Guidance for schools and colleges on transgender and supporting transgender pupils

Public Health Children & Young People Team
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Acknowledgements

This guidance has drawn heavily upon and gratefully acknowledges pioneering work done in and by other authorities. In particular policies produced by East Sussex, Devon & Cornwall and Bolton. In addition, our work is based upon the support, training and advice received from the national organisations: Sex Education Forum, Gendered Intelligence, Schools Out and Diversity role models. The guidance was ratified by Shropshire Children’s Trust 18.1.’18.

A number of local teachers, heads, governors, and PSHE leads as well as volunteers from organisations such as FRESH (Fairness, Respect, Equality Shropshire), the LGBT festival organisers, Shropshire Youth Association, and The Hive have supported the development of this guidance. Young people from across Shropshire have been consulted and involved in the production of the guidance. All the young people featured have given permission for their preferred names, pronouns and photos to be used.

Members of the XYZ group, supported by Shropshire Youth Association with Alice Cruttwell Shropshire Public Health Curriculum Advisor, Children and Young People Team

Transgender young people launching the guidance, with Director of Children Services Karen Bradshaw and guest speaker Caroline Paige (Diversity Role model.)

Youth/School day 3.2.’18 Shropshire LGBT History Festival
**RIGHT HANDED?**

I am right handed.
At least that's what they said.
From the moment I was born
They put it in my head.

That I am right handed.
You see that's what I was taught,
You could never have a passing thought
The world was right handed so I must be too,
They'd put a pen in your hand and just expect it from you.

That we're all right handed
But it never felt right.
My writing was messy and I scared myself at night.
What could I be? If I weren't the same?
I felt blind when I wrote my name.

But if I spilled the words on my tongue
That it didn't feel right, that something felt wrong,
Who knows what riots I would cause in the streets,
So I should keep my mouth shut
and find a less dangerous clique.

What good did it do, when I hid indoors,
Closed myself in this box and shut all the doors.
Sometime or later I have to write,
and they look at me strangely even when it's in my right
Because the words on the page look unsteady and in fright.

Well guess what I'm done. It's over. I give up.
Your right handed rules. This animalistic game.
I'm done with the mess this game has made.
I'm to show you the person I became.

Because I am left handed.
You labelled me right.
No more suffering, no more pain at night.
Hear me shout and hear me scream.
Now I'm living my left-handed dream.

**Sylvian C.**
**Age 16 Belvidere School, Shropshire**
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SECTION ONE – INTRODUCTION

1.1 Purpose of Transgender guidance

The purpose of this document is to provide information and guidance to schools and colleges in Shropshire on how to effectively support transgender and gender questioning pupils and students and prevent transphobia. This toolkit will support, enhance, and develop existing good practice in Shropshire ensuring all schools and colleges can develop their approach to trans inclusion and support.

- An introduction to trans identities and the issues that trans children and young people may experience
- Information to help ensure compliance with the Equality Act 2010 and anti-bullying guidance in relation to trans children and young people
- Identifies whole school policy and practice issues that will enable trans children and young people to achieve and thrive at school and reduce transphobic discrimination and bullying.
- Good practice examples from Shropshire schools and colleges

1.2 Underlying principles

Practice to support trans children and young people should be embedded across school policies and curriculum. It should also build on best practice already in place to meet the Public Sector Duty of the Equality Act and eliminate unlawful discrimination, harassment and victimization, advance equality of opportunity and foster good relations.

However, schools and other settings may be particularly challenged by the specific needs of trans children. This guidance acknowledges and supports exploration of these challenges and aims to help schools and colleges find solutions in the best interests of the child or young person and the wider education/school community.

In supporting a trans or non-binary or gender non-conforming child, schools and individuals may have to re-think views and practices on gender and identity which have been accepted as ‘standard’ for a long time. This can be challenging, but no pupil should be made to feel that they are the ones who are causing problems or that they owe anything to their school in return for being treated with the equality they deserve and are legally entitled to.

Gender is an important part of our identity and developing a positive sense of gender identity is part of growing up. However, there is a growing recognition that there is a spectrum of gender, which is wider and more complex than just male and female.

