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# **KENT TRANS INCLUSION GUIDANCE FOR SCHOOLS AND SETTINGS**



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**Gender is not just pink and blue**

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# *Kent \*Trans Inclusion Guidance for Schools and Settings*

## *Acknowledgements*

The following local authorities and organisations have contributed to the creation of this toolkit: Barnsley Metropolitan Borough Council, Birmingham City Council, Derbyshire County Council, Doncaster Metropolitan Borough Council, Kent County Council, Leicester City Council, Leicestershire County Council, Lincolnshire County Council, Nottinghamshire County Council, Oxfordshire County Council, Sheffield City Council, Warwickshire County Council and the Young Transgender Centre of Excellence at the Leicester LGBT Centre, Joe Butler at SEND Support (Special Educational Needs and Disability Consultancy and Training).

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ISSK are accredited Stonewall trainers, providing support and training to schools and other agencies to meet the needs of lesbian, gay, bi, trans and questioning pupils and to raise the awareness of LGBTQ inclusion.

*\*Trans an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, non-binary, gender queer.*

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## **Introduction**

The toolkit is a best practice guide which provides schools and other settings with the information and resources required to become a trans inclusive environment.

***Practice to support trans children and young people should be embedded across policies, the curriculum and build on best practice that is already in place.***

***The toolkit should be used as part of a whole school approach, including staff and governor training and involvement of the wider school community.***

Kent has been part of a national initiative, working with other local authorities to produce a trans toolkit for schools. This is in response to an increasing number of pupils identifying as trans in our schools. [The Inclusion Support Service Kent](#) (ISSK) have personalised this for Kent.

### **The voice of trans young people**

#### ***Q: Why is the trans toolkit for schools so important?***

- “The toolkit is so important because schools don’t know how to support trans people in the correct way”
- “The toolkit is so important as it will help to educate others”
- “This toolkit will help people who are scared and sadly, all too often, unwilling to do the right thing”
- “This toolkit will help set boundaries for staff who often ask inappropriate questions that they don’t realise are inappropriate”
- “Sometimes people ask an offensive question, but don’t mean to. This will help them ask the right thing”
- “This will help schools move away from a binary perspective of gender”
- “This toolkit is really diverse and can be used to educate both staff and students alike”

#### ***Q: How will the toolkit make a difference to you or other young trans people?***

- “I am the only one in my entire school who is trans (to my knowledge) and I feel the toolkit would be of real benefit to me as people don’t often know how to support me and other trans people”
- “It will help young trans people find their pathway”
- “If one person in school asks the right questions, uses the right name and the right pronouns it can make such a huge difference to a young person. It can help them carry on and live another day”

Pupils from the LGBT Centre, Leicester

## *Legal Obligations*

### *Equality Act 2010*

The Public Sector Equality Duty requires public bodies (including schools) to eliminate discrimination, victimisation and harassment, advance equality of opportunity and foster good relations. It also requires schools to publish equality objectives.

This act protects gender variant and trans children and young people with the protected characteristic of **gender reassignment**. This applies to anyone who is undergoing, has undergone or is proposing to undergo a process of reassigning their sex. For this to apply, a pupil does not have to be undergoing a medical procedure to change their sex, but proposing to take active steps to live in another gender.

So far, the law has not acknowledged non binary or genderless individuals, but the Women & Equality Committee Report (January 2015) has mentioned these identities. In the interest of best practice, it is best to take steps to be inclusive of all gender identities. For example, refer to “all genders” instead of “both genders”.

### *Ofsted Common Inspection Framework*

The latest [Ofsted Common Inspection Framework \(2016\)](#) explicitly lists trans learners as a group to monitor when inspecting how a school helps all pupils make progress and fulfil their potential. Inspectors will also assess the extent to which the school complies with the relevant legal duties from the Equality Act 2010, including promoting equal opportunity and taking positive steps to prevent any form of discrimination. The effectiveness of leadership and management is evaluated by the active promotion of equality and diversity, tackling bullying and discrimination and narrowing any gaps in achievement between groups of learners.

The [Ofsted Inspecting Safeguarding \(2016\)](#) guidance highlights that action may be needed to protect pupils from transphobic abuse and prejudice-based bullying.

Outstanding schools will have leaders that promote equality of opportunity and diversity for pupils and staff ensuring the culture of the whole school prevents any form of direct or indirect discriminatory behaviour. The [School Inspection Handbook \(2016\)](#) also notes that in outstanding schools the staff, leaders and pupils do not tolerate prejudiced behaviour and equality of opportunity and recognition of diversity are promoted across all areas of the curriculum

## **SMSC and British Values**

Schools can create an environment that is inclusive of everyone through [Spiritual, Moral, Social, Cultural development \(SMSC\) and British Values](#). Creating school values based on the four British values lends itself to explicitly celebrating differences, treating everyone equally and respecting individuals.

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### **Good practice suggestion:**

*Look at rule of law by studying the Equality Act 2010 and all nine protected characteristics. This can link into wider campaigns such as Anti-Bullying Week in November, Trans Awareness Week in November, LGBT History Month in February. When working on mutual respect and tolerance of those with different faiths and beliefs, tie in role models with multiple identities such as trans people of faith.*

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## **Trans data**

The Gender Identity Research & Education Society (GIRES) estimates that about 1% of the British population are gender nonconforming to some degree. [GIRES](#)

Not all gender variant children will grow up to identify as trans. In the Metro Youth Chances report 2016, over half of LGBTQ respondents (53%) knew they were LGBTQ by the age of 13. Over half of trans respondents (58%) knew they were trans by the same age. Just over 9 in 10 LGBTQ young people report learning nothing about trans issues at school. [Metro Youth Chances 2016](#)

Just over 9 in 10 LGBTQ young people report learning nothing about trans issues at school. Nearly half of LGBTQ young people say their time at school was affected by discrimination or fear of discrimination Metro Youth Chances 2016 More than four in five trans young people (84%) have deliberately harmed themselves at some point and more than two in five (45%) have at some point attempted to take their own life [Stonewall School Report 2017](#)

## **Whole School Approach**

### ***Educating pupils, parents and communities: proactive first steps***

Schools need to ensure that from the moment parents, carers, pupils and visitors enter the building that everyone feels welcome; it is clearly apparent that in the school difference is celebrated, prejudices challenged, and respect and tolerance for others is taught and expected. This ethos must be part of a Vision Statement, policies and practice.

The Equality Act 2010, DfE and Ofsted references trans identity (gender reassignment) as a protected characteristic alongside all other protected characteristics. None are more important than the other. In school we should respect one another's race, religion and belief, gender identity, age, disability, sexual orientation and gender.

A whole school approach is required to ensure that the inclusion is part of SMSC and British Values and is evident across all subjects. Referencing gender identity alongside all other identities enables schools to demonstrate equality is embedded in their ethos. Schools should not single out trans equality for a one-off lessons or a week of awareness; rather trans identities and awareness should be taught within a curriculum where all protected characteristics are celebrated in school and in the wider community through assemblies, lesson plans and pupil-led campaigns. Alongside this work schools can use national trans awareness days or weeks as opportunities to further their work.

Schools and settings should promote and develop pupils' understanding of 'self', and support pupil voice, choice and advocacy around celebrating their unique identity. Parents and families should be encouraged to develop independence and advocacy skills in their child from a young age, to enable the child to be at the centre of decision making around what clothes they wear and what activities and toys they like etc.

Professionals working with children and young people need to be conscious of gender-specific language that reinforces stereotypes e.g. ladies and gents, boys and girls, strong boys, pretty girls etc. and consider alternatives e.g. hello everyone/class 5/great work. They should also be aware of the impact that symbols and signs can have on promoting only binary options e.g. boys always wearing trousers and girls always wearing skirts. Curriculum resources and materials should challenge gender stereotypes, actively celebrate different families and reflect all members of the school community. Educational settings should ensure that break-time, after-school clubs, vocational, college and work related learning links offer the same aspirational and motivating opportunities for all, including such as motor vehicle maintenance and hair and beauty.

Parents, carers and Governors should be kept informed of the equalities curriculum being delivered by the school, subtly letting them know pupil activities. If you are arranging parent and carer meetings, they should be kept small, either class by class or year by year group to enable all views to be heard and discussed calmly. The meetings should not have a focus on gender identity awareness; rather the focus should be on the Equality Act 2010 and the equalities ethos in the school that includes all protected characteristics.

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### **Good practice suggestion:**

*Open days can be an ideal opportunity for the head teacher to make explicit the schools values around inclusion. Parents/carers can be shown lesson plans and books/resources that reference transgender equality, alongside lesson plans and books/resources about celebrating other differences.*

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Where parents/carers with different faiths/beliefs have concerns which contradict the school equality ethos, remind them about the Equality Act which ensures that we recognise and respect the diversity within the UK. No faith condones bullying or harassment. An equalities based curriculum prepares pupils for life in modern Britain where they are going to meet and work



alongside people from all walks of life. It is acceptable for people to have different beliefs; they can disagree on some points and still have respect for each other.

### **Staff training and confidence building**

Ensure that all staff are trained and confident in understanding gender identity, trans presentation and vocabulary, and in challenging gender stereotypes, sexism and transphobia. The ['Genderbread Person'](#) is a useful tool to help people understand gender.

## **What can Governors do to promote Trans Inclusion and tackle homophobic, biphobic and transphobic (HBT) bullying?**

It is the responsibility of Governors to support the school's inclusive ethos and their duties under the Equality Act by:

- Requesting regular updates on the number and nature of homophobic, biphobic and transphobic bullying incidents, and on how these are dealt with.
- Making sure the anti-bullying policy specifically includes HBT bullying.
- Finding out what training staff receive to prevent and tackle bullying and supporting lesbian, gay, bi and trans young people.
- Finding out how the curriculum addresses different families and lesbian, gay, bi and trans issues in an age-appropriate way.
- Enquiring about training for governors on tackling HBT bullying and promoting trans inclusion.
- Being a role model.
- Governors can help send out the message that the school or college is a welcoming place for all students.

## **Template letter to parents/carers regarding equality work**

If parents/carers have concerns about work around trans or other equality work, offer to meet them to discuss the school's ethos. Encourage parents/carers to talk to you either on an individual basis or use the letter below to set up year-group meetings. It is not advisable to hold an open meeting because it is difficult to have honest, calm discussions in large groups.

Dear Parent/Carer

As part of our continual drive for improvement and excellence, we are teaching children at \_\_\_\_\_ (name of school) to recognise and celebrate diversity. This is in line with the Equality Act 2010, which is British law. At \_\_\_\_\_ (name of school) everyone is welcome; whatever race, age, gender, religion, sexual orientation, gender identity or disability.

If you wish to look at the materials we are using or talk to your class teacher about our equality work, please come on the date listed below.

Your year group meeting is on \_\_\_\_\_ at \_\_\_\_\_.

