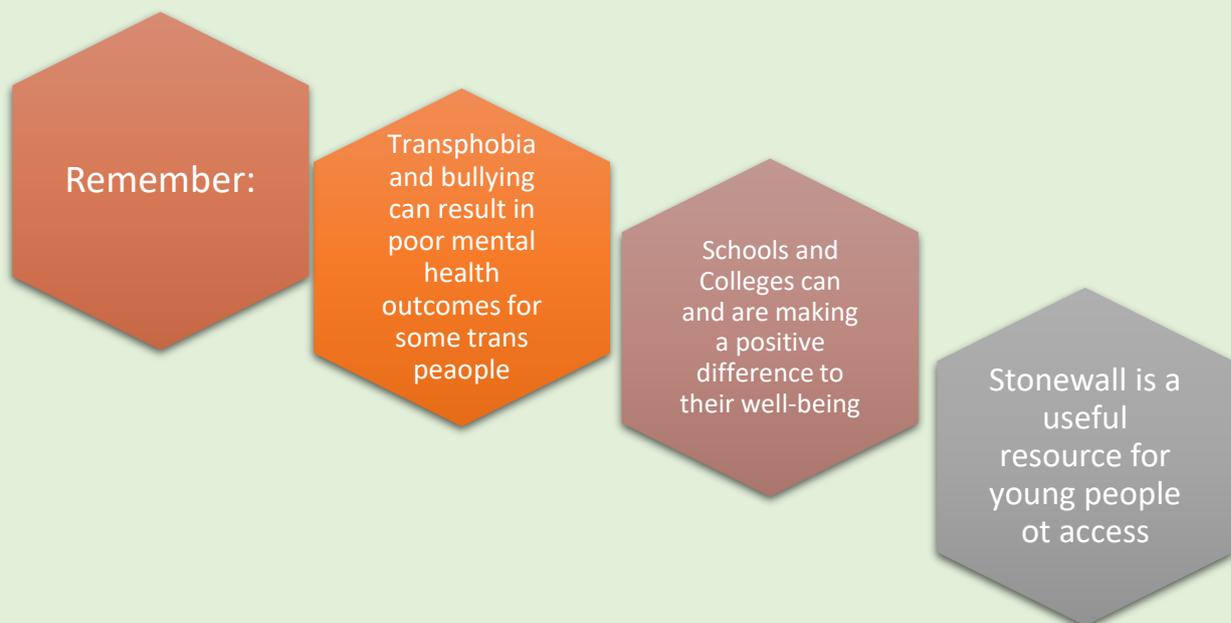
Experiences of trans children and young people

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At the time of publication, there is no national record of numbers of trans children and young people, however, Stonewall estimate around 1 per cent of the population might identify as trans, including people who identify as non-binary. That would mean about 600,000 trans and non-binary people in Britain, out of a population of over 60 million.

Stonewall is a useful resource for schools to use and for young people to access, <https://www.stonewall.org.uk/> and a valuable page for schools and colleges, <https://www.stonewall.org.uk/schools-colleges>

The site shares some real experiences of trans young people and help and advice for parents and carers. There is also a helpful videos, *Come Out For Trans Equality*, <https://www.youtube.com/playlist?list=PL663Gvd8xcPoXdzDEeyQyqeeoHl6G7QEr>



Legal context and Ofsted framework

Equality Act, 2010

Under the Equality Act 2010 public sector organisations, such as schools, are covered by the Public Sector Equality Duty and must have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a relevant protected characteristic and those who do not

The Act provides protection from discrimination in respect of particular “protected characteristics” which are defined as:

- Age (for staff only)
- Disability
- Gender reassignment
- Marriage and civil partnership (for staff only)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

As a result of the provisions in the Act, schools need to ensure they do not treat pupils and students less favourably due to the protected characteristic of gender reassignment. The Equality Act also protects those who are discriminated against because they are perceived to be trans or discriminated against because of their association with a trans person.

Gender reassignment is defined in the Equality Act as applying to anyone who is proposing to undergo, is undergoing, or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes. This definition means that in order to be protected under the Act, a pupil will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender or proposing to do so. <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

So far, the law has not acknowledged non- binary or genderless individuals, but schools and colleges will want to act to safeguard and include all members of their communities.

Safeguarding

There are no provisions in child protection and safeguarding legislation that is specific to trans children and young people, aside from what is in place to keep all pupils and students safe. There is nothing to prohibit trans children and young people using the changing rooms or toilets which reflect their gender identity.

The Department for Education statutory safeguarding guidance, Keeping Children Safe in Education (2020) is clear that governing bodies and proprietors should ensure that children are taught about safeguarding. This may include covering relevant issues through Personal, Social, Health and Economic (PSHE) Education and Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which is compulsory from September 2020.

Given the prevalence of bullying of trans and gender questioning pupils, learning about gender identity should be considered under this obligation.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

If there are safeguarding concerns in relation to any young person, whether it be exploitation, abuse, neglect, etc. please refer in the usual way to the Multi Agency Safeguarding Hub (MASH) 0300 555 0050. Any significant safeguarding concerns please contact the Police.

The Education Inspection Framework (2019)

This framework states that inspectors will pay attention to outcomes for a range of groups of learners including transgender children and young people. It also states:

Inspectors will assess the extent to which the school or provider complies with relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998 promotes equality of opportunity and takes positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of their work.

<https://www.gov.uk/government/publications/education-inspection-framework>

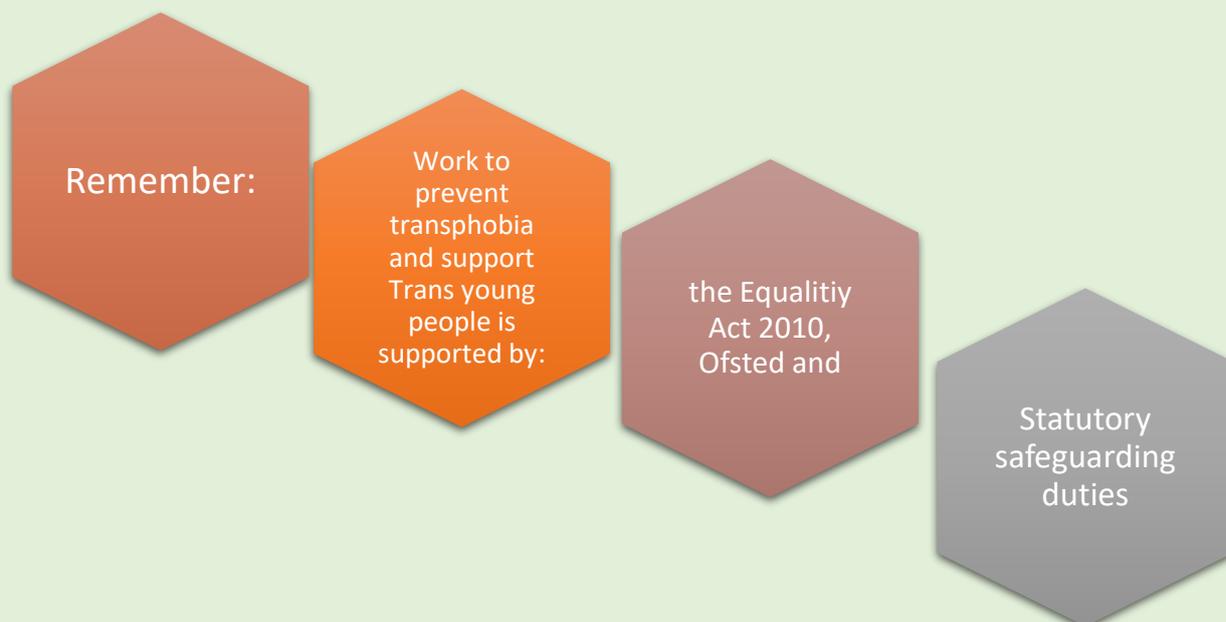
Effectiveness of leadership and management will be judged by evaluating to what extent leaders, managers and governors:

...actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners.

Inspecting Safeguarding in Early Years, Education and Skills Settings (2019) makes clear that safeguarding action may be needed to protect children and young people from:

- physical, sexual, or emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability, homophobic or transphobic abuse
- gender-based violence, or violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- teenage relationship abuse

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828763/Inspecting_safeguarding_in_early_years_education_and_skills.pdf



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A Whole School Approach

Building on good practice already in place

Educational settings in Dudley are already working hard to ensure that the learning environment is supportive to a range of groups of pupils and students and have the following types of good practice in place:

- A culture that celebrates similarity, difference and diversity and one in which all children and young people can see themselves represented and valued
- Systems and processes which support vulnerable children and young people
- Effective anti-bullying and equality policies which ensure the whole setting works to equally prevent, challenge and records all forms of bullying and prejudice-based incidents
- A curriculum that provides opportunities to explore, understand and prevent stereotypes and all forms of prejudice
- Positive relationships with parents, carers, pupils and students that include listening and responding to individual needs and preferences

Developing a whole setting approach to preventing transphobia and supporting trans and non-binary children and young people

A whole settings approach is needed to create an environment in which trans members of the community feel equally welcomed and valued. If this approach is taken then negative responses to trans pupils, students and staff in the school community will be prevented or minimised. Effective whole school approaches will also create a space where children and young people feel able to come out as trans and or transition.



Educational settings will want to communicate the work they are doing in this area to the wider school or setting community and are advised to do this in the context of other equality work. For example, when explaining work for LGBT+ History Month or informing parents / carers of external speakers or assemblies, use language such as; 'As part of our work to promote our school value of respect we are...' or 'As part of our ongoing commitment to improving equality we are...'

This whole setting approach brings benefits and a development of understanding for all members of the community, not just those who are trans. A whole settings approach to trans inclusion includes:

- Ensuring trans issues and transphobia are acknowledged across the policy framework and as one part of the settings approach to equality and inclusion
- Acknowledging there are or will be trans people within the educational setting such as family members, staff, governors, pupils and students and that this diversity is welcomed

- Ensuring that the curriculum and PSHE education and work related to spiritual, moral, social and cultural development is used to challenge gender stereotypes, support the development of gender equality, develop a positive understanding of gender identity and prevent sexism and transphobia
- Closely monitoring all areas of the curriculum, resources and teaching and learning approaches to ensure trans inclusive practice that challenges gender stereotypes
- Effectively challenging, recording and dealing with transphobic abuse, harassment and bullying and then monitoring incidence of transphobic abuse, harassment and bullying, and use this information to inform whole school developments
- Including trans issues in equality training for staff and governors and support wider community understanding of trans through training and other opportunities
- Participating in events such as LGBT+ History Month and Transgender Day of Visibility and ensuring the visibility of trans people and their achievements
- Communication to all parents and carers that includes reference to the work that is going on to make the educational setting trans inclusive and if appropriate signpost to opportunities for them to develop understanding of trans identities
- Provision of appropriate support to school age children who identify as trans and refer them and their families when needed to national or local services.

See Appendix 6 for an action planning toolkit that can support this whole setting approach.

Policy Framework

Support for trans children and young people and inclusive practice sits within and as an integral part of the work the setting is doing to eliminate discrimination, foster good relationships and advance equality of opportunity for all protected groups under the Equality Act.

Educational settings will, therefore, want to ensure that all relevant policies appropriately reference trans pupils and students and that there is some reference to intersectional issues i.e. the needs of SEND children and young people who are also trans.

Some examples of how to do this are identified below, but this is not an exhaustive list.

Policy	Example of trans inclusive approach (read relevant sections of this toolkit to inform writing of relevant policy section)
Equality Policy	This should be in line with the Equality Act, 2010 and reference gender reassignment as a protected group. This policy could reference this <i>Trans Inclusion Schools Toolkit</i> by saying for example that the setting works within the guidance provided by Dudley MBC.
Anti-Bullying Policy	Include reference to sexist, homophobic, biphobia and transphobic bullying and explain how both bullying and prejudice-based incidents are recorded by type, analysed, and monitored.
PE and Physical Activity Policy	Include how trans pupils and students will be supported to participate in PE and physical activity (including swimming) and enabled to access changing facilities where they feel safe and in line with their gender identity if this is their wish. Include how changing facilities will be managed for away fixtures.