Good practice principles based upon national advice and feedback from professionals, children and families in Shropshire work are:

- Listen to the child or young person, and wherever possible follow their lead and preferences
- Recognize that providing support to a trans child or young person at any particular point in time does not signal that they are or will conform to any single trans identity or follow any particular path of transition
- Avoid where possible gender segregated activities, language etc., where this cannot be avoided, allow the child or young person to access the activity that corresponds to their gender identity
- Communicate across the school community that this is part of the ‘day job’. Working to eradicate, challenge and prevent sexism, homophobia and transphobic attitudes is a whole school issue.
2.1 Definitions
Some definitions are given below and in Appendix One. The umbrella terms ‘transgender’ and trans describe people whose sense of gender is deemed as being different to the sex they were assigned at birth. However, wherever possible, individuals should be given opportunities to say how they identify or describe themselves. This is called ‘self-identified gender.’

When considering trans identities, it is important to understand that there is a difference between sex and gender. Sex refers to our biology (chromosomal make up, genitalia, hormones) and as such is often used in reference to the physical anatomy of a person (for example, male, female or intersex). Gender identity is understood as our internal sense of self as well as how we express ourselves in terms of masculinity and femininity.

“Being Trans isn’t a choice, it’s a fact of birth. No child should live in fear of hate and rejection for determining who they are. They should find love, respect and support. This document is vital, it guides those who directly influence the security of a vulnerable life and that is surely worth getting right.”

Caroline Paige Diversity Role Model

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.

Some people who consider their gender identity to be fluid may use the term ‘Gender Queer’ or gender fluid or non-binary to describe themselves. They may also use gender-neutral pronouns (for example, ‘they’ or ‘zie’) or prefer people to not use any pronouns to describe them. School environments may have lots of areas where boys and girls are separated or treated in ways that reinforce or highlight a gender binary. This may be through 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.

2.2 Gender identity and sexual orientation
Gender identity concerns your internal sense of self (male, female, neither, or both). This is completely different to sexual orientation, which concerns who you are sexually attracted to - whether that is men, women, more than one gender or do not have a sexual orientation.

‘Talk to students about trans issues – it’s not all about being gay – sexuality and gender are two separate issues ‘
XYZ group member

While gender identity and sexual orientation are very different, there is a relationship between transphobia and homophobia. Trans people often experience homophobic abuse, and lesbian, gay and bisexual people will often experience discrimination based on their gender presentation.
3. **Experiences of trans children and young people**

3.1 **National data**

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. There is a lack of reliable statistical information about trans people, as until recently surveys, monitoring forms and research did not collect information.

Trans children and young people are a particularly vulnerable group, at greater risk of having poor mental health. They are affected by domestic abuse, peer on peer abuse and sexual violence and in some cases are at increased risk of sexual exploitation.

According to Press for Change’s survey ‘Engendered Penalties’ (2007), 64% of transgender men (female-to-male) and 44% of transgender women (male-to-female) experienced transphobic bullying at school and reported deliberately missing school as a result. On average, transgender children leave school earlier than any other group.

In Stonewall’s School Report (2017) 3713 young people aged between 11-19 were surveyed, of which 16% identified as trans and a further 8% said they were unsure of whether they are trans or are questioning their gender identity, (about 891 individuals). Of these trans people nearly two thirds - 64% - are bullied in school, one in ten receive death threats and more than two in five have tried to take their own lives. 77% LGBT pupils have never learnt about gender identity and what ‘trans’ means at school.

Public Health England and Royal College School of Nursing in 2015 published a toolkit for preventing the suicide of transgender young people. It highlights the high risk of suicide and self-harming among this group and supports health behaviour data identifying this group as they twice as likely as their peers to use /misuse drugs, alcohol and smoke.

