



TRANS TOOLKIT FOR SCHOOLS



Gender is not just pink and blue

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Introduction

Trans young people who receive support from the Young Transgender Centre of Excellence at the Leicester LGBT Centre have been integral in creating this toolkit. We asked them why they think having a trans toolkit for schools is so important and what difference they think it will make to the lives of other trans young people. These were their answers:

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'*

How to use the toolkit

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.

It is advisable for schools to link with other relevant organisations that may be able to provide specialist support. See Appendix F.

Acknowledgements

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Front cover design by young people from Leicester Young Transgender Centre of Excellence and Leicester Artist Sam Bosley-Mulley.

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 have equality objectives and information published on their websites.

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 is proposing to take active steps to transition socially.

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 recommended 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 [Ofsted Common Inspection Framework \(2015\)](#) explicitly lists trans learners as a group to look at 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. Finally, one of the ways that the effectiveness of leadership and management is evaluated is 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, so 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. Across all areas of the curriculum, equality of opportunity and recognition of diversity are promoted.

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 helps to develop a culture that explicitly celebrates differences, treating everyone equally and respecting individuals.

Good practice suggestion:

Look at the 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, or 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.

Being trans

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. 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](#)

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

Jack 17

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

Good practice suggestion:

Schools 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.

Social transition

Pupils are able to socially transition independently of the Gender Identity Development Service (GIDS). They are able to transition prior to or without referral to GIDS at home and school. They can do this with or without support from CAMHS.

A pupil may want to change the pronoun they use (him/her or use gender neutral pronouns such as their, ze and zir), their name or the way they dress to align more closely with their gender identity. They may choose to tell certain people about their new name, or ask them to try pronouns before deciding on one that they feel suits them best.

A young person is able to legally change their name via deed poll before the age of 16 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.

Medical transition: Gender Identity Development Service (GIDS)

The Tavistock and Portman Clinic's Gender Identity Development Service (GIDS) is the only gender identity service in the country for children and adolescents, with a clinic in London and outreach clinics in Leeds and Exeter. Referrals to the Tavistock Clinic more than doubled between 2014/15 and 2015/16, with most referrals being young people aged 14-16 although some were as young as 4 years old.

GPs can refer young people to the Tavistock, 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 for full details of the referral pathway and the services offered by the Tavistock.

Once referred to the Tavistock Clinic, there is currently (2017) 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.

Good practice suggestion:

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

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

For more information on medical transitions, go to Appendix E.

Whole school approach

Educating pupils, parents and communities: proactive first steps

Schools need to be clear to pupils/students, parents and carers, from the moment they enter the building that this school is one where difference is celebrated and everyone is welcome.

The Equality Act 2010 is a great starting point because it references trans identity as a protected characteristic alongside all other protected characteristics. None are more important than the other, so in school we should respect one another's race, religion, gender identity, age, disabilities, sexual orientation and gender and this is British law. In fact, our support for the Equality Act is one way in which to celebrate British Values.

Referencing gender identity alongside all other identities enables schools to demonstrate equality in their ethos. Trans identities and awareness should be taught within a curriculum where all protected characteristics are celebrated. If they are taught as one-off lessons the school runs the risk of isolating trans identities from equality as a whole. Trans awareness

needs to be taught as part of a school ethos where all protected characteristics are referenced and celebrated through school assemblies, lesson plans, pupil-led campaigns, and in the wider community. Alongside this work schools can use national trans awareness days or weeks as opportunities to further their work.

Parents and carers should be kept informed of the equalities curriculum being delivered by the school, including a general overview of pupil activities. If the school is 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. Parents/carers can be shown lesson plans and books/resources that reference transgender equality, alongside lesson plans and books/resources about celebrating other differences.

Where parents/carers have concerns about different faith or belief contradicting the school equality ethos, remind them about British law and the Equality Act which protects those beliefs and at the same time recognises people in Britain are all different and can get along together. No faith condones bullying or harassment. Through its teaching on equalities, the school is preparing pupils for life in modern Britain where they are going to meet and work alongside people who are different from them. It is acceptable for people to have different beliefs; they can disagree on some points and still have respect for each other.

Governors should support any materials and lesson plans the school is proposing to use and once they have agreed, parent/carers meetings can take place. Once all the parents and carers have been offered a meeting, then the lessons can be delivered. In secondary settings the parents and carers may require less information on activities and more on the school values.

Open days can be an ideal opportunity for the head teacher to make explicit the schools values around inclusion with specific reference to transgender people.

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.

