

Ysgol Aberconwy



Gender Identity

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THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY

Signed:

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Gender Identity Policy

1. Introduction

1.1 The purpose of this policy and implementation guidance is to:

- 1.1.1 Provide a policy framework for schools on how to effectively support trans children and young people (as defined in 2.1.1 – 2.1.3) and prevent transphobia. (In line with school Anti-Bullying Policies, ensure that there is a zero tolerance approach to transphobic bullying).
- 1.1.2 Increase the confidence of staff in supporting members of the school community who identify as trans or who are beginning to question their gender identity.
- 1.1.3 Provide information that will allow schools to feel confident that they are complying with the Equality Act and meeting their Public Sector Equality Duty obligations and the specific requirements of safeguarding legislation.
- 1.1.4 Highlight areas for development, particularly those which will require changes to common practice, administration, and infrastructure.
- 1.1.5 Provide support mechanisms and approaches which can be applied to pupils, staff, governors and parents/carers to ensure that they are treated with dignity and respect. (Note: staff can also be supported via Conwy HR).

1.2 How this policy and implementation guidance has been developed

- 1.2.1 This policy and implementation guidance has been developed by Viva in partnership with Conwy Education and Children's Services and draws upon the Equality Act 2010.
- 1.2.2 Consultation was undertaken between Conwy County Council, school representatives (head teachers, governors), Unions, School Nurses and other partners in Betsi Cadwaladr University Health Board and in the voluntary sector youth support services. Views and opinions from this consultation exercise were collated, analysed and considered in formulating this document.
- 1.2.3 Ysgol Aberconwy has implemented this policy with advice from local authority staff, through staff training and governing body approval.

2. Definitions and overview of terms

2.1 Throughout this document references might be made to the following terms:

- Transgender
- Transsexual

- Intersex
- Both male and female
- Neither male nor female
- Androgynous
- Non-binary
- Gender fluid
- Gender queer
- Gender variant
- Gender questioning
- A third gender; or who have a gender identity which we do not yet have words to describe
- LGBT

Please see **appendix 1** for a glossary.

- 2.2 The umbrella terms transgender, gender variant, gender questioning and trans are viewed by many people as being acceptable terms to describe people whose sense of their gender or gender identity is seen as being different to typical gender norms. Individuals should be given opportunities to say how they identify or describe themselves rather than labels being ascribed to them.
- 2.3 *For the purposes of this policy we will use the umbrella term trans to cover the full range of gender identities.***
- 2.4 Children and young people may question their gender identity for a range of reasons and this may not mean they are definitely trans or will go on to transition. The important thing is to validate the young person's identity as it is now and support any changes that may arise as they come to explore their gender identity further.
- 2.5 Every individual is unique; each person will experience their gender variance to a different degree and will respond to social circumstances differently. For some people, it is not appropriate to think of gender identity as being totally female or totally male. They may consider their gender identity to be fluid, partially male and partially female or they may consider themselves to be non-binary.
- 2.6 When considering trans identities, it is important to understand that there is a difference between biological sex and gender. Biological sex refers to chromosomal make up, genitalia, hormones etc and as such would be used in reference to the physical anatomy of a person (for example, male, female or intersex). Gender concerns a person's internal sense of self and how they choose to express themselves. Gender is considered by many to be a social construction in that children learn how to behave in a manner deemed to be in line with their assigned biological sex, gender is not the same as sexuality (see the 'Genderbred Person in **appendix 5**).

- 2.7 Some people who consider their gender identity to be fluid may use the term 'Gender Queer' to describe themselves. They may also use gender neutral pronouns (for example, 'they' or 'them') or prefer people to not use any pronouns to describe them. It can be difficult to identify as Gender Queer in a society that is very gendered. In particular, school environments may have lots of areas where boys and girls are separated or treated in ways that highlight a gender binary. This may be physical segregation for certain classes like PE or it could be more subtle ways of enforcing a gender divide through the acceptance of gender stereotyping in the classroom or curriculum or in gender specific school uniform.
- 2.8 Some people will decide that they want to 'transition'. Transition can mean different things to different people so it is important to find out what this means to the child or young person you are supporting. Broadly speaking, most aspects of transition can be divided into 'social' or 'medical'.
- 2.9 Social transition is choosing to live your life as your preferred gender. This could include:
- A name change
 - A change in pronoun (he, she, they, etc.)
 - Wearing clothes that are associated with their gender identity
 - Use of toilets/changing rooms appropriate to their gender identity rather than biological sex
- 2.10 Medical transition is the process by which a trans person takes steps to physically alter their body. This may include:
- Taking hormones
 - And/or having gender reassignment surgery
- 2.11 Some trans children and young people will be hoping to undergo both social and medical aspects of transition while some will choose just the social aspects.
- 2.12 It is important to understand that a child or young person's goals in terms of transitioning may change over time and the support offered needs to reflect and support this. Once the areas in which a child or young person is planning to transition is understood, how to facilitate these changes at school can be considered (see section 10). It is vital that the staff team in school provide informed and consistent support to individuals who choose to present in their chosen or preferred gender.
- 2.13 This policy will help address these points raised in section 2.

3. Why this policy has been developed

3.1 Risk Factors

A review of literature highlighted the importance of this policy in safeguarding our children and young people:

- 3.1.1 Current estimates put the number of trans people in the UK at around 1%. However, it is likely that the number of trans people is actually much higher than this.
- 3.1.2 A recent report by PACE^{1a}, a mental health charity for lesbian, gay, bisexual and trans people, in partnership with Brunel University, the University of Worcester, and London South Bank University outlined some disturbing facts:
- 48% of trans people under 26 said they had attempted suicide, of which 30% said they had tried to do so in the past year, while 59% said they had at least considered doing so.
 - By comparison, about 9% of all 16- to 24-year-olds say they have attempted suicide, according to the Adult Psychiatry Morbidity Survey^{1b}.
- 3.1.3 The report further found that people who attempted suicide while young, reported factors that appear to correlate closely with suicidal thoughts or attempts. These were: negative experiences of coming out; homophobic and transphobic bullying; and struggles about being LGBT+ within the family, at school and in peer groups.
- 3.1.4 In addition, participants reported that a lack of awareness and training meant that responses from medical or professional staff could feel inadequate. Inclusive resources, which reflect the lives and issues of young LGBT people, are sparse outside of LGBT+ specialist services. These startling and worrying statistics frame the negative experiences and risks associated with being trans as a public health issue.
- 3.1.5 Trans children and young people have reported that they are subject to targeted bullying in schools, even where there are Lesbian, Gay and Bisexual (LGB) strategies in place (LGBT Excellence Centre, 2012). They also appear to be at risk of dropping out of school due to these experiences. The same report indicates that some school staff are perceived to lack training, and that entry level and primary schools are reluctant to support trans children.¹
- 3.1.6 Trans children and young people are a particularly vulnerable group. According to Press for Change's survey 'Engendered Penalties' (2007)^{2a}, 64% of transgender men (female-to-male) experienced transphobic bullying at school and 44% of transgender women (male-to-female) experienced transphobic bullying at school.
- 3.1.7 On average, trans children and young people leave school earlier than any other group, and a recent survey has shown that 25% have attempted suicide, and a further 25% have

^{1a} The RARE Research Report. LGB&T Mental Health – Risk and Resilience Explored. (2015).
http://www.queerfutures.co.uk/wp-content/uploads/2015/04/RARE_Research_Report_PACE_2015.pdf

^{1b} Mental Health and Wellbeing in England. Adult Psychiatric Morbidity Survey 2014. A survey carried out for NHS Digital by NatCen Social Research and the Department of Health Sciences, University of Leicester.
https://files.digital.nhs.uk/pdf/q/3/mental_health_and_wellbeing_in_england_full_report.pdf

¹ Review of the Evidence on Inequality in Wales 2014, Welsh Government

considered it, with many self-harming, suffering from depression and/or having eating disorders².