Yours sincerely,

Head Teacher

## **Case study Year 10/11: My story by a Trans young woman**

"I think - I don't really remember a time when I didn't realise...I think my whole life probably... as far back as I can remember. I never really got along with boys (even at nursery school) and I'd always hang around with girls and play with Barbies and stuff. In some ways, I didn't really understand much but just thought I was being me. I became aware that I was perhaps different to other boys around me in year 4 when I would hang around all the girls and the boys would be off playing football. At my primary school, some children would sometimes say 'You're gay' but it didn't upset me as I didn't feel it nastily or like I was being bullied or anything. At secondary school, I just tried to keep my head down and keep everything in, because there were people from my primary school who were being bullied at secondary school – the larger people or the red-headed people for example. They got bullied by other pupils in our year, so I decided to keep my head down and stay quiet. I became a quiet boy. Also because the school separated boys and girls for lessons... so we only mixed during break times. I was with boys all the time in lessons and in break times. Luckily I managed to avoid being bullied but because I was hiding my true self I hated it and I was quite unhappy there. I tried to ignore everything I was thinking inside and 'pretend'. I had a few friends but they didn't move to this school. They have been supportive of my transition though.

I became aware, more of why I was different, not massively long ago – probably around year 8. It was difficult and painful when I realised it. I tried to ignore it and not think about it and pretend that it wasn't there, but eventually I couldn't hide it from myself anymore. I think what helped me was moving from that secondary school, which was a rough school with people who were quite mean spirited, to this school where people seem to be more accepting.

I joined this school half way through year 9 as a boy. Then during the summer holidays, I realised the truth and decided I needed to return as a girl. There are teachers who are really helpful to me and who go the extra mile for me (like my form tutor) and those who are just nice in general – sometimes it's the little things that make all the difference. I have been very lucky really and only had a bad experience once, which was on Face book when I first announced that I was a girl. Only two people – one of them who came to this school - made nasty comments but the person who did it from this school got expelled (due to something else) so disappeared off the scene. Since then, I haven't had negative experiences. Maybe people say things behind my back - I don't know - but to my face, everyone seems accepting. My experience has been really positive and I feel lucky, especially when I learn about the experiences of others in my position. It was quite eye-opening to learn about other transgender people's experiences at the Stonewall Conference that ISSK took me to last July.

The best thing for me in terms of support I've received is being accepted and being able to be myself. That's the key thing for me. Having 1:1 sessions with ISSK is really helpful because I know that I've got someone to tell if there's something up and I'm too afraid to tell someone else – there's a back-up for me. That reassures me – knowing that I can talk about anything in private if I have any issues or problems and I can do that because I know I've got my session. ISSK helped initially with the [some] negative attitudes and that made a big difference for me afterwards.

When I have had bad times in the past the words I would describe are 'confused' mostly, and 'lonely'... within myself. Since being truly 'me', the words I would describe are 'relieved', 'relaxed', 'free' – 'liberated' – it's relief mostly though.

## Supporting Social 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'. Social transition is choosing to live your life true to your gender identity. This could include:

- A name change
- A change in pronoun (he, she, they, ze/zir etc.)
- Wearing clothes that are associated with their gender identity
- Use of toilets/changing rooms appropriate to their gender identity rather than biological sex

**“Having my name changed on the register helped me because it meant that the students and teachers were less likely to call me by my previous name. That made me a lot happier in school.” Jack 17**

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### *Good practice suggestion:*

*Schools should be aware that they cannot rely on learners stating that they are 'trans', as younger children may not use this term. It may become apparent through use of other language, words or behaviour that their gender identity doesn't match the gender assigned to them.*

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### Steps in Transitioning

There is no one way to transition. It is important for schools to consult and support the child or young people in their social transition. Some then may choose a medical transition involving hormone blockers/therapy and/or surgeries once over the age of 18, but not all trans people want or are able to have this.

Pupils are able to socially transition at home and school independently of or prior to an appointment with [The Gender Identity Development Service \(GIDS\)](#). GIDS is the only gender identity service in the country for children and adolescents, with clinics in London and Leeds and an outreach clinic in Exeter. Referrals to GIDS more than doubled between 2014/15 (697) and 2015/16 (1419) with most referrals being of young people aged 14-16 although some are as young as 4 years old. In Kent the GIDS clinic would be the [Tavistock and Portman Clinic, London](#).

Although not essential [Child and Adolescent Mental Health Services \(CAMHS\)](#) is often the first point of referral. It is important to remember that being trans is not in itself a mental health issue, but many trans children and young people find the support CAMHS provide useful.

## **Medical Transition: Gender Identity Development Service (GIDS)**

GPs can refer young people to GIDS although the majority of referrals are made through CAMHS. Other professionals such as teachers, school nurses, social workers and youth workers are also able to make referrals although not all professionals are clear themselves about the referral pathway – visit [www.gids.nhs.uk](http://www.gids.nhs.uk) for full details of the referral pathway and the services they offer.

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### **✓ Good practice suggestion:**

*Schools should note down absences for appointments with GIDS as medical appointments, not as off sick or unauthorised.*

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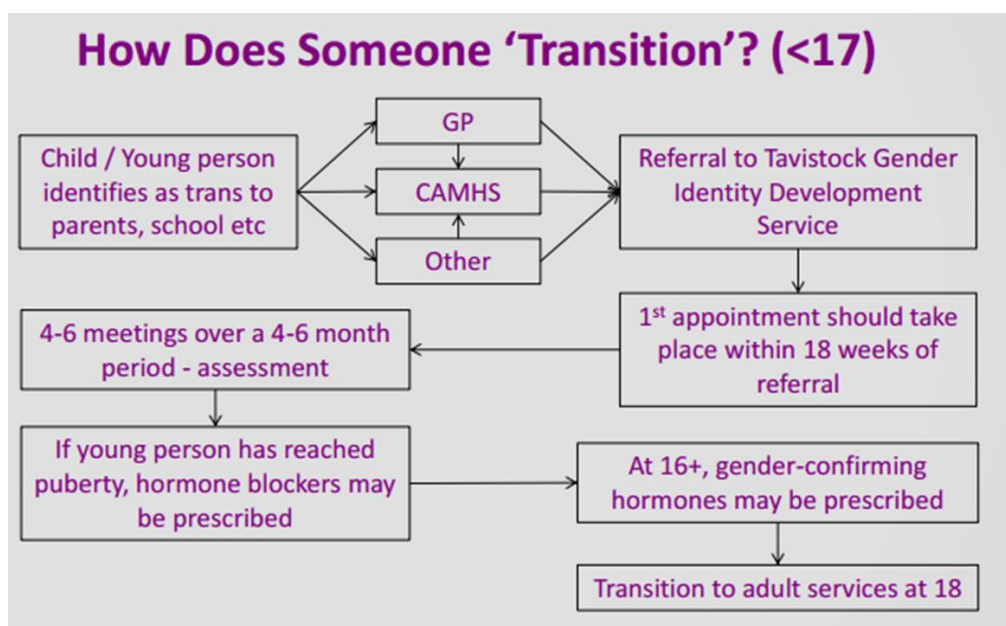
Once referred to GIDS, there is an average 9 month wait before the initial assessment. This waiting can have serious implications for the health and wellbeing of the trans young people. Research indicates that 48% of trans young people have attempted suicide

For students aged 17 & over a referral will need to be made to their regional adult gender identity clinic Find local gender identity clinic.

### **Appendix F: For more information on medical transitions**

## **Pathways**

Schools need to have an awareness of how the CAMHS and the GIDs pathways work – there is often a lack of clarity in general when discussing these services, and it would be beneficial for schools to be able to supply clear, concise and correct information on these services to pupils who need it.



## *Practical implications for schools*

The Equality Act applies to all schools and should be taken into account when supporting all pupils. In terms of gender variant and trans pupils, schools must involve the child/young person in all decisions. It is important to note that these needs will vary, and there is no one-size-fits-all approach when supporting trans pupils. However, the support given must be consistent across the school for that pupil, especially in terms of changing rooms and toilets. Integral to this is putting the best interests of the pupil at the core.

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### ***Good practice suggestion:***

*All of the below recommendations work best when supported by a whole school approach in creating an inclusive environment.*

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## ***Changing names and pronouns***

Respecting a child or young person's request to change name and pronoun is a vital part of supporting and validating that young person's identity. Some trans children and young people may wish to change their name to align with their gender identity. Although they may not have changed their name legally, they have the right to choose the name by which they are known to staff, friends and family. Mistakes can happen if people have known the child or young person before transitioning and are more familiar with their past name or gender, it is important to apologise, use the correct name/pronoun and move on.

Before the age of 16, a young person is able to legally change their name via deed poll if everyone with parental responsibility for the child agrees to the name change. After 16, the young person can change their name by deed poll without parental consent. Once over the age of 18 it is possible to be reissued a birth certificate with a Gender Recognition Certificate through the Gender Recognition Panel.

A pupil may want to change their personal pronoun (him/her/their or use gender neutral pronouns such as ze and zir). They may choose to tell certain people about their new name, or ask them to try pronouns before deciding on the one that they feel suits them best. Many pupils will feel insecure about making these changes and will need time and support. It is not unusual for pupils to feel unsure about their gender identity and change their minds about their preferred pronoun; this is known as being gender fluid.

More information regarding gender neutral pronouns can be found in APPENDIX A

## *Changing personal data including changing names and gender on management information systems (MIS) and exam certificates*

Changing their name and confirming gender identity is a pivotal point for many trans young people. If a trans pupil wishes to have their personal data recognised on school systems, this needs to be supported as it will feed in to letters home, report cycles, bus pass information etc. These changes must be respected and accommodated by the whole school.

### *Gender*

According to Section 5.2.9 of the Department for Education's '[School census guide 2017 to 2018](#)', **"In exceptional circumstances, a school may be unsure as to which gender should be recorded for a particular pupil. Where this occurs, gender is recorded according to the wishes of the pupil and/or parent."** This only applies to when a child or young person first registers in a UK school system and is given a Unique Pupil Number (UPN) or Unique Learner Number (ULN).

It remains open for the school to amend the gender of any pupil, within their own management information systems, at any time the Department for Education does not specify that this indicator must remain static, however currently once the pupil's gender marker has been set through the UPN/ULN it cannot be changed until a young person obtains a Gender Recognition Certificate which can only be applied for at age 18.

### *Name*

A young person can immediately be known by their chosen name in school by use of the Preferred Name field in the MIS, no documentation is required to do this.

### *Forename*

To make changes to the pupils Legal Name field, evidence is required. The issuers of documents of 'value' (such as passports, driving licences, degree/exam certificates) have a duty to prevent fraud and typically ask for evidence of name change as part of that duty.

This evidence is generally a deed poll. To do this a young person will need parental support, as consent from all those with parental responsibility is required to change the name of someone under 16. This can be blocked where there is an absent parent or lack of parental support.

Where someone is not in a position to provide evidence such as a deed poll, Gendered Intelligence would argue that it is reasonable to accept other evidence. In terms of fraud prevention, that could be a letter from a school or other institution in a young person's life that knows the young person well and can vouch that the name is theirs.

Pupils can be entered under any name with an exam board and it is possible for exam certificates to be issued in the preferred name.