 **Good practice suggestion:**

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

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. This can be legally recorded (e.g. in MIS/Census) as **however the pupil prefers or identifies.**

Section 5.2.9 of the Department for Education's '[School census guide 2016 to 2017](#)' indicates that the gender of a pupil is recorded in the format of male or female. However, **"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."**

Queries from schools to the DfE about recording information on pupils who have transitioned or are in the process of transitioning, have resulted in the advice that the above guidance does apply in such situations. So advice from the DfE is now to record children and young people's chosen gender on all data management systems.

It remains open for the school to amend the gender of any pupil, within their own management information systems, at any time, and the Department for Education does not specify that this indicator must remain static within any technical requirements.

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.

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

Recommendations:

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

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”. Schools should ensure that all toilets have access to sanitary towel bins.

Ideally toilets would be a mixed model with some single gender toilets and other floor to ceiling cubicles simply labelled ‘toilets’. These kinds of facilities are permitted by the Department for Education. Separate, segregated toilets for trans pupils (such as converting or simply using the accessible 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 in P.E. is essential to health and wellbeing. It is important that the needs of a trans pupil are considered and that they are able to change in a space that they have chosen and in which they feel comfortable. 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 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 non-discriminatory changing arrangements, use the Equality Act 2010 as a base from which to explain the equality ethos around school. Schools cannot discuss the needs of a specific pupil with another parent/carer. Schools must ensure all pupils feel safe and included. The law states the school cannot segregate a pupil because of their race, religion, age, disability, sexual orientation, gender or gender identity.

P.E.

Opportunities should be inclusive and when planning PE provision schools should work flexibly to enable participation. Where PE is split on the basis of gender, schools can implement mixed gender PE options.

“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. 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 truly comfortable around.”

Uniform (including PE kit)

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.

“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 and it took them a year or two to get used to me and my ideas and my gender.”

Jane 16

Referral pathways

Schools need to have an awareness of how the CAMHS and Tavistock and Portman NHS Foundation Trust's Gender Identity Development service (GIDS) pathways work. There is often a lack of clarity in general when discussing these services and it is important that schools are able to supply clear, concise and correct information on these services to pupils who need it.

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 always 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.

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.

Single-sex schools

Single-sex schools should be complying with what has been set out in this document. However, there may need to be greater emphasis on ensuring the safety 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 boys' school) must be allowed to remain at that school if they wish to. There needs to be discussion including the pupil, of the correct terminology to use, as well as how that aligns with the culture of the school. Care should be taken to avoid misgendering the pupil (i.e. using gender-neutral terms to discuss groups of pupils). There may be 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.

What does transphobic bullying and language look like?

We asked trans young people supported by the Young Transgender Centre of Excellence at the Leicester LGBT Centre for examples of the sorts of transphobic language they had experienced at school. They told us that it was not just transphobic language that they experienced, but inappropriate questions and comments. These were some of the examples they gave us:

- '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'
- 'Cis women are allowed masculine body parts but we won't accept if a trans woman has those same masculine parts'
- '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 a school's commitment to supporting trans pupils, there should be opportunities for staff to discuss and develop scripts for responding to transphobic comments and/or behaviour. The **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.”

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. The following might be useful **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 and behaviour 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/behaviour like that is not acceptable and is against the law”
- “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 and could be classed as a hate incident/crime”

Transitioning in school – common questions and concerns

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.

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.

Supporting parents, carers and siblings

There are two aspects to supporting families:

1:

Supporting the families of trans children and young people

Some children and 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. 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 their 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 & 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.

All discussions with parents/carers should be 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.

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. The child or young person has a right to confidentiality and being trans is not in itself a safeguarding issue.

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 and how staff in schools might help and support the individuals concerned. They are by no means exhaustive. Sometimes practitioners may encounter attitudes and beliefs which they 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 Ali's social transition in the following term. Although they were both fully supportive both parents were clearly anxious at the initial meeting.

Good practice that emerged from this case included:

- 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
- Being trans inclusive by ensuring procedures and policies are in place and curriculum plans are embedded

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.

Good practice that emerged from this case included:

- Providing a trusted individual for the pupil go to when they need to talk
- 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
- Assuring yourself of the safety of the pupil before talking to parents and carers

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.

Good practice that emerged from this case included:

- Giving the young person time and space to discuss their feelings with a key worker
- Maintaining a dialogue with Mum to ensure that L was being supported by at least one significant adult
- Ensuring that school practices and procedures observed L's wishes and that all correspondence with Dad did not breach L's confidentiality
- Continuing to support L to consider what support is needed to speak to Dad and also to consider how to manage the situation should Dad become aware of the situation
- 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 to their sibling may also encounter transphobia. They should be given opportunities to discuss their own feelings. Follow up support may be needed.