School visits, trips, and residential policies	Include how young people will be supported to participate equally in school, trips, visits and residential. Make it clear it is not possible to make hard and fast rules; discussions should be had, and decisions should be made on a case-by-case basis, taking all the factors into consideration.
PSHE and Relationships and sex education policies	Include how the programmes support understanding of trans identities and are inclusive of trans children and young people.
Uniform Policy	Uniform items are listed, rather than listed by gender. A statement is included to cover approved changes to swimming costumes for trans pupils and students and those from faith backgrounds.
Safeguarding, Confidentiality, Data Protection	As appropriate these explain how changes are made to data and make clear that: <ul style="list-style-type: none"> • Being trans is not a safeguarding issue • Commitment to not 'outing' trans members of the community without their permission
Special educational needs and disabilities policies / School Offer	Include the statement that SEND pupil or student is just as likely to be trans or gender questioning as any other person and signpost to specific support that will be provided.
Teaching and learning / behaviour policies	These actively discourage unnecessary grouping or seating by gender, whilst making clear how single gender groupings will be sensitively managed when deemed necessary to support learning. These policies will also encourage approaches which are inclusive, representative of the community and prevent and challenge sexism, homophobia, biphobia and transphobia.

Staff training

School staff need to be provided with knowledge to develop confidence in understanding gender and trans presentation, terminology and vocabulary e.g. correct use of pronouns and names, and in challenging gender stereotypes, sexism and transphobia. It is recommended that this is provided every two years to consider changes to any legislation and staff changes.

Transphobic bullying and incidents

Trans, non-binary and gender questioning children and young people are vulnerable to bullying, as is any child or young person who does not conform to gender norms, and stereotypes. Additionally, children and young people with trans family members may also be transphobically bullied. Transphobic bullying therefore may be perpetrated by pupils, students, parents, carers, or staff members and directed at:

- Children, young people, and adults who do not conform to gender stereotypes
- Trans children, young people, and adults inside and outside the school community

- Children and young people with trans siblings, parents, relatives or friends, lesbian, gay and bisexual children, young people, and adults.

Educational settings will need to ensure that the curriculum, assemblies, and environment are all used to prevent challenge gender stereotypes, sexism and binary notions of gender. Gender stereotyping is unhelpful and damaging as sexism leads us to believe that boys and girls should present themselves in certain ways and impacts on the inclusion, wellbeing and aspirations of all genders. Schools may find *Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying*, <https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/sst-guidance-quick-guide.pdf>

Educational settings should ensure that they equally identify, record, and respond to sexism, homophobia, biphobia and transphobia. All bullying and prejudice-based incidents are recorded and that these are recorded separately and by type.

Recording of incidents means that the wellbeing of individual pupils and students can be tracked as can the behaviours of perpetrators. This data along with data from school surveys can also be used to target preventative interventions and measure the impact of activities.

Sexist, sexual, or transphobic bullying are not the same as homophobic or biphobic bullying. However, sexist attitudes often manifest themselves in homophobic bullying as any child or young person who is perceived as not expressing stereotypically masculine or feminine traits expected of their assigned sex, might experience homophobic or transphobic bullying. Staff will need to use their professional judgement as to whether some incidents should be recorded as homophobic or transphobic but take care not to under-record transphobia. Transphobic bullying may also occur in conjunction with other forms of bullying, including that related to special educational needs and disabilities or cyberbullying. Trans and gender questioning pupils and students can be particularly targeted with behaviours such as ‘up-skirting, skirt lifting’, ‘groping’ or being asked inappropriate, personal questions including about their anatomy. Again, educational settings should be vigilant in preventing and responding to all forms of sexual harassment and bullying as experienced by all genders.

If a transphobic incident occurs in a group situation and the member of staff dealing with it is aware that the child or young person is trans but they are not ‘out’ to the rest of the community the member of staff must challenge the prejudice, but may need to take care not to label the incident as transphobic in front of other pupils and students and then as a result ‘out’ the person being targeted. The incident would still be recorded as a transphobic incident.

There may be occasions where transphobic bullying has wider safeguarding implications, or involve criminal behaviour, and in these cases, schools need to engage the appropriate safeguarding agencies and/or the police.

Language

If a child or young person transitions whilst in the school community, it is important that all staff are led by the language that the child or young person is using about themselves and that all staff are advised of the name and pronoun change if applicable. Settings will need to work with the trans young person to agree how to share this information. Members of the school community should then use this name and pronoun and apologise when mistakes are made. Deliberate reverting back to old names or pronouns as a behaviour management method or punishment should never be done.

In general, staff should think carefully about the language they use and when possible attempt to use language which does not reinforce a binary approach to gender (i.e. there are just males and females). Using 'they' as a pronoun or the term 'all genders' are examples of inclusive language.

Staff could reflect on the use of language such as '*ladies, gents, guy's, girls*', and *boys*' to describe groups of pupils or students. Firstly, a trans boy who is referred to as a girl or a trans girl who is called a boy will feel excluded by this language. Secondly, the language of '*ladies or gents*', may give an implicit message about what it is to be a woman/man and therefore reinforces certain stereotypical ideas of femaleness/maleness. It may be preferable to say, '*Come on Year 8's, off to your lesson now*' or '*Come on pupils, time to get on with the exercise and have a go at question, 6.*'

The purpose of this thoughtful use of language is not to deny gender as an important part of our identity, in fact this can be explored as part of learning in lessons such as PSHE; however, care needs to be taken to avoid excluding those who do not see themselves as male or female or make assumptions about someone's gender identity because of how they appear. It also supports inclusion of non-binary members of the community and encourages discussion and reflection on assumptions and expectations made about gender and gender expression.

Curriculum, Teaching and Learning (including Relationships and Sex Education)

The curriculum should be used to explore and raise awareness of issues of assigned sex, gender identity, sexual orientation and transphobia and to make visible and celebrate lesbian, gay, bisexual and trans people. Work to challenge sexism and champion gender equality will benefit all pupils and students, including those who are trans. Therefore, trans inclusive practice is more than a one-off lesson but should be embedded in good equality practice.

Ensure that any resources used challenge gender stereotypes, actively celebrate different families and members of the school community and reflect people with SEND as positive role-models.



Be aware that for some pupils and students with special educational needs and disabilities, particularly some on the autism spectrum, existing resources such as picture books, may need to be adapted as they are too conceptually difficult or confusing.

Photo banks featuring real people might be more useful than books featuring animals or inanimate objects for some pupils. That said, exploring with older students the real themes in picture books that it is made explicit are written for much younger children, can be a good introduction to this topic, especially if it leads to them writing their own books and resources for a younger audience.

One-page profiles celebrating trans role models can also be very useful tools for some. However, be aware that slogans such as, Stonewalls '*Some People Are Trans... Get Over It*' may not make sense to literal thinkers who may question 'Get over what?'. Phrases like '*Some People Are Trans... It's OK*' may be more useful.

Stonewall's site is full of resources and guidance you need regardless of whether you're just getting started with your LGBTQ+ inclusive work or whether you're looking to further embed and develop your practice. An example of one of Stonewall's poster you can download:

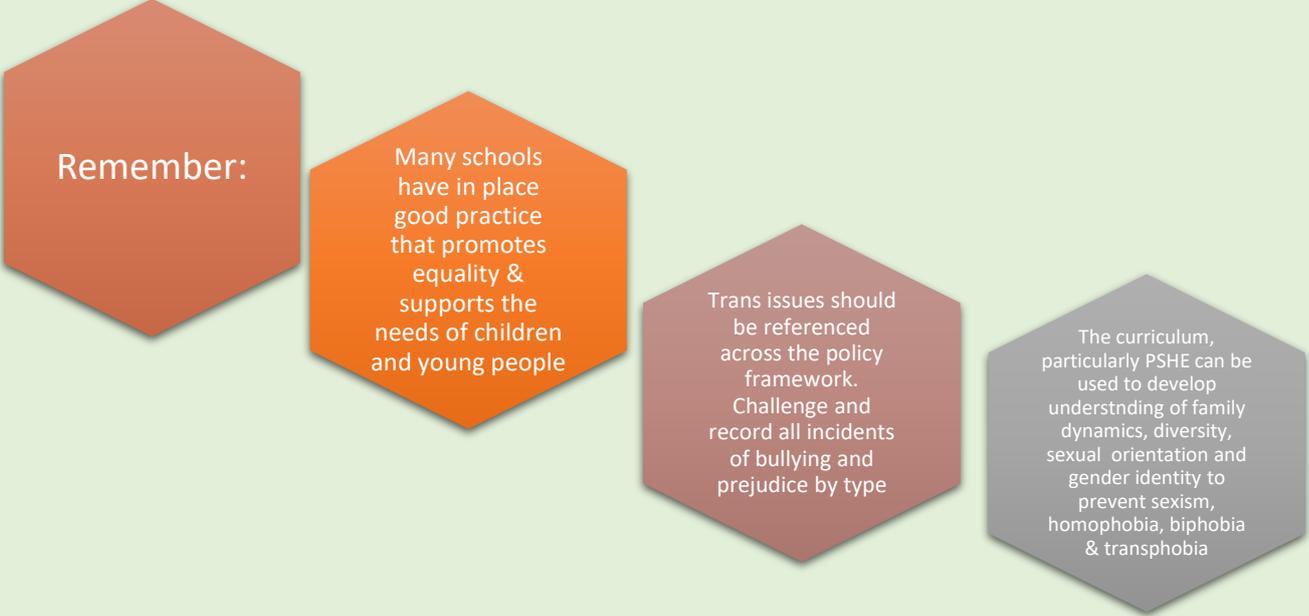


<https://stonewalluk.myshopify.com/collections/community-resources>

Staff will also want to consider teaching and learning approaches that they use which may have the impact of making trans children and young people feel confused, excluded or uncomfortable. For example, grouping pupils and students by gender may have this impact and staff should consider whether this is vital, if and when an alternative approach could be used and how to make it clear that a child who feels safe to do so can be grouped according to their gender identity rather than their assigned sex.

There may be times when single gender work is needed. This may include aspects of relationship and sex education or to support the learning needs of groups (e.g. boys and literacy). Providing a clear need is identified, the Equality Act allows for such provision. Care will need to be taken to ensure that relationships and sex education is inclusive of all genders. For example:

- ✚ In labelling the genitals make it clear that *most rather than all* boys have a penis and testicles and *most rather than all* girls have a vulva and vagina
- ✚ Start any teaching around puberty and bodies by highlighting that all people's bodies and genitals are different and that there will be a diverse range of responses to puberty (this will also be supportive to intersex pupils and students)
- ✚ Present sexual health information with an awareness that for trans young people their body may not represent their gender identity
- ✚ If you know you have a trans child in the class some pre-planning and 1:1 support may be necessary to ensure the child gets the information they need in a way that feels validating to their gender identity
- ✚ Remember that some screening procedures (i.e. cervical screening) may be relevant to trans men
- ✚ Have an awareness of resources that inform about trans health such as those produced by Terence Higgins Trust, <https://www.tht.org.uk/> and Gendered Intelligence. <http://genderedintelligence.co.uk/>



Remember:

Many schools have in place good practice that promotes equality & supports the needs of children and young people

Trans issues should be referenced across the policy framework.
Challenge and record all incidents of bullying and prejudice by type

The curriculum, particularly PSHE can be used to develop understanding of family dynamics, diversity, sexual orientation and gender identity to prevent sexism, homophobia, biphobia & transphobia

Supporting the Individual Trans, Non-binary or Gender Questioning Child or Young Person

7

An Individualised Approach to Support

Given the spectrum of trans identities and experiences, it is important that any support offered to a trans child or young person starts with identifying their individual needs. An initial conversation needs to show them that their experience is validated and supported. Remember that any guidance in this toolkit will need to be tailored for each individual child or young person and that each journey will be unique. There may be additional challenges for trans and non-binary pupils and students from certain faith or cultural backgrounds or because of a special educational need or disability. It is important for educational settings to see all aspects of a child's identity and experience in thinking about how to best support and respond and as previously stated not to make assumptions that any behaviour means a child is or will be trans. Many settings can 'hold' gender questioning children and young people and keep them safe whilst they explore their identities in their own time. Some trans children and young people and their families may benefit from individual support from a local service such as, The What? Centre, Dudley.

A good practice checklist for supporting a trans child or young person based on one developed by Gendered Intelligence can be found in Appendix 5.

How to Support a Child or Young Person who wants to Transition

'Transition' can mean different things to different people, so it is important to find out what this means to the child or young person you are supporting. Broadly speaking, most aspects of transition can be divided into 'social' or 'medical'. For a social transition this could include:

- ✚ A name change
- ✚ A change in pronoun (he, she, they, zie etc.)
- ✚ Wearing clothes that are associated with their gender identity*
- ✚ Use of toilets and changing rooms appropriate to their gender identity

*Of course, not all children and young people who wear clothes associated with a gender different to that they were assigned at birth will transition. Adults will need to ensure they are able to provide for a wide spectrum of gender expression and have openness to nonconformity. It is up to the child or young person to decide whether they want to transition.