However, once an exam result is accredited it will 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** (Legal Name refers to the name in which a pupil or student arrives in education for the first time; this is often the name on their birth certificate), **not preferred names**. Schools need to be aware that the DfE analysis of school performance may still present the student in the gender registered by their UPN.

Schools and colleges must ensure a strategy is agreed with the pupil and their parents/carers, then agreed with the various exam boards prior to starting 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 experienced in gender identity issues and be able to guide the school or college through the process.

It is possible for most documents to be changed to reflect the chosen 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, which cannot happen until a pupil is over 18 years old. In order to change a name on other official documents it might be necessary to provide evidence via deed poll, government advice is published here: [www.gov.uk/change-name-deed-poll/overview](http://www.gov.uk/change-name-deed-poll/overview)

Support organisations, such as [Gendered Intelligence](#), have more information on the subject of changing name.

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### **Good practice suggestion:**

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

## **Uniform including PE**

Uniforms in schools should be gender neutral. Usually this is a generic list of acceptable uniform not separated by gender.

If a gender neutral uniform is not available, pupils should be able to dress in the uniform they feel most comfortable in. This will empower them as it allows the outward expression of their identity.

Dressing in the clothes associated with one's gender identity can be a very big step and potentially very daunting. This can often represent one of the earliest stages of transition and is a profound statement of acceptance of one's identity and commitment to it. In doing so these pupils are effectively 'outing' themselves to the rest of the school as trans. Trans children and young people are particularly vulnerable during this time and will need to be fully supported.

“More recently my school has been more supportive, as they offered to buy me a female uniform but it kinda sucks that they weren’t more supportive at first it took them a year or two to get used to my ideas and my gender.” *Jane14*



## **Kent Trans Case study: Support in place for transgender child in year 5**

### **Written by Head teacher**

The child's parents began noticing concerns from comments the child made at an early age, she wanted to be a boy.

Initial meeting with school and inclusion services began in April 2015, they were then later referred to the Tavistock clinic in London.

A multi-agency meeting was held with Inclusion Support Service Kent in July 2015. At this point the child was still known by her female name and school and family were ensuring everything was in place to support the child's wellbeing. The teacher used the story '[Red- the crayons story](#)'\* in class to explore the child's response to the story. With support of Inclusion Support Service Kent the charity Mermaids was contacted for advice. Mum and the child were put in touch with another child and mother in similar situation. At this point the child was still known as 'she' [the child's father felt this was the most appropriate action] until further meetings with the Tavistock clinic to plan next steps. Class teachers advised to make the class as gender neutral as possible; this was followed across whole school. No lining up or activities for boys and girls separated. No separate places for boys and girls items e.g. water bottles, books etc. Instead of using the girl's toilet she began to use the separate toilet in the drama room, she was happier with this but still wanted to use the boy's toilet.

Mermaids and Gires gave information and advice to school. Fact sheet given to key staff.

January 2016: Decision made by family that she would change her name to a boy's name. Parents wrote letter to parents in class advising them. Gave parents of children in the class the link to the gender dysphoria child level video '[I am LEO' on CBBC](#). Teacher told the class and the child was involved in sharing the CBBC programme. All done very low key. On school documents the child is 'known as' their male name. School couldn't change the details on Sims. Child to now use boy's toilet.

Class watched gender programme on CBBC about gender dysphoria. All staff members are advised of the change of name and she to he.

Meeting with Tavistock clinic March 2016

For swimming lessons the child changes in small dressing area with 2/3 friends if wanted. Same happens in PE if needed.

For Sex education lessons school to ensure the class are not split into boys and girls for questions and teaching sessions. The child has had a key worker in the role of the TA throughout – they always have someone to talk to.

Transition between classes has involved close handover.

Consideration in place already for secondary transfer – the child wants to choose a boys school but was advised by Tavistock professional to choose a mixed school as we cannot predict what will happen with the child in future.

Throughout the process the child's wellbeing was high. The child as involved in all meetings as much as possible and decisions made. It was a smooth and seamless process.

## *Toilets*

This can be a really intimidating environment for trans, non-binary and gender fluid young people. Under [current Department of Education regulations](#) separate toilet facilities for boys and girls aged 8 years or over should be provided **except** where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time.

The general approach should be to “use the toilet you want to use”. Ideally toilets would be a mixed model with some single gender toilets, with the majority being floor to ceiling cubicles simply labelled ‘toilets’ all of which contain sanitary bins. These kinds of facilities are permitted by the Department for Education. Offering separate, segregated toilets for trans pupils (such as converting or simply using the disabled toilet) can prevent inclusion, promote isolation and may pose safety risks.

When starting a new build, use the opportunity to create gender neutral toilet provision. Having an open entrance to the toilets (to reveal individual cubicles inside) is considered best practice for preventing all kinds of bullying too. Individual toilet arrangements should always be discussed and agreed with the young person.

“At my school the whole site has gender neutral toilets. It is great because I don’t have to choose a toilet based on gender and I don’t feel different to anyone else.”

## *Changing rooms*

Participation of trans pupils in P.E. is essential to their health and wellbeing. It is important that the needs of trans pupils are considered and that they are able to change in a space that they have chosen and feel comfortable in. If a pupil is uncomfortable sharing then they should be provided with alternative facilities. Changing rooms can be communal rooms in keeping with their gender identity, private cubicles within communal rooms or alternatively a completely separate safe space nearby.

Where pupils are going swimming or using other externally provided sports facilities, schools should research changing room options. If changing rooms are segregated by gender it may be possible to use a changing room where cubicles are provided. This would enable pupils to change safely in small groups rather than all together in one gender group. The key is to ask the pupil where they feel comfortable changing, find solutions and make provision.

If there are complaints to school from peers or parents/carers about your non-discriminatory changing arrangements, use the Equality Act 2010 as a base from which to explain the equality ethos around school. You cannot discuss the needs of a specific pupil with another parent/carer, however your aim is to ensure all pupils feel safe and included regardless of gender identity. British law states the school cannot segregate a pupil because of their race, religion, age, disability, sexual orientation, gender or gender identity.

## **My Transgender Child by a parent**

Although our child had always told us he was a boy, we had always largely ignored him. When he was a baby we were told he was a girl, so apart from letting him wear the boy's clothes he wanted, we considered him a girl, a tomboy, but a girl.

Eventually when our child was 8 and had become very unhappy being grouped with girls for everything at school, we went to see our GP. This was the start of us learning about being "Transgender". The GP talked to us about Gender Dysphoria and referred us to a Gender Clinic in London. After they had assessed him for a few months, we agreed that it was best to let him live how he felt – namely male.

We had to talk to his school about this big change. We had already established that the school had no experience dealing with a transgender child, but together we tackled the issues we faced, with the support of the council's Inclusion Support Service Kent's Manager. Before he changed his name at school, we tried to sort out lots of the things that were upsetting him there.

There were many small "gender" related issues at school, and a couple of big ones.

Small ones: lots of grouping for boys/girls that didn't need to be gender based, but "always had been". For example: water bottles trays were boys/girls. The class teacher changed all of these small things very quickly - I think it made the school think about why so many things were split by gender when they didn't need to be.

Big ones: The things that made our child most unhappy at school were him having to use the girls' toilets and run in the girls' races on sports day.

For the sports issue, the school created a sports day based on heats results not on gender – brilliant!

The toilet issue proved challenging. The school initially said he couldn't go in the boys toilets but could use a disabled toilet. He wasn't happy to use this as it singled him out from his friends who could all use the boys' ones and because when he tried to access the disabled toilet he couldn't as it was off a room frequently used for meetings.

So he wasn't allowed in the boys' toilets and felt wrong going in the girls' toilets as he felt male, so he didn't go at all. He was starting to drink less at school so he would need the toilet less, he spent a large part of the day needing the toilet and so was unable to concentrate, and every day I would collect a distressed child. We would have a mad dash home to the toilet to avoid an embarrassing accident. I think the school was worried about other children not being happy with my child in the boys' toilets, and having complaints from other parents, but I had a very unhappy child. One day yet again, I met my child at the end of school, desperate for the toilet. I went and pleaded with his class teacher. I must credit the compassion of the class teacher and the head teacher because despite feeling they were in uncharted waters, they made the decision that my child was allowed in the boys' toilets the next day. To my knowledge they have had no complaints and I have a happy son.

When we changed his name at school, we worked with the teacher and TA to make sure things went as smoothly as possible. My husband and I wrote an email to the parents in my son's class to explain the change. We gave them a link to a CBBC programme about Transgender issues called "My Life: I am Leo". We told them that the class teacher was going to talk to their children at carpet time the next day.

We have been so happy with how this "transition" went. We received many supportive messages from other parents. The school made sure his male name was on everything, from books to MyMaths! All the staff were told, including lunch staff ensuring that my son was treated as a boy by everyone.

On the day that the teacher spoke to the children, my son shared how he felt with his classmates. They were very accepting (and not really surprised). The next day it was "old news", thankfully. Now he's just living as the boy he has always felt he was.

## PE

Pupils should be able to take part in PE with whatever gender they identify with - assessment is the same (at GCSE) for boys and girls. Where PE is split on the basis of gender, schools can implement mixed gender PE instead. There may be perceived issues with “competitive advantages” – these are often unfounded, but should be addressed on an individual basis if there is legitimate concern about it. 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 schools, schools may need to seek advice from the relevant sporting body.

**“The school allowing me to use the female changing rooms makes me happy and feel accepted. I feel I have a place in school and a sense that I do belong.”** *Chloe 14*

## *Trips and Residential visits*

Staff should work with the trans pupil to ensure their safety and comfort on trips and residential visits. Before any trip the schools should work with the pupil to identify a key worker to provide support where required. If pupils wish, they should be able to meet with staff before a given trip to discuss any possible issues.

Pupils should be able to sleep where they feel most comfortable. This is especially important when sleeping arrangements are made on the basis of gender. Toilets and washing facilities can also be an issue here and this will need to be assessed on a case-by-case basis, i.e. applying good practice principles from the school setting.

The general hygiene needs of trans pupils need to be considered. Binders (a constrictive covering for the chest to flatten breasts) in particular can pose an issue, as they are often so expensive that a pupil cannot afford more than one. This has hygiene implications as trans pupils may be wearing a binder for more than one day at a time. It may be that pupils wash their binders every night at home and this will need to be considered on a residential trip.

For pupils receiving hormone therapy the movement of medication e.g. steroids or hormone blockers across different countries might be a consideration.

Kit lists for trips should be gender neutral. Schools should ensure that they have identified any additional risk factors if travelling to a country with different legislation, or in foreign exchanges where pupils stay with a host family. The International Lesbian and Gay Association (ILGA) have information on their website about countries that pose a risk to trans individuals. <http://ilga.org/> Where trips take place abroad, passports will be required and this may have implications for trans pupils. They may need preparation and support with this process.

