



St. David's High School

# Trans Inclusion Policy & Implementation Guidance for Secondary Schools

*This policy and implementation guidance has been developed by Flintshire County Council and draws upon the Equality Act 2010. Consultation was undertaken between Flintshire County Council, Unique, school representatives and partners in the voluntary sector in the development process.*

This policy applies to children and young people, staff and Governors at St. David's High School and promotes safeguarding, inclusion and respect. All staff should have access to this policy alongside the implementation guidance and sign to the effect that they have read and understood its contents.

<b>School</b>	St. David's High School
<b>Date policy approved and adopted</b>	October 2019
<b>Review frequency</b>	Annually
<b>Next review date</b>	October 2024
<b>Head teacher</b>	Steve Richardson
<b>Chair of Governors</b>	Kate Blears

## Accessible Formats

This document is available in English and Welsh in Microsoft Word and pdf formats in Arial font size 12 as standard. Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request (edit as applicable)

To request a copy of this document in an accessible format contact: 01244 671583

### 1. Introduction

Gender is a spectrum, which is not limited to male or female – but can span anywhere between these two binary points. A trans person feels that their external

appearance (sex) does not match up with the way they feel internally about their gender identity.

A female to male (FTM, or trans male) person will have been assigned as female at birth, but will identify their gender as male; a male to female (MTF, or trans female) person will be assigned as male at birth, but will identify their gender as female.

'Transgender' / trans is a term used to describe people who identify with the opposite gender to which they were assigned at birth; however it is also an umbrella term which can include people who do not feel exclusively male or female (non-binary). Gender can be fluid, and some children and young people who do not relate to their assigned gender may never fully transition in to the opposite gender, but may choose to use alternative pronouns. E.g. someone who is gender fluid but chooses to keep their sex as male, may prefer to be known by 'she/her/hers' pronouns. Others may prefer to be known by 'they/them/theirs'.

Gender Dysphoria is a clinical condition that can present from a very early age and can only be diagnosed by a medical expert. A person diagnosed with Gender Dysphoria may require treatment, e.g. hormone blockers to delay puberty, before being prescribed hormones of their desired gender. A transgender person may live their life without being, or needing to be diagnosed as having Gender Dysphoria.

Diagnosis and treatment for young people is available from specialist Gender Identity Clinics (GICs) – of which are available in many locations across the UK. Note that some people with Gender Dysphoria may not want any treatment. Some may choose to be known by a different name or to wear different clothes. However, some trans children and young people (and their families) will need some additional support as they grow up and develop.

## **2. Aims**

The purpose of this policy and implementation guidance is:

- To provide a policy framework for secondary schools in Flintshire on how to effectively support trans children and young people and prevent transphobia.
- Increase the confidence of staff in supporting members of the school community who identify as trans or who 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 meeting their Public Sector Equality Duty obligations and the specific requirements of safeguarding legislation.
- Highlight areas for development, particularly those which will require changes to common practice, administration, and infrastructure.

St. David's High School will ensure:

- all staff and governors manage trans matters inclusively and sensitively
- provide an inclusive environment for any trans pupil

- all pupils are aware of and educated on issues of transgender.

### **3. Related Policies**

The following school policies provide a framework to support the implementation of this trans policy in school:

- Safeguarding policy
- Behaviour policy
- Anti-Bullying policy – in line with the school policy, there should be ZERO TOLERANCE
- Strategic Equality Plan (SEP)
- Additional learning needs (ALN) policy
- Complaints policy
- Uniform policy
- Physical Education (PE) policy
- Personal and Social Education (PSE) policy
- Sex & Relationships Education (SRE) policy
- Managing Healthcare Needs policy
- Intimate Care Policy
- Attendance Policy
- Accessibility Plan
- Data Protection and Information Sharing
- Risk Assessments (e.g. school trips)
- Code of Conduct for Staff
- Whistle-Blowing

### **4. Legal Context**

#### **4.1 Data Protection Act (UK) including the EU General Data Protection Regulation (GDPR)**

Information about a person's transgender status is considered 'sensitive personal data' and is subject to tighter controls than other personal data. Explicit consent is required before it can be processed.

#### **4.2 The Human Rights Act**

The following Articles from The Human Rights Act 1998 support the rights and needs of transgender people to live their lives in their true gender.

- Article 8: right to respect private life and family life.
- Article 10: freedom of expression.
- Article 14: the prohibition of discrimination.

#### **4.3 The Gender Recognition Act 2004**

The Gender Recognition Act 2004 is mainly concerned with the process by which a person can get a Gender Recognition Certificate, and correct their original birth certificate to match their true gender. This can only occur after a person reaches 18 years of age but is something that many younger people may aspire to.

#### **4.4 Equality Act 2010**

The Equality Act 2010 ensures legal protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine protected characteristics defined in the Act, one of which is Gender Reassignment (also known as transgender).

Part 6 of the Equality Act 2010 makes it clear that the Act specifically refers to School and young people.

The Equality Act 2010 (2:1:7) states that: *‘A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person’s sex by changing physiological or other attributes of sex.’*

The Act applies to employment, education and a range of other areas where discrimination may take place. In order to be protected under the Act, a pupil will not necessarily have to be undergoing a medical procedure to change their sex, but they must be taking steps to live in the opposite gender, or be proposing to do so.

#### **5. Discrimination**

As stated, the Equality Act 2010 ensures legal protection against discrimination in employment, education, the provision of services and the delivery of public functions, in relation to the nine protected characteristics defined in the Act, one of which is Gender Reassignment.

Discrimination can be direct or indirect. Indirect discrimination occurs when a provision, criterion or practice applies to everyone but puts a person with a particular protected characteristic at a particular disadvantage, and it cannot be justified as a proportionate means of meeting a legitimate aim. E.g. an inflexible school uniform rule which offers no “unisex” options, which would therefore create a particular difficulty for a FTM pupil.

St. David’s High School will not discriminate against a pupil because of their transgender status.

In line with St. David’s High School’s Anti-bullying policy (Respecting Others or equivalent), transphobic incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or homophobic incidents.

#### **6. Whole School Approach**

## 6.1 Curriculum

A culture and whole school environment that celebrates difference and diversity is one in which all children and young people can see themselves valued, with systems and processes which support all vulnerable people.