Practical Support: What a Trans Young Person can do in Legal and Non-Legal Terms

Confidentiality and privacy is important to trans young people. They can worry about people disclosing information about their gender identity to others, and/or about professionals acting in way which they have not agreed to.

Safeguarding require teachers to follow procedures for confidentiality and information sharing but, being trans or gender questioning is not a safeguarding issue. If there are

safeguarding or child protection concerns, this should be specified, and the school's safeguarding and child protection policy guidelines are followed.

- ✓ It is important to respect a young person's right to privacy. Being transgender is not a safeguarding issue or wellbeing concern in itself
- ✓ Young people should be involved in all decisions affecting them and understand what is happening and why
- ✓ If a young person wishes to 'come out' in a school setting, information may need to be shared. Teachers should consider who to tell and how, bearing in mind the young person's view on this
- ✓ A trans young person may not have told their family about their gender identity. Inadvertent disclosure could cause needless stress for the young person or could put them at risk. Therefore, it is best to not disclose information to parents or carers without the young person's permission
- ✓ Only in exceptional circumstances would a school need to give information about a young person's transition to other parents. This would require the permission of the young person or their parents/carers/legal guardians (if under 16)
- ✓ A transgender young person may wish to change schools as part of their transition process. Their previous name does not need to be shared with the new school. It is not necessary for all staff in a receiving school to know that the young person is trans
- ✓ Young people find it increasingly difficult to maintain their privacy. Staff may need to support young people if personal information becomes common knowledge through social media
- ✓ If information about a young person's gender identity is to become public knowledge, there should be an agreed procedure to respond to questions from other young people, teachers and parents to ensure staff give consistent information

Supporting Transgender Young People, Steps for Good Practice

- + Put the young person at the centre and keep them there
- + Allow them to talk about how they are feeling, and thank them for their courage in coming to see you
- + If you don't know the answer to something, say that, and offer to find out more information
- + Let them know that you will not share their information with anyone unless they give their permission or there is a risk to themselves or others | Ask them if they are getting support elsewhere
- + Check whether the young person is being bullied or feels safe in school
- + Ask the young person how they would like you and the school to support them
- + Ask the young person if they plan to transition at school and if they would allow the school some time to prepare (if necessary)
- + Set a date to meet again

Ensure Confidentiality

- + Do not disclose the gender history or any sensitive information about a trans young person to anyone inside or outside the school, without the consent of the young person

- ✚ You can, however, discuss situations in general terms, ensuring that you do not share personal information or 'out' the young person unintentionally
- ✚ If you have a child protection or wellbeing concern, let the young person know that you will need to follow child protection procedures, and share information with the relevant staff or agency

Get Advice and Support if Required

- ✚ Speak to a colleague or a member of the senior management team for advice and guidance. They may have experience of supporting transgender young people or have a school policy to guide practice
- ✚ Contact a specialist service (such as The What? Centre) which can provide additional support for the young person, for example groups and on-line support

Arrange Support Meetings

- ✚ With the young person's permission, arrange a meeting to plan how the school can reduce any barriers to learning and (if required) support their transition. This could include a structured plan with goals and clear timescales
- ✚ Arrange a meeting with parents/carers, and/or outside agencies as required, if the young person is happy for this to take place
- ✚ Let the young person know who will attend any meeting and what will be discussed

Name Changes

Records should be updated, and gender markers changed in consultation with the student and their family. In England, Department for Education (DfE) guidance allows schools to amend the gender of any student at any time within their own management information systems.

The title for non-binary or gender none conforming is Mx, any field that requires a title should ideally have Miss/Mrs/Mr/Master/Mx.

Unique Pupil Numbers and Unique Learner Numbers are linked with legal names (that is the name under which a student starts their education, often the name on their birth certificate), but preferred names can be used extensively, including official registers.

Exam certificates can also be issued in a preferred name. There is no specific guidance for Northern Ireland, Scotland and Wales on provision for trans pupils in schools and colleges. There is, however, provision for exam certificates to be issued in a preferred name.

Legal Name Changes

If the young person is under 16 years of age

If a young person wishes to change their name legally then someone with parental responsibility will have to change your name by deed poll on their behalf. Everyone with parental responsibility will have a say in the matter. Once a deed poll has been obtained then a copy should be provided to the school/college and all records should be amended accordingly.

If the young person is 16/17 years of age

Once a young person turns 16 years old then it is legally their own decision to change their name, they are treated the same way as an adult. This means that they can change their name legally without their parents' consent (and equally parents cannot change their child's name without their consent)

There are some exceptions if the young person is subject to:

- ✚ A Child Arrangements Order is in place in England or Wales which includes arrangements relating to whom the child is to live with, or when the child is to live with any person
- ✚ A Residence Order in England, Wales or Northern Ireland
- ✚ A Special Guardianship Order in England and Wales
- ✚ A Care Order in England, Wales or Northern Ireland
- ✚ An interim care order in England, Wales or Northern Ireland

If any of the above orders are in place then the young person will need consent to change their name by everyone with parental responsibility, if the court order remains in force. The order may come to an end on a specific date (it will say if this is the case on the court order itself), but if not, it will come to an end on the young person's 18th birthday.

If someone with parental responsibility does not give consent, or if there is any other court order that forbids the young person to change their name, then a court order can be applied for allowing the change.

Medical Transition

Medical transition is the process by which a trans person takes steps to physically alter their body. This happens under the care of the Tavistock and Portman NHS Trust's Gender Identity Development Service. This may include:

- ✚ Hormone blockers – the latest high court ruling in December 2020 confirms that children under 16 with gender dysphoria are unlikely to be able to give informed consent to undergo treatment with puberty-blocking drugs therefore from December 2020, Tavistock and Portman NHS Trust, have suspended such referrals for under-16s.
- ✚ Hormones (testosterone or oestrogen)
- ✚ Surgery (not available to young people under the age of 18 in the UK)

Some trans children and young people will be hoping to undergo both social and medical aspects of transition while some will choose just the social aspects.

A child or young person's goals in terms of transition may change over time and the support offered needs to reflect and support this. Once you understand the areas in which a child or young person is planning to transition, you can think about how to facilitate these changes at school. It is vital that the staff team provide informed and consistent support to individuals who are presenting in their preferred gender. It is also important to acknowledge and be prepared for how this may change again over time.

Be aware that some pupils and students, including those with SEND, may not feel the same pressures or awareness of 'fitting in' socially, or may struggle with social empathy about how their families and friends may feel. Once they have 'come out' to one person they may

have unrealistic ideas or timeframes about how their journey will progress, and this can leave little time to build a supportive plan, especially if the fixed idea they have in their head 'goes wrong' or can't happen quickly enough. Staff may have to support those with difficulties in imagination to understand the future and their potential journey, as they might only be able to focus on how they are feeling and what needs to change right now.

Some trans pupils and students will need support in developing scripts and responses to questions they may be asked about their transition. This may include phrases such as *'It's none of your business...'* *'I have always been a boy/girl'*. *'Non-binary means...'*

Timing of Transition including Primary to Secondary Transfer

It is important to acknowledge that children in primary school may socially transition. Needs may then arise for a child who, for example, socially transitioned in Year 4 of Primary School, at the point they move up to a secondary school as they will be faced by different challenges in this new context. Where a child's trans identity is known by relevant staff then the following could be put in place:

- + A meeting with the child and their parents and carers to address how they would like any issues that arise to be managed in the secondary school
- + A named contact or 'trusted adult' for the child to approach if issues arise during the day

Some children and young people, with support from their families may make a transition into their preferred gender identity at a point when they are changing schools. Secondary schools, therefore, may need to be particularly aware and supportive of children transferring from a primary to secondary school who are planning to begin Year 7 with a different name and pronoun. This would include working with the students and their families from the original primary school who would be aware of this change.

Christie, 18, made a successful transition during her time in secondary school, she came out to her Form Tutor when she was 14. They took guidance from Christie and when she felt the time was right, they called a meeting with her Mum and supported Christie to tell her how she was feeling. A support plan was created and within 6 months Christie had got help from her GP and began her social transition and was placed on the waiting list for Tavistock Gender Identity Clinic for young people. Christie said

"I am living authentically now, and this was made easier by the support I received from my Teacher at School, she helped me tell Mum and plan how I was going to come out to my friends and the rest of the school. It was taken one step at a time, I don't think I could have done it initially without the help and support from my Teacher, she didn't rush me, I was supported at my own pace."

Although a change of school may be a good time to transition for some, it should not be the only opportunity. The right time to transition will be when the child or young person feels they are ready.

Some young people may choose to apply to attend another school at the point of transition and will have to apply through the usual admissions process.

However, it is hoped that all settings will be able to effectively support a trans child or young person including those transitioning and it is to be remembered that there will also be trans children in the setting who staff are not aware of. A key principle to this support is in protecting the child's trans status or gender identity.

This would not be shared with the wider community without the agreement of the child and their family.

Pupils and Students with Special Educational Needs and Disabilities

Children and young people with SEND may need additional support in understanding or accepting their own identity, learning about those who are different to them, and understanding that difference is to be respected and celebrated.

Staff, parents, carers, and wider professionals may need support in understanding that a SEND pupil or student is just as likely to be trans or gender questioning as any other person. Indeed, lived experience and some developing incidence-based research is showing that there is a higher prevalence of those who question their gender identity in those on the autism spectrum.

Ensure that a pupil's words or actions are not automatically attributed to their SEND, for example, preferences for clothing types or hair length being a sensory need, or behaviours described as a new special interest, fascination, curiosity or phase. Whilst these may be true, it is important to listen without judgement so that expressions of questioning gender identity are not dismissed.

Emotions related to gender identity are complex for anyone to understand and express, and this could obviously be exacerbated in those with communication and interaction difficulties. Some pupils and students with SEND may not see the need to communicate, and may not understand that others don't already see them in the same way as they see themselves or know themselves to be, due to them thinking everyone knows the same things they know and shares their one perspective. This could obviously lead to increased frustration, anxiety and impact negatively on well-being and mental health. Providing 1:1 support for the child or young person would be beneficial to provide time and space to explore issues in a non-judgemental, safe context.

The trans young person may benefit from social rules or scripts around what is socially acceptable and what is not e.g. what it is OK or not OK to say or do in different contexts. It may be that some of these rules or expectations are different for different genders socially, and some things that had to be taught to the young person originally e.g. the unwritten rules of using public toilets, may need to be taught again to help them learn to socialise in their affirmed (rather than assigned) gender. Empathy difficulties may mean they need support to understand what others may be thinking or feeling, and tools like Social Stories, Comic Strip Conversations and Mind Mapping may help give ideas and strategies. In addition, there may be potential increased vulnerabilities of a young person with SEND and so staff will need to ensure they are given increased support as needed and are taught about general threats and risks from others including around online safety.

Supporting Schools and Trans Children and Young People: Educational Psychology and Counselling Team

It is expected that support provided to schools from the Educational Psychology Service will be mainly at the whole school level, including support to staff. It is important that children and young people who are gender questioning are not seen as experiencing psychological difficulties, therefore a referral for an individual pupil should only be made where they are experiencing additional difficulties. These additional difficulties would be those for which children and young people would be routinely referred to the service.

The Educational Psychology Service can provide the following support for schools:

- ✚ An understanding of gender development in the context of psychological theories of child development, including training for staff
- ✚ Training for staff on Trans issues (though other more specialist agencies can also offer this)
- ✚ Consultation to help school staff to understand and translate the guidance from the local authority for children who are gender questioning
- ✚ Supporting the develop of policy documents for the school
- ✚ Supporting staff to problem solve the practical arrangements that may be necessary in order to support a trans pupil
- ✚ Supporting school staff in their work with parents
- ✚ Signposting staff to relevant organisations and agencies

Where a pupil is experiencing additional difficulties, including mental health difficulties, an individual referral to the Educational Psychology Service may be appropriate. School staff should discuss this with a member of the team and decide upon the appropriate action. Where a young person requires counselling or support with their mental health a referral to a specialist agency may be recommended. However, we recognise that waiting times for such services can lengthy and in these circumstances the involvement of an educational psychologist or member of the school counselling team may be appropriate in the first instance.