**“If I was going away on a residential I would want to have my own quarters to feel comfortable. I would only want to share with people I knew really well and that I felt comfortable around.”**

### **Kent Trans Case study: Support in place for transgender child in year 4**

#### **Written by Head teacher**

Late in Term 3 2015-2016, we had an application for a place at our school. During our initial meeting regarding admission, the parent discussed the fact that her child, born a girl, was questioning her gender identity. The reason for moving schools was that the child had experienced difficulties with her year group (the parent referred to it as bullying), and because of the uniform policy of the school the child had to wear a skirt. Both of these things were causing her great unhappiness.

We admitted the child into Year 4 where she spent the rest of the academic year. As part of our pastoral support she was assigned a Mentor, who ensured that she settled well into our school.

Not long after the summer holidays, the parent asked for another meeting. Over the summer, her child had been living as a boy. Although the child's appearance (clothing and hair cut) had always been consistent with this, the child now wanted to change her first name (as it was obviously female), and she now wanted to be addressed as male at all times

As a school we felt we needed greater knowledge and understanding in order to meet the child's needs and so [following a meeting with the ISSK manager] the Mentor and I (Headteacher) attended the Stonewall Train the Trainer CPD run by the Inclusion Support Service Kent, KCC. This was excellent, giving us a greater understanding, resources and the ability to train our own staff. It also helped us to liaise with another school that had already been through this process. Although, you do have to tailor things to your setting and for that child, we found it helps to talk to someone else.

We then developed a plan to meet the needs of the child which included:

How to introduce the name and pronoun change to the children in the associated year group

- Introducing a unisex toilet and procedures for changing for PE
- Revising policies to ensure they are clear to meet the needs of all children, including Behaviour and Anti Bullying
- Staff and Governor Training
- Parent coffee morning to aid understanding and provide information
- Increasing resources, such as posters, displays and books

Our policy, as a school, had always been to be as inclusive as possible, but this process has opened our eyes to barriers that we didn't even know were there. However, we know we have good inclusive practice as we were open to change, ready to learn and always try to meet the needs of all of our children regardless of their needs.

## *Single-sex schools*

Single-sex schools need to meet the needs of a trans pupil in the same way as mixed schools should be. However, the situation has obvious differences. In a single-sex school there needs to be greater emphasis on safeguarding and inclusion of trans pupils. Pupils who transition to a different gender from that of the school they are in (e.g. a trans girl at a boy's school) must be allowed to remain at that school if they wish to. There needs to be discussion of the correct terminology to use, as well as how that aligns with the culture of the school – and how both of these factors will impact on the young person involved. Care should be taken to avoid misgendering the pupil (i.e. using gender-neutral terms to discuss groups of pupils e.g. when addressing assembly say 'Good morning everyone' rather than 'Good Morning ladies'). In a single sex school there are also implications regarding the provision of appropriate uniforms, both for day-to-day wear and for PE and dance – pupils must not be forced to present as a gender they do not identify with.

## *Moving or Changing Schools/Settings*

Schools should support each other to develop best practice in their inclusion of trans pupils. All schools should be actively considering how and if they are meeting the needs of a transitioning pupil. Likewise, when a trans pupils moves to a new school e.g. primary to secondary, the two schools should follow the best interests of the trans pupil, as part of their duty of care and work together to ensure the needs and wants of the trans pupil are met.

If a pupil joins a school having made the transition in a previous school 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.

The Inclusion Support Service Kent can offer training, guidance and advice; and signpost staff, families and pupils to schools with existing good practice.

Schools do not exist in a vacuum and can provide essential support to each other regarding their treatment of trans pupils. Schools that are particularly adept with supporting trans pupils may be able to offer advice to schools who are less well-equipped or less knowledgeable.

## *Celebrating difference and challenging gender stereotypes in the Early Years*

*You achieve best when you can be who you want to be”*

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. ....every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured; children learn to be strong and independent through positive relationships; children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers. ....The EYFS seeks to provide equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.”*

Statutory Framework for the Early Years Foundation Stage (2017)

Gender stereotyping can limit the life chances and choices of everyone. It is important to consider how gender stereotyping shapes the learning and play environment. Children who do not conform to gender stereotypes can feel that ‘being different’ is a bad thing and in these environments may feel that they are doing something wrong.

It is important to develop an inclusive environment for learning and play e.g. have open ended pieces of material and fancy dress that’s not bounded by gender stereotypes.

Ensure that you have a wealth of resources, images and books that challenge gender stereotypes. Invite visitors into your setting to provide a range of positive role models to support this work.

You can find more information and practical advice in “LGBT Diversity and Inclusion in Early Years Education” Price and Tayler (2015) Routledge.

You may also find the following links useful: <http://www.stonewall.org.uk/get-involved/education/primary-schools>  
<http://the-classroom.org.uk/by-key-stage/early-years-foundation-stage/>



## ***Celebrating difference, challenging gender stereotypes and supporting trans pupils with Special Educational Needs and Disabilities (SEND)***

*‘Any form of difference, including being of a different gender, sexual orientation, or being a disabled person and/or having SEN, can increase the risk of children being bullied... As with all forms of prejudice related bullying, creating an inclusive environment is a major step in tackling HBT [homophobic, biphobic and transphobic] bullying among disabled children and those with SEN’*

Tippett, N., Houlston, C., & Smith, P. K. (2010). Prevention and response to identity-based bullying among local authorities in England, Scotland and Wales. London: Equality and Human Rights

Schools have an enormous responsibility in ensuring all the pupils in their care are safe and supported to reach their full potential. 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.

### ***Potential additional issues and ideas to consider:***

#### ***Listen***

First and foremost, listen to what the person is saying in their actions or words. Where these conflict, prioritise what their actions and behaviours are saying. Get to know the person by observing, listening, and understanding how they express themselves, especially in pre or non-verbal young people, and ensure they are given every opportunity to express their identity.

Listen without judgement or labels, reassuring the pupil that their feelings are OK, and crucially that there are other people who feel the same way. Remind others that only good can come of the pupil feeling they are being listened to, and that this is far more important than avoiding the subject for fear of saying or doing the wrong thing. These are difficult and complex emotions for anyone to understand and express, and this could obviously be exacerbated in those with communication and interaction difficulties.

Some pupils 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. They may think 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.

Ensure the pupil has regular 1-1 time with, wherever possible, a mutually agreed 'mentor' in line with the pupil's needs and wishes. It is important that this is someone with empathetic listening skills where gender can be discussed and explored safely, alongside all the other components that build someone's identity.



## *Develop and promote a sense of self*

Promote and develop with all pupils an understanding of 'self' and who they are in relation to other people. Support pupil voice, choice and advocacy around celebrating their unique identity. Encourage parents and families to develop independence and advocacy skills in their child from a young age, so that the child is at the centre of decisions around what clothes they wear, cutting hair, jewellery / accessories and what activities and toys they like etc. For some pupils, the term 'gender questioning' can be confusing and inappropriate as they are very clear about their gender and feel there is no question about it. Some may have done all their 'questioning' before telling someone.

### *Clothes and uniform*

Be aware that some pupils with SEND, whose needs mean they have support from a Personal Assistant, 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 their assistance 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.

Ensure that uniform options are the same for everyone and not segregated by gender. This can often be more relaxed in special schools due to a proactive consideration of sensory or physical needs, but this is not always so in mainstream. 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.

### *Personal care*

Ensure that there are gender neutral toilets and changing options for all pupils to use, and that wherever possible these are not only the accessible toilets as this can reinforce that SEND pupils are different in multiple ways. Gender neutral open plan toilets to minimise incidents of all types of bullying are best practice. Support pupils to use the toilets of their affirmed gender if this is their wish, obviously including those who may need staff support with their personal care needs. Ensure pupil underwear choices, changes of clothes and toiletry products are in line with the pupil's preferences.

### *Timing*

Every young person's emotions, journey and needs will be very individual to them, and the school must ensure they are led by the views and pace of the pupil and must always work in the best interests of the child. Be aware that some pupils 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 currently feeling and what needs to change right now.

## *Barriers*

Don't be afraid to seek support and advice, and be aware that you may face challenge from others who don't accept that the young person knows their own mind or feel that the young person is too susceptible to outside influences. If staff listen, often the young person has a very clear understanding and sense of self. Be prepared that arguments may be presented around the young person lacking mental capacity, especially if members of the child's family are struggling to accept. Conversely, many parents will of course be their child's staunchest advocate, but it is important to recognise and be sensitive to the fact that even when this is the case, they may have fears for their child because they are different in an additional way, and maybe an overwhelming exhaustion in anticipating another fight or challenge on their child's behalf.

Support staff, parents, carers, and wider professionals in understanding that an SEND pupil 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 gender dysphoria 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 seen as 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 gender dysphoria are not missed or dismissed.

## *Signpost*

It may be useful for the young person to talk to someone else who is trans or gender questioning. Local LGBT support groups will be able to help. It might be easier for the pupil to email or speak on the phone with this link person, rather than meet face-to-face in the first instance. Be aware of the potential increased vulnerabilities of a young person with SEND and ensure they are given increased support as needed, and are taught about general threats and risks from others including around e-safety. Be explicit about the rules of online contact and how to check that this is a safe, trusted, informed and understanding person to have contact with. Warn them that other people, even those who claim to be friends e.g. through online gaming / social media, may not be safe people to talk to about this or other personal subjects.

Support and signpost young people and their families in accessing wider support outside school. Be sensitive to the fears of parents, carers and siblings about their family member being potentially more vulnerable due to their gender presentation. Build links with local LGBT youth groups as these can be an invaluable source of support, and co-deliver or exchange experiences, training and strategies e.g. schools delivering SEND training and workshops for the youth group in exchange for them delivering trans training and workshops in schools. Young people and their families may feel more reassured about them or their child accessing support if they feel the wider agencies have some knowledge and understanding of their child's SEND, especially if their inclusivity is already evident by other people with SEND benefitting from their support.

## *Staff training and confidence building*

Experience shows that there is a real need for supporting staff in this area, especially in removing some of the barriers listed above. Ensure all staff are proactively trained and develop confidence in understanding gender and trans presentation, terminology and vocabulary e.g. correct use of pronouns, and in challenging gender stereotypes, sexism and transphobia. The Genderbread Person - or Gender Unicorn are useful tools in helping people understand gender as a spectrum, and can also be beneficial for supporting families and pupils, particularly if they already understand autism as a spectrum for example. There are different understandings and some people now see gender more diversely as a cloud rather than a spectrum.

## *Support for the pupil and their peers*

This will of course need to be person-centred and needs led but, as in other areas, the pupil 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 the pupil 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.

There will be a need to teach and support the other pupils in a school where a child has chosen to socially transition and perhaps changed their physical appearance, their name and/or pronouns (e.g. he/him, she/her, ze/zir, they/their), and this will need careful planning based on the needs of individuals, particularly in a Special School. This is obviously easier to approach in a school where the culture, curriculum and values have already been proactively raising LGBT awareness and celebrating difference. The trans pupil may need support to understand that others may ask questions or take a while to understand, and that pupils and staff may get their name and/or pronouns wrong from time to time. Social Stories could again support both the trans pupil and their peers, and may help in focussing any questions from parents that could arise.