The school environment, curriculum, assemblies and tutor time can all be used to explore issues of sex, gender, gender identity and transphobia and to make visible and celebrate trans people. Raising awareness of St. David's High school's approach to transphobia and supporting trans children and young people and gender questioning children and young people can be achieved by:

- Including information in school newsletters, social media and website
- Supporting anti-bullying week including a focus on transphobia
- Celebrating LGBT History Month
- Commemorating International Day against Homophobia and transphobia (IDAHOT) and transgender Remembrance Day.
- Providing information / PSE lessons on gender stereotyping, gender identity and trans issues
- Including an equality objective within the School Strategic Equality Plan (Public Sector Duty of the Equality Act) which supports the needs of trans children and young people.
- The use of rainbow lanyards / badges to indicate the key people in school to approach with questions about these issues including both staff and peer mentors.

Staff at St. David's High School will also consider the 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 children and young people 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 or young person who feels safe to do so can be grouped according to their gender identity rather than their biological sex.

There may be times when single gender work is needed. This may include aspects of sex and relationship education or to support the learning needs of particular groups (e.g. boys and literacy). Providing a clear need is identified, the Equality Act allows for such provision. However, for pupils it needs to be made clear that they can participate according to their gender identity. For example, a \* boy could attend a boys' reading group if his literacy required targeted support.

## 6.2 Physical Education

Physical Education develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A trans pupil has the same right to Physical Education as any other pupils.

The issue of physical risk within certain sports should also be managed within the lesson context rather than preventing a trans pupil from participating (which would be discriminatory). There may be sports where, as puberty develops, a MTF trans pupil may have a physical advantage over other girls. It may be that due to the nature of contact and physicality of sports including rugby, St. David's High School would consider whether a trans pupil participating in full contact lessons is appropriate. This would be considered by the school in line with the individual sport's governing body guidance prior to the delivery of any lessons, in discussion with parents / carers.

### **6.3 Work Experience**

As already stated, the Equality Act 2010 encompasses every environment that pupils will be working in, therefore all placements should be aware of their duties and responsibilities.

St. David's High School will be sensitive to this in their planning before any pupil is placed in any business or organisation. Careful discussion about the placement with the trans pupil and parents / carers, will identify the most suitable way forward to ensure the placement is successful.

When St. David's High School is considering a work experience placement, the school will complete a suitable assessment on the potential placement to establish if there is any risks, taking account of the pupil's right to privacy. Personal information on the young person will not be shared.

### **6.4 Educational Visits**

Learning about different cultures and lives and taking part in activities can provide opportunities for residential stays, both within the United Kingdom and abroad.

St. David's High School will give consideration in advance of any additional needs which may include having a parent / carer (or member of staff) accompanying the trans pupil on the visit to ensure the pupil is fully included.

The sleeping arrangements will be considered prior to any visit being undertaken for example the trans pupil may prefer to have a separate room. Each individual case and visit needs to be considered on an individual basis.

There are countries that are not as legally and culturally open as the UK towards the trans community. With regards to a visit overseas, St. David's High School will contact the relevant border control or agency in advance to ensure that the Evolve risk assessment is accurately completed by the school prior to approval by the EVC Officer at a regional level.

## **7. Name Change & Exam Certification**

It is possible for any documentation to be changed to reflect the chosen name of the young person. If a trans pupil wishes to have their preferred name recognised on St. David's High school systems, this will be supported and will feed on to letters home, report cycles, bus pass information etc. Furthermore, the change of name and associated gender identity, will be respected and accommodated by all staff at St. David's High School.

In order to change a name on other official documents such as a passport, it may be necessary for evidence of change of name to be produced. There are two ways in which this can be done: by deed poll and by statutory declaration. The Citizens Advice Bureau and other transgender support organisations will have more information on this subject.

A person under 16 years of age cannot change their name legally without the consent of a parent. Changing the gender recorded on a birth certificate is not possible until a Gender Recognition Certificate has been issued.

A pupil can be entered under any name with an Examination Board. 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 examination year. UPNs and ULNs are only linked with legal names, not preferred names.

It is possible for examination certificates to be issued in the preferred name. St. David's High School will ensure a strategy is agreed with the pupil and their parents / carers, and then agreed with the various Examination Boards prior to starting GCSE courses. (Some examinations may be sat in year 10 and the length of time the process re-registering can be lengthy).

## **8. Facilities**

### **8.1 Toilets**

Children and young people have the right to access the toilet that corresponds to their gender identity. Any pupil who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall toilet, such as a toilet accessible for disabled people. However, no child or young person shall be required to use such a toilet unless they wish to, or identify as disabled.

St. David's High School will conduct an audit of the appropriateness of their facilities and designate at least one gender neutral toilet. Transgender pupils will be able to use these facilities which have been labelled appropriately, if they choose.

## 8.2 Changing Rooms

Trans children or young people should have access to the changing room that corresponds to their gender identity. Facilities for trans pupils will be appropriate to their needs and also recognise the needs and sensitivities of other pupils. Staff at St. David's High School must ensure there is appropriate provision available and this will be assessed on a case-by-case basis in discussion with the individual, ensuring their safety, comfort, and minimising stigmatisation of the child or young person.

## 9. School Uniform

In line with Welsh Government Statutory Guidance for School Governing Bodies on school uniform and appearance policies (2019), paragraphs 2.8 - to 2.11:

**A governing body will state the composition of its school uniform and ensure an inclusive school uniform policy that does not discriminate on the basis of sex or gender identity. A gender neutral school uniform policy may list items of clothing which are permitted to be worn in school, without any requirements for items of clothing to only be worn by students of a certain gender.**

**If there are any differences in the school uniform and appearance policies between sexes/ genders, these should be justified and clearly stated in the policy. One ground for justification might be that a certain religion lays down different dress and appearance codes for different sexes. Failure to respect such codes could amount to race discrimination or a breach of human rights. For example, where differences in dress requirements don't have significantly more detrimental effects on one sex/gender or the other, they are unlikely to be regarded as discriminatory but it might be unlawful if, for example, the uniform was considerably more expensive for girls than for boys.**

**Schools need to consider whether flexibility is needed in relation to uniform to meet the needs of a pupil who is undergoing gender reassignment. Failure to allow a pupil to wear uniform that reflects their gender identity may constitute discrimination on the basis of gender reassignment under the Equality Act (2010).**

**The Equality Act 2010 does not deal specifically with school uniform or other aspects of appearance, but the general requirement not to discriminate in the treatment of pupils applies here as in relation to other aspects of school policy.**

Particularly sensitivity may need to be shown in relation to swimwear; this will be resolved through discussions with individual pupil and parents / carers.

Note that an Impact Assessment would be required before there are any major policy changes to School Uniform at St. David's High School.



## **10. Immunisations**

St. David's High School will allow any gender specific vaccinations to be carried out at the trans pupil' GP's surgery as required, however not all vaccinations are gender specific.

Mixed gender queues will be used for mass vaccinations that are non-gender specific. The use of screens for pupils receiving the vaccination will be considered and used if available.