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

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

4. Legal context and policies

4.1 Legal context

4.1.1 Under The Equality Act, 2010, schools must have due regard to the need to:

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

4.1.2 The act refers to the following protected characteristics:

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

^{2a} Engendered Penalties: Transgender and Transsexual People's Experiences of Inequality and Discrimination. Press for Change (2007). https://www.ilga-europe.org/sites/default/files/trans_country_report_-_engenderedpenalties.pdf

² <http://transkids.synthasite.com>

- 4.1.3 Gender reassignment is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. This definition means that in order to be protected under the act, a child or young person will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender, or proposing to do so.
- 4.1.4 The Equality Act provides protection from discrimination because of gender reassignment in schools. This means that it is unlawful for schools to treat pupils less favourably because of their gender reassignment and that schools will have to factor in gender reassignment when considering their obligations under the new Equality Duty.
- 4.1.5 Local authorities and governing bodies **must** have regard to the Equality Act 2010 and this policy when carrying out their duties in promoting the welfare of children who are pupils at the education setting, including meeting their support needs. The policy also applies to activities taking place off-site as part of normal educational activities.
- 4.1.6 Other acts that have informed the development of this policy which schools may want to consider are the:
- [United Nations Convention on the Rights of the Child](#)
 - [Gender Recognition Act 2004](#)
 - [Human Rights Act 1998](#)

4.2 Other guidance and school policies

- 4.2.1 The following school policies provide a framework to support the implementation of the gender identity policy in school:
- Safeguarding policy
 - Behaviour policy
 - Anti-Bullying policy – in line with the school policy, there should be ZERO TOLERANCE
 - Strategic equality plan
 - Additional learning needs (ALN) policy
 - Complaints policy
 - Uniform policy
 - Physical education (PE) policy
 - Personal and social education (PSE) policy
 - Relationships and sex education (RSE) policy
 - Managing healthcare needs policy
 - Attendance policy
 - Data protection policy
 - Staff policies and code of conduct
 - Accessibility plan

5. Key policy statements

- 5.1 Pupils with trans support needs will be properly supported so that they have full access to education, including trips and physical education.
- 5.2 Given the spectrum of trans identities and experiences, it is important that any support the school offers a trans child or young person, starts with identifying their individual needs. It is important that their identity is validated and supported in any intervention. An initial conversation would be a good time to allow the child or young person to talk about how they identify or feel about their gender. Remember that any guidance in this document will need to be tailored for each individual child or young person.
- 5.3 The Governing body will ensure that school staff consult the relevant professionals, pupils and parents/carers to ensure the needs of the pupil with trans support needs are properly understood and effectively supported; subject to the duty of confidentiality.
- 5.4 The governing body will ensure that staff that volunteer or that are contracted to manage trans support needs of pupils have access to the appropriate training and policies.

6. Promoting inclusion and preventing transphobia

6.1 Whole school approach

- 6.1.1 As with any child or young person a whole school approach is needed to support and keep trans children, young people, their families and staff safe.
- 6.1.2 The school is already working to ensure that the whole school environment is supportive and inclusive by developing a culture and whole school environment that celebrates difference and diversity and one in which all children and young people can see themselves reflected and valued in systems and processes which support vulnerable children and young people (including all trans-identified people).
- 6.1.3 The School will:
 - Acknowledge there will be trans people within the school community as parents/carers, staff, governors and children and young people and that they will positively enrich the school community.
 - Include trans issues in equality training for staff and governors.
 - Ensure trans issues and transphobia is acknowledged across school policies to meet the Public Sector Duty of the Equality Act and eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity, foster good relations and enable personal development.

- Provide appropriate support to children and young people who identify as trans and as appropriate refer them and their families when needed, to local and national organisations providing appropriate support services. ***NB appropriate support will vary on a case by case basis.***

6.2 Anti-Bullying

6.2.1 The school has an effective Anti-Bullying policy and Equality policy in place which ensure the whole school community challenges and tackles bullying and prejudice-based incidents effectively, and where staff are confident in challenging any type of bullying. The School will:

- Create an environment in which all pupils, staff, governors, families and visitors to the school, whatever their gender identity, feel equally welcome and valued and in which transphobic behaviour is challenged.
- Effectively challenge and deal with transphobic abuse, harassment and bullying (e.g. name-calling, derogatory jokes, graffiti, unacceptable or unwanted behaviour, intrusive questions) and then monitor incidents of transphobic abuse, harassment and bullying, and use this information to inform whole school developments.

6.3 Curriculum

6.3.1 The school curriculum provides opportunities to challenge stereotypes including those based on gender and avoids making assumptions about sex, gender, gender identity and sexual orientation. The School will:

- Closely monitor all areas of the curriculum and resources to ensure that they do not perpetuate gender stereotypes or transphobic material.
- Use the curriculum (especially PSE), assemblies and tutor time to explore issues of sex, gender and gender identity; and to challenge gender stereotypes, support the development of a positive sense of gender identity and prevent transphobia. This could minimise the potential of issues or concerns being raised by other members of the school community, about trans pupils accessing facilities and activities according to their gender identity rather than biological sex.
- Consider linking PSE activities to events such as LGBT history month.

6.3.2 Staff might want to consider their teaching and learning approaches which might have an impact on trans pupils. For example, grouping pupils by gender might have an impact on a trans pupil. Staff should consider if this is needed, and whether there are alternative approaches, e.g. grouping by gender identity and not biological sex.

6.3.3 There might be times when single gender work is needed, for example, boys literacy groups. Providing a clear need is identified, this provision is permitted. However, for

participants it could be made clear that they can participate according to their gender identity.

6.4 School staff

6.4.1 Some school staff may be particularly challenged by the specific needs of trans children and young people and this policy is intended to support settings to explore these challenges and proffer solutions in the best interests of the trans person and the wider school community. The policy sets out the requirements upon schools and the means by which they can introduce the necessary changes to implement this policy. To this end the policy contains an extensive set of appendices that will support school staff to develop trans-friendly communities.