The What? Centre, Dudley

The What? Centre is a Young Person's Advice and Counselling Service who have bases in Stourbridge and Dudley. The pathways for support are through referral form on the website <https://www.thewhatcentre.co.uk/> Currently trans referrals are from Clinical Commissioning Groups (CCG), who only take young people who self-refer, or a GP and CAMHS/iCIMS referrals. Schools are not able to make referrals but are able to support a young person.

The What? Centre has two LGBTQ+ young people's groups which run on a weekly basis. These are for under 18-year olds.

The first is a project called **Fusion** which provides specialist counselling services for LGBTQ+. A specialise Family Worker sees LGBTQ+ clients individually, and with their families, if this meets the needs and wishes of the young person. Mainly young people referred this service are 13-18 year but there has been younger clients. The second of the LGBTQ+ groups is funded through BBC Children in Need.

The What? centre also provides a project called **BeeHIVE**

<https://www.beehivewhatcentre.co.uk/lgbtq> which provides services for 16+ and that

concentrates on HIV testing, supporting people who are HIV positive and also runs a Gay Men's group for older Gay Men and an LGBTQ+ group for over 18's. Part of their remit is also to provide training on HIV for schools, colleges, pharmacists and GP's.

Included are two young people's (and their families) perspective of the support they received from the Fusion project. Both have kindly shared their experiences. Many thanks to you both for your valuable input into this guidance.

Child A (13 they/them) lives at home with their mother, father and two siblings. Child A referred themselves to The What? Centre for counselling struggling with low self-esteem and anxiety. Child A describes living at home as difficult and feels they are not taken seriously. Child A explains that at home they are still referred to as she/her and their father reminds Child A how he thinks that being a member of the LGBTQ+ community is wrong. Child A has found that this has had a detrimental impact on their self-esteem and believes 'there must be something wrong with me'.

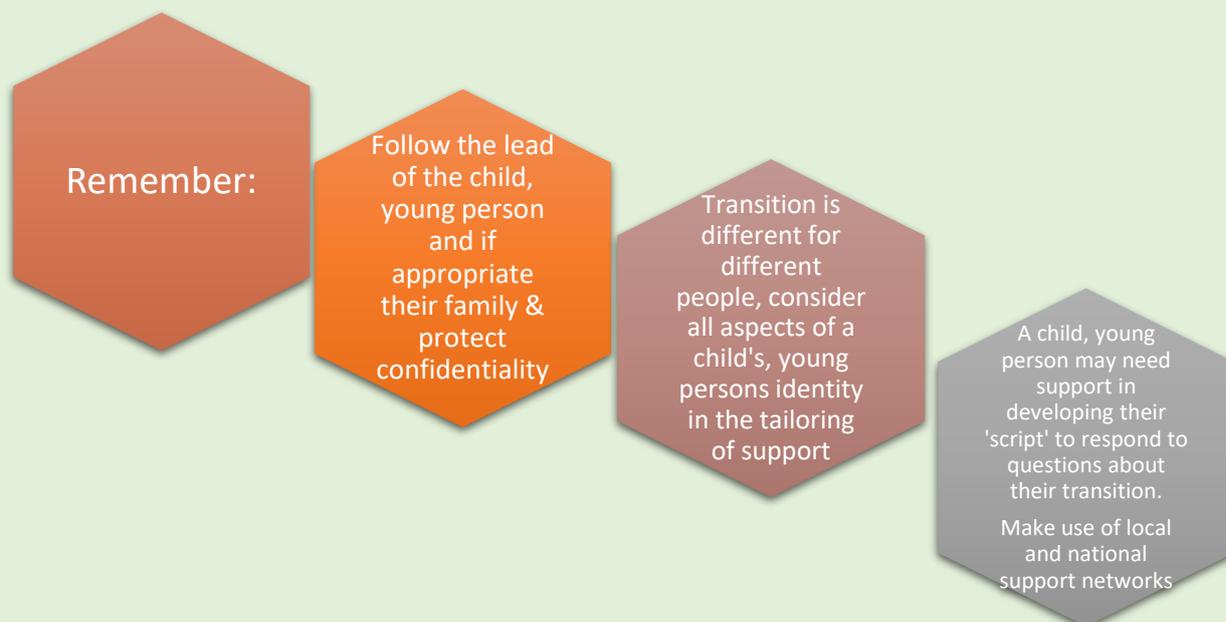
Child A finds the support they receive from their girlfriend particularly useful and reports spending most of their time with them at school but has recently had to spend more time away from their girlfriend. Child A reports that this has made them feel isolated and lonely. Child A explains how this is made more difficult by having their phone taken away from them indefinitely by Dad. Child A explained this happened after their girlfriend's Mom found messages between her daughter and Child A. Child A has been attending and engaging in sessions via telephone for 12 weeks and explains they have noticed a significant improvement in how they view themselves and a reduction in anxious thoughts. Child A describes their own voice/views and beliefs as feeling much louder now and they feel therefore able to challenge negative comments received by others towards them, making it much easier to be at home. Following counselling it is now Child A's intention to attend the LGBTQ+ young people's group at The What? Centre and they explain how they are excited about connecting with other members of the LGBTQ+ community during a time where they felt completely cut off from the LGBTQ+ community.

Child B is a 14-year-old who now uses they/them or he/him pronouns and identifies as non-binary. They originally accessed support from the What? Centre for counselling for difficult feelings around identity, self-esteem and anxiety.

Child B lives at home with their mother, father and brother. Child B was unsure of what they would like to be called, the pronouns they would like to use and how they would come out to their family.

During therapy Child B used music, writing, drawing and many other creative ways of exploring their gender and identity and was able to engage well with this via online video platforms. During these sessions Child B was able to come out to family members and at school as non-binary. Child B has since changed their name at school and reported feeling like they 'aren't hiding anymore'.

Since ending therapy Child B has attended The What? Centre LGBTQ+ group funded by Children in Need on a weekly basis. Child B has made it known on many occasions how useful they find this space in accessing 1:1 support after the group and being able to interact with other young members of the community. Child B continues to become more involved with planning and raising important topics during group sessions.



Managing specific issues for trans and gender questioning children and young people

It is important to be aware that educational settings will come across children and young people who are at various stages of exploring their identities or transitioning. This includes but does not limited to those who are just coming out as trans, those who have socially transitioned either partly or fully and those who are exploring their gender identity with no fixed pathway. Therefore, the following information is relevant to some children and young people and not others.

Uniform and Dress

Trans and non-binary pupils and students have the right to dress in a manner consistent with their gender identity. By providing a choice of approved items of uniform and allowing pupils and students to choose what they wear, schools will allow for regulated structure and remain inclusive. Having a non-gendered school uniform list would be supportive to non-binary pupils and students but also those who are transitioning. Most schools in Dudley already have this in place.

For swimwear, educational settings may want to state that pupils and students can request changes to swim wear items for personal or religious reasons. This would be supportive of trans pupils and students and those from certain faith backgrounds.

Beginning to dress in the clothes associated with one's gender identity can be a very big step and potentially daunting. Care must be taken to ensure that trans children and young people are supported fully during this time.

Staff training is paramount to ensure that all staff understand what it means to be trans or gender questioning and exactly why a child or young person may be dressing differently. Remember that a pupil who identifies as a girl but was assigned male at birth is not a 'boy dressed as a girl' but is a girl. By allowing a trans child or young person to dress in clothes which they feel comfortable with, schools empower them to express themselves by bringing their outward appearance in line with that of their internal gender identity. Alongside this, PSHE programmes will be challenging gender stereotypical ideas that to be a woman or a man you must look a certain way.

Be aware that some pupils with SEND whose needs mean they have support from a Personal Assistant/Support or Care Worker, can feel a loss of privacy at having to come out to them before people of their choosing or before they are ready to e.g. due to relying on them for what clothes they wear. Do not make assumptions that because a person has this support that they wouldn't choose someone else to talk with. The pupil may need practical support to access getting the clothing they want and need, especially if have learning difficulties, or find interacting with others in shops etc. difficult. This will be especially important if they are not being given support, acceptance or understanding from home or the other professionals working with them. Be aware of and sensitive to the additional difficulties faced by pupils due to sensory differences, e.g. in maybe not being able to tolerate wearing chest binders etc. and the emotional impact of this.

Names and Pronoun Changes

Some trans children and young people may wish to change their name and pronoun. Respecting a child or young person's request to change name and pronoun is a pivotal part of supporting and validating their identity. It is important to consistently use preferred pronouns and names in order to protect a child or young person's confidentiality and to not 'out' them in ways that may be unsafe and exposing. If a mistake is made with a name or pronoun then this can be apologised for. Intentionally not using a person's name or pronoun that they have asked for can constitute as harassment.

Some people who consider their gender identity as not fitting into a binary (male or female) and may use gender neutral pronouns (for example, 'they' or 'zie').

A formal name change is not required for the school to refer to the young person by this new name and profile. Staff will need to work with the trans child or young person to agree how to communicate this change with all staff.

Gender fluid children and young people may express their gender identity differently on different days. Staff will need to establish with them an agreed sign for what name or pronoun they are using on a given day. Some young people have worn badges for this purpose.

Voice of young people from Fusion LGBTQ+ group @ the What? Centre

The group discussed using correct pronouns and preferred names, most feeling that this wasn't taken seriously in schools and some saying they felt incorrect names and pronouns were used to antagonise them during class, sometimes by students and by teachers.

The group recognised that this is a difficult area, as preferred names, particularly with school age children, have not been changed officially. However, compromises such as shortening names or using initials instead really helped the students, causing less anxiety and upset. All the trans group members stated they prefer neutral pronouns such as they/their rather than he/she as do non-binary students.

A pupil has the right to be addressed by a name and pronoun that corresponds to their gender identity. A change of name by deed poll is not required to make a change to school records on school database systems.

With regards to changing a name, your school software systems should have the ability to record both a 'Legal name' and a 'Preferred Name'. Schools could utilise these two different name recordings if their system allows.

Gender. This can be legally recorded as **however the pupil prefers or identifies** and be recorded in your software system.

Forename. This field can only differ from that on the birth certificate if it has been legally changed.

If a trans young person wishes to have their personal data recognised on school systems, this requires support and will feed on to letters home, report cycles, bus pass information etc. Furthermore, the change of name and associated gender identity should be respected and accommodated in the school. Find out what the personal preference is for the young person and as a whole school approach use this when addressing the young person.

It remains open for the school to amend the gender of any pupil, within their own management information systems, at any time, and the department does not specify that this indicator must remain static within any technical requirements. Changing name is a real indicator that the trans pupil/student is taking steps to, or proposing to move towards a gender they feel they wish to live in. It is possible to change a name on a school or college roll or register for a preferred name and when sending details of young people to exam boards. However, once a result is accredited it will need to be linked with a Unique Pupil Number (UPN) or Unique Learner Number (ULN) which existed in the school census information submitted in January of the exam year. **UPNs and ULNs are only linked with legal names, not preferred names.**

Schools and colleges are encouraged to, where possible, ensure a strategy is agreed with the pupil or student and their parents or carers, then agreed with the various exam boards prior to starting the process to accredited courses.

It is possible for most documents to be changed to reflect the name or gender identity of the young person. Changing details on a birth certificate is not possible until a Gender Recognition Certificate has been issued. Young people can apply to have their names on certificates changed once they reach 16 years.

Suggestions:

- + When sending data about the pupil or student to third parties always ensure you are sending the correct information.
- + Ensure that the correct name is used on exam certificates **before** being sent to pupils and students.
- + Engage with the pupil or student as well as their parents and guardians to agree a strategy for presenting the correct information to the examination boards.
- + The examination officer should contact the relevant exam board to discuss their processes.

Considerations involved in Changing Name by Deed Poll

Although some young people may feel that they want to change their name by deed poll, others may not feel that this is a step that they are ready or able to take (under 16-year olds need parental permission for a legal name change). This will unfortunately mean that although they may have established themselves within the school under a chosen name that when filling in exam documentation, they will have to use their birth name. This could potentially be a source of distress for that individual and care should be taken by staff to support the young person and that it does not invalidate their identity. Staff should remain sensitive and supportive during such times. There may be sensitivities for Children in Care in relation to making name changes.