## **11. Attendance**

St. David's High School will make reasonable adjustments to accommodate absence requests for treatment and external sources, in line with the Attendance Policy (or equivalent). Sensitive care will be taken when recording the reason for absence.

## **12. Confidentiality**

Staff at St. David's High school will not disclose information that may reveal a child or young person's transgender status or gender nonconforming presentation 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 asked them to do so.

Staff will not discuss trans pupils outside of school, even when making no particular reference to their name or personal details. The trans community is such a small one that even a casual reference to a 'certain pupil' may be enough to out that individual or, at the very least, compromise confidentiality.

When a child or young person initially discloses their trans status it is important to talk to them about confidentiality and with whom, if anyone, they would like information to be shared.

Strict confidentiality should be maintained and no information should be provided to the media. Any media queries should be addressed through the Corporate Business and Communications Team in Flintshire County Council.

## **13. Complaints Procedure**

If a pupil or parent / carer is not satisfied with St. David's High School policy implementation they are entitled to make a complaint. This is outlined in our schools complaints procedure. <http://www.stdavidshighschool.org.uk/Policies/>

If the complaint is Equality Act 2010/disability related, then consideration of a challenge to the Special Education Needs Tribunal for Wales (SENTW) or Children's Commissioner can be made.

## **14. Data Protection & GDPR**

Please see Data Protection Policy.

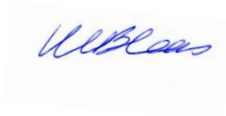
**15. Monitoring and Review**

This policy will be reviewed annually by the head teacher, staff and governors, or if any amendments occur in legislation or in consideration of changes in working practices which may stem from incidents or allegations.

**Declaration:**

This policy was approved by the School's Governing Body on:

Date: October 2019



Signed \_\_\_\_\_ Chair of Governors



# Implementation Guidance for Schools 2019

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## **1. Introduction**

### **1.1 Definition**

A transgender person feels that their external appearance (sex) does not match up with the way they feel internally about their gender identity. A Female to Male (F2M) person will have the external appearance or body of a female and identify their gender as male; a Male to Female (M2F) person will have the external appearance or body of a male and identify their gender as female.

Gender Dysphoria (or Gender Identity Disorder) is a clinical condition that can present from as early as age two years and can only be diagnosed by a medical and/or psychiatric expert. A person diagnosed with Gender Dysphoria may require treatment (e.g. hormone blockers) to ameliorate the symptoms associated with being a transgender person. A transgender person may live their life without being or needing to be diagnosed as having Gender Dysphoria.

Whilst gender identity concerns your internal sense of self (male, female, neither or both) and how you choose to express yourself, this is completely different to sexual orientation which concerns who you are sexually attracted to, whether that be men, women, both or neither.

For a full glossary of terms please refer to Appendix 1.

### **1.2 Context**

A review of literature highlighted the importance of this guidance in safeguarding children and young people.

Current estimates put the number of trans people in the UK at around 1% however, it is likely that the number of trans people is actually much higher than this.

A recent report by PACE, a mental health charity for lesbian, gay, bisexual and transgender people, in partnership with Brunel University, the University of Worcester, and London South Bank University outlined some disturbing facts:

- 48% of trans people under 26 said they had attempted suicide, of which 30% said they had tried to do so in the past year, while 59% said they had at least considered doing so.
- By comparison, about 9% of all 16- to 24-year-olds say they have attempted suicide, according to the Adult Psychiatry Morbidity Survey.

The report further found that people who attempted suicide while young, reported factors that appear to correlate closely with suicidal thoughts or attempts. These were: negative experiences of coming out; homophobic and transphobic bullying; and struggles about being LGB or trans within the family, at school and in peer groups.

In addition, participants reported that a lack of awareness and training meant that responses from medical or professional staff could feel inadequate. Inclusive

resources, which reflect the lives and issues of young LGBT people, are sparse outside of LGBT+ specialist services. These startling and worrying statistics frame the negative experiences and risks associated with being a trans person as a public health issue.

Transgender children and young people have reported that they are subject to targeted bullying in schools, even where there are Lesbian, Gay and Bisexual (LGB) strategies in place. They also appear to be at risk of dropping out of school due to these experiences. The same report indicates that some school staff are perceived to lack training, and that entry level and primary schools are reluctant to support transgender children.

Trans people are often the subject of prejudice and the target of bullying because of their “difference”. This can be compounded by a lack of understanding and clear explanations; which in turn can generate confusion causing people to revert to learned negative gender stereotyping. Transphobic behaviour may be directed to the actual trans person, a friend or supporter, or anyone that may be perceived to be trans person (whether they are trans person or not).

Trans children and young people are a particularly vulnerable group. According to Press for Change’s survey ‘Engendered Penalties’ (2007), 64% of transgender men (female-to-male) experienced transphobic bullying at school and 44% of transgender women (male-to-female) experienced transphobic bullying at school.

On average, transgender children and young people leave school earlier than any other group, and a recent survey has shown that 25% have attempted suicide, and a further 25% have considered it, with many self-harming, suffering from depression and/or having eating disorders.

Trans children and young people and gender questioning children and young people are vulnerable to bullying as is any child or young person who does not conform to perceived 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:

- Trans children, young people and adults inside and outside the school community
- Children, young people and adults who do not conform to perceived gender stereotypes
- Children and young people with trans parents/carers, relatives and friends
- Lesbian, gay and bisexual children young people and adults
- Trans Parents/Carers
- Trans Staff

### 1.3 Purpose

The purpose of this guidance is to:

- increase the confidence of school staff in supporting transgender children and young people, or those that are coming out as trans or beginning to question their gender identity by providing an introduction to trans identities and the issues trans children and young people may face.
- provide information that will allow schools to feel confident that they are complying with the Equality Act 2010 and meeting their Public Sector Equality Duty obligations.
- 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 discrimination and bullying;
- ensure teachers, governors and the school community support transgender and gender questioning children and young people and prevent transphobic bullying, harassment and discrimination.
- ensure trans employees and School Governors are treated fairly and with respect.

## 2. Legislative Context

The responsibilities of schools to ensure trans pupils, students and employees rights are upheld and they are treated fairly and protected from discrimination is set out in a variety of legislation. This includes the Human Rights Act 1998, Gender Recognition Act 2004 and the Equality Act 2010.

### **The Equality Act 2010**

The Equality Act 2010 ensures legal protection against discrimination (direct or indirect) for everyone under the nine protected characteristics defined in the Act, one of which is Gender Reassignment (also known as transgender).

Part 6 of the Equality Act 2010 makes it clear that the Act specifically refers to Schools and young people.