6.4.2 In developing inclusive practice to support trans children and young people school staff will:

- Listen to the child or young person and their parents/carers and, wherever possible, follow their lead and preferences.
- Provide support to a trans child or young person with regard to their definition of self and acknowledge that they may not conform to any single trans identity or follow any particular path of transition
- Avoid seeing the child or young person as a problem and instead see an opportunity to enrich the school community and to challenge gender stereotypes and norms on a wider scale.
- Consider gender as a spectrum and take a non-binary approach to gender. Gender is often an important part of identity and developing a positive sense of gender identity is part of growing up. However, gender identity is often complex and there is a spectrum of gender which is wider than just male and female.
- Avoid where possible gender segregated activities and where this cannot be avoided allow the child or young person to access the activity that corresponds to their gender identity.
- Build upon existing good practice in ensuring that transphobia is seen as unacceptable and that will be addressed as part of a whole school approach to bullying and in upholding the principles of The Equality Act.

7. Roles and responsibilities

7.1 The staff with the overall responsibility for implementing this policy and managing trans support are:

Lead member of staff	Andrew Hesketh
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Protocol in the absence of this person	Refer incidents to the headteacher
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8. Complaints procedure

- 8.1 If a pupil or parent/carer is not satisfied with our policy implementation they are entitled to make a complaint. This is outlined in our [complaints policy](#), available through the school reception or via our website.
- 8.2 If the complaint is Equality Act 2010/disability related, then consideration of a challenge to the The Educational tribunal for Wales (ETW) or Children’s Commissioner can be made. However, we always advocate that all complaints go to the governing body in the first instance to try to resolve it at a local level.

9. Reviewing the policy

- 9.1 We will review this policy every 3 years or if any amendments occur in legislation, or in consideration of changes in working practices.

PART 2 – Implementation Guidance

10. Principles into practice (key action points)

10.1 Uniform and dress

- 10.1.1 Trans children and young people have the right to dress in a manner consistent with their gender identity or gender expression. By providing a choice of approved items of uniform and allowing children and young people to choose what they wish to wear, schools will allow for regulated structure but without exclusion. Indeed, many female born children and young people prefer to wear trousers to school or may have religious or faith based reasons for doing so.
- 10.1.2 Depending on the individual, the choice to begin dressing in the clothes associated with preferred gender can be a very big step and potentially very daunting. This can often represent one of the earliest stages of social transition and is a profound statement of acceptance of one's identity and commitment to it. In doing so though, these children and young people are making themselves more visibly different from much of the school community and effectively 'outing' themselves to the rest of the school as trans.
- 10.1.3 Care will be taken to ensure that trans-identified children and young people are fully supported during this time. Staff training is paramount to ensure that all staff have an understanding of what it means to be trans and exactly why a child or young person may be dressing differently. By allowing a trans child or young person to dress in clothes in which they feel comfortable, schools empower them to express themselves by bringing their outward appearance in line with that of their internal gender identity at that point in time.
- 10.1.4 Sensitivity may need to be shown in relation to swimwear and this would best be resolved through discussions with individual children or young people. The School will strive to allow gender neutral options for swimwear. This would have to be in liaison with the swimming pool.

10.2 Names and pronoun change

- 10.2.1 A child or young person may legally be allowed to change their name without doing anything official.
- 10.2.2 However, a name does need to be changed by deed poll in order to obtain a new birth certificate or passport. More information on changing names on birth certificates can be found at: www.ukdps.co.uk/CanABirthCertificateBeChanged.html#EnglandWales
- 10.2.3 A child or young person has the right to be addressed by a name and pronoun that corresponds to their preferred gender identity.

- 10.2.4 Some trans children and young people may wish to do this to make it in line with their chosen gender identity. Although they may not have changed their name legally, individuals have the right to choose the name by which they are known to staff, friends and family. Any problems are likely to be the practical ones of proving that different names refer to the same person. There's some useful information from the Citizens Advice Bureau at:
http://www.adviceguide.org.uk/wales/relationships_w/relationships_birth_certificates_and_changing_your_name_e/changing_your_name.htm
- 10.2.5 Respecting a child or young person's request to change name and pronoun is a pivotal part of supporting and validating that young person's identity. It is also important to consistently use preferred pronouns and names in order to protect a child or young person's confidentiality and to not 'out' them in ways that may be unsafe and exposing.
- 10.2.6 A change of name by deed poll is not required to make a change to their 'preferred name' on school systems such as SIMS. Currently it is understood to be the case that the gender has to remain the one that was registered at the time of the Unique Pupil Number assignment, unless the birth certificate/legal gender is changed by way of a Gender Recognition Certificate.
- 10.2.7 Although some children and young people may feel that they want to change their name by deed poll, others may not feel that this is a step that they are ready to take. This will mean that although they may have established themselves within the school under a chosen name and gender identity, when filling in exam documentation, they will have to use their legal birth name and gender. This can be a source of distress for that individual and care should be taken by staff to support such a child or young person to accept that this is a necessary measure but that it does not invalidate their chosen identity. Emphasis could be put on the notion of them biding their time perhaps until they are finished with their exams before taking steps to change their name and gender identity officially. Staff should remain sensitive and supportive during such times.
- 10.2.8 However, entry for exams and exam certificates are more complex. The Joint Council for Qualifications paper work states that:
- 'Candidates should be entered under names that can be verified against suitable identification, such as a birth certificate, a driver's licence or a passport to prevent problems in the future. For example, if a candidate needs to confirm their results to a third party or obtain a replacement certificate. Whilst the centre is best placed to understand the candidate's circumstances and make an informed decision, a candidate should only be entered under alternative names in exceptional circumstances'*
- 10.2.9 Furthermore, once a result is accredited it will need to be linked with a Unique Pupil Number (UPN) or Unique Learner Number (ULN) which existed in the school census information submitted in January of the exam year. UPNs and ULNs are only linked with legal names, not preferred names. In order to use a chosen or preferred name on an

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

- 10.2.10 Schools and colleges are encouraged to ensure a strategy is agreed with the child or young person and their parents/carers, then agreed with the various exam boards prior to starting GCSE courses as some exams may be sat in Year 10 and the need to consider the length of time the process of re-registering may take.

10.3 Confidentiality and information sharing

- 10.3.1 All people, including children and young people, have a right to privacy. This includes the right to keep private one's trans status or gender non-conforming presentation at school.
- 10.3.2 Information about a child or young person's transgender status, legal name, or gender assigned at birth also constitute medical and confidential information under the data protection act (GDPR).
- 10.3.3 When a child or young person initially discloses their trans status it is important to talk to them about confidentiality and who if anyone they would like information to be shared with.
- 10.3.4 There will be cases when a pupils trans identity is not widely known and the school should protect this information, unless the pupil wishes it to be known.
- 10.3.5 School staff should not disclose information that may reveal a child or young person's transgender status or gender non-conforming presentation to others, including parents/carers and other members of the school community unless legally required to do so or because the child or young person has asked them to do so.
- 10.3.6 Staff should not discuss trans children and young people outside of school with friends and so on, even when making no particular reference to their name or personal details. The trans community is such a small one that even a casual reference to a 'certain pupil' may be enough to out that individual or, at the very least, compromise confidentiality.
- 10.3.7 Trans children and young people have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share information. When contacting the parent/carer of a trans pupil, school personnel should use the individual's legal name and the pronoun corresponding to the child or young person's gender assigned at birth unless the child, young person, **and** their parent/carer have agreed otherwise. If the school is contacting parents/carers using the pupils legal name (e.g. because the trans pupil doesn't want their parent to know about their trans identity or because the parents are unsupportive of the trans identity), then schools will have a discussion with the child to

show that whilst they are legally obliged to refer to them as birth sex, this is not in any way because they don't respect their views.