Be aware that for some pupils with SEND, 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 LGBT role models can also be very useful tools for some. Be aware that slogans such as Stonewall's 'Some People Are Trans... Get Over It' may not make sense to literal thinkers who may question 'Get over what?', and this does not translate well into symbols. Phrases like 'Some People Are Trans... It's OK' may be more useful.

Be aware of the gender-specific language (and in some cases signs and symbols) used in school e.g. hello ladies and gents / boys and girls / good man etc. and consider alternatives e.g. hello everyone / class 5 / great work. Be especially conscious of language that reinforces gender stereotypes, and the use of pictures or symbols that further reinforce this e.g. boys having short hair and always wearing trousers and girls having long hair and always wearing skirts.

## *Curriculum*

Ensure that the curriculum represents, supports and celebrates the whole school and wider community and promotes a culture where difference is celebrated, prejudices challenged, and respect for others is taught and expected. Bring the whole school community together in celebrating events e.g. LGBT History Month, IDAHOBIT (International Day Against Homophobia, Biphobia and Transphobia), and the International Trans day of Visibility.

Pupils with SEND should have equal access to positive messages in PSHE and RSE as relevant for their needs, with LGBT awareness included throughout this work. Make sure the curriculum and break-time / after-school clubs offer the same aspirational and motivating opportunities for all, including vocational, college and work Related Learning link options.

Be proactive in supporting the trans pupil in planning in advance for any lessons or activities that may lead to increased anxiety e.g. changing for PE, swimming, residential visits etc. Be led by their wishes wherever possible e.g. could t-shirts be worn for swimming to aid comfort, and perhaps allow the trans pupil to wear the swimwear of their choice underneath at a pace that is right for them.

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.

## *Policies and procedures*

Ensure that the perspectives and support needs of pupils with SEND are included in the policies and practice of the school, and that all pupils have a voice with people able to support and advocate for them if needed. Check that all pupils know and feel confident in raising issues and that they understand how to access support. Ensure that anti-bullying policies specifically refer to HBT bullying and children with SEND and that processes are clear. Promote throughout your policies and practices the ethos and culture of your school being one that celebrates diversity. Be transparent and proactive in teaching about gender and trans awareness in your curriculum so that pupils, their families, staff and wider stakeholders understand from the outset the expectations of what it means to be a member of your school community.

## *Supporting parents, carers and siblings*

There are two aspects to supporting families; supporting the families of trans children and young people, and engaging and educating other parents and carers. In both cases this must be approached sensitively, appreciating the unique nature of every family.

## *Supporting the families of trans children and young people*

Some young people will have already spoken with their parents/carers about their feelings before anyone in school is made aware of their gender identity. However, sometimes the child or young

person may disclose to a member of staff prior to speaking with family members and schools therefore, should be prepared to respond appropriately to a wide variety of situations.

Some parents and carers of a child or young person who identifies as trans or gender questioning are supportive of their child's gender identity and desire to explore it. They may have read widely on the subject and feel confident in advocating for their child. Others may still be developing their own understanding, may have differing views as individuals and may be experiencing feelings of grief or loss.

They may need signposting to sources of support and advice both nationally and locally. Do not make assumptions about the extent of parent/carers knowledge or understanding. They may look to school practitioners to offer guidance about what support is available.

It is essential that all discussions with parents/carers are carried out with the young person's knowledge and consent. When working with families, schools need to bear in mind that they are representing the interests of the child or young person. Their needs should be central with a view to supporting them during any proposed transition.

Wherever possible, every effort should be made to work in partnership with the young person's family, but practitioners must listen to and respond to the views of the young person and advocate on their behalf when necessary. Under no circumstances should schools share information with parents/carers if the young person does not consent. The child or young person has a right to confidentiality, and being trans is not a safeguarding issue in itself. If safeguarding concerns arise staff should follow the school's/setting's Child Protection policy.

As every family is different, each individual will have their own personal experiences. In a single setting there will be very different scenarios and responses from families.

Below are some examples of scenarios of how staff in schools might help and support the individuals concerned. They are by no means exhaustive. The key thing to remember is that all concerned will be making their own very personal and individual journeys. Sometimes practitioners may encounter attitudes and beliefs which they might find personally challenging or disagreeable. It is important to stay focused on the needs of the young person at all times without being judgemental or confrontational.

### ***Scenario 1: Both parents/carers supportive***

Ali spoke to her parents about her gender identity and together they researched and accessed support from the Tavistock & Portman Centre. The parents requested a meeting with school to discuss A's social transition in the following term. Although they were both fully supportive both parents were clearly anxious at the initial meeting.

The school could assist the family by:-

- Remembering that the parents/carers may still have lots of questions and concerns and that they may be experiencing a range of emotions themselves
- Appreciating that the family may be having to deal with the reactions of the wider extended family who may be less supportive/understanding
- Giving regular time to discuss and review the needs of the young person, recognising that transition is a process (a journey not a destination)

- Working in close partnership with parents and key professionals to ensure that the young person's voice is heard and responded to
- Signposting to parent support groups and other sources of advice and information
- Offering reassurance that the school will be fully supportive of the young person
- Ensuring procedures and policies are in place to counteract any transphobic language and bullying
- Ensuring curriculum plans are trans inclusive

### ***Scenario 2: Parent/carer is not supportive or perceived not to be supportive***

Fran has expressed a wish to be known as male within school. Fran has told school that they have tried to talk to their parents about their feelings but have received a negative response.

The school has gained Fran's consent to talk to their parents on their behalf. It is very clear from initial discussions that neither parent is comfortable with having the discussion and they are resistant to meeting to discuss their child's desire to socially transition. The school assisted by:-

- Providing a trusted individual for the pupil go to when they need to talk
- Assuring themselves of the safety of the pupil before talking to parents and carers
- Accessing advice and support from more experienced professionals, including organisations which specialise in gender identity so that the key worker could engage more confidently in dialogue with the parents
- Continuing to hold a dialogue with parents which focused on the well-being and safeguarding of their child
- Signposting the pupil and parents to organisations/sources of information so that they could access this as and when they were ready to do so
- Reassuring the young person that they would be fully supported by the school and that the school would continue to work with parents and relevant agencies to ensure the young person's voice was heard and they responded to it

### ***Scenario 3: One parent supportive and the other not***

Lou has advised Mum that he wishes to be treated as a male in and out of school. Mum is reasonably supportive but both Lou and mum are agreed that dad (who does not live in the family home) will not be supportive in any way. Lou is very concerned about dad's reaction and insists that he must not be told at any stage. The school assisted by-

- Giving the young person time and space to discuss their feelings with a key worker
- Maintaining a dialogue with Mum to ensure that Lou was being supported by at least one significant adult
- Ensuring that school practices and procedures observed Lou's wishes and that all correspondence with Dad did not breach Lou's confidentiality
- Continuing to support Lou to consider what support is needed to speak to Dad
- Consider how to manage the situation should Dad become aware
- Signposting the young person to support groups locally



## **Supporting Siblings**

Other members of the family such as siblings may need some support especially if they attend the same school. They may find the situation difficult themselves; and even if they are supportive of their sibling they may encounter transphobic behaviour from peers. It is vital that they are given opportunities to discuss their own feelings and that staff regularly monitor for any signs of bullying. If the young person is not supportive of their sibling they may also need some mentoring support to help them understand their sibling's and their own feelings. This may need to happen over an extended period and not just at the first point of any planned social transition.

## **APPENDIX G: Further Help and Support**

### **Engaging and educating other parents carers and the wider school community**

All schools have the responsibility to create a community which supports and includes gender variant and trans students. Gender issues should be part of a school's approach to teaching about equalities, diversity and British values. School policies and mission statements should reflect the schools inclusive ethos and parents can be directed to these.

Having a clear and open policy will also support trans parents/carers, siblings and staff.

All school staff need to feel confident to have conversations around trans inclusion with all parents, carers and young people. If this is linked to their wider equalities' work then the trans or gender questioning pupil will already have a supportive environment to help them.

The school does not have to inform other parents if a child in school has expressed a wish to move towards transition. They must always respect the confidentiality of the child but with their permission they may wish to consider having a script to use for parents who do contact them with concerns.

At no point should the young person be named either orally or in writing, nor should any information be shared which might identify the individual concerned. Discussions with the wider parent body or individuals should be confined to explaining the school's legal responsibilities and helping parents to understand more about gender identity and how the school is working to be trans inclusive. Where parents object to their child using shared toilet or changing facilities with a trans pupil for example, they should be advised clearly that alternative arrangements may be made for their own child in order to accommodate parental wishes, but that the school will not discriminate against the trans pupil by removing them from the facilities.

#### **Suggested Script for Parents/Carers**

*"As a school we recognise the right for all individuals to determine their own gender identity. We will fully support every individual in our school community to develop their own gender identity including where this may involve social transition. In line with the Equality Act 2010 we will work to prevent all forms of victimisation, harassment and discrimination and will ensure all our practices safeguard those in our care."*

Some schools have taken a proactive approach to trans inclusivity and as part of their wider equalities' work have run information evenings for parents to raise awareness of trans issues and the work the school is undertaking in this area as a part of their equality work. We recommend initially exploring all strands of equality, followed by more explicit work on trans inclusion. This approach has been positively received and many parents have welcomed the opportunity to be signposted to useful resources and to have the opportunity to ask questions in an open but respectful environment. Every school is different and staff in the school will be best placed to consider how to positively engage the parental community on the subject of gender identity. One size does not fit all by any means and it is advisable to have a clear plan of action and seek support and advice from more experienced practitioners before communicating with the wider parent body.

## **Media**

Rarely, there have been cases where local and/or national media have found out about a trans or gender questioning pupil at a school, and has asked the school for a statement. Below is an example of a statement that has been given to the media in such circumstances, based on the schools ethos and vision statement.

*Our school has a warm, caring ethos where all our pupils thrive in a secure and happy atmosphere. They are fully supported and nurtured from when they join us until they leave our care. In our school everyone has a right to feel welcome, safe and happy; we will not tolerate any unkind actions or remarks from any source.*

*X School is a listening school and has at its core the following school values:  
list school values*

*We believe that the most effective school is one where individuality and difference is celebrated and everyone is valued. Our school mission statement is...*

*Our whole school ethos for learning and behaviour is guided by our values. Every aspect of school life is governed by these values to establish a forward thinking, diverse and innovative culture in which our entire school community flourishes.*

## **What does transphobic bullying and language look like?**

Gender reassignment is a protected characteristic and as such transphobic bullying should be taken seriously, with schools identifying, recording, addressing the needs of the victim and perpetrator and ensuring that the curriculum is trans inclusive to prevent transphobic bullying from taking place.

Ensure that all relevant policies are trans inclusive and include transphobic bullying, in particular the behaviour and anti-bullying policy.