If the young person is not supportive of their sibling they will need some mentoring support to help them understand their sibling's and their own feelings. Support may be needed over an extended period.

There are a number of support groups and websites which can offer support to families both nationally and locally which are listed in the appendix.

2:

Engaging and educating the wider school community

All schools have the responsibility to create a community which supports and includes gender variant and trans pupils. This should be part of a school's approach to teaching about equality and diversity and British Values and should be set out in the relevant policies and mission statements.

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

School should have a plan for engaging with parents of trans children and young people and the wider community. This should be linked to equalities work so that trans or gender questioning pupils will have a supportive environment.

The school should **not** inform other parents about a pupil's transition. They must always respect the confidentiality of the child. Schools should prepare a response to use for parents who do contact them with concerns or questions.

At no point should the young person be named nor should any information be shared which might identify them.

Discussions with the wider school community should be confined to explaining the school's legal responsibilities and promoting understanding of gender identity. The schools may also wish to share how they are working to be trans inclusive.

If parents object to their child using shared toilet or changing facilities with a trans pupil they should be advised clearly that the school will not discriminate against the trans pupil by removing them from the facilities.

Suggested script for parent/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 to develop their own gender identity including where this may involve 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”

Schools should take a proactive approach to trans inclusivity as part of their wider equalities work. It is recommended that schools hold parent information sessions on their equalities ethos. These have 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.

Media

There have been examples of local and national media reporting on trans or gender questioning pupils in schools and asking the schools to comment. Below is an example of a statement that has been given to the media in such circumstances.

‘Our school has a warm, caring ethos where all our pupils thrive in a secure and happy atmosphere. They are fully supported and nurtured throughout their time with us. 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 are celebrated and everyone is valued. Our school mission statement is...

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

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 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 Commission.

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 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.

Celebrating difference and challenging gender stereotypes in the Early Years

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.

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/>

APPENDIX A: 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 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)

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

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

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

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

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' but this doesn't acknowledge the differences between the two.

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. Another term used less often is 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. Another term used less often is 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. A gender recognition certificate is needed for a recognised legal transition (legal gender is determined by a birth certificate or a gender recognition certificate).

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 used in the Equality Act and while still used by some, many people prefer the term trans or transgender.

APPENDIX B:

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 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. We say at _____ (name of school) that 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

APPENDIX C: EYFS – KS1 Lesson Plan

Text: Introducing Teddy: Jessica Walton and Dougal MacPherson

LO: To have different friends

Starter: Show an image of children on a playground. Who looks happy, unhappy, lonely, angry etc How can you tell if someone feels unhappy? What does empathy mean? Write a list of feelings demonstrated in the image.

Main: Read and discuss the story. At the beginning of the story what games do Errol and Thomas play together? One day Thomas doesn't feel like playing; what does Errol do? Why doesn't Thomas tell Errol what the worry is? Why does Thomas think Errol won't want to be friends? What does Errol say to reassure Thomas?

Role play: Are we all the same in our class or are we different? Let's work out how different we are in our class. Stand in a circle and play the hoop game: place a hoop in the middle of the circle and count down 5,4,3,2,1; when you get to one there must be two children in the hoop. The two children have to identify one way they are different, but emphasise we aren't using gender as an example. So maybe the two children have different faith, or have different skin or hair or like different foods or are wearing different clothes. Repeat and every time you count down, two different children need to be in the hoop. A child cannot be in the hoop twice. The game is better when children enter the hoop in random order; emphasise sometimes a child may have to step back and allow another to be in the hoop. Can we work as a team and let everyone have a turn?

Activity: Design a poster with the title "We can be different". Children draw a picture of themselves in the centre and around the outside list ways in which they are special and different.

Plenary: What was Thomas worried about? What does Errol say when Tilly says she knows in her heart that she is a girl teddy? (Errol says, "I don't care if you're a girl teddy or a boy teddy! What matters to me is that you are my friend!") Does this change their friendship?

What can we learn from Errol?

Suggested AFL questions: Today I have learned / It's ok to be different because...

No Outsiders in our school: Teaching the Equality Act in Primary School" by Andrew Moffat
www.equalitiesprimary.com



APPENDIX D: Example KS2 lesson plans

Text: Red: A crayon's story by Michael Hall

Learning Intention: To be who you want to be

Success Criteria: I know why people sometimes don't speak up/I know everyone in my school should be proud of who they are

Starter: With a partner make a list of as many colours as you can - who in the class has the most?

Main: 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?

Role play: 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.

Activity: Draw Red in his red cover and write your new advice for him. Should he continue trying to be red? Why/why not?