10.4 Working with parents/carers

- 10.4.1 Many parents/carers of a child or young person who identifies as trans will be supportive of their child's gender identity; however, this is not always the case.
- 10.4.2 When working with parents/carers, the school will bear in mind that they are representing the interests of the child or young person. The rights of the young person may take precedence over the wishes of the parents or carers. Care should be taken to ensure the wishes of the individual child or young person are taken into account with a view to supporting them during potential transition.
- 10.4.3 Confidential information must not be shared, even with the parents/carers, without the child or young person's permission, unless there are safeguarding reasons for doing so.
- 10.4.4 Pupils that are Gillick competent can access support services in confidence e.g. counselling. Parents/carers do not have to be informed unless the young person requests that they are.

10.5 Toilets

- 10.5.1 Any child or young person who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall toilet, such as a toilet accessible for people with a disability. However, no child or young person shall be required to use such a toilet unless they wish to or identify as having a disability.
- 10.5.2 A member of staff is allocated to carry out supervision duty in toilet areas during break and lunchtimes to ensure that children and young people feel safe while using the facilities.

10.6 Changing Rooms

- 10.6.1 The use of changing rooms by trans children and young people will be assessed on a case-by-case basis in discussion with the individual. The goal should be to maximise social integration and promote an equal opportunity to participate in physical education classes and sports, ensuring the safety and comfort, and minimising stigmatisation of the child or young person. In most cases, trans children or young people should have access to the changing room that corresponds to their gender identity.
- 10.6.2 Any child or young person who has a need or desire for increased privacy, regardless of the underlying reason, will be provided with a reasonable alternative changing area such as the use of a private area (e.g. a nearby toilet stall with a door, an area separated by a curtain or a nearby office), or with a separate time to change (e.g. using the changing room that corresponds to their gender identity before or after other children or young people).

- 10.6.3 Any alternative arrangement should be provided in a way that protects the child or young person's ability to keep his or her trans status confidential.

10.7 PE and activity

- 10.7.1 The school will aim to reduce as far as possible segregating children and young people by gender.
- 10.7.2 Trans children and young people should be supported to enable equal access to PE and where lessons are segregated by gender should be enabled to participate in the activity which corresponds to their gender identity if this is what they request.
- 10.7.3 Concerns have been raised that some trans children and young people may be at a competitive advantage, particularly young trans women, whose bodies may well have developed slightly stronger than their genetic female class mates. This should not be a problem if lessons are carefully structured, managed and learning is appropriately differentiated. Similarly concerns have been raised about trans young men playing contact sports like rugby and potentially being of a smaller build than some male students. PE teachers are used to differentiating their lessons and taking into account the range of size, build and ability in the class to keep all children and young people safe and so the same principles can be applied. These issues should be discussed with trans children and young people themselves and, if appropriate with their parents/carers.
- 10.7.4 Trans children and young people should be permitted to participate in competitions and sports days in a manner consistent with their gender identity if they wish to do so. It is unlikely that pre-puberty there would be any issues with a trans child or young person competing and representing the school. In the case of competitive secondary sports, schools may need to seek advice from the relevant sporting body. The handling of changing facilities at an 'away game' would also have to be sensitively managed in advance of the event.

10.8 Residential and overseas trips

- 10.8.1 A degree of discussion, care and preparation is required to enable trans children and young people to participate in residential trips. To exclude trans children and young people from residential trips would be discriminatory and contravene the Equality Act.
- 10.8.2 As far as possible, trans children and young people should be able to sleep in dorms appropriate to their gender identity. Some trans children and young people may not feel comfortable doing this, and in such cases, alternative sleeping and living arrangements should be made in advance of the event.
- 10.8.3 Similarly, the degree of participation in physical activities that a trans child or young person feels comfortable with should be discussed prior to any residential trip with them and if appropriate their parents/carers. For example, young trans men who are binding their

breasts can often experience a great degree of discomfort when participating in activities such as climbing or canoeing.

- 10.8.4 Where a trans child or young person feels that they do not want to or cannot participate, alternative arrangements should be made to allow for those children or young people to participate in another activity. Risk assessments should be carried out prior to residential trips.
- 10.8.5 From the outset of planning a trip, schools should aspire to plan trips that are inclusive and consider potential issues in advance and select activities that are inclusive.
- 10.8.6 Schools and colleges should consider and investigate the laws regarding trans communities in countries considered for school visits. The International Lesbian and Gay Association (ILGA) have information on their website about countries that pose a risk to trans individuals.

10.9 Transition and medical intervention

- 10.9.1 While most support for young trans people in schools will be around the social aspects of transition some trans children and young people will want to transition medically. It will be the case that for any child or young person undergoing medical transition, there will be an impact on their time at school. An understanding of some of the key stages of medical transition will enable school staff to be supportive.
- 10.9.2 Medical treatment is provided in a series of phases that include:
 - A Psychological assessment and counselling. Initially this would happen locally with a GP or Child and Adolescent Mental Health Services (CAMHS) worker who can then refer to a Gender Identity Clinic.
 - Medication to block the production of the natural hormones that feminise or masculinise the body during puberty. This may be followed by prescribing hormones to masculinise or feminise the body.
- 10.9.3 Gender Reassignment Surgeries would not usually be carried out until a person is over 18 years. Coming to terms with gender identity as a trans person can be a difficult and starting the initial stages of medical transition can be particularly demanding for the young person and their family. It is a time where multi-agency support is paramount.
- 10.9.4 There is a procedure in place to give the young person access to appropriate counselling (if applicable) in order to support them through their time at school. Any counsellor should be knowledgeable of trans issues and the potential challenges the young person may face in school. Mental health can be severely impacted during transition for a multitude of reasons and adequate support must be put in place.
- 10.9.5 It is possible that the young person may be accessing support from outside of school so provision must be made in order for the student to be absent from school but

confidentiality must be maintained at all times when complying with absence procedures. The young person may need time off for a medical appointment and it should be recorded as an M code rather than being off sick.

- 10.9.6 Consideration should be given to immunisation programmes or routine health checks in schools. Some vaccinations may be gender specific, or health checks might be split into separate queues for boys and girls. In such cases this will be discussed with the pupil.