## *The Voice of young trans pupils*

Examples of the sorts of transphobic language they had experienced at school

- 'When are you getting the surgery?'
- 'What do you do in the bedroom?'
- 'Oh you can't be lesbian, you're trans'
- 'So you're obviously going to get breast implants right?'
- 'Are you going to have the whole thing done?'
- 'Which toilet do you use?'
- 'You can't do that you are a boy/girl'
- 'Are you sure this is what you want to do, it might just be a phase'
- 'I'd be brave and date a trans person'
- 'Change your voice no one is going to take you seriously'
- 'You shouldn't wear that, this is for your safety, we don't want the bullies to get to you'
- 'We think it's safer for you not to present as female'
- 'You were basically asking for them to call you those names by what you were wearing'
- 'You shouldn't get offended so easily, it's what happens when you 'choose' this lifestyle'
- 'Isn't it just a fetish?'
- 'It's so much easier to start before puberty. Why bother if you've already got a grown male body? You won't pass'
- 'My girlfriend and I are looking for someone like you, best of both worlds'
- 'Can I feel your boobs?'
- 'Think about the stress this is causing everyone. It would be easier if you didn't say anything'
- 'You might just be gay'
- 'Why do you 'want' to be a boy'
- 'Will you get a penis?'
- 'It's just a trend. Back in our day, no one was like this...'
- 'If people coped back then without coming out, you can'
- 'Nobody will ever want you like this'
- 'You'll always look like a man, not a woman'
- 'But you're 6 foot something. There's no woman that tall'
- 'You're so small for a man'

- 'Wearing the slightest bit of pink will make people think you're a girl'
- 'I thought you were a boy. You can't take part in that activity'
- 'That scream isn't very manly'
- 'But you've still got boobs how are you a boy'
- 'There are only 2 genders because you're either born a boy or a girl. no in-between...'
- 'If you pass you're tricking us but if you don't pass you're disgusting and shouldn't bother'
- 'If you don't like me telling everyone then you shouldn't have come out'
- 'I know men become women but I thought women turning into men was a fake thing'
- 'She, I mean he, urgh IT'

## *Scripts – what to say and how to say it*

The following scripts will only be effective if they are used within a context where there is a clear policy for tackling all forms of bullying, including transphobic bullying and where everyone feels confident to tackle the use of transphobic language and behaviour. This means that there needs to be a commitment from the Senior Leadership Team to establish a school ethos in which everyone has the right to be treated with respect.

As part of the school's commitment to supporting trans pupils, there should be opportunities for staff to discuss and develop scripts for responding to transphobic comments.

## *Institutional responses below might provide a useful starting point:*

- "The school's anti-bullying policy says that transphobic language and behaviour is not acceptable and the school takes a zero tolerance to all such incidents"
- "The school policy says that we are all responsible for making this a safe place for everybody. The transphobic language/behaviour that you use could make people feel unsafe, therefore it is unacceptable."
- "In this school, we recognise everybody's strengths and we don't want people to feel limited by expectations that relate to gender. We try to avoid gender stereotypes."
- "Many people would find what you said offensive, so it is not acceptable to say it."
- "In our school, we treat everyone with respect. Using a term like "tranny" is disrespectful of trans people."
- "In this school, we try to be kind to each other. What you said was unkind"

Sometimes, responding to the use of an inappropriate word or comment with a question is the most effective response. Doing this recognises that in some cases, pupils do not understand that what they have said is hurtful or offensive.

### *Questions to use when responding to inappropriate language or comments:*

- “What do you think that word means?”
- “Do you know that what you just said is transphobic?”
- “Can you explain why you said that?”
- “That word is an insulting term for someone who is transgender. Do you know what it means when someone is transgender?”
- “Why do you think that only girls (or only boys) should do that?”
- “What does the law say about LGBT people?”

If you have a good relationship with the pupil who has made the transphobic comment or used transphobic language, it can be effective to emphasise how it makes you feel and give a **personal response**, for example:

- “It really upsets/angers/disappoints me when I hear you say things like that – you know how important I think it is to treat everybody with respect.”
- “I find transphobic language offensive – I don’t want to hear you using it again.”

There are some circumstances where it is clear that the comment was intended to cause distress or offence, and in such situations, it is appropriate to address what has been said directly, with a **confrontational response**. For example:

- “Language like that is not acceptable and must not be used on school premises.”
- “You may not consider that remark offensive, but I do.”
- “The views that you have just expressed go against the school policy of treating everyone with respect.”

### *Transitioning in school – common questions and concerns*

Some questions might require a more detailed response, and guidance for how to manage these is provided below:

#### *How should I respond to someone who ‘comes out’?*

It’s really important that you recognise the significance of this conversation. Your initial verbal and non-verbal response (e.g. body language, tone of voice and facial expression) will have a lasting impact on the individual.

This disclosure maybe a big step for the young person and you should feel trusted and valued that they have chosen to speak to you. Acknowledge this and thank them for feeling that they can talk to you. You may not feel confident or experienced but the important thing is that you are empathic, sensitive and respect what the young person is sharing.

If the young person wants to transition socially reassure them that they will have an active role in this and this will be done at a pace that they are comfortable with.

### ***How should I respond to someone who identifies as trans?***

You should respond to a trans person in the same way that you would any person. You might ask them if they have a chosen pronoun or name and to let you know if it changes.

### ***What name and pronoun should I use?***

Ask the young person which name and pronoun they would prefer and respect their wishes. Be aware that this might change over time, so keep checking back. The name and pronoun that the young person uses may vary in different situations e.g. if they are only 'out' to specific people. Again, check with the young person and respect their wishes (for more information see Appendix A).

### ***What do we do about toilets and changing rooms?***

A young person should be able to use the facilities that they have chosen and feel comfortable using. If a pupil is uncomfortable sharing then they should be provided with alternative individual facilities or arrangements.

### ***Aren't they too young to know that they're trans?***

Children can realise at a young age that they don't feel comfortable with their assigned gender. It is important to listen to the child, be supportive and be guided by them. If you create an environment that celebrates diversity and avoids promoting rigid gender stereotypes, all children will feel able to express their true identity. The most important thing is for the child to feel accepted for who they are.

## **APPENDIX A: Preferred Personal Pronouns**

### ***Why is it important to ensure you use a person's preferred personal pronoun?***

It isn't always clear what a person's preferred pronoun is. By asking for clarification and correctly using someone's preferred personal pronoun you demonstrate that you respect their gender identity.

When someone is mis-gendered and referred to with the incorrect pronoun, they can be made to feel disrespected, invalidated, dismissed, alienated, or dysphoric (or, often, all of the above)

### ***What if I make a mistake?***

Don't worry, it's OK. We all make mistakes time to time. The best thing to do if you use the wrong pronoun for someone is to say something right away, like "Sorry, I meant she."

If you hear a pupil using the wrong pronoun for someone; gently correct them without further embarrassing the individual who has been mis-gendered. For example "Actually Alex uses the pronoun he." If you find pupils are consistently using the wrong pronouns do not ignore it! It is important to let your trans pupil know that you are their ally. Always respect the child's or young person's views for example "I noticed that you were getting referred to with the wrong pronoun earlier, and realise this can be upsetting. Would you be okay if I took them aside and reminded them about your preferred personal pronoun? I want to make sure that this group is a safe space for you."

### ***How do I ask someone what pronoun my trans pupil uses?***

It is quite appropriate to ask: "What pronouns do you use?" or "Can you remind me what pronouns you use?" It can feel awkward at first, but it is better than getting it wrong or making a hurtful assumption.

As part of a staff meeting or in PHSE you can introduce the concept of preferred personal pronouns by asking staff/pupils to "Tell us your name, where you come from, and your personal pronoun. That means the pronoun that you use in reference to yourself. For example, I'm Kasia I'm from Poland and I like to be referred to by the pronouns she, her, and hers."

### ***Gender Inclusive Pronouns***

In English, unlike some other languages we do not have gender neutral pronouns.

## **APPENDIX B: Glossary of Definitions**

***Disclaimer: these definitions are often debated and are subject to change, so it's important to let the children and young people you're working with self-identify and choose the language that suits them best.***

***Biphobia*** The fear or dislike of someone who identifies or is perceived as bisexual

***Bisexual*** Refers to a person who has an emotional, romantic and/or sexual orientation towards 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

***Gay*** Refers to a man who has an emotional, romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality – some women define themselves as gay rather than lesbian

***Gender*** often expressed in terms of masculinity and femininity, gender is largely culturally determined and is assumed from the sex assigned at birth.

***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 someone who doesn't feel comfortable with the gender they were assigned at birth

***Gender fluid*** Moving between two or more different gender identities or expressions at different times or in different situations

***Gender identity*** A person's internal sense of their own gender, whether male, female, or something else (see non binary)

***Gender Reassignment*** Is the legal term for describing a person's transition. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender. Gender reassignment is a characteristic that is protected in the Equality Act 2010.

***Gender stereotypes*** The ways that we expect people to behave in society according to their gender, or what is commonly accepted as 'normal' for someone of that gender

***Gender variant*** Someone who does not conform to the gender roles and behaviours assigned to them at birth. This is usually used in relation to children or young people

***Gender Questioning*** The process of exploring one's own gender identity

***Homosexual*** This might be considered 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

***Homophobia*** The fear or dislike of someone who identifies or is perceived as lesbian or gay

**Intersex** A term that may be used by people whose physical / biological sex characteristics differ from the 'typical' male or female patterns. They may have some male and some female characteristics, or have sex characteristics that fall outside typical male or female ranges. Intersex is an umbrella term used to describe a wide range of different traits

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

**LGBT** The acronym for lesbian, gay, bisexual and trans. This may be superseded with the addition of Q, I and + (Queer/Questioning, Intersex and the '+' representing embracing/including other identities)

**Passing** The ability to present in accordance with your gender identity (rather than your assigned gender) and to be accepted as that gender, through compliance with cultural expectations and norms.

**Non-binary** An umbrella term for a person who does not identify as male or female

**Outed** When a lesbian, gay, bisexual or trans person's sexual orientation or gender identity is disclosed to someone else without their consent

**Pronoun** 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

**Sex** Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'

**Sexual orientation** A person's emotional, romantic and/or sexual attraction to another person

**Trans** An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, non-binary, gender queer

**Transgender man** A term used to describe someone who is assigned female at birth but identifies and lives as a man. This may be shortened to trans man, or FTM, an abbreviation for female-to-male

**Transgender woman** A term used to describe someone who is assigned male at birth but identifies and lives as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female

**Transitioning** The steps a trans person may take to live in the gender they identify as. Each person's transition will involve different things. For some this can involve a medical transition, such as hormone therapy and surgeries, but not all trans people want or are able to have this. A social transition involves things such as telling friends and family, dressing differently and changing official documents

**Transphobia** The fear or dislike of someone who identifies or is perceived as trans

**Transsexual** This was used in the past as a more medical term (similarly to homosexual) to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some although many people prefer the term trans or transgender

**Queer** In the past a derogatory term for LGBT individuals. The term has now been reclaimed by LGBT young people in particular who don't identify with traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some

## **APPENDIX C: Curriculum Links and resources**

**Good Reads:** Transgender Friendly Young Children's Books

**Booklist for Trans Teens:** A list of young adult literature featuring trans (including transgender, gender variant, two-spirit, genderqueer, aggressive and other gender non-conforming) characters or trans themes.