Plenary: 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?

AFL questions: Today I have learned... / Red changed his name to Blue because.....

Taken from “No Outsiders in our school: Teaching the Equality Act in Primary School” by Andrew Moffat www.speechmark.net

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 their 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?

Activity: 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.

Plenary: 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?

Suggested AFL questions: *Today I have learned... Transgender means...*

Lesson plan by Andrew Moffat www.equalitiesprimary.com

Text: 10,000 dresses by Marcus Ewert and Rex Ray

SEAL Outcomes: 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

Good to be me: I accept myself for who and what I am

Learning Intention: To consider what it means to be transgender

Starter: Check understanding of LGBT- in small groups children come up with definitions

Main : 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?

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?

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)

Pupil led activity: whole class: 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. https://www.youtube.com/watch?v=0x_u2cs8Dpl

Independent activity: In pairs children discuss and answer the following questions:

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?

Plenary: 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?

Suggested AFL questions: Today I have learned.../ If someone was Transgender in my class I would...

Lesson plan by Andrew Moffat www.equalitiesprimary.com

Text: My Princess boy by Cheryl Kilodavis & Suzanne DeSimone

Learning Intention: To promote diversity

Success Criteria: 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

Starter: Discuss Learning Intention/Success Criteria - children give examples of diversity and ways in which our school promotes and celebrates diversity.

Main: 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)

Role play: 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 started to wear a dress?

Does Dyson think of themselves as a boy or 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?

Plenary: 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 our school?

AFL questions: 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



APPENDIX E: Example KS3 & KS4 Lesson Plans

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 citizen 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 LBGT history month, IDAHOBIT Day or Trans Memorial Day.

Dates for the Calendar

LBGT History month – February - www.lgbthistorymonth.com

IDAHOBIT Day - 17th May - www.dayagainsthomophobia.org

Anti-bullying Week - November - www.anti-bullyingalliance.org.uk/anti-bullying-week

Trans memorial Day - 20th 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:

[Leo's tips for coping with bullying](#)

[I am Leo](#)

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 that have designated PSHE times there are free lesson plans available from the following websites:

1: 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

2: UNESCO - Lesson Plans for IDAHOBIT day [UNESCO IDAHO Lesson plans](#)

This pack has 4 activities for young people from six years upwards.

Activity 3: 'Mixing it Up' is suggested for learners aged 13 and above

Activity 4: 'What are they Thinking?' is suggested for learners aged 13 and above.

Understanding Gender Variance and Transgender

3: 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 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 you monitoring, the following:

Checklist item	Yes/No - Details	EQIA Yes/ No/ NA	Red	Amber	Green
Governance/ school management					
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?					
Management of employees					
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?					
Management of pupils					
Do you have a pathway to support gender fluid/questioning/trans pupils including those beginning or going through social and/or medical transition?					
Is the school uniform policy 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 relevant school policies include how you support trans pupils?					
Curriculum and learning					
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 curriculum include content that promotes inclusion, celebrates difference and raises awareness of gender fluidity and trans identities?					
Does your library include resources on trans or gender questioning					



people?					
Parent/ community involvement					
Do you actively work with parents and carers of gender fluid/questioning/trans pupils?					
Do you work with local and/ or national organisations which support gender fluid/questioning/ trans young people?					



Checklist item	Action Required	Lead Officer/ Person responsible	Target Date



APPENDIX G:

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

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 although they may be asked to see CAMHS during the process – for further

information see www.gids.nhs.uk GP

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 (muscle and fat distribution)) and some are not (breaking voice, growth of breasts).



APPENDIX H: Further help and support

Local

- **Educate and Celebrate**
Educate & Celebrate are experts in transforming schools and organisations into LGBT+Friendly places. <http://www.educateandcelebrate.org/>
- **CWFriend**
Coventry & Warwickshire Friend is a Gay, Lesbian, Bisexual & Trans Telephone helpline, offering information & support; covering the Coventry, Warwickshire and the West Midlands <http://cwfriend.co.uk/>

National

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
- **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
- **Gendered Intelligence**
A not-for-profit organisation which provides support for young trans people aged 8-25; a broad portfolio of services for educational settings including workshops, assemblies and staff training; and training and consultancy for professionals across all sectors. 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
- **Mermaids**

Offers support to children and young people with gender issues and their parents
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

Further guidance for schools

Brighton & Hove City Council & Allsorts Youth Project

[Trans Inclusion Schools Toolkit 2017](#)

Cornwall Council, The Intercom Trust and Devon & Cornwall Police

[Schools Transgender Guidance 2015](#)