10.10 Support for the Whole-School Community

- 10.10.1 The school will work towards a robust whole-school approach when developing an understanding of trans issues and the prevention of transphobia. Consultation, preparation and readiness are key to successful and timely support for trans people. This will minimise risk factors and strengthen protective factors for the trans person and their family. It will also help to address issues or concerns being raised by cisgender or non-trans members of the school community, including parents/carers, about trans children and young people accessing toilets, residential facilities. Raising awareness of the school's approach to transphobia and supporting trans and gender questioning children and young people can be done through school newsletters and websites by for example:

- Having an Anti-Bullying week focus on transphobia
- Celebrating LGBT History Month
- Providing information/PSE lessons on gender stereotyping, gender identity and trans issues
- Including an equality objective within the School Strategic Equality Plan (Public Sector Duty of the Equality Act) that supports the needs of trans children and young people.
- The school also has two support groups run by volunteer members of staff.

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

10.11 Transition from one school to another

- 10.11.1 Some children and young people, with support from their families may choose to make a transition into their preferred gender identity at a point when they are changing schools. This may minimise the number of other members of the school community who are aware that the child or young person is trans. The school will therefore be particularly aware and supportive of children transferring from a primary to their secondary school who are planning to begin Year 7 with a different name and pronoun. In particular, the school may need to consider how to work with the child or young person and their families from the original primary school who may be aware of this change.
- 10.11.2 Although a change of school may be a good time to transition for some, it should not be seen as the only opportunity. The right time to transition from one gender identity to another will be when the child or young person feels they are ready.
- 10.11.3 Close work and consultation between the two schools, the pupil and their family is essential – with the consent of the latter two. Safeguarding, respect and confidentiality are central to the approach taken. Information sharing should be in line with the wishes of the pupil and their family and data protection.

10.12 Provision of alternative education

- 10.12.1 There is a duty for schools and alternative providers to keep the children and young people in their care safe. Information about a pupils trans identity must not be disclosed to any provider without prior consent of the pupil / parent carer.
- 10.12.2 Careful advance discussion about the alternative provision with the pupil, parent/carers needs to take place to agree the most suitable way forward to ensure everyone's safety, maintain privacy and ensure the pupils enjoyment at the provision.

Appendix 1: glossary of terminology

Below is a list of terms that may be useful to education staff working with young people. The list includes terminology related to gender identity and sexual orientation. Although these two issues are separate, there can be some crossover for young people who are exploring their gender. For many trans young people attraction will not alter during their transition, but for some this journey can trigger a change in self-identity in regards to their 'labelled' sexual orientation.

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

LGBT+

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

Gender Identity

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

Androgynous

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

Biological sex

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

Cisgender

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

Gender

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

Gender expression

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

Gender fluid

A gender identity best described as a dynamic mix of male and female. Someone gender fluid may

always feel like a mix of the two traditional binary genders, but may feel more man some days, and more woman other days.

Gender identity

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

Gender queer

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

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

Gender variant

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

Intersex

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

Non-binary

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

Questioning

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

(Biological) Sex

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

Transgender

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

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

Transsexual

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

Transvestite

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

Sexual Orientation

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

Asexual

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

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

Bisexual

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

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

Gay

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

Gynesexual / Androsexual

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

Lesbian

Women who are attracted to some other women.

Pansexual

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

Queer

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

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

Questioning

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

Skoliosexual

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

Appendix 2: School Development Planning Tools

The Range of Needs Identified within the School Community

Children and young people • To be taken seriously • To be allowed to be myself • To be loved unconditionally • To be 'out' in my family & extended family • To feel safe • To be free from bullying at school • To explore my gender without hindrance and criticism	Families • To know what to do for the best • To feel that I am a the good mother/father to my trans child • To be able to confide in someone else who has similar needs • To know how to deal with school • To know how to get the best health care for my trans son/daughter • To get help for other members of the family who aren't coping • To know whether I am doing ok	Schools • To know what our statutory duty is in relation to trans pupils • To have a competent and confident staff in supporting trans children • To create a safe environment for trans children and those seeking to 'come out' • To know what changes we need to make to the physical environment for trans students • To know what support agencies are available in our locality • To be supportive and respectful of the social transition some children will need to take • To seek feedback on our approach
Allied Health care • To be aware of the social & medical needs of trans children and young people • To be aware of the high levels of attempted suicide within the trans community • To clarify my role in the future national care pathway for young trans people • To find ways of allaying the fears of parents/carers of trans children • To do no harm • To ensure the whole practice is knowledgeable about how to respond to trans adults and children. • To seek feedback on our approach		Community • To know what trans support services exist with the locality or region • To know what referral procedures are in place to support trans young people/families • To clarify the provision we can offer to trans young people/families • To ensure the whole organisation is knowledgeable about how to respond to trans adults and children. • To recognise that trans children/families may present with complex needs • To enable co-production in the sourcing of funds to ensure continued support for trans children and their families • To seek feedback on our approach

Appendix 3: risk management checklist for supporting the trans community in schools

This document can be completed to help identify what your school needs to do to support the transgender community in their setting. If 'no' has been ticked, further support can be obtained from Viva (2018/19) to help reduce any risks.

In their life outside the home, young trans people are dependent upon schools being safe and supportive environments. Many schools are not and are not complying with their statutory obligations as framed by the Equality Act (2010), their Public Sector Equality Duty and the Social Services and Well-Being (Wales) Act (2014). This represents a significant gap between needs and provision in school settings to best meet the personal and social development needs of trans children and young people.

It is clear, however, from the range of expressed needs in the risk management checklist table that many of these needs are inter-dependent. Professionals will struggle to adequately support trans children and their parents/carers if these particular life experiences have not been addressed in initial or continuing professional development. The knock on effects, of poor or inadequate support by services, both educational and clinical, have been illustrated in reports through the voices of young people and their parents/carers.

The table below illustrates this and raises the serious issue of risk and risk management in primary and secondary schools. It has relevance for youth provision and for further and higher education settings.

This gap between needs and provision is one inhabited by risks for the individual, the family, the school as a community and the school within the community.