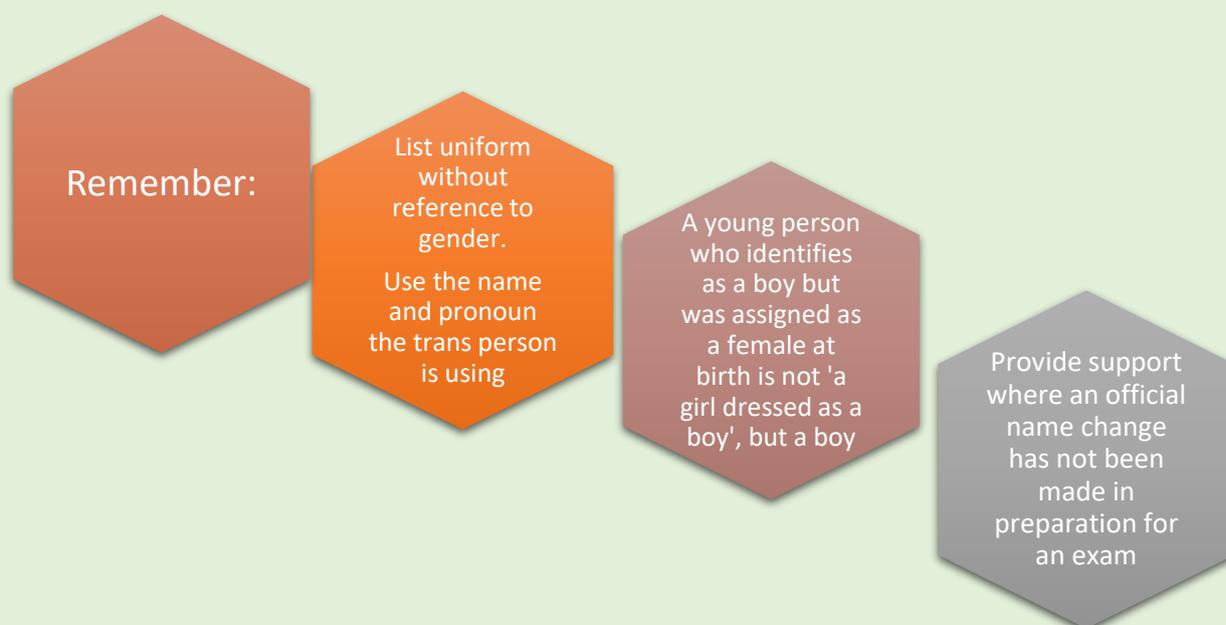
Confidentiality and Information Sharing

All people, including children and young people, have a right to privacy. This includes the right to keep private one's gender identity at school. Information about a pupil's transgender status, legal name, or sex assigned at birth may also constitute confidential information. Staff should not disclose information that may reveal a pupil or student's trans status to others, including parents, carers and other members of the school community unless legally required to do so or because the child or young person has agreed for the information to be shared.

Staff should not discuss trans pupils and students outside of school with friends or family members, even when making no reference to their name or personal details. The trans community is such a small one that even a casual reference to a pupil or student may compromise confidentiality. When a child or young person initially discloses their trans status, it is important to talk to them about confidentiality and who, if anyone, they would like information to be shared with.

Trans and gender questioning pupils have the right to discuss and express their gender identity openly and to decide when, with whom, and how much information to share. When contacting the family of a trans or gender questioning pupil, school personnel should use the pupil's legal name and the pronoun corresponding to the pupil's sex assigned at birth unless the pupils or students, parent, or carer has specified otherwise.

It is important to consider school and college photos and websites to ensure that these images do not reveal any confidential information. If images and names are not protected, they may be used later in the trans person life to 'out' them as trans. Ensure that the young person, parents and carers are aware of these risks and consent accordingly.



Working with the Parents and Carers of Trans Pupils and Students

As a key principle, educational settings will want to work in close partnership with parents and carers. Many parents and carers of a child or young person who is trans, non-binary or gender questioning will be supportive of their child at this time; however, this is not always the case. Parents and carers of trans and gender questioning children can be referred to The What Centre for support through a parents' support group.

When working with parents and carers, settings should keep in mind that they are representing the interests of the child or young person. As far as possible, care should be taken to ensure the wishes of the individual pupil or student are considered with a view to supporting them during potential transition. Confidential information must not be shared even with the parents and carers without the child or young person's permission unless there are safeguarding reasons for doing so. Being trans or gender questioning is not a safeguarding concern.

The What? Centre can provide advice to educational settings about how to work with parents and carers; including those who are requesting the school does not support their child to express their gender identity.

When working with families, the ideal scenario is one where the parents/carers are fully supportive of their trans child. This is important, as evidence shows that young people who have supportive parents are more likely to have good mental health, including improved self-esteem and reduced rates of depression.

Although, increasingly, parents and carers are supportive, some may react negatively at first. Sometimes this is because they have inaccurate or incomplete information about transgender identities or because they are worried about what it will mean for their child's future. Such reactions often stem from love, and wanting to protect, their child.

If parents/carers are struggling to come to terms with their child's identity, teachers should make sure that there is a plan to support the young person in school. It may also be useful to approach the local authority, or local support services for additional guidance.

Whatever the home situation, supportive or otherwise, schools need to keep young people at the centre of any decisions which affect them. Sometimes this means giving young people the chance to voice opinions which differ from their parents/carers.

Schools should also remember that the siblings of trans young people may also require some support. They may need space and time to process what is happening or may be experiencing bullying from peers. Allowing them an opportunity to talk and reassuring them that the school is committed to their wellbeing, can be beneficial.

How Teachers can help Transgender Young People and their Family Relationships

Teachers can help by:

- ✓ Working with young people to agree what they need from their parents/carers
- ✓ Speaking on behalf of a young person who cannot tell their parents/carers what they need
- ✓ Providing support or referrals to alleviate the distress caused to young people by family rejection

- ✓ Providing a safe space for trans young people to be themselves and have their identities respected

Schools have a welfare responsibility towards learners and may have to assume the role of neutral arbiter if decisions need to be made about a young person's wellbeing. Teachers should always provide impartial information and guidance which prioritises a young person's wellbeing.

It is important to recognise the contribution parents/carers can make, and to find solutions by working collaboratively with young people.

Good Practice

- ✓ If the young person has not told their family, teachers may want to discuss the most likely reaction with the young person. This will allow the teacher and the young person to plan how and when to tell, if the young person wants to
- ✓ Offer to arrange a meeting with parents or carers, ensuring that information shared has been agreed with the young person in advance
- ✓ Listen to their concerns without judging them; respond to concerns calmly; and correct any misconceptions
- ✓ Parents/carers may need time to come to terms with what their child has told them. Teachers can help by letting them know about sources of information and support
- ✓ If a teacher is concerned about the home environment and the safety of a young person, they should follow the school's safeguarding procedures for recording and/or acting on such concerns.

Toilets

Pupils and students are supported through the Equality Act (2010) to access the toilet that corresponds to their gender identity; so trans girls because they are girls, can use the girls' toilets and trans boys the boys' toilets. Single gender toilets can however, cause issues for pupils and students who do not identify with a gender binary such as boy/girl.

Any pupil or student who has a need or desire for increased privacy, regardless of the underlying reason (disability, trans, non-binary, faith) should be provided access to a single stall toilet. Ideally, therefore, and where funding and space allows; educational settings should provide a mixture of access to toilets that includes:

- ✚ Single gender toilets
- ✚ Blocks of floor to ceiling cubicle toilets that can be used by all, with sanitary bins in each cubicle (toilets for everyone)
- ✚ Accessible single toilets.

Educational settings should discuss with trans young people, and if appropriate their families, which toilet provision they would feel safest using and support them in doing so, without being singled out.

Settings, as part of ongoing work to ensure safe learning environments, will also be carrying out a range of activities that ensure they is respectful behaviour by all pupils and students in all areas of the building, including toilets and changing room facilities.

Voice of young people in Dudley participating in Fusion LGBTQ+ group @ the What? Centre

Group members mentioned in a session that toilets have always been an issue, many members states they felt uncomfortable or embarrassed having to use their birth gender toilet facilities. Discussing choices with everyone is welcomed, as well as encouraging respectful behaviours from other students.

Changing Rooms

The use of changing rooms by trans young people should be assessed on a case by case basis in discussion with the them. The goal should be to maximise social integration and promote an equal opportunity to participate in physical education classes and sports, ensuring the safety and comfort, and minimising stigmatisation of the pupil or student. In all cases, trans young people should have access to the changing room that corresponds to their gender identity.

Any pupil or student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as, the use of a private area or a separate time to change. Any alternative arrangement should be provided in a way that protects their ability to keep their trans status confidential.

Many cisgender young people can also feel uncomfortable when changing and it is important to ensure that these are safe environments for all by challenging underlying attitudes and bullying behaviours.

Voice of Fusion LGBTQ+ Group @ The What? Centre

The group discussed difficulties they had at school using changing rooms. Some group members stated they would arrive early to avoid changing in front of other students and some using alternative facilities to change such as disabled toilet facilities or staff facilities. Although some group members stated this felt a little segregated, they said it often felt more comfortable than changing with others where they felt judged or experienced bullying.

When I needed to go to the toilet at school, I had to go to the head teachers' toilet, to me it's quite embarrassing because I'm the only one who had to. I felt quite left out if that's the correct way to put itTrans (M2F) age 14

PE and Fitness

Schools and educational settings should aim to reduce as far as possible segregating pupils and students by gender. Trans pupils and students should be supported to equally access PE and where lessons are segregated by gender should be enabled to participate in the activity which corresponds to their gender identity if this is what they request.

Where pupils or students are separated by gender, PE teachers will consider the range of size, build and ability of individuals in the class and differentiate accordingly to keep all students safe.

Trans and gender questioning pupils and students should be permitted to participate in competitions and sports days in a manner consistent with their gender identity if they wish to do so. It is unlikely that pre-puberty there would be any issues with a trans child competing and representing the school. In the case of competitive secondary school sports, schools may need to seek advice from the relevant sporting body.

For example:

The *FA Guide to Including Trans People in Football* developed with Gendered Intelligence can be found on the Gendered Intelligence, <https://www.thefa.com/news/2016/mar/22/guidance-trans-people-in-football>

The handling of changing facilities at an 'away game' would also have to be sensitively managed.

In relation to activities such as, swimming, trans young people may want to wear swimwear that differs from their peers. It is important to assess this on a case by case basis as it will be different for every trans person. It would be advisable to discuss with staff prior to the lessons that a child will be wearing different swimwear for personal or religious reasons.

Voice of Fusion LGBTQ+ Group, The What? Centre

Group members agreed that PE and fitness didn't seem to cause too many issues, most confirmed their school's had inclusive practice as all students were permitted to join in with most sports, some having boys, girls and mixed football teams.

I would always try to get out of PE as it was just too embarrassing and I just felt like everyone was staring at me all the time....Trans (F2M) age 16

Swimming, however, did present some problems, particularly with swimwear, and agreed that discussing choices with students is very well received.

I hated swimming so much that in the end my mom had to write a letter to get me out of it, that's all I could think about all day , it used to make me feel so anxious.....Trans (F2M) age 16

Residential trips

Discussion should be had with the trans young person, and their parents and carers, if appropriate, prior to residential. This will ensure the necessary care and preparation is in place to enable them to participate in residential trips.

As far as possible, trans young people should be able to sleep in dorms appropriate to their gender identity. Some may not feel comfortable doing this and in such cases alternative sleeping and living arrangements should be made.

The degree of participation in physical activities that a trans young person feels comfortable with should be discussed prior to any residential trip with them and if appropriate their parents or carers. Where a trans young person feels that they do not want to or cannot participate, alternative arrangements should be made to allow them to participate in a more appropriate activity. Risk Assessments can be carried out prior to residential trips in order to make reasonable adjustments which would enable their participation.

Prior to residential, educational settings will want to make clear their expectations to pupils and students about how they support, treat and make welcome all other students on the trip.

When planning overseas trips, schools should consider and investigate the laws regarding trans communities in countries considered for school visits. The International Lesbian and Gay Association (ILGA) <https://ilga.org/> have information on their website about countries that pose a risk to trans individuals.

Voice of young Fusion LGBTQ+ Group @The What? Centre

Group members expressed they did experienced issues with residential trips. They had felt uncomfortable sharing dorms etc. but added that schools had tried to ensure, where possible, that students were able to share with supportive friends whom they felt comfortable with during trips.

Transition and Medical Intervention:

Most support for trans children and young people in schools will be around the social aspects of transition. Only some trans people will want to be able to access medical transition whilst still at school and it will be the case that for any young person undergoing medical transition, there will be an impact on their time at school. An understanding of some of the key stages of medical transition will enable school staff to be supportive and planned the students continued education accordingly.