- Under the Equality Act, 2010, Public Sector Equality Duty, schools must have due regard to the need to:
- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The Act refers to the following protected characteristics:

- Age
- Disability

- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act (2:1:7) states that: A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.

The Act applies to employment, education and services where discrimination may take place. To be protected under the Act, a pupil or employee will not necessarily have to be undergoing a medical procedure to change their sex, but they must be taking steps to live in the opposite gender, or be proposing to do so.

### **The Gender Recognition Act 2004**

The Gender Recognition Act 2004 is mainly concerned with the process by which a person can get a Gender Recognition Certificate, and correct their original birth certificate to match their true gender. This can only occur after a person reaches 18 years of age but is something to which many younger people may aspire.

### **The Human Rights Act 1998**

The following Articles from The Human Rights Act 1998 support the rights and needs of trans people to live their lives in their true gender:

- Article 8: right to respect for private life and family life
- Article 10: freedom of expression
- Article 14: the prohibition of discrimination

## **3. Support for the Trans Child or Young Person**

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. It is important that their identity is validated and supported in any work that you do. An initial conversation would be a good time to allow the child or young person to talk about how they identify or feel about their gender.

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

**Social Transition** is choosing to live your life as your preferred gender. 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/changing rooms appropriate to their gender identity rather than biological sex.

**Medical Transition** is the process by which a trans person takes steps to physically alter their body. This may include:

- taking hormones; and/or
- having gender reassignment surgery

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 transitioning may change over time and the support offered needs to reflect and support this. It is vital that informed and consistent support is given to individuals who choose to present in their chosen or preferred gender.

Some children and young people, with support from their families may choose to make a transition into their preferred gender identity at a point when they are changing schools. This may minimise the number of other members of the school community who are aware that the child or young person is trans. Secondary schools therefore, may need to be particularly aware and supportive of children transferring from a primary to their secondary school who are planning to begin Year 7 with a different name and pronoun. In particular, the school may need to consider how to work with the child or young person and their families from the original primary school who may be aware of this change.

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

#### **4. Terminology and Language**

Members of the school community should ask the trans child, young person or adult their preferred pronoun and strive to use this.

In addition, school 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 only males and females). Staff should reflect on the use of language such as 'girls' and 'boys' to describe groups of children or young people. 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. 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 your learning'.

The purpose of this is not to deny gender as an important part of our identity, 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.

Gender Neutral Pronouns					
They/Their (Singular)	They	Them	Their	Theirs	Themself
Ze/Hir	Ze	Hir	Hir	Hirs	Hirself
Sie/Zir	Sie	Zir	Zir	Zirs	Zirself
Example	They laughed	I called them	Their eyes gleam	That is theirs	Ze likes themself
Example	Ze laughed	I called hir	Hir eyes gleam	That is hirs	Ze likes hirself

•Ze is pronounced as “zee”  
 •Hir is pronounced as “hear”

•Sie is pronounced as “see”  
 •Zir rhymes with “hear”

<http://www.beyondgenderyouth.org/faq/gender-neutral-pronouns/>

#### 4.1 Names and Pronoun Change

Respecting a child or young person’s request to change name and pronoun is a pivotal part of supporting and validating that young person’s identity. Preferred pronouns and names will be used consistently to protect a child or young person’s confidentiality and to not ‘out’ them in ways that may be unsafe and exposing.

A person under 16 years cannot change their name legally without the consent of a parent and simply changing name does not change a legal gender identity. Although they may not have changed their name legally, individuals have the right to choose the name by which they are known to employees, friends and family. It is a criminal offence to expose an individual’s transgender status.

If a trans pupil or student wishes to have their personal data recognised on school systems, this needs supporting and will feed on to letters home, report cycles, bus pass information etc. The change of name and associated gender identity will be respected and accommodated in the school. A person under 16 years cannot change their name legally without the consent of a parent and simply changing name does not change a legal gender identity.

A change of name by deed poll is not required, to make a change to school records on systems such as SIMS. Currently it is understood to be the case that the gender has to remain the one that was registered at the time of the Unique Pupil Number assignment, unless the birth certificate/legal gender is changed by way of a Gender Recognition Certificate.

### 5. Uniform

In line with Welsh Government Statutory Guidance for School Governing Bodies on school uniform and appearance policies (2019), paragraphs 2.8 - to 2.11:

**A governing body will state the composition of its school uniform and ensure an inclusive school uniform policy that does not discriminate on the basis of sex or gender identity. A gender neutral school uniform policy may list items of clothing which are permitted to be worn in school, without any requirements for items of clothing to only be worn by students of a certain gender.**

**If there are any differences in the school uniform and appearance policies between sexes/ genders, these should be justified and clearly stated in the policy. One ground for justification might be that a certain religion lays down different dress and appearance codes for different sexes. Failure to respect such codes could amount to race discrimination or a breach of human rights. For example, where differences in dress requirements don't have significantly more detrimental effects on one sex/gender or the other, they are unlikely to be regarded as discriminatory but it might be unlawful if, for example, the uniform was considerably more expensive for girls than for boys.**

**Schools need to consider whether flexibility is needed in relation to uniform to meet the needs of a pupil who is undergoing gender reassignment. Failure to allow a pupil to wear uniform that reflects their gender identity may constitute discrimination on the basis of gender reassignment under the Equality Act (2010).**

**The Equality Act 2010 does not deal specifically with school uniform or other aspects of appearance, but the general requirement not to discriminate in the treatment of pupils applies here as in relation to other aspects of school policy.**

Particularly sensitivity may need to be shown in relation to swimwear; this will be resolved through discussions with individual children or young people.

An impact assessment will need to be undertaken before there are any major policy changes in school are made.

## **6. Curriculum, Teaching and Learning**

As with any child or children and young people with a protected characteristic a whole school approach is needed to support and keep trans and gender questioning children, young people, their families and staff safe. Many schools are already working to ensure that their whole school environment is supportive and inclusive by developing:

A culture and whole school environment that celebrates difference and diversity and one in which all children and young people can see themselves reflected and valued systems and processes which support vulnerable children and young people (all trans-identified people).

An effective Anti-Bullying policy and Equality policy which ensure the whole school community challenges and tackles bullying and prejudice-based incidents effectively and are confident in challenging sexist and homophobic bullying.

Ensuring the curriculum provides opportunities to challenge stereotypes including those based on gender and avoids making assumptions about sex, gender, gender identity and sexual orientation.