Appendix 3 continued: risk management checklist

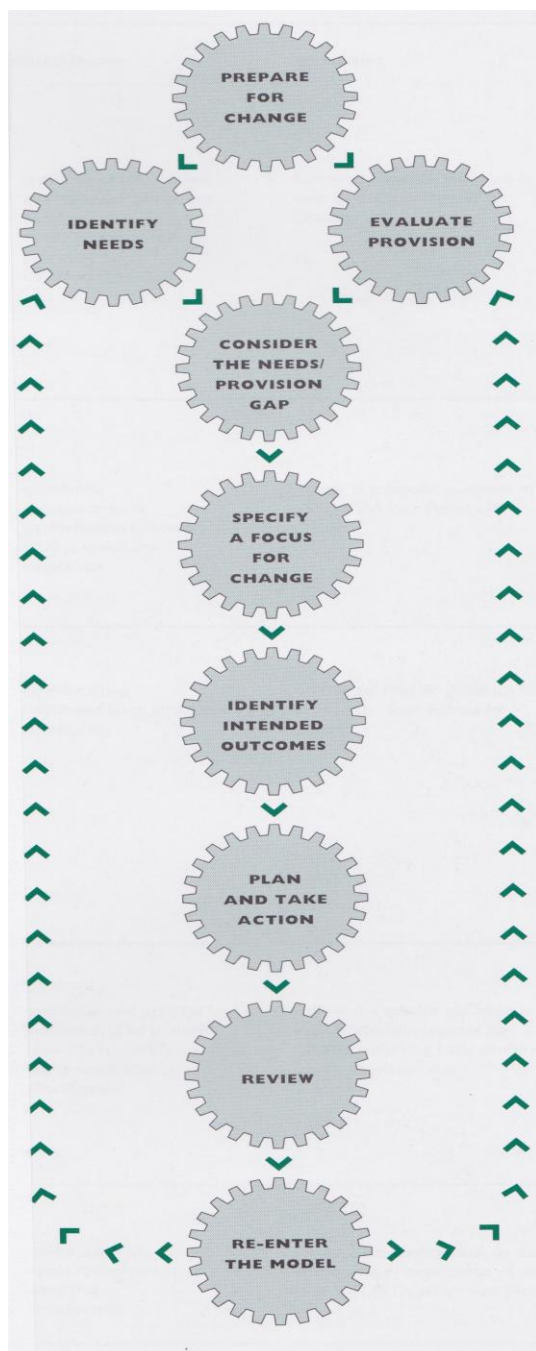
Key elements of being a safe & healthy school for trans pupils and their families	Yes	No	Risk implications of non-compliance	Actions
The school has adopted the 'Gender Identity Policy and Implementation Guidance' for Conwy schools			The school will be ill-informed of its role and legal responsibilities in supporting trans students.	
The school has an action plan for implementing the guidance.			The school will struggle to implement the guidance effectively and meet its equality outcomes.	
The school acknowledges that there will be trans young people in its population.			The school will be unaware of the number of trans students in school and those progressing from earlier key stages	
The school is competent in supporting a student through his/her social transition in school.			The school adopts a crisis management approach and reacts inappropriately to the student's needs.	
The school communicates its readiness to support trans pupils who plan to come out and to socially transition in school.			Due to lack of readiness schools may take a reactive and ill-considered approach to the news that a student wishes to socially transition. The school could fail in its equality duties.	
Key elements of being a safe & healthy school for trans pupils and their families	Yes	No	Risk implications of non-compliance	
The school has provided staff training on gender identity.			Staff are unaware of the mental health risks of trans young people, the implications of wrongly gendering pupils and the challenges that the physical environment and bullying represents.	
The school has a gender neutral uniform.			The school has not made reasonable adjustments in its uniform policy causing significant problems for its trans students	
The school has made unisex toilet provision or discrete toilet provision for trans students.			Students avoid using toilets throughout the day with implications for their physical health and their ability to be fully present in lessons.	
The school has provided changing facilities to meet the needs of trans students.			Trans students may refuse to change in the facilities provided, if adjustments are not made. Unnecessary anguish and conflict may arise between students and teachers and between the school and the family. Students may be denied entitlement to an aspect of the core curriculum.	

The school has an agreed policy for trans pupils and PE.			Unnecessary anguish and conflict may arise between students and teachers and between the school and the family. Students may be denied entitlement to an aspect of the core curriculum.	
The school has an agreed policy and practice for trans pupils attending residential visits.			Trans students are open to discrimination and being lodged in wrongly gendered accommodation when attending residential school visits.	
The school effectively addresses issues around sexuality and gender in its PSE curriculum, for all pupils.			The school has not integrated issues of sexuality and gender into the curriculum. There is widespread ignorance and prejudice towards students who present as 'other'.	
The school has a pastoral care system that can effectively support the needs of trans pupils and their families.			Pastoral staff remain unaware of the universal and targeted interventions that could alleviate personal problems and family issues concerning gender transition and their impact on wellbeing and achievement.	
The school has a noticeboard that regularly updates information and support services for LGBT young people in the local community.			Students are unaware where to access confidential support, counselling and advocacy in their local community.	
The school has a zero tolerance of transphobic and homophobic bullying.			Bullying is invasive and problematic for trans students leading to isolation, low self-esteem, self-harm and underachievement.	
Key elements of being a safe & healthy school for trans children/young people and their families	Yes	No	Risk implications of non-compliance	
The school is knowledgeable about and liaises with local support services for young trans people and their families e.g. Viva, CAMHS, School Based Counselling			The school fails to access and utilise community services that would enhance and enable the social and clinical progression of trans students	
The school has met its Public Sector Equality Duty for trans people			The school fails to meet its Public Sector Equality Duty and the requirements of the Equality Act 2010. It is liable to legal action taken by parents/carers and community members in support of redress.	

Appendix 3 continued: checklist for pupil : The following can be used as a guide, however it must be used in consultation with the pupil and their family.

Action	When	Who	Completed
1. New Picture			
2. Inform School Nurse			
3. Toilet arrangements / pass			
4. PE Changing arrangements			
5. PE lesson activities			
6. Change Sims details			
7. Provide information about support services			
8. Name stickers for books/new books			
9. Change pupil log in: Canteen HWB Computer username			
10. Change legal name once deed poll is done			
11. Change exam information			
<i>The following must only be done with consent of pupil and/or parent/carer</i>			
12. Speak to tutor group pupils - decide who			
13. Speak to teaching group pupils - decide who			
14. Speak to whole school staff			

Appendix 4: implementing school guidance for trans children and young people



In any school, it is important to be ready to address trans issues. It is recognised that a proactive approach can lessen risks for the school community and enable trans children and young people to flourish in educational settings.

This reaffirms the need for schools to adopt a planned and managed approach to gender identity. One model that can support whole school planning and implementation around this issue is drawn from a seminal work on introducing a whole school approach to personal and social development. The *Skills for Life Development Model* offers an approach to managing change which is:

- Supportive of a holistic view of people and organisations
- Sensitive to a range of needs and concerns
- Selective in terms of priorities for change
- Strategic in its consideration of options and ways forward
- Sustainable over a particular timescale

Appendix 4 continued: implementing school guidance for trans children and young people

	Stage of Development	Key Questions & Issues	Actions
Stage 1: Prepare for change	Establish a supportive climate for change Recognise the need for change Develop the capacity to introduce changes	Is the school climate supportive of diversity issues around gender and sexuality?	Review the school's mission statement and core values in these terms – <i>Public Sector Equality Duty, Equality Act (2010) & Social Services and Well-Being Act (2014)</i> . Undertake Health Check on policies relating to Equal Opportunities
	Consider change management structures and processes within the school.	Who drives change in our school? • Decision making/taking • Empowerment • Shared sense of purpose	Senior management, teachers, support staff, governors, students and parents/carers are all contributors to this issue. • Role of the student's school council • Role of the Governing body • Parental views • Teacher & support staff preparedness
	Create opportunities for development and prioritisation.	How do we make this a priority?	Timing/readiness to introduce changes to policy/practice. • Briefing from local support agency e.g. Viva • Current assets/expertise within school community
Stage 2: Identify Needs	Acknowledge people's different starting points around these issues Identify the Needs of the '5 Agents of Change' • Trans pupils • Families • The school community • The wider community • Health care services	What do we know about the range of needs across the school / community regarding gender variance? Whose needs are currently being met?	Feedback from School Council, SMT, Governing Body, Parent Governors. Feedback from Pastoral, Curriculum & Support staff. Dialogue with families Dialogue with community agencies, including school nurses, counsellors, EWO's and youth workers
Stage 3: Evaluate Provision	Review current provision • Specify legal obligations • Gather data • Analyse data	What provision is being made to address the school's Public Sector Equality Duty for trans pupils/staff?	Curriculum provision including PSHE? Pastoral care support? Liaison with community agencies and referral procedures? Assemblies and briefings? Student knowledge, awareness? Transphobic, Homophobic bullying incidents? Staff INSET? Uniform policy? Modifications to toilet access and changing rooms? Arrangements for residential visits?