**Educate and Celebrate:** LGBT+ Inclusive Lesson to help make schools, colleges, universities and organisations LGBT+ Friendly.

## **APPENDIX D: Example KS2 lesson plans**

<b><u>Text:</u></b> <b>Red: A crayon's story</b> by Michael Hall
<b><u>Learning Intention:</u></b> To be who you want to be
<b><u>Success Criteria:</u></b> I know why people sometimes don't speak up/I know everyone in my school should be proud of who they are
<b><u>Starter:</u></b> With a partner make a list of as many colours as you can - who in the class has the most?
<b><u>Main:</u></b> Read and discuss "Red: A crayon's story". What did the red crayon find difficult? What made everyone think he was red? What colour was he inside? How did other characters try to help him become red? Make a list of advice from different characters - Mum/teacher/grandparents. Why did his grandparents give him a red scarf and not a blue scarf?
<b><u>Role play:</u></b> Give 9 children flash cards with lines from the book where "everyone seemed to have something to say" (see above). Identify a child to be Red and give them a red cape to wrap around them. Now explain Red keeps doing blue things; let's hear what everyone around him is saying. Ask Red to stand in the middle of the circle and have each child with a flash card approach and read out their line. At the end ask children how Red is feeling (confident/unconfident?) and whether the lines in the book were helpful to him?  Now ask everyone to think of a different line to say to Red to make him feel confident again. Ask children to approach Red and say their new lines to make him feel confident again.
<b><u>Activity:</u></b> Draw Red in his red cover and write your new advice for him. Should he continue trying to be red? Why/why not?
<b><u>Plenary:</u></b> Who in the story changes everything for Red? (The Berry crayon asking him to make a blue ocean). How do you think that changed Red's life? Look at what his Mum says on the last page (Olive says, "My son is brilliant!") how do you think that makes Red feel? At the end he seems to change his name - why? Does Blue now feel accepted and proud? Why? How can we make sure at our school that everyone feels proud to be who they are?
<b><u>AFL questions:</u></b> Today I have learned... / Red changed his name to Blue because.....



***Text: Are you a boy or are you a girl? by Sarah Savage and Fox Fisher***

**SEAL Outcomes:** Getting on and falling out: I try to recognise when I or other people are prejudging people and I make an effort to overcome my assumptions/I know how it can feel to be excluded or treated badly because of being different

**Learning Intention:** To consider how we use pronouns

**Starter:** Ask children in pairs to prepare a description of a police officer, a footballer, a teacher, a doctor, a ballet dancer. Children should describe what the people are wearing, their appearance and location (when you are explaining this task, use the pronoun ‘they’, although don’t highlight this to the class; the aim is to see if they use he/she pronouns instead)

Ask some children to feedback and ask another child to secretly make a tally for the number of times children use pronouns he or she in their descriptions. Ask the children who are giving their descriptions whether they are describing male or female people, as you didn’t specify. Ask why children have chosen to use pronouns to describe each person.

**Main:** Check understanding of pronouns - what is a pronoun? When is it used? Do we always need to use pronouns? Are there times we don’t need to use pronouns? Does every story need pronouns? What would a story be like if there were no pronouns?

Read “Are you a boy or are you a girl?” At the end put children in to small groups and discuss: what is the message in the story, are pronouns used in this story? Are pronouns needed? Describe Tiny.

Children feedback

Look at the page where a boy shouts, “Tiny, what a silly name. I can’t tell if it’s a boy or a girl” Tiny doesn’t answer - why not?

Are we given a gender for Tiny? Does that matter? How has Tiny chosen to live life?

Put word Transgender on board – what does this mean? Give definition as “When a person is born they are assigned a gender. For a transgender person the gender they have been assigned does not match how they feel inside. So someone who is told they are a boy feels like they are a girl, or someone who is told they are a girl, feels like they are a boy”

What does Tiny feel like? In the story Tiny does not identify as either a boy or a girl. We must respect Tiny’s wishes to be referred to neither as a boy or girl because that is how Tiny feels; it is not our job to assign a gender to Tiny!

**Pupil led activity: whole class:** If Tiny joined our class we would need to reconsider how we use pronouns. We use them every day without thinking, but we also say at our school, “There are no outsiders” so we need to change our behaviour and our language to make sure Tiny does not feel like an outsider. In small groups give children a list of questions to ask about the story. The children answer and discuss without using the pronouns he or she:

Why has Tiny moved to a new house? What is the name of Tiny’s little sister? What do Tiny and Fiona like to pretend to do? Fiona is dressed as a cowboy, what is Tiny dressed as? What is Dad doing when Tiny and Fiona get back? What does Mum give Tiny to wear for school? What does the boy at school say to Tiny about her name? Why does Tiny show Mia there is a lady driving the fire engine? Why does Buster say girls can’t play football? How does Charlie answer Buster? What does Buster call Tiny and how does Teacher respond? What does Tiny dress up as to rescue Mia? When Mia asks if Tiny is a boy or a girl, how does Tiny answer?

<p><b>Activity:</b> Ask children about the Equality Act 2010 legislation. Explain the law is in place to ensure people do not face discrimination (check understanding of discrimination). There are 9 “protected characteristics” in the law and it is against British law to discriminate against a person because of them. They are: age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion and belief, sex, sexual orientation. Children record definitions for each protected characteristic.</p>
<p><b>Plenary:</b> We say there are no outsiders at our school and that everyone is welcome. Would Tiny feel welcome at our school? What can we do to make our school a safe and welcoming place for everyone including Tiny? British law says a person who is transgender cannot face discrimination, but, for example, which toilets would Tiny use? If we make Tiny use the boys or girls toilets are we discriminating against Tiny? How can we change to make sure Tiny feels welcome? Is there anything else in our school that only boys or only girls do? How can we make our school a place where everyone is welcome?</p>
<p><b>Suggested AFL questions:</b> Today I have learned... Transgender means...</p>

Lesson plan by Andrew Moffat [www.equalitiesprimary.com](http://www.equalitiesprimary.com)

<p><b>Text: 10,000 dresses by Marcus Ewert and Rex Ray</b></p>
<p><b>SEAL Outcomes:</b> Getting on and falling out: I try to recognise when I or other people are pre-judging people and I make an effort to overcome my own assumptions</p> <p>Good to be me: I accept myself for who and what I am</p>
<p><b>Learning Intention:</b> To consider what it means to be transgender</p>
<p><b>Starter:</b> Check understanding of LGBT- in small groups children come up with definitions</p>
<p><b>Main :</b> Read 10,000 dresses. At the beginning of the story do we think Bailey is a boy or a girl? What makes us think that? Does Bailey feel like a boy? Does Bailey feel like a girl? At no point in the story does Bailey identify as a boy or a girl; does wearing a dress make a child a girl?</p> <p>Bailey’s family keep saying Bailey is wrong to want to wear a dress; how do you think this makes Bailey feel? What changes everything for Bailey? (meeting Laurel) Does Laurel make any comment about Bailey being a boy or a girl? Does Laurel care if Bailey is a boy or a girl?</p> <p>What does transgender mean? (We are all assigned a gender at birth. Some people feel different to the gender they were assigned at birth; they live as the gender they identify with)</p>
<p><b>Pupil led activity: whole class:</b> watch the CBBC “My Life” series episode 1 “I am Leo” on youtube. 28 minutes long, very positive and perfect for understanding about life as a transgender child.  <a href="https://www.youtube.com/watch?v=0x_u2cs8Dpl">https://www.youtube.com/watch?v=0x_u2cs8Dpl</a></p> <p>Independent activity: In pairs children discuss and answer the following questions:</p> <p>How does Leo describe what transgender means/ How did Mum feel at first when Lily became Leo? What did she do? Why is Leo’s passport so important to him? What went wrong at Primary School and why? What do you think his Primary School should have done differently? How did Steven Whittle change the law?</p>
<p><b>Plenary:</b> If Bailey, or Leo came to our school what would be the response? Do we accept children for who they are without judgement? Remind children of the No Outsiders school ethos. What would you do if you heard others saying negative remarks to Bailey or Leo?</p>
<p><b>Suggested AFL questions:</b> Today I have learned.../ If someone was Transgender in my class I would...</p>

<b><i>Text: My Princess boy by Cheryl Kilodavis &amp; Suzanne DeSimone</i></b>
<b><i>Learning Intention:</i></b> To promote diversity
<b><i>Success Criteria:</i></b> I know what diversity is/I can accept other people may be different to me/I understand living in Britain means accepting and celebrating diversity
<b><i>Starter:</i></b> Discuss Learning Intention/Success Criteria - children give examples of diversity and ways in which our school promotes and celebrates diversity
<b><i>Main:</i></b> Read and discuss "My Princess boy". In the book what upsets Princess boy? Is he hurting anyone by wearing a dress? Does it really matter? Who loves Princess Boy in the story – how do you know? Do you think Princess Boy wants to be a girl, or does he just want to wear a dress? (we don't know; the important thing to do is not to judge him, and accept him whatever he wears or wants to be)
<b><i>Role play:</i></b> There are interviews available on the internet of the author of the book, Cheryl Kilodavis talking about her son, Dyson, on US TV. The book is a true story and this is the boy in the book. While watching ask children to make notes on:  What did mum and Dad think when Dyson first wanted to wear a dress?  Does Dyson want to be a boy or a girl?  What happened at school?  What is Dyson's response to teasing?  What arguments does Mum have to support her son?  Who helped Mum to make up her mind about what to do; what did they say?  Do you think the interviewer is listening to Mum?
<b><i>Plenary:</i></b> If Dyson came to our school would he be welcome? What can we do every day at our school to make sure children like Dyson feel welcome? What does British law say about gender identity? Refer to the seven characteristics Equality Act poster - which characteristic is relevant to this story? (Gender identity). How can we make sure we are following the law at Parkfield?
<b><i>AFL questions:</i></b> Today I have learned..../ If Dyson came to our school....

Taken from, "No Outsiders in our school: Teaching the Equality Act in Primary School" by Andrew Moffat available [www.speechmark.net](http://www.speechmark.net)

## **APPENDIX E: Secondary Lesson Plans and Activities**

However a school sets out its policies and procedures around prejudice, discrimination and bullying it also needs to give the students the opportunity to explore issues and rehearse ideas in a safe environment. This should help them to be fully developed citizens who can challenge prejudice and help make their world a better place.

At the moment in secondary schools PSHE lessons and tutorial work are often neglected in favour of examination demands, making work around gender awareness and tackling transphobia a challenge.

The following is a list of possible activities for schools who may wish to look at trans awareness and transphobic bullying through activities such as assemblies, as part of themed days or tutor activities.

They may also like to recognise specific times in the calendar and develop activities, for example LGBT history month, IDAHOBIT Day or Trans Memorial Day.