Raising awareness of the school's approach to transphobia and supporting trans and gender questioning children and young people will be done by:

- Supporting anti-bullying week with a focus on transphobia
- Employees should take part in training regarding LGBT issues.
- Celebrating LGBT History Month
- Commemorating International Day against Homophobia and transphobia (IDAHOT) and transgender Remembrance Day.
- Providing information/PSE lessons on gender stereotyping, gender identity and trans issues
- Including an equality objective within the School Strategic Equality Plan (Public Sector Duty of the Equality Act) which supports the needs of trans children and young people.
- The use of rainbow lanyards / badges to indicate the key people in school to approach with questions about these issues including both staff and peer mentors.

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 children and young people by gender may have this impact and employees should consider whether this is vital, if and when an alternative approach could be used and how to make it clear that a child or young person who feels safe to do so can be grouped according to their gender identity rather than their biological sex.

There may be times when single gender work is needed. This may include aspects of sex and relationship education or to support the learning needs of particular groups (e.g. boys and literacy). Providing a clear need is identified, the Equality Act allows for such provision. However, for participants it needs to be made clear that they can participate according to their gender identity. For example, a \* boy could attend a boys reading group if his literacy required targeted support.

### **6.1 Physical Education and Activity**

Trans children and young people will be supported to enable equal access to Physical Education (PE) and to participate in the activity which corresponds to their gender identity if this is what they request.

There have been concerns raised that some trans children and young people may be at a competitive advantage, particularly young trans women, whose bodies may well have developed slightly stronger than their genetic female class mates. The

school should consult the sport's governing body for guidance and note that the responsibility for Health and Safety is with the school. Similarly concerns have been raised about trans young men playing contact sports e.g. rugby and potentially being of a smaller build than some male students. Lessons should be carefully structured, managed and learning appropriately differentiated. These issues should be discussed with trans child or young person and their parents or carers.

Trans and gender questioning children and young people 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 or young person competing and representing the school. In the case of competitive secondary sports schools may need to seek advice from the relevant sporting body.

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

## **6.2 Residential Trips and Overnight Stays**

A degree of discussion, care and preparation is required to enable trans children and young people to participate in residential / overseas trips. To exclude trans children and young people from residential trips would be discriminatory and contravene the Equality Act.

As far as possible, trans children and young people should be able to sleep in dorms appropriate to their gender identity. Some trans children and young people may not feel comfortable doing this and in such cases alternative sleeping and living arrangements should be made in advance of the event. This should not be at any additional cost to the individual's parents / carers.

Similarly, the degree of participation in physical activities that a trans child or young person feels comfortable with should be discussed prior to any residential trip with them and if appropriate their parents or carers. For example, young trans man who is binding their breasts can often experience a great degree of discomfort when participating in activities such as climbing or canoeing.

Where a trans child or young person feels that they do not want to or cannot participate, alternative arrangements should be made to allow for those children or young people to participate in a more appropriate activity. A thorough Risk Assessment should be undertaken prior to a residential / overseas trip using Evolve in order to make reasonable adjustments which would enable the participation of trans children or young people.

Prior to overseas trips the schools will consider and investigate the laws regarding trans communities in the country being considered for a school visit. There are countries that are not as legally and culturally open as the UK. The International Lesbian and Gay Association (ILGA) have information on their website about countries that pose a risk to trans individuals. <https://rainbow-europe.org/country-ranking>

The school should consider, just as anyone can be searched, trans pupils and students may be searched at borders and other places. Different countries will have policies and procedures that they will follow. Contacting the relevant border control or agency in advance will ensure that any policy or risk assessment completed by the school or college is accurate for that visit or trip.

### **6.3 Work Experience**

There is an obligation on the part of the school and its work experience placements to keep pupils safe. Where a young person is to attend a work experience placement, the school must complete a suitable assessment on the potential placement to establish if there is any risk to a young trans person taking account of the young trans persons right to privacy.

Schools must be sensitive to this in their planning before any young trans person is placed in any business or organisation. Careful discussion about the placement with the pupil, parents or guardians needs to occur to find the most suitable way forward to ensure the placement is successful.

### **6.4 Exams**

A strategy will be agreed with the pupil and their parents or carers, then agreed with the various exam boards prior to starting the process to accredited courses as some exams may be sat in Year 10 and the length of time the process of re-registering may take has to be considered. Exam boards may be very experienced in Gender Identity issues so they may be able to guide the school or college through the process. However, entry for exams and exam certificates are more complex. The Joint Council for Qualifications paper work states that:

*'The centre agrees to: enter candidates under names that can be verified against suitable identification such as a birth certificate, passport or driver's licence. You may need to check that the name the candidate is using within the centre is his/her legal name rather than a 'known as' name.'*

Furthermore, 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. In order to use a chosen or preferred name on an exam document a child or young person will need to have changed their name by deed poll. If the child or young person is under 16 the consent of all people with parental responsibility is required. Once the young person is 16 they can apply for a deed poll in their own right. Parental consent is no longer required.

Although some children and 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 to take. This will unfortunately mean that although they may have established themselves within the school under a chosen name and gender identity when filling in exam documentation they will have to use their legal birth name and gender. This can be a source of distress for that individual and care should be taken by the school to

support such a child or young person to accept that this is a necessary measure but that it does not invalidate their chosen identity. Emphasis could be put on the notion of them biding their time perhaps until they are finished with their exams before taking steps to change their name and gender identity officially. Employees should remain sensitive and supportive during such times.

The school will agree a strategy with the child or young person and their parents and carers, then agreed with the various exam boards prior to starting GCSE courses as some exams may be sat in Year 10 and the need to consider the length of time the process of re-registering may take.

There may be additional charges from the Awarding Body for reissuing certificates in a different name reflecting the young person's preferred gender.

The school will ensure that the correct name is used on exam certificates before being sent to pupils and students and the correct information is used when sending data about the pupil or student to third parties always ensure you are sending the correct information.

## **7. Toilets & Changing Facilities**

Children and young people have the right to choose which toilet facilities they will use. Any child or young person who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall toilet, such as a toilet accessible for people with a disability. However, no child or young person shall be required to use such a toilet unless they wish to or identify as having a disability. Schools should provide single stall toilets that can be used by all.

Some CIS gendered or non-trans females, however, have expressed concerns about these toilets and the fact others might know they have their periods because of time spent in the toilet. It is important to agree with the trans person how their needs can be met and provide them with the choice as to which toilets they would prefer to use. There should be a least one toilet designated "toilets for all".

School employees will also need to check on toilet arrangements in sports and leisure facilities outside school, to ensure that the trans person's needs can be met. With regard to safeguarding, there is nothing that would prohibit trans children and young people using the changing rooms or toilets which reflect their gender identity. The use of changing rooms by trans children and young people should be assessed on a case-by-case basis in discussion with the individual. 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 child or young person. In most cases, trans children or young people should have access to the changing room that corresponds to their gender identity. This approach is underpinned by the Equality Act 2010 whereby refusing a child or young person access to the changing room of their gender identity would constitute an act of discrimination.