Previously a referral to the Gender Identity Development Service (GIDS) Tavistock and Portman Clinic is needed prior to medical transition. Referral to GIDS can be made by CAMHS or by any professional supporting the child or young person. Parental consent is required for referrals for under 16s. However, at the time of writing this guidance, Children under 16 with gender dysphoria are unlikely to be able to give informed consent to undergo treatment with puberty-blocking drugs, three High Court judges have ruled therefore Tavistock and Portman NHS Trust, immediately suspended such referrals for under-16s. Full details about the referral process can be found on the GIDS website. <https://gids.nhs.uk/> The GIDS carry out counselling and assessments throughout the process. Gender intelligence have also put out information which is worth a read; <https://genderedintelligence.wordpress.com/2020/12/01/bell-v-tavistock-outcome/>

Medical treatment is provided in a series of phases that include:

- ✚ Medication to block the production of the natural hormones that feminise or masculinise the body during puberty. Currently the child must be judged at a stage of puberty (Tanner Stage 2) for hormone blockers.
- ✚ Hormone blockers may be followed by prescribing cross-sex hormones to masculinise (Testosterone) or feminise (Oestrogen) the body. Currently the child must be around the age of 16 to receive hormones.
- ✚ Gender reassignment surgeries would not usually be carried out until a person is over 18 years.

Be aware that as hormone blockers suspend puberty it may be difficult for a trans child or young person to see their peers developing in the way they feel they should be. For example, a trans boy who is on hormone blockers will not experience his voice breaking like his male peers until he has testosterone treatment. This could cause additional stress and challenges. It is advisable the school collaborates with other services working with the child, such as, CAMHS or Tavistock GIDs, to offer the best support for the individual.

Coming to terms with your gender identity if you are trans can be a difficult time for any person and starting the initial stages of medical transition can be particularly demanding for the young person and their family. This may be exacerbated by long waiting times to access medical support and by a lengthy assessment process. (Waiting times are currently approx. 4 years) It is indeed a time therefore when support could be needed. It is important to ensure Guidance for Schools, Colleges and Educational Establishments Version 4, Spring 2021

that there is a procedure in place whereby the young person can access a form of counselling (if applicable) in order to support them through their time at school. This would mean that a counsellor should be knowledgeable of trans issues and the potential challenges the young person may face in school.

- ✚ It is possible the young person may be accessing support from outside of school so provision must always be made for them to be absent from school but to also maintain their confidentiality when complying with absence procedures. They may need time off for a medical appointment and it should be recorded as an M code rather than being 'off sick'.
- ✚ It is possible to access doctors and treatments over the internet and some families choose to do this because of long waiting times. However, going through the Tavistock Clinic provides the most comprehensive assessment for under 18s.
- ✚ Further information including the referral process can be found on the Tavistock Gender Identity Development Service website: <http://gids.nhs.uk>

Dealing with the media

There have been cases where the media has shown an interest in trans children, young people and staff. In responding to media enquiries educational settings should seek advice from appropriate press officers. Any statements made will include references to the work the setting is doing to promote inclusion and equality for all and to ensure that all pupils and students are safe from bullying and feel valued.

If the press is making a link between single stall and cubicle toilets and the needs of trans pupils this should be challenged by referring to the range of reasons single stall toilets are being used in schools including to prevent bullying, smoking and other behavioural issues and for reasons of hygiene.

At all stages the confidentiality of individuals should be protected.

If press attend the family address of a young trans person unannounced then advise the family to remain calm, make no comments, and to assert that the presence of the press is not wanted and that they should leave and not return.

Advice can be obtained either through your multi Academy Trust, the Local Authority or at www.transmediawatch.org/

A complaint can be made to the Independent Press Standards Organisation via www.ipso.co.uk/

Scenarios and Potential Responses

Many settings we have worked with found that there were key issues which were of concern or challenging to manage. Below are some of the most common concerns voiced with suggested responses.

Scenario 1:

Parent to school: 'All this talk about gender identity is confusing for children; they are too young to understand.'

A small minority of children have a very clear understanding that their assigned sex does not align with their gender identity from a young age. Work in educational settings to challenge gender stereotyping and to explore a range of gender identities makes schools safer and more inclusive for all genders, not just those who are trans. For children who are comfortable in the gender assigned at birth there is no confusion.

Scenario 2

Parent to school: 'My daughter doesn't want a boy changing next to her, what if he looks at her body?'

Underpinning this scenario is the idea that a trans girl is not a 'real girl' and this would be something that a whole setting approach would challenge through training and awareness raising. A Human Rights response would be to state *that the child is a girl and as such has the right under the Equality Act to change with the girls and to be treated fairly as such.*

In response to this parental concern, it would not be appropriate to remove the trans pupil from the changing rooms, but to work together with the parent raising a concern and their child to find a different solution.

It is the responsibility of members of staff to support both trans pupils and students and cisgender pupils and students to feel comfortable around one another and to ensure the safety and wellbeing of all in the changing rooms.

Scenario 3

Parent to school: 'It's not fair that he enters the 100 metres race for girls when he is a boy' or 'Won't she get injured playing rugby with boys?'

Underpinning this scenario is the idea that all boys or all girls share the same physical attributes and fails to acknowledge that there is a range of differences in physical strength and ability within single gender groups. Trans boys are boys, not girls, and therefore entitled to play rugby with boys and in consultation with relevant sporting bodies. Teachers already differentiate according to ability. Trans pupils and students are entitled to access sporting opportunities equally to cisgender pupils and students. Further guidance can be sought from sporting bodies.

Scenario 4

Parent of a trans and gender questioning pupil to the school. 'I refuse to allow my son to change his name or wear skirts'.

It is understandable that some parents and carers will struggle with their child questioning their gender identity and this may involve a long process to become more accepting of this change. This challenge should be acknowledged as difficult and parents and carers can be referred to <https://mermaidsuk.org.uk/> and www.youngminds.org where they can find help and guidance to support their child.

However, the duty of care for schools is with the child and educational settings need to accept that in some cases school may be the only place the child feels safe to be themselves. Educational settings can offer a safe space with a trusted adult for the child to discuss their feelings and thoughts about their gender identity in the same way support would be offered to any vulnerable child. The child can also be reassured that you will continue to work with them, their parents and other relevant professionals to ensure their voice is heard.

If a setting has a significant concern about the child's wellbeing and or safety in relation to how the parents or carers are managing the exploration of the child's gender identity it may be necessary and advisable to follow safeguarding procedures.

Scenario 5

A member of staff has been informed of a child's pronoun and name change but continues to use their original name and pronoun, despite being reminded by the child in question.

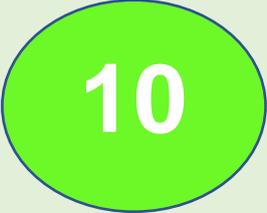
Mistakes can be made with names and pronouns and if a mistake is made the member of staff should apologise and then move on. If it becomes clear that a staff member is deliberately using the incorrect name or pronoun for a pupil or student, settings should follow their own systems for managing staff codes of conduct to address the issue.

Scenario 6 Trans girl to school: 'I have decided I am a boy after all, I think I might be gay.'

Everyone has a right to exploration and for some children and young people exploring gender identity is a part of understanding themselves and will pass over time. For others this is the start of a longer journey of transitioning. It is vital that when a child or young person is exploring themselves, they feel safe, are supported and are listened to by the people around them.

If a child or young person does 'change their mind' about their gender identity it is important they do not feel they are 'letting anyone down' or that they have caused an inconvenience in relation to practical changes in school. They should be supported to change names and pronouns again if they want to, change uniform, gendered groups and any other areas to ensure they remain comfortable in their gender identity and expression.

Young People's Voice


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We have been fortunate to share, with consent, life experiences from a young person's perspective and from a parent. Many thanks to you both for your valuable input into this guidance.

Eden 16 - Halesowen College

The support I received at college has been extremely useful to me in terms of my gender identity. I used to feel very alone and isolated due to the fact I'm transgender, but I have made so much progress in gaining back some of my confidence since September because of the incredible support I have been given by my Tutor, fellow peers and through the College Counselling Service, (they are proof that you don't have to personally relate to something in order to be understanding and empathetic about it). I know that I can come into college every day and be myself, which (because of the lack of knowledge and help available) is something I did not feel I could do in High School. If more staff and students were educated on trans issues in British High Schools, then my life and the lives of many other trans teens would've been a lot easier back then, and the feeling of isolation would have been reduced significantly. In order to improve the mental wellbeing of trans youth in the UK, education is vital.

Sarah, parent of Jamie, 12:

Jess was never a 'typical girl', I always put it down to her having 2 brothers and being a bit of a tomboy. I never pushed the issue at home and allowed her to just be. However, when she was in Year 3, she started to become more withdrawn and would always say she had a tummy ache or felt sick on the days she had PE. One day I received a call from her Teacher saying that Jess had had an 'accident' and needed a change of clothes. When Jess came home, I asked what had happened, she said she had an 'accident' as no longer wanted to use the girl's toilets but was not allowed in the boys.

One another occasion, she asked if she could have her hair cut short after a trip to the barbers with her brother. I took her back and she had the same cut, she was so happy when she looked in the mirror. As the weeks went on, she asked if she could be called Jamie. I contacted her Teachers to ask for a meeting. They called in Lee Clulow, who was able to work with Jess, us and the school to create a plan for Jess to be introduced as Jamie when they returned after the Easter break. During the Holidays we continued to call Jess, Jamie, and use male pronouns as per his wishes. We also re-decorated his bedroom; he chose a Manchester United theme.

When Jamie returned to school, the class held a 'welcome back' party for Jamie and he has flourished ever since. He no longer has 'accidents' as he uses the male bathroom and has started to enjoy PE once more. The help and support of Lee and his Teachers made such a difference, it was so much easier for us to deal with as a family and of course for Jamie he was accepted and supported by the school and his peers.

Trans Staff and Governors



This toolkit does not cover the needs of trans and non-binary staff and governors.

However, schools have responsibilities under the Equality Act (2010) towards trans staff and governors and supportive documents and tools should be available through Human Resources.

Other policies you may wish to check have links are:

- ✚ School Whistleblowing Policy (and other key employment policies):
- ✚ Any Well-being Framework
- ✚ Access to general information on Equality Act 2010 and impact on Staff

Support for Schools and Colleges to Develop Trans Inclusive Practice

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- ✚ Policy Review and Development: -
- ✚ Child Protection & Safeguarding
- ✚ Staff & Pupil Behaviour Policy
- ✚ Staff & Pupil Code of Conduct, etc.

- ✚ Staff training: –
- ✚ Identifying and understanding, overcoming barriers, whole school approach, challenging and recording homophobic, biphobic and transphobic language and bullying, referrals to safeguarding/mental health services, etc.

- ✚ PSHE Curriculum Development: – gender stereotyping / trans issues / family diversity / equality / booklists

- ✚ School Nurses (See referral form in Appendix 4)
- ✚ Counselling Services
- ✚ CAMHS
- ✚ GP's
- ✚ Trans awareness training for DSLs in partnership with Lee Clulow, Halesowen College
- ✚ Accessing local services: -
- ✚ The LGBTQ+ group - from The What? Centre Fusion Project; lgbtfusion.whatcentre@gmail.com 07514 056 081
- ✚ The LGBTQ+ group from The What? Centre BBC Children in Need Project; thewhatcentre@hotmail.co.uk 01384 379992
- ✚ Sexual Health Services, i.e. Brook Sexual Health and Wellbeing for under 25's; <https://www.brook.org.uk/>

Useful national websites

- ✚ DSD Families <http://www.dsdfamilies.org/dsdfamilies/index.php>
- ✚ Gendered Intelligence www.genderedintelligence.co.uk
- ✚ Gender Identity Development Service <http://gids.nhs.uk/>
- ✚ Gender Identity Research and Education Society www.gires.org.uk
- ✚ Mermaids www.mermaidsuk.org.uk
- ✚ Sex Education Forum <http://www.sexeducationforum.org.uk/>
- ✚ Stonewall <http://www.stonewall.org.uk/our-work/education-resources>
- ✚ Terrence Higgins Trust <https://www.tht.org.uk/>
- ✚ The UK Intersex Association www.ukia.co.uk
- ✚ Youngminds.org <https://youngminds.org.uk/find-help/for-parents>

Appendix 1 – Glossary of Terms

Agender - Someone with no or very little connection to the traditional concepts of man and/or woman. They may see themselves as without gender and can also be known as gender neutral or genderless.

Asexual - Someone who does not experience sexual attraction.