### ***Dates for the Calendar***

LGBT History month – February - [www.lgbthistorymonth.com](http://www.lgbthistorymonth.com)

IDAHOBIT Day - 17<sup>th</sup> May - [www.dayagainsthomophobia.org](http://www.dayagainsthomophobia.org)

Anti-bullying Week - November - [www.anti-bullyingalliance.org.uk/anti-bullying-week](http://www.anti-bullyingalliance.org.uk/anti-bullying-week)

Trans memorial Day - 20<sup>th</sup> November

### ***Activities***

- In Modern Foreign Languages explore how some languages have gendered nouns- e.g. French and German etc. and use to stimulate discussion more broadly about gender identity
- I am Leo documentary films from CBBC:  
<https://www.youtube.com/watch?v=IMCPeFVE3T4> / [https://www.youtube.com/watch?v=0x\\_u2cs8Dpl](https://www.youtube.com/watch?v=0x_u2cs8Dpl) Use the film to think about what makes them who they are; what forms our identity and how they see themselves; what, if anything they feel is an essential ingredient of their identity which they could not/would not want to change; consider whether there is any aspect of their identity which they would want to keep hidden
- In English/Media Studies consider how Trans issues have been covered by the media
- In PSHE/Citizenship explore the Equality Act and the protected characteristics - use case studies from the past to explore why this legislation is necessary. Consider the case of the Trans women sent to male prisons and debate whether this was fair; competition rules in sport as they apply to Trans people and participation (could also be covered in PE)
- In geography, explore the law around trans - use the world map and consider whether it is safe for trans people to live/travel anywhere around the world

- In history, consider how trans people have been treated or significant trans people who broke through barriers- e.g. Armed Forces; Olympians

### ***Lesson plans***

For schools who have designated PSHE times there are free lesson plans available from the following websites

**Educational Action Challenging Homophobia (EACH)** <http://each.education>

### ***Inspiring Equality in Education: Secondary Lesson Plans:***

Nine secondary school targeted lessons plans on prejudice-based language or bullying, lesbian, gay, bisexual and trans lives, social media, prejudice and gender.

The Transgender lessons cover activities and resources on

- Trans awareness
- Transphobic bullying
- Trans day of remembrance
- What is Gender

### ***UNESCO - Lesson Plans for IDAHOBIT day***

This pack has activities for young people from 6 years upwards

'Mixing it Up' is suggested for learners aged 13 and above

'What are they Thinking?' is suggested for learners aged 13 and above.

'Understanding Gender Variance and Transgender'

### ***The Welsh Government have produced a series of lesson plans on gender variance and stereotyping.***

<http://hwb.wales.gov.uk/resources/resource/2ad1d407-3fbe-4222-9eff-a337aff95e7b/en>

- Lesson plan 1 is 'Understanding gender stereotyping'
- Lesson plan 2 is 'Social norms relating to gender'
- Lesson plan 3 is 'Understanding gender variance and transgender'
- Lesson plan 4 is 'What does gender and transgender-based bullying look like and what protections are there?'
- Lesson plan 5 is 'What can we do about gender and transgender based bullying?'

They have also written lesson plans for Key Stage 2

<http://hwb.wales.gov.uk/Resources/resource/266da406-de59-4793-9fef-9726f233f642>

and Key Stages 3 and 4 <http://hwb.wales.gov.uk/Resources/resource/f41614f6-8cc5-4ea0-bb2c-7c09710eead3>

on understanding and preventing bullying related to the protected characteristics.



## **APPENDIX F: School Self-Evaluation Trans Equality Audit**

Completing a Trans Equality Audit is an assessment of where an organisation is in terms of how it delivers and incorporates Trans Equality agenda.

An audit should include;

Assessment – assessing what you have and where you are in relation to Trans equality

Acting – responding to the findings and plugging the gaps

Reviewing - assessing changes or adaptations and monitoring year on year

Begin by carrying out an organisational health check and gathering monitoring information. Please use the check list below to assess your school's health and from that use the 'traffic lights' in the right hand columns to record where you consider your organisation to be in relation to each indicator.

**Do you have/or are monitoring the following:**

Checklist item	Yes/No - Details	EQIA Yes/No/ NA	Red	Amber	Green
<b>Governance/school management</b>					
Does your Mission statement mention equality?					



Do your equality policies mention supporting trans pupils?					
Do you record, respond to and monitor homophobic, biphobic and transphobic bullying, harassment and hate incidents?					
Do you celebrate difference and foster good relations between different groups, including trans?					
Have you nominated staff members available to support and respond to gender fluid/questioning/transitioning pupils?					
Is there clear guidance on what language is acceptable/unacceptable in school including homophobic, biphobic and transphobic language?					
<b>Management of employees</b>					
Do you have a gender reassignment policy for staff?					
Have staff been trained to identify					

and respond to incidents of transphobic bullying or language? Homophobic/biphobic/sexist too?					
Have staff been trained on gender stereotyping and supporting trans children and young people?					
Are staff trained/experienced in meeting diverse needs of trans pupils?					
<b>Management of pupils</b>					
Do you have a pathway to support gender fluid/questioning pupils including those beginning or going through medical and/or social transition?					
Is the school uniform gender neutral and does it allow for pupils to dress according to their gender identity?					
Is there a mechanism in place to record name and pronoun changes?					
If a policy covers confidentiality, does it also include gender identity?					

Do you have gender neutral toilets available?					
Do your policies include how you support trans pupils?					
<b>Curriculum and learning</b>					
Are educational/residential trips accessible to all gender fluid/questioning and trans pupils? Are risk assessments carried out in order to facilitate reasonable adjustments?					
Does your curriculum value and make visible all identities, including trans?					
Does your SRE and PSHE include content that promotes inclusion, celebrates difference and raises awareness of gender fluidity and trans?					
Does your library include resources on trans or gender questioning people?					

<b>Parent/community involvement</b>					
Do you actively work with parents and carers of gender fluid/trans pupils?					
Do you work with local and/or national organisations which support gender fluid/trans young people?					
<b>Checklist item</b>	<b>Action Required</b>	<b>Lead Officer/Person responsible</b>		<b>Target Date</b>	

## **APPENDIX G: Medical Transition: A typical NHS care pathway for young trans people referred to GIDS by a GP**

**NB Any professional** (including social workers, teachers and youth workers) working with a child or young person can make a referral to GIDS. It is not necessary for a young person to have had a CAMHS assessment before they are seen in GIDS – for further information see [www.gids.nhs.uk](http://www.gids.nhs.uk)

The first step is to speak to your GP. You should try to explain to them what you know (and what you are comfortable sharing!) about your situation and your feelings, and ask for them to refer you to the Tavistock & Portman Gender Identity Service (GIDS) in London. They will then explain to you that you will also first need to see Child and Adolescent Mental Health Services (CAMHS), and they should promptly make a referral on your behalf to CAMHS.



### **CHILD & ADOLESCENT MENTAL HEALTH SERVICE (CAMHS)**

The current waiting list times for CAMHS are up to 9 months. Trans young people are often at a high risk of experiencing mental illnesses, so the referral to CAMHS is intended to be a support throughout the care pathway. After a number of appointments, your CAMHS team will usually agree that you are ready to take the next step and they will refer you on to the Tavistock & Portman. You'll continue to have appointments with your CAMHS team, in conjunction with your visits to the GIDS.



### **TAVISTOCK & PORTMAN GENDER IDENTITY DEVELOPMENT SERVICE (GIDS)**

GIDS is intended to help children and young people explore their gender identity with the help of trained specialists, and can eventually prescribe both hormone blockers (1) and cross-sex hormones (2) if appropriate for the child or young person. The waiting list for an initial appointment can fluctuate from 18 weeks to 9 months from the date of referral, and you'll have 3-6 appointments over a number of months with specialists from the multi-disciplinary team before any decisions are made regarding the prescription of hormone blockers. After a minimum of one year's treatment with hormone blockers, GIDS may then prescribe cross-sex hormones at around 16 years of age.

- (1) Hormone blockers** Available from the onset of puberty regardless of chronological age, and after a hormonal assessment. This pauses puberty, and allows the young person to address their gender identity issues without the distress of puberty. It also prevents the development of secondary sex characteristics, which could reduce the number of surgeries later in life.
- (2) Cross-sex hormone therapy** Available from around the age of 16 and after 12 months of hormone blocking therapy. This will bring secondary sex characteristics in line with their gender. Some are reversible (hair loss or growth) and some are not (breaking voice, growth of breasts, or possible sterility).

## **APPENDIX H: Further Help and Support**

### **KCC**

**The Inclusion Support Service Kent:** Offering advice to support gender variant children and trans young people in schools and settings, and training both bespoke and through [CPDonline](#)

**Early Help and preventative Services:** Signposting to local Trans Youth Support Groups

### **NHS Services**

**Gender Identity Development Service (GIDS)** Full details of the support offered by GIDS and the referral process can be found on its website [www.gids.nhs.uk](http://www.gids.nhs.uk) (**Tavistock Clinic**)

**NHS Information on Gender Dysphoria** <http://www.nhs.uk/conditions/Gender-dysphoria/Pages/Introduction.aspx>

### **Organisations**

**Depend** Provides support, advice and information for anyone who knows, or is related to, a trans person of any age [www.depend.org.uk](http://www.depend.org.uk)

**Gendered Intelligence** A not-for-profit Community Interest Company which works predominantly with the trans community and those who impact on trans lives. They specialise in supporting trans young people aged 8-25 [www.genderedintelligence.co.uk](http://www.genderedintelligence.co.uk)

**Gender Identity Research and Education Society (GIRES)** Works to improve the lives of trans and gender non-conforming people and has lots of useful information on its website, including several e-learning modules [www.gires.org.uk](http://www.gires.org.uk)

**Mermaids** Offers support to children and young people with gender issues and their parents [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)

**Stonewall** The national LGBT charity which provides information and resources for young people, their families and schools [www.stonewall.org.uk](http://www.stonewall.org.uk)

**Metro Centre:** Chat LGBTQ+ Youth Counselling: Chat supports young lesbian, gay, bisexual, trans and queer/questioning people aged 11-25 and can also support their families. The service operates across London, Kent and Medway

## **APPENDIX I: LGBTQ Groups in Kent**

***To find out if there are any LGBTQ groups in your area: Email: [earlyhelp@kent.gov.uk](mailto:earlyhelp@kent.gov.uk)***

***Telephone: 03000 41 92 22***

To contact the local Early Help team in your district, call the relevant number shown below. Follow the link to find the contact details for key staff in your district:

### ***North Kent***

Dartford - 03000 42 15 42

Gravesham - 03000 42 14 37

Sevenoaks - 03000 41 79 39 (Monday to Wednesday) and 03000 41 42 39 (Wednesday to Friday)

### ***South Kent***

Ashford - 03000 41 03 05

Dover - 03000 42 29 98

Shepway - 03000 41 10 08

### ***East Kent***

Canterbury - 03000 41 62 22

Swale - 03000 42 11 62

Thanet - 03000 41 95 67

### ***West Kent***

Maidstone - 03000 42 23 40

Tonbridge and Malling - 03000 42 15 76

Tunbridge Wells - 03000 41 62 00