Any child or young person who has a need or desire for increased privacy, regardless of the underlying reason, will be provided with a reasonable alternative

changing area such as the use of a private area (e.g. a nearby toilet stall with a door, an area separated by a curtain), or with a separate time to change (e.g. using the changing room that corresponds to their gender identity before or after other children or young people). Any alternative arrangement should be provided in a way that protects the child or young person's ability to keep his or her trans status confidential.

## **8. Absence**

While most support for young trans people in schools will be around the social aspects of transition, some trans children and young people will want medical transition. It will be the case that for any child or 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 employees to be supportive.

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

- A Psychological assessment and counselling. Initially this would happen locally with a GP or Child and Adolescent Mental Health Services (CAMHS) worker who can then refer to a Gender Identity Clinic.
- Medication to block the production of the natural hormones that feminise or masculinise the body during puberty. This may be followed by prescribing hormones to masculinise or feminise the body.

Gender Reassignment Surgeries would not usually be carried out until a person is over 18 years. Coming to terms with gender identity as a trans person can be a difficult and starting the initial stages of medical transition can be particularly demanding for the young person and their family. It is a time where multi-agency support is paramount.

It is important to ensure that there is a procedure in place to give the young person access to appropriate counselling (if applicable) in order to support them through their time at school. Any counsellor should be knowledgeable of trans issues and the potential challenges the young person may face in school. Mental health can be severely impacted during transition for a multitude of reasons and adequate support must be put in place.

It is possible that the young person may be accessing support from outside of school so provision must be made in order for the student to be absent from school but confidentiality must be maintained at all times when complying with absence procedures. Care will be taken to accurately and sensitively record the reason for the absence and safeguard confidentiality e.g. the pupil or student may need time off for a medical appointment which does not merit being recorded as sick.

## **9. Immunisations**

The choice will be given to the trans child or young person to receive their immunisations from their GP if the vaccination is gender specific i.e. a Female to Male (F2M) trans pupil may find it very difficult to stand in a queue of girls awaiting a female specific immunisation.

Not all vaccinations are gender specific and mixed gender queues will be used for mass vaccinations in these situations. The use of screens should be made available to all and used if available to promote privacy whilst being included in the mainstream.

## **10. Working with Parents & Carers**

Many parents and carers of a child or young person who identifies as trans or gender questioning will be supportive of their child's gender identity; however, this is not always the case. When working with parents and carers, schools should bear 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 child or young person are taken into account 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. The rights of the young person may take precedence over the wishes of the parents or carers.

## **11. Confidentiality & Information Sharing**

Trans and gender questioning children and young people have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share information.

All people, including children and young people, have a right to privacy. This includes the right to keep private one's trans status or gender nonconforming presentation at school. Information about a child or young person's Transgender status, legal name, or gender assigned at birth may also constitute medical and confidential information under the Data Protection Act.

When contacting the parent or carer of a trans or gender questioning child or young person, school personnel should use the individual's legal name and the pronoun corresponding to the child or young person's gender assigned at birth unless the child, young person, parent, or carer has specified otherwise.

There will be cases where a child or young person's trans identity is not widely known and the school should protect this information, unless the trans child or young person wishes it to be known.



Where a child or young person's trans identity is known to the wider school community, schools will need to ensure that they have a balanced approach to dealing with any issues and concerns raised either from children, young people, parents or carers, whilst not compromising the position or safety of the trans child or young person. Support work should be aimed at making both the trans child or young person and the cisgender or non-trans child or young person and/or parent or carer feel more comfortable. This approach acknowledges that some individuals may struggle to understand trans people or initially feel uncomfortable around them, but does not support the idea that trans people should be treated any differently to cisgender or non-trans people. It is vital that nothing is done to put the trans child or young person into a more vulnerable position.

School employees should not disclose information that may reveal a child or young person's transgender status or gender nonconforming presentation 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 asked them to do so.

Employees should not discuss trans children and young people outside of school with friends and so on, even when making no particular reference to their name or personal details. The trans community is such a small one that even a casual reference to a 'certain pupil' may be enough to out that individual or, at the very least, compromise confidentiality.

When a child or young person initially discloses their trans status it is important to talk to them about confidentiality and with whom, if anyone, they would like information to be shared.

Strict confidentiality should be maintained and no information should be provided to the media. Any media queries should be addressed through the Corporate Business and Communications Team at Flintshire County Council by telephone on 01352 702112.

## **12. Trans Employees & Governors**

The support mechanisms and approaches mentioned in this policy and appendices apply to employees and governors.

Guidance for Flintshire County Council employees who are considering undergoing gender reassignment is in place and this should be adhered to in the case of any school employees considering gender reassignment.

## **13. References**

Brighton & Hove City Council trans Inclusion Schools Toolkit (2013)

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<http://transkids.synthasite.com>

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Welsh Government Statutory Guidance for School Governing Bodies on school uniform and appearance policies (2019)

<https://gov.wales/sites/default/files/publications/2019-07/statutory-guidance-for-school-governing-bodies-on-school-uniform-and-appearance-policies.pdf>

## **14. Appendix**

Appendix 1: Glossary

Appendix 2: Guide to Challenging Homo/Bi/Transphobic Language and Gender Stereotyping: A Range of Responses

Appendix 3: Example Checklist to be used to inform Whole School Action Plan

Appendix 4: Example Checklist – Specific Actions

Appendix 5 Support and Guidance

## Appendix 1

### Glossary

The glossary below includes terminology related to gender identity and sexual orientation. Although these two issues are separate, there can be some crossover for young people who are exploring their gender. For many trans young people attraction will not alter during their transition, but for some this journey can trigger a change in self-identity in regards to their 'labelled' sexual orientation.

This glossary is edited and adapted from a constantly updated and ever evolving list of terms found on the [www.itspronouncedmetrosexual.com](http://www.itspronouncedmetrosexual.com) and Stonewall UK websites. It cannot be seen as a static piece of work as definitions may change and new terminology emerge. It's recommended that professionals working with children and young people keep abreast of developments in language used as a self-identified label to ensure a greater understanding of the subject and therefore be better skilled to support young people.

**LGBT+**

An acronym to include Lesbian, Gay, Bisexual and Trans people. The + here is to show inclusivity for the diverse range of gender and sexual identities, a sample of the more common which are detailed below.

**Gender Identity**

How you in your head define your gender based on how much you align (or don't align) with what you understand to be the options for gender.

**Androgynous**

A gender expression that has elements of both masculinity and femininity and occasionally used in place of intersex to describe a person with both female and male anatomy.