Stage 4: Consider the needs-provision gap	Define the gaps between identified needs and current provision.	What is the nature, extent and scope of the gaps between the needs of the school community and the current provision made to address gender variance? Identify where the gaps are greatest and/or are causing the greatest concern to trans students.	Enter into dialogue with the school community to describe the gaps. Issues to be addressed may be concerned with: • Legal compliance • Accountability • Entitlement/rights • Prevalence • Sensitivities • Liaison • Roles & responsibilities • Quality of provision • Mental wellbeing • Capability & competence • Physical environment • Fiscal constraints
Stage 5: Specify a focus for change	What are our priorities? Who decides? Prioritise a specific issue or issues for development informed by the needs-provision gaps.	Issues for consideration will include: • Synthesis of information • Making sense of the current gaps • Clarifying and specifying • Prioritising • Collaborating	Ensure consensus on areas for action, to best meet the needs of trans students. Ensure that actions taken will robustly address the organisation's Public Sector Equality Duty.
Stage 6: Identify intended outcomes	Identify intended outcomes for the specified foci for change. Consider the implications of any unintended outcomes.	What will have changed? Can this be evidenced? How will we evidence the successful achievement of these outcomes? (see Section 8)	Specify what as a school community you want to be different/better as a result of taking action.
Stage 7: Plan and take action	Translate each identified outcome into specific actions as time-limited targets • Secure commitment • Define roles and responsibilities • Specify monitoring and reviewing procedures	What actions do we need to take? Involving whom? By when? What resources (if any) do we need? How will we monitor this process?	Identify who will lead on specific aspects of the action plan, the timescale and reporting mechanisms.
Stage 8: Review	Collect evidence of implementation Identify the barriers. Compare outcomes with identified targets/gaps Consider the remaining gaps between needs and provision	What have we done? What has got in the way? How did we address the barriers? What are our achievements? Did we use new approaches? If so, how did they work? Have the identified needs been met? Have the gaps been narrowed? Have we met our specified outcomes? What satisfactions can we record?	Record and disseminate the process and achievements to all stakeholders
Stage 9: Re-enter the model	In the light of the review, decide on appropriate re-entry point to continue the development process.	Are identified/continuing needs clear? Have they changed in any way?	Clarify next steps with the identified executive/oversight group. Specify remaining foci for change.
Source: <i>The Skills for Life Development Model: An overview (amended) Dobson, B & Reynolds, C. TACADE (1994)</i>			

Appendix 5: evidence-based practice for professionals supporting trans children and young people.**A Quality Checklist: How to respond.**

Quality in its broadest sense is doing the right things, at the right time, for the right people, and doing them right - first time³.

1. Feeling good and functioning well.⁴

It is fundamental to good professional practice that the end result of any intervention should be to enable the child to move in this direction. This may well involve actions (by yourself and others) to influence and change the social determinants that are affecting this child.

Gender variance is now recognised as an issue of identity and not one of illness. For many years it was seen by medical professionals as a serious mental illness, fortunately this has now changed. This has a significant influence on how we now perceive and relate to trans children and young people.

It is now, more likely than ever, that a trans young person can grow up to feel good and function well. Gender variance does not in itself result in poor mental health. However, the negative impact of denial, secrecy, rejection, humiliation and intimidation by family members, peers and community all contribute to poor self-image, low self-esteem, anxiety, depression and self-harm.

A recent report by PACE⁵ found that 48% of trans people under 26 said they had attempted suicide, and 30% said they had tried to do so in the past year, while 59% said they had at least considered doing so.

Intervening earlier is crucial to protecting trans children and young people's mental health. The timely support offered to trans children by the Tavistock Clinic in London, reduces risk of suicide to 1-2%⁶

2. Be informed, and draw upon your initial, mandatory and specialist training.

All our training, as professionals, prepares us to be effective in a range of situations. However, it is acceptable to acknowledge the limitations of our professional practice and that some situations present challenges for the first time.

If in doubt, when working with a trans child or young person acknowledge that you may not have all the answers at that moment, and that you will find out.

There is now, a wide range of on-line materials and print media that can be easily accessed and will support colleagues in gaining the necessary knowledge, skills and attitudinal awareness in working

³ The New NHS: Modern . Dependable. The Department of Health, HMSO, London, 1997

⁴ <https://positivepsychologyprogram.com/simply-flourishing/>

⁵ The RARE Research Report. LGB&T Mental Health – Risk and Resilience Explored. (2015).
http://www.queerfutures.co.uk/wp-content/uploads/2015/04/RARE_Research_Report_PACE_2015.pdf

⁶ (Di Ceglie et al 2002) cited by NHS England (2013)

with trans children and young people.

GIRE⁷ is a good first step, in seeking professional advice. In Conwy, please contact Viva LGBT at West Rhyl Young People's Project⁸ and talk to one of the specialist workers.

3. Try not to make assumptions about the person by their appearance.

Children and young people may not be in a position to present to the world in the way that they wish. They may be constrained by a whole range of personal, family and social pressures. Or, they may be in a state of flux or be experimenting with their gender and appearance. Their appearance may then not truly reflect their gendered identity. "Gender is man, woman, boy, girl, androgynous (gender- neutral), and has to do with your internal sense of self and how you choose to express yourself."⁹

Gender is now perceived by many young people as non-binary. That is, their identity does not necessarily conform to stereotypes of masculinity and femininity. An individual may be fluid in their identity or may present with characteristics of male and female modes of dress and presentation simultaneously.

4. Trust that what a child or young person is saying is the reality of their situation at the time.

As a rule of thumb it's not constructive to interpret what the child or young person is saying as 'a phase'. It is their reality at this time¹⁰. Work with them and give them the time and space to make sense of what they think and how they feel. Our identities are formed over many years and some children may present as gender non-conforming for a while. For others it endures. In the past, for example, we may have referred to girls as 'tomboys' if they didn't fit in with conventional feminine norms.