Assigned Sex / Sex Assigned at Birth / Natal sex - Either of the two main categories (male and female) assigned to a person based on primary sex characteristics (genitalia) and reproductive functions. Sometimes used interchangeably with 'gender' to mean 'male' or 'female'. Some people are born with sex characteristics that are not easily categorised as male or female, this is known as intersex.

Bisexual - Refers to a person who is romantically, emotionally and/or sexually orientation towards people of more than one gender.

Cisgender (person) - Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Coming out - When a person first tells someone/others about their identity as lesbian, gay, bisexual or trans. This may be the first time someone shares their identity, although many LGBT people will feel the need or want to come out multiple times in their life as they meet new people.

Cross dresser - A person who dresses in the clothing of the opposite sex as defined by socially accepted norms. They enjoy wearing the clothes of the opposite sex occasionally, but they do not want to live their lives as the opposite gender and therefore do not seek hormone therapy or surgery. Transvestite is now an outdated term.

Gay - Refers to a person who has an emotional, romantic and/or sexual orientation towards someone of the same gender. Both men and women may use this term to describe their sexual orientation.

Gender Dysphoria - Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for a trans person, but not a term liked by all trans people.

Gender fluid - Gender fluid describes a person who does not identify as solely a man/boy or woman/girl, but may feel more like a combination of, or move between the gender binary. Gender fluid people may feel that their identity is more complex than an either / or choice. They may feel like neither, both, and move between the two as they feel comfortable.

Gender Identity - A person's internal sense of their own gender, whether male, female, or something else

Genderqueer - A gender diverse person whose gender identity is neither male nor female, is between or beyond genders, or a combination of male and female. For some this is also a political statement and a rejection of the rigidity of gender norms and the need to identify at all.

Gender Reassignment - Another way of describing a person's transition. To undergo this usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in your self-identified gender. It is a characteristic that is protected in the Equality Act 2010.

Gender Variant - This is usually used in relation to children or young people for someone who does not conform to the gender roles and behaviours traditionally expected of the sex assigned to them at birth.

Homosexual - This is considered by many to be a more medical term used to describe someone who has an emotional, romantic and or sexual orientation towards someone of the same gender. The term 'gay' is now more generally used.

Intersex - A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female bodies. Intersex people can identify as male, female, or nonbinary. Intersex does not usually come under the trans umbrella; however, there is a link as many intersex people who were surgically reassigned in infancy elect to transition back to their personal identity. Not all trans people are the same of course and this applies to intersex people as there are approximately 40 variations of intersex. Some individuals identify as male, others as female and others as a blend of both. Despite the common ground between trans and intersex people, information designed for trans people does not always match the needs of an intersex individual.

Lesbian - Refers to a woman who has an emotional, romantic and / or sexual orientation towards women.

Non-binary - Umbrella term for a person who does not identify as (solely) male or (solely) female. Non-binary people may identify as both male and female, neither male nor female, or as another gender identity. This group are under the trans umbrella but may not consider themselves trans.

Oestrogen - Sex hormone which may be prescribed to some trans women.

Pansexual - Refers to a person whose emotional, romantic and or sexual attraction towards others is not limited by sex assigned at birth or gender identity.

Passing - Being seen, viewed or 'read' as the gender you present yourself as e.g. a male identifying person being male by others

Pronouns - Words we use to refer to people's gender in conversation - for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they/their and ze/zir

Queer - In the past 'queer' was used as a derogatory term for LGBT individuals and continues to be viewed as derogatory by many. However, the term was reclaimed in academic circles to reject gender and social norms and labels. The term is increasingly used by LGBT young people who don't identify with traditional categories around gender identity and sexual orientation but is still viewed to be derogatory by some.

Questioning/Unsure - The process of exploring your own sexual orientation and/or gender identity

Sex - Either of the two main categories (male and female) assigned to a person based on primary sex characteristics (genitalia) and reproductive functions. Sometimes used interchangeably with 'gender' to mean 'male' or 'female'.

Sexual Orientation - A person's emotional, romantic and or sexual attraction to another person.

Stealth - Living in one's acquired gender without anyone knowing about one's trans status. A person may choose to be stealth in some areas of their lives but not others.

Testosterone - Sex hormone prescribed to some trans men

To gender - To assign someone else a gender by noticing behaviour, gender expression and physical features.

Trans - An umbrella term to describe people whose gender is not the same as, or does not fully reflect, the sex they were assigned at birth. May encompass one or more of a wide variety of terms, including (but not limited to) transgender, non-binary and gender queer.

Transitioning - The steps a trans person may take to live in the gender they identify as, although for each person it will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries. It also might involve things like telling friends and family, dressing differently and changing official documents.

Transphobia - Irrational fear, hatred, abuse etc. of trans people, people who are perceived to be trans or people who do not conform to traditional gender norms.

Transsexual (person) – **This term is not considered appropriate; we would ask you not to use this term.** Trans or transgender is the term now used.

Appendix 2 – Definitions - Bullying and Prejudice

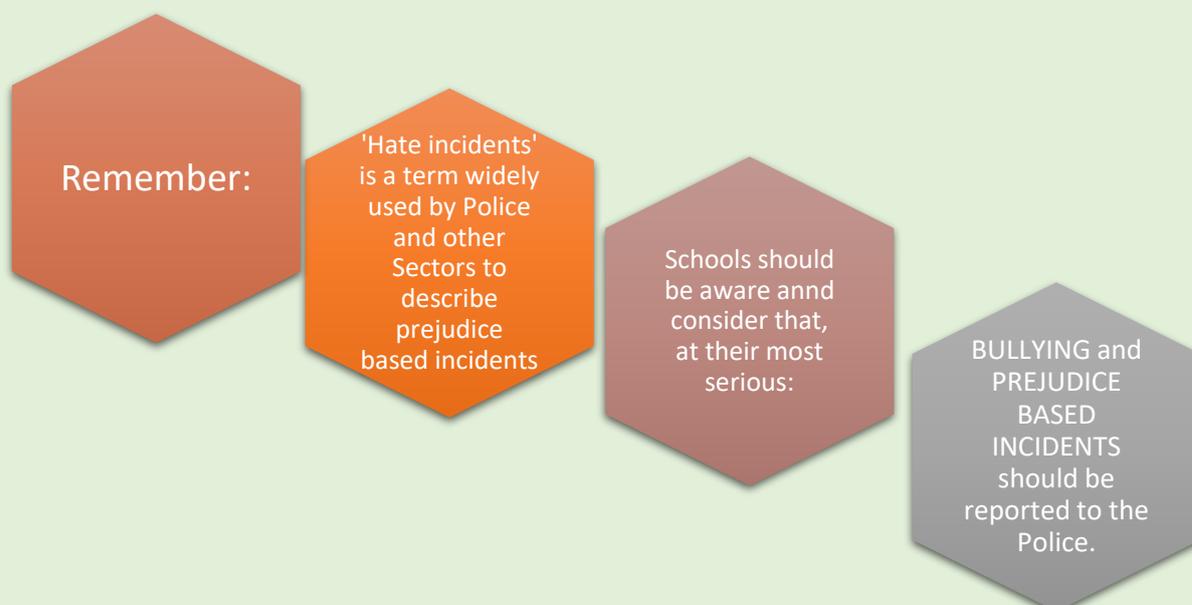
Shared understanding of bullying and prejudice-based incidents is important to prevent and respond effectively. It is recommended that all bullying and prejudice is recorded by type. In this way behaviours can be monitored and used to inform practice and to measure the impact of activities.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via social media or the internet) and often involves an imbalance of power. It can involve verbal taunts, name calling, physical injury, sexual harassment and damage to property, rumour spreading, shunning or ridicule and is often motivated by prejudice against particular groups, for example on grounds of ethnicity, religion, belief, sex or gender identity, sexual orientation or disability, or because a child is in care, has caring responsibilities or mental health issues. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

Prejudice-based incidents

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, sex, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice related incident.



Appendix 3 – Guide to Challenging Homo/Bi/Transphobic Language & Gender Stereotyping: a range of responses

Ofsted's Inspection framework; Section 5: exploring the schools' actions to prevent homophobic, biphobic & transphobic bullying.

- ✓ Whether they are aware of any instances of homophobic or transphobic language in school, whether this is recorded and how it is acted upon
- ✓ Whether there is any homophobic language used against staff & exploring the actions to prevent homophobic bullying 4 September 2013, No. 120181
- ✓ Whether the school's bullying and safeguarding policies and equality objectives address gender identity and sexuality
- ✓ Whether training has been provided for staff in how to tackle homophobic/transphobic bullying, including language
- ✓ Whether the school has taken any action to ensure that provision meets the needs of lesbian, gay, bisexual and transgender (LGBT) pupils, for example in sex and relationships education and other aspects of PSHE, including providing age-appropriate advice and guidance

All prejudice-based language should be challenged and recorded. How the challenge is made will depend on the circumstances of the incident, the severity of the incident, who it involves, where it takes place and the intention behind the comment.

Organisational response

- In our school we treat everyone with respect and when you use 'gay' like that it is disrespectful of gay people.
- The ground-rules we agreed at the beginning of the session said we would show respect to each other.
- The anti-bullying policy says that homo/bi/transphobic language is not acceptable.
- The school policy says that we are all responsible for making this a safe place for everyone. That kind of language is homo/bi/transphobic and makes people feel unsafe. Therefore, it is unacceptable.
- It's important that at this school people feel able to express their gender however they feel comfortable, so we try to avoid gender stereotypes.
- At this school we want to recognise every pupil's strengths and we don't want people to feel limited by expectations that relate to their gender.

Questioning response

- What do you think that word means?
- What makes you think that?
- Do you realise that what you said is sexist/homo/bi/transphobic?
- Can you explain what you mean by calling that 'gay'?
- That word is an insulting term for someone who is trans. Do you know what it means to be trans?
- How would you feel if someone spoke about you in that way?
- Do you know what a gender stereotype is? Can you think of why some people might be upset when they hear them at school?

Confronting response

- Language like that is not acceptable.
- You might not think that remark is offensive, but many would.
- What you are saying presents a very stereotypical view of what men and woman are like. When you do that it means that people who don't fit into your way of seeing things can feel left out or ashamed.

Personal response

- I'm not happy with what you said.
- Homo/bi/transphobic language offends me. I don't want to hear it again.
- What you've said really disappoints/disturbs/upsets/angers me. I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such as sexist/homo/bi/transphobic language.
- I'm really surprised and disappointed to hear you say that. I hoped you would recognise that it is important to treat everyone, with respect and that it is therefore wrong to use such as sexist/homo/bi/transphobic language.

Appendix 4 – School Nurse Referral



Working in partnership with

Dudley School Nursing Service Referral Form

Child or young person being referred

First Name:	<input type="text"/>	Last Name:	<input type="text"/>
Date of Birth:	<input type="text"/>	NHS No:	<input type="text"/>
Gender:	<input type="text"/>	Ethnicity:	<input type="text"/>
Address:	<input type="text"/>		
Postcode:	<input type="text"/>	Contact Phone No(s):	<input type="text"/>
School:	<input type="text"/>		

Please confirm parent / carer / young person's* consent has been obtained before referral (*please delete as applicable) YES

Parent / Carer details

Name:	Name:
<input type="text"/>	<input type="text"/>
Address:	Address:
<input type="text"/>	<input type="text"/>
Contact Tel. No:	Contact Tel. No:
<input type="text"/>	<input type="text"/>
Relationship to child:	Relationship to child:
<input type="text"/>	<input type="text"/>

Person making the referral

Name:		Contact Tel. No:	
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School / Agency:		Job Title:	
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Reason for referral:

<input type="checkbox"/>	Contenance	<input type="checkbox"/>	Emotional Health & Wellbeing
<input type="checkbox"/>	Diet / Eating Issues / Weight Management	<input type="checkbox"/>	Behavioural Issues
<input type="checkbox"/>	Medical Issues / Care plan	<input type="checkbox"/>	Self-Harm
<input type="checkbox"/>	Sleep	<input type="checkbox"/>	Bereavement
<input type="checkbox"/>	Smoking	<input type="checkbox"/>	Other (please state below)
<input type="checkbox"/>	Sexual Health		
<input type="checkbox"/>	Substance Misuse		

What interventions have been attempted or put in place to address the concerns?