**Biological sex**

The physical sex characteristics you're born with and develop, including genitalia, body shape, voice pitch, body hair, hormones, chromosomes etc.

**Coming out:** A process by which a trans person will tell friends/family/co-workers etc about their trans status

**Cisgender**

A person whose gender identity and biological sex assigned at birth align. A simple way to think about it is if a person is not transgender, they are cisgender. Can also be shortened to cis, or some may use non-trans.

**Deed Poll / Statutory Declaration** – the means by which a person can legally change their name.

**FTM / Trans man /Transgender man:** Someone assigned female at birth but who identifies as male.

**Gender**

Often expressed in terms of masculinity and femininity. Gender is largely culturally determined, and is assumed to align with a person's sex assigned at birth.

**Gender expression**

The ways you present gender, through your actions, dress and demeanour and how those presentations are interpreted based on gender norms.

**Gender fluid**

A gender identity best described as a dynamic mix of male and female. Someone gender fluid may always feel like a mix of the two traditional binary genders, but may feel more man some days, and more woman other days.

**Gender identity**

How you, in your head, define your gender, based on how much you align (or don't align) with what you understand to be the options for gender.

**Gender queer**

A gender identity label often used by people who do not identify with the binary of man/woman; or as an umbrella term for many gender non-conforming or non-binary identities

- may combine aspects man and woman and other identities (bigender, pangender);
- not having a gender or identifying with a gender (genderless, agender);
- moving between genders (gender fluid);
- third gender or other-gendered; includes those who do not place a name to their gender having an overlap of, or blurred lines between, gender identity and sexual and romantic orientation.

**Gender variant**

Someone who does not conform to gender-based expectations of society, for example someone transgender, transsexual, intersex or gender-queer.

**Intersex**

A term for someone who's combination of chromosomes, gonads, hormones, sex organs and genitals that differ from the two expected patterns of male or female. Formerly known as hermaphrodite, but this terms is now seen as derogatory.

**Non-binary**

People who are non-binary identify their gender as being outside of the societal norm of only two genders. The binary is the belief that there are only two genders and that everyone is one or the other.

**Questioning**

People who are in the process of understanding or exploring their sexual orientation or gender identity. They are often seeking information and support during this stage of their identity development.

**(Biological) Sex**

Can be described as either of two main categories (male and female) assigned to a person on the basis of the biological and physical characteristics they're born with and which develop. These include genitalia, body shape, voice pitch, body hair, hormones, chromosomes, etc. Sometimes the terms 'sex' and 'gender' are used interchangeably to mean 'male' or 'female'. In this guide we use 'sex' to refer to biological characteristics, and 'gender' to refer to a person's innate sense of self.

**Real Life Experience (RLE):** The Real Life Experience is a period of time, a minimum of 12 months and typically between 12 and 24 months, living continuously in the gender role with which the individual identifies. The progression from one gender role to the other usually requires support from specialist services during progression through changes in social, family, domestic and work life.

***Transgender***

A person who is a member of a gender other than that assigned at birth based on anatomical sex.

- Because sexual orientation labels are generally based on the relationship between the person's gender and the genders they are attracted to, trans peoples sexuality can be defined in a couple of ways. Some people may choose to self-identify as straight, gay, bi, lesbian, or pansexual using their gender identity as a basis. Some trans young people might describe their sexuality using other-focused terms like gynosexual, androsexual, or skoliosexual.
- A trans person may be straight, gay, bisexual, queer, or any other sexual orientation.

***Transsexual***

A person who identifies psychologically as a gender/sex other than the one to which they were assigned at birth. Transsexuals often wish to transform their bodies hormonally and surgically to match their inner sense of gender/sex. This is seen as more of a medical term and many people now prefer to use transgender or trans.

***Transvestite***

A person who dresses as the binary opposite gender expression (cross dresses) for any one of many reasons, including relaxation, fun, and sexual gratification. This should not be confused with transgender.

**Sexual Orientation**

A person's emotional, romantic and/or sexual attraction to another person.

***Asexual***

Experiencing little or no sexual attraction to others and/or a lack of interest in sexual relationships/behaviour. Asexuality exists on a continuum from people who experience no sexual attraction or have any desire for sex, to those who experience low levels, or sexual attraction only under specific conditions, and many of these different places on the continuum have their own identity labels. Sometimes abbreviated to ace.

- Asexuality is different from celibacy in that it is a sexual orientation, whereas celibacy is the choice of abstaining from a certain action.

***Bisexual***

Someone who is sexually attracted to males/men and females/women. Can also be used by a person who is attracted to people of their gender and another gender. This attraction does not have to be equally split or indicate a level of interest that is the same across the genders or sexes an individual may be attracted to.

- Can simply be shortened to bi.
- Many people who recognize the limitations of a binary understanding of gender may still use the word bisexual as their sexual orientation label, this is often because many people are familiar with the term bisexual (while less are familiar to the term pansexual).

**Gay**

Individuals who are attracted to members of the same sex and/or gender. More commonly used when referring to men, but can be used for women too. Can be used as an umbrella term to refer to the LGBT+ community as a whole, or as an individual identity label for anyone who does not identify as heterosexual.

**Gynesexual / Androsexual**

Being attracted to some women, females, and/or femininity (gynesexual), or men, males, and/or masculinity (androsexual).

**Lesbian**

Women who are attracted to some other women.

**Pansexual**

Someone who may experience attraction to members of all gender identities and expressions, or regardless of gender and expression. Often shortened to pan.

**Queer**

Can be used as an umbrella term to describe individuals who don't identify as straight. Also used to describe people who have a non-normative gender identity, or as a political affiliation. Due to its historical use as a derogatory term, it is not embraced or used by all members of the LGBT+ community.

- If a person tells you they are not comfortable with you referring to them as queer, don't. Always respect individual's preferences when it comes to identity labels, particularly contentious ones (or ones with troubled histories) like this.
- Use the word queer only if you are comfortable explaining to others what it means, because some people feel uncomfortable with the word, it is best to know/feel comfortable explaining why you choose to use it if someone inquires.

**Questioning**

People who are in the process of understanding or exploring their sexual orientation or gender identity. They are often seeking information and support during this stage of their identity development.

**Skoliosexual**

People who are attracted to some genderqueer, transgender, transsexual or non-binary people.

## Appendix 2

### Staff Guide to Challenging Homo / Bi / Transphobic Language & Gender Stereotyping: A Range of Responses

All prejudiced language should be challenged and how that 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.
- Many **trans** people find that word insulting so it's not ok to use it at our school.
- The anti-bullying policy says that homo/bi/transphobic language is not tolerated.
- 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 really 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 child or young person's strengths and we don't want people to feel limited by expectations that relate to their gender.