Children and young people who are trans are often very sensitive and protective of their identities which they have may have kept secret for some time, and possibly for years. Initial conversations with a professional about their identity may give rise to feelings of awkwardness, self-consciousness and the fear of being judged. Developing a trusting relationship with children and young people in this as in all situations is crucial.

5. Ask children and young people by which name they would like to be known.

The person may be okay with being known by their birth name. However, if they do request that you use their 'chosen name', be consistent in meeting that request. It is very empowering for a child or young person to be referred to in the name of their choice. It is a powerful acknowledgement of their

⁷ GIRE. The Gender Identity Research and Education Society works closely with major governmental departments.
<http://www.gires.org.uk>

⁸ <http://www.vivalgbt.co.uk/>

⁹ A guide for young trans people in the uk (2007) Department of Health, London.

¹⁰ 'Top tips for working with Trans and Gender Questioning young people. Transformers Youth Group & Staff, Allsorts Youth Project www.allsortsyouth.org.uk, 2014

emerging identity.

It is good practice to use a person's preferred name even if this is different from the one in your notes. If necessary, a person's notes may record more than one name for unofficial use.

6. Check out which pronouns the child/young person feels comfortable with.

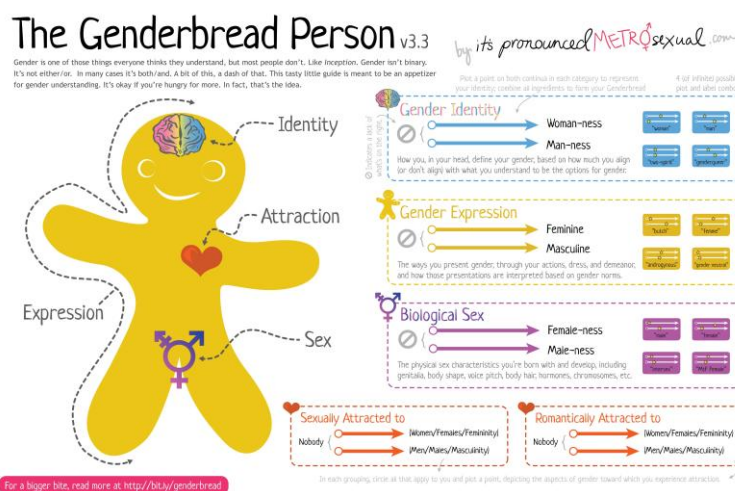
Ask the child/young person which pronouns they wish to be used in reference to themselves. He/him, she/her or in the case of non-binary or genderqueer young people, use gender neutral pronouns. Refer to the list below¹¹.

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

•Ze is pronounced as "zee"
 •Hir is pronounced as "hear"
 •Sie is pronounced as "see"
 •Zir rhymes with "hear"

7. Be familiar with the terminology that the child/young person may use to describe their gender identity and sexual orientation.

It is important to distinguish between a person's gender identity, their gender expression, birth sex and their sexual orientation¹². The 'Genderbread Person' below helps to clarify these terms. If in doubt, let the young person tell their story and if necessary ask for clarification as the story unfolds. Personal narratives by their very nature are unique to the individual. There is no common template.



¹¹ <http://www.beyondgenderyouth.org/faq/gender-neutral-pronouns/>

¹² <http://itspronouncedmetrosexual.com/2012/03/the-genderbread-person-v3-0/>

8. Clarify the limits to confidentiality and ensure the safety of the individual.

The framework that informs professional conduct and actions around working with trans children and young people is the Equality Act (2010)¹³. Trans people are protected in law by this legislation, once they disclose their gender-variance. As a result you may not share the details of their trans status without their permission. Children and young people will need to be aware that it is unlawful to discriminate against someone because they are perceived to be trans, whether or not the perception is accurate. It is also unlawful to discriminate against someone because they are friends with a trans person.

9. Gender transition, is firstly social and then perhaps physical but not in all situations.

Social transition is a big part of gender transition for many trans people¹⁴, whether they identify as male, female or something else. Social transition means changing to live as your preferred gender – e.g. for a trans man that might mean: Changing his name to a male name and having other people use male pronouns to address him, using the men's toilets or wearing clothes that he feels comfortable in.

Everyone's preferred way of transitioning socially is different. Not all trans people seek medical support for their transition. They may, at this time, be comfortable with their body. Those that wish to transition (medically) in the future may be in the process of changing their outward appearance to match their preferred gender. In some cases, they will seek referral through their GP to CAMHS and from there to attend the Tavistock Clinic¹⁵ in London. At the time of writing there is no established Gender Identity Pathway in Wales for children and young people. Processes in Wales, are based on the system established in the NHS, in England¹⁶.

10. Consistent. Persistent. Insistent.

Consistent: 'uniform in thought or action'.

Persistent: 'persevering, tenacious'.

Insistent: 'taking and maintaining a stand'.

Over time, you may well hear the child/young person saying the same things about themselves and their gender issues, in many different ways. This is an indication of the depth, sincerity and steadfastness of their thoughts and feelings. These three words give a clear indication of the sort of response that you may get from a child/young person who is adamant about their gender identity. This is based on clinical practice, listening to and supporting children and young people in a gender identity service.¹⁷

¹³ <https://www.equalityhumanrights.com/en/advice-and-guidance/gender-reassignment-discrimination>

¹⁴ <http://www.lgbtyouthnorthwest.org.uk/wp-content/uploads/2012/08/Trans-Guide.pdf>

¹⁵ <https://tavistockandportman.nhs.uk/care-and-treatment/our-clinical-services/gender-identity-development-service-gids/>

¹⁶ <http://www.mermaidsuk.org.uk/assets/media/gender-dysphoria-guide-for-gps-and-other-health-care-staff.pdf>

¹⁷ BBC Radio 4. 'Bringing Up Britain', Children and Gender 20/07/2016. <http://www.bbc.co.uk/programmes/b07kq5sv>. Dr David Gerber, Gender Identity Service, Sandyford Clinic, Glasgow

Appendix 6: support agencies and useful resources

Educate and Celebrate

Resources for schools.

<http://www.educateandcelebrate.org/>

Gendered Intelligence

www.genderedintelligence.co.uk

GIRES

Is a UK wide organisation whose purpose is to improve the lives of trans and gender non-conforming people of all ages.

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

It's Pronounced Metrosexual

Is a free online resource, educating millions of readers on themes of gender, sexuality, & social justice.

<http://itspronouncedmetrosexual.com/>

Mermaids

Work to raise awareness about gender nonconformity in children and young people amongst professionals and the general public.

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

Passports

The passport office has a confidential service for trans people.

0800 4488484

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

Stonewall and Stonewall Cymru

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

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

https://www.stonewallcymru.org.uk/sites/default/files/getting_started_secondary_2016_english_0.pdf

Unique

A voluntary group supporting trans people in North Wales and West Cheshire.

www.uniquetg.org.uk

Viva

Viva provides youth groups and support for young people aged 14 to 25 identifying as lesbian, gay, bisexual, trans or those who aren't sure yet... They also provide support for Conwy schools.

01745 357941

<http://www.vivalgbt.co.uk/>