(Please refer to Referral Pathways)

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Other Services / Professionals involved:

<input type="checkbox"/>	CAMHS	<input type="checkbox"/>	GP
<input type="checkbox"/>	Educational Psychologist	<input type="checkbox"/>	Bereavement Support
<input type="checkbox"/>	School Counsellor	<input type="checkbox"/>	Sexual Health Outreach Nurse
<input type="checkbox"/>	Occupational Therapy	<input type="checkbox"/>	What Centre
<input type="checkbox"/>	Physiotherapist	<input type="checkbox"/>	Switch
<input type="checkbox"/>	Speech & Language Team	<input type="checkbox"/>	Child Adolescent Response Team
<input type="checkbox"/>	Paediatrician	<input type="checkbox"/>	*Other (please give details below)

*Other details:

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Signature:		Date:	
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For School Nursing Service only

Date referral received:	
Allocated to:	
Action taken:	

PLEASE CHOOSE APPROPRIATE SCHOOL NURSE BASE TO SEND YOUR REFERRAL TO:

<p>Dudley Central School Nurses St James' Academy St James' Road Dudley West Midlands DY1 3JE</p> <p>or by email to: shropcom.dudleycentralschoolhealth@nhs.net</p>	<p>Beechwood CE Blowers Green Dudley Wood Jessons CE Kates Hill Netherbrook Woodsetton Special Sch Sycamore PRU BISHOP MILNER CATHOLIC THE LINK ACADEMY</p> <p>Netherton CE Northfield Road Priory Russells Hall Sledmere St Chad's Catholic PEGASUS ACADEMY ST JAMES' ACADEMY</p> <p>St Joseph's Catholic St Mary's RC Woodside Wrens Nest</p>
<p>Brierley Hill & Kingswinford School Nurses</p> <p>by email to: shropcom.brierleyhillschoolhealth@nhs.net</p>	<p>Ashwood Park Belle Vue Blanford Mere Brierley Hill Brockmoor Bromley Hills Bromley-Pensnett Brook The Brier Special Sch THE CRESTWOOD KINGSWINFORD SUMMERHILL</p> <p>Ch. of Ascension Crestwood Park Dawley Brook Dingle Fairhaven Glynne Hawbush Maidensbridge THORNS COLLEGIATE WORDSLEY</p> <p>Mount Pleasant Quarry Bank St Mark's CE St Mary's CE Thorns Withymoore</p>

<p>Halesowen School Nurses Leasowes High School Kent Road Halesowen West Midlands B62 8PJ</p> <p>or by email to: shropcom.halesowenschoolhealth@nhs.net</p>	<p>Caslon Colley Lane Cradley CE Halesowen CE Howley Grange Huntingtree Halesbury Special Sch Black Country Wheels THE EARLS LEASOWES</p> <p>Hurst Green Lapal Lutley Manor Way Newfield Park Olive Hill Greenhill Campus WINDSOR ACADEMY</p> <p>Our Lady & St Kenelm Hasbury CE (St Margaret's at) Tenterfields</p>
<p>Dudley North School Nurses</p> <p>by email to: shropcom.dudleynorthschoolhealth@nhs.net</p>	<p>Alder Coppice Bramford Christ Church CE Cotwall End Foxyards Hurst Hill Rosewood Special Sch BEACON HILL ACADEMY DORMSTON</p> <p>Milking Bank Queen Victoria Red Hall Roberts Straits Wallbrook The Sutton Special Sch ELLOWES HALL</p> <p>Educated at Home Cherry Tree Learning Centre Children Missing Education</p>
<p>Stourbridge School Nurses Pedmore High School Grange Road Stourbridge West Midlands DY9 7HS</p> <p>or by email to: shropcom.stourbridgeschoolhealth@nhs.net</p>	<p>Amblecote Gig Mill Greenfield Ham Dingle Hob Green Oldswinford CE PEDMORE HIGH</p> <p>Pedmore CE Peters Hill Rufford St James' CE St Joseph's RC The Ridge REDHILL</p> <p>Wollescote RIDGEWOOD</p>

PLEASE NOTE: OUR SERVICE DOES NOT COVER OLD PARK OR PENS MEADOW SCHOOLS

Appendix 5 – Good practice statement in working with trans children and young people in our school (Exemplar)

Educational settings should include reference to the inclusion of trans children and young across the policy framework, however, some settings may want to clarify for all staff how trans children and young people will be supported. This practice statement can therefore be adapted to reflect school-based practice and shared with staff **following training** and as **one aspect** of the settings' practice to improve equality and inclusion.

<i>We will take our lead from children and young people and involve them in making decisions that will affect them</i>
<i>We will involve family members, with the agreement of the trans young person/pupil or student, in making decisions about their child</i>
<i>We will respect and use the pupil/student's new name, pronouns and title (and apologise for any mistakes made)</i>
<i>We will update our records (X will be responsible for this and communicating changes made)</i>
<i>We will provide access to a range of appropriate toilets and changing facilities recognising that trans young people are entitled to use facilities of their self-identified gender</i>
<i>We will support all pupils and students to wear uniform and PE kit in line with their gender identity</i>
<i>We will only divide pupils and students by gender when there is an educational reason for doing so</i>
<i>We will enable full access to enrichment activities for trans pupils and students</i>
<i>We will support trans pupils and students to access medical appointments if required</i>
<i>We will take confidentiality seriously and not 'out' a trans child or young person without their permission including to parents and carers</i>
<i>We will provide support to a trans child or young person by referring them to (insert designated named person/service) and informing them of the facilities at The What? Centre</i>
<i>We will provide support to the siblings, parents or carers of trans child or young person by referring them to (insert designated named person/service) and informing them of the facilities at The What? Centre</i>

We will use the curriculum and other opportunities to challenge gender stereotyping, sexism, homophobia, biphobia and transphobia (as part of our wider equality work)

We will identify, record and challenge all prejudiced incidents and bullying including that which is sexist, homophobic, biphobic and transphobic

(Based on a document produced by Gendered Intelligence:
www.genderedintelligence.co.uk)

Appendix 6 – A whole setting approach to trans inclusion – action planning tool

Area of focus	Suggested activities (these could be RAG rated)	Next steps / Actions identified	In place [✓]
<p>Trans issues and transphobia are acknowledged across the policy framework</p>	<p>Reference provision that is being made or will be made for trans pupils and students in the Equality Policy.</p> <p>Include an equality objective (Public Sector Duty of the Equality Act) which supports the needs of trans children and young people.</p> <p>Reference transphobia when talking about prejudiced forms of bullying in the anti-bullying policy.</p> <p>In the uniform policy, list uniform items which are acceptable in school, but do not list by gender.</p> <p>When groups of pupils or students are referenced or discussed ensure this includes trans pupils.</p> <p>Confidentiality statements make clear that trans pupils and students have the right to privacy related to their gender identity.</p> <p>If there are 'out' trans pupils and students in the community, ensure their progress and achievement is monitored.</p>		

<p>Acknowledge there are or will be trans people within the educational setting such as family members, staff, governors and pupils and that they will positively enrich the school community</p>	<p>Ensure that there is a statement in the Equality Information for the school (required under the Public Sector Duty of the Equality Act, 2010) which states that there are trans members of the community.</p> <p>Use assemblies to celebrate a diversity of trans people and ensure pupils and students understand that transphobia is unacceptable in the school community. Use inclusive language such as 'all genders' to avoid making assumptions about an individual's gender identity.</p>		
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Area of focus	Suggested activities (these could be RAG rated)	Next steps / Actions identified	In place[√]
<p>Closely monitor all areas of the curriculum, resources and teaching and learning approaches to ensure that where possible:</p> <p>trans people are visible gender stereotypes or transphobic material is avoided and trans pupils and students feel included in the classroom</p>	<p>Avoid grouping by gender whenever possible and certainly when there is no educational reason for doing so.</p> <p>Ensure the library stocks age appropriate books about a diversity of trans children, young people and adults.</p> <p>Discuss and challenge sexism, gender stereotyping and transphobia when it arises and as part of planned opportunities in PSHE education.</p>		
<p>Ensure that the curriculum and PSHE education and work related to spiritual, moral, social and cultural development is used to challenge gender stereotypes, support the development of a positive understanding of gender identity and prevent transphobia</p>	<p>Books can be used in English or literacy to discuss trans identities, gender stereotyping and sexism.</p> <p>All subjects can provide role models which challenge gender and other stereotypes and raise aspirations for all groups.</p> <p>PSHE education and Relationships and Sex Education from Early Years onwards can be used to develop understanding of trans, gender stereotyping and sexism and to explain that gender identity is a spectrum.</p>		

<p>Effectively challenge, record and deal with transphobic abuse, harassment and bullying (such as name-calling, derogatory jokes, graffiti, unacceptable or unwanted behaviour, intrusive questions) and then monitor incidence of transphobic abuse, harassment and bullying, and use this information to inform whole school developments</p>	<p>Bullying and prejudice-based incidents are recorded by type.</p> <p>Guidance or scripts on how to effectively challenge transphobic language and attitudes are provided to staff.</p> <p>Staff, pupils and students are provided with training and educational opportunities to develop skills in challenging all prejudiced language and behaviour including that which is sexist, homophobic, biphobic and transphobic.</p>		
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Area of focus	Suggested activities (these could be RAG rated)	Next steps / Actions identified	In place[√]
<p>Include trans issues in equality training for staff and governors and support wider community understanding of trans</p>	<p>All training about groups of pupils and students should include trans pupils.</p> <p>Training on the Equality Act and bullying should contain references to trans pupils and transphobia.</p> <p>Trans awareness training, support or information is provided to the whole school community (including parents and carers).</p>		
<p>Participate in events such as LGBT+ History Month and ensure visibility of trans people and their achievements</p>	<p>Mark LGBT+ History Month, Transgender Day of Visibility and/or International Day against Homophobia and Biphobia and ensure that trans people including trans people of colour are represented in this.</p> <p>Use displays to celebrate achievements of a diversity of trans people.</p> <p>Ensure the library stocks age appropriate books about trans children, young people and adults.</p>		

<p>Communication to all parents and carers that includes reference to the work that is going on to make the educational setting trans inclusive and if appropriate signpost to opportunities for them to develop their understanding of trans</p>	<p>Promote on newsletters and the website work going on in school related to gender equality, trans inclusion and work to prevent homophobia, biphobia and transphobia.</p> <p>Signpost from the website to organisations where parents and carers can go to find out more about what gender identity and trans.</p>		
Area of focus	Suggested activities (these could be RAG rated)	Next steps / Actions identified	In place ✓
<p>Provide appropriate support to pupils and students who identify as trans and refer them and their families when needed to national or local services</p>	<p>Allies or trusted adults for LGBT pupils and students are identified to talk with or go to with any issues arising in a school day.</p> <p>There are a range of toilets available including toilets for everyone.</p> <p>Name and gender changes are made on systems.</p> <p>Residential trips are accessible to all pupils and students and reasonable adjustments are made when necessary.</p> <p>Signposting to national and local trans support services happens in PSHE education, school journals, school websites and in posters around the school.</p>		

References

Education Inspection Framework –

<https://www.gov.uk/government/publications/education-inspection-framework>

The Equality Act 2010 - <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Inspecting Safeguarding in Early Years, Education and Skills -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828763/Inspecting_safeguarding_in_early_years_education_and_skills.pdf

International Lesbian and Gay Association (ILGA) <https://ilga.org/>

Gender Identity Development Service - <http://gids.nhs.uk>

The Genderbread person - <https://www.itspronouncedmetrosexual.com/2018/10/the-genderbread-person-v4/>

Gendered Intelligence - <http://genderedintelligence.co.uk/>

Gendered Intelligence, Bell v Tavistock -

<https://genderedintelligence.wordpress.com/2020/12/01/bell-v-tavistock-outcome/>

Gendered Intelligence, *The FA Guide to Including Trans People in Football* -

Guidance for schools on preventing and responding to sexist, sexual and

transphobic bullying - <https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/sst-guidance-quick-guide.pdf>

Independent Press Standards Organisation - www.ipso.co.uk/

Keeping Children Safe in Education 2020 -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

Stonewall - www.Stonewall.org.uk

Stonewall - *Come Out For Trans Equality*;

<https://www.youtube.com/playlist?list=PL663Gvd8xcPoXdzDEeyQyqeeoHI6G7QEr>

Terrence Higgins Trust - <https://www.tht.org.uk/>

Trans Inclusion Schools Toolkit – Brighton & Hove City Council https://uploads-ssl.webflow.com/5888a640d61795123f8192db/5c0ff2e6f554ac6a3f017600_Trans_Inclusion_Schools_Toolkit_Version_3.3_Jan2019.pdf

Trans Media Watch - www.transmediawatch.org/