#### Personal Response:

- I'm not happy with what you said.
- Homo/bi/transphobic language offends me.
- 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 not use 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, including gay/bi/trans people, with respect and not use homo/bi/transphobic language.

#### Questioning Response:

- What do you think that word means?
- What makes you think that?
- Do you realise that what you said is homo/bi/transphobic?
- Can you explain what you mean by calling that 'gay'?
- That word is an insulting term for someone who is transgender. Do you know what it means to be transgender?
- How would you feel if someone spoke about you or a member of your family in that way?

*Brighton & Hove City Council Trans Inclusion Schools Toolkit 2013*



### Appendix 3

#### Example Checklist to be used to inform Whole School Action Plan

	√ / x	Notes
The school has adopted the 'Trans Inclusion Policy and Implementation Guidance'		
The school has an action plan for implementing the guidance.		
The school acknowledges that there will be trans children and young people in its population.		
The school is competent in supporting a student through his/her social transition in school.		
The school communicates its readiness to support trans pupils who plan to come out and to socially transition in school.		
The school has provided staff training on gender identity.		
The school has a gender neutral uniform.		
The school has a gender neutral toilet n or discrete toilet provision for trans pupils.		
There are changing facilities that meet the needs of trans pupils.		
The school has an agreed policy for trans pupils and PE.		
The school has an agreed policy and practice for trans pupils attending residential visits.		
The school effectively addresses issues around sexuality and gender in its PSE curriculum, for all pupils.		
The school has a pastoral care system that can effectively support the needs of trans pupils and their families.		
The school has a noticeboard that regularly updates information and support services for LGBT young people in the local community.		
The school has a zero tolerance of transphobic and homophobic bullying.		
The school is knowledgeable about and liaises with local support services for young trans people and their families e.g. Viva, CAMHS, School Based Counselling		

**Appendix 4****Example Checklist – Specific Actions**

<b>Action</b> <i>(not in order of priority)</i>	<b>Complete</b> (√)	<b>Staff</b>	<b>Date</b>
New Photo			
Inform School Nurse			
Toilet pass			
PE Changing arrangements			
New username for computer			
Change Sims details			
Speak to tutor group pupils - decide who			
Speak to teaching group pupils - decide who			
Speak to Whole school staff			
Ask for leaflet from CAMHS			
Name stickers for books/new books			
Change Library log in			
Change Canteen log in			
Change Hwb login			
Change legal name once deep poll is done			
Change exam information			

## Appendix 5

### Support and Guidance

#### **Betsi Cadwaladr University Health Board- Children and Adolescent Mental Health Services (CAMHS)**

The teams are multi-disciplinary in nature and include staff from Psychiatry, Psychology, Nursing, Social Work and various therapeutic backgrounds.

#### **Flintshire County Council Educational Psychology Service**

Education Psychologists are trained and experienced in child development and advise school staff on issues of academic and social progress. Contact the Principal Educational Psychologist: **Tel 01352 704102**

#### **The Genderbread Person**

A teaching tool for breaking the big concept of gender down into bite-sized, digestible pieces.

<https://www.genderbread.org/>

#### **Gendered Intelligence**

[www.genderedintelligence.co.uk](http://www.genderedintelligence.co.uk)

Gendered Intelligence is a community interest company with young trans people at the heart of the organisation. It looks to engage people in debates about gender, working predominantly within young people's settings and has educative aims.

#### **The Gender Trust**

[www.gendertrust.org.uk](http://www.gendertrust.org.uk)

The Gender Trust is a listening ear, a caring support and an information centre for anyone with any question or problem concerning their gender identity, or whose loved one is struggling with gender identity issues.

#### **The Gender Identity and Research Society**

[www.gires.org.uk](http://www.gires.org.uk)

The Gender Identity and Research Society provides information and trans awareness training for trans people, their families and the professionals who care for them (including guidance on combating transphobic bullying in schools). Link to relevant site.

#### **Mermaids**

[www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)

Mermaids is a support service for children and teenagers with gender identity issues and their families and children with trans parents.

## **Name Changing**

[http://www.adviceguide.org.uk/wales/relationships\\_w/relationships\\_birth\\_certificates\\_and\\_changing\\_your\\_name\\_e/changing\\_your\\_name.htm](http://www.adviceguide.org.uk/wales/relationships_w/relationships_birth_certificates_and_changing_your_name_e/changing_your_name.htm)

## **Passports**

In relation to passports the passport office has a confidential service for people that are trans (0800 448 8484) and more advice can be found below:

<https://www.gov.uk/government/publications/applying-for-a-passport-information-for-transgender-and-transsexual-customers>

## **Stonewall**

<https://www.stonewall.org.uk>

Stonewall work to ensure that LGBT people, across all communities, are valued, welcomed by all and can participate fully in society, and to ensure that LGBT people better understand and respect difference across LGBT life.

*For example:*

**Getting Started: A toolkit for preventing and tackling homophobic, biphobic and transphobic bullying in secondary schools**

[https://www.stonewallcymru.org.uk/sites/default/files/getting\\_started\\_secondary\\_2016\\_english\\_0.pdf](https://www.stonewallcymru.org.uk/sites/default/files/getting_started_secondary_2016_english_0.pdf)

## **The Proud Trust**

<https://www.theproudtrust.org/>

The Proud Trust is a lifesaving and life enhancing organisation that helps young people empower themselves to make a positive change for themselves and their communities. We do this through youth groups, peer support, managing the LGBT Centre for Manchester, delivering of training and events, campaigns, undertaking research and creating resources.

## **Trans Student Educational resources**

The gender Unicorn - a teaching tool for breaking the big concept of gender down into bite-sized, digestible pieces.

<http://www.transstudent.org/gender/>

## Unique

[www.uniquetg.org.uk](http://www.uniquetg.org.uk)

Unique is a voluntary group supporting trans (transgender) people in North Wales & West Cheshire. Trans people, from just-left-the-closet Cross-dressers to Transsexuals following Gender Reassignment Surgery, often need reassurance and support from others with similar experiences. Unique's prime aim is to help trans people accept themselves and find acceptance from others. Unique also provides well researched trans awareness and equality training and guidance on transitioning in work and in education.

## Viva

[www.vivalgbt.co.uk](http://www.vivalgbt.co.uk)

Viva is a LGBT young people's service at the West Rhyl Young People's Project it holds 1 weekly group meeting (Tuesday 5pm - 8pm) for LGBT people aged 14-25, also a 1-2-1 service available by appointment. Viva has a small resource library and provides awareness raising training and support to local organisations working with young people. **Tel: 01745 357941**