“I think adults who say young people cannot decide who they will be for the rest of their lives need to realise that if a person can decide they are Trans or Gender Queer they can also make the choice of killing or harming themselves. People need to learn to listen without being opinionated and gain some empathy.” — Craig, 16

Signs that a child or young person may need additional support includes: lack of concentration, poor educational performance or conversely, total immersion in school work, truanting, sickness and absenteeism, self-harm. In addition, particular and specific presenting issues issue for a trans child or non-gender conforming child might be; reluctance to use the school toilets, to do physical exercise (especially if it is strongly associated with a particular gender) use the showers and changing rooms, is homophobic bullied.
It is important to remember that while trans and gender questioning children and young people may face problems in some areas of their lives, these problems are not caused by being trans but by society’s attitude towards people who are trans or who do not conform to gender norms.

“Schools should not make a big deal out of it – treat trans people normally – how they want to be treated”

XYZ member

4. Legal Context and Ofsted Framework

4.1 Equality Act 2010
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.

The act refers to the following protected characteristics: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation.

The Equality Act provides protection in schools from discrimination to those with the protected characteristics of gender reassignment. This means that it is unlawful for schools to treat staff or pupils less favourably because of their gender reassignment, and that schools will have to factor in gender reassignment when considering their obligations under the Equality Duty.

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 means that a pupil will not necessarily have to be undertaking a medical procedure to change their sex. The Equality Act protects pupils who are undergoing a social transition, for example, going by a preferred name or pronoun.

4.2 Safeguarding
There are no issues under child protection or safeguarding law, or practice specific to trans children and young people, aside from what is in place to keep all children and young people safe.

4.3 Ofsted/ISI School Inspection Framework
The principles of school inspection as described in the 2015 Common Inspection framework: education, skills and early years have been highlighted below for their relevance to transgender issues:

Personal development, behaviour and welfare: schools are likely to be judged as “inadequate” if any of one of the following are in evidence:

- Attendance is consistently low for all or a group of students with no sign of improvement.
- A significant number of students don’t know how to live healthily – physically and emotionally.
- Frequent incidents of bullying or discriminatory behaviour.
- Lack of confidence in the schools’ ability to tackle bullying.
- Pupils or a particular group of pupils do not feel safe in school.
The inspection may pay particular attention to those with protected characteristics, therefore including transgender pupils. Under spiritual, moral, social and cultural development, Ofsted /ISI will look for evidence where pupils:

- Develop awareness and respect for diversity in relation to, for example gender, race, religion and belief, sexual orientation and disability.
- Types, rates and patterns of bullying and the effectiveness of the school’s actions to prevent and tackle all forms of bullying and harassment – this includes cyber-bullying and prejudice-based bullying related to special education need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

5. A Whole School Approach

5.1 Building on good practice
Shropshire schools are working to ensure that their whole school environment is supportive to trans and gender questioning children and young people, by developing:

- A culture and whole school environment that celebrates difference and diversity and one in which all children and young people can see themselves reflected and valued
- Systems and processes which support vulnerable children and young people
- Effective anti-bullying and equality policies which ensure the whole school community challenges and records bullying and prejudice-based incidents effectively and are confident in challenging sexist and homophobic bullying
- Ensuring the curriculum provides opportunities to challenge stereotypes, including those based on gender, and avoids making assumptions about sex, gender, gender identity and sexual orientation
- Having positive relationships with parents, carers, pupils and students. Listen and respond to individual needs and preferences.

5.2 Preventing transphobia and supporting trans children and young people
As with any child or children with a protected characteristic, a whole school approach is needed to support and keep them safe. Schools will want to ensure they do the following:

- Acknowledge there will be trans people within the school community as parents and carers, staff, governors and children and young people, and that they will positively enrich the school community
- Ensure trans issues and transphobia is acknowledged across the school policy framework
- Closely monitor all areas of the curriculum and resources to ensure that they do not contain gender stereotypes or transphobic material
- Ensure that the curriculum and in particular PSHE is used to challenge gender stereotypes, support the development of a positive sense of gender identity, develop understanding of trans issues and prevent transphobia.
- Effectively challenge, record and deal with gender based and transphobic abuse, harassment and bullying (e.g. name-calling, derogatory jokes, graffiti, unacceptable or unwanted behaviour, intrusive questions) as well as monitoring incidence of transphobic abuse, harassment and bullying, and use this information to inform whole school developments.
• Develop a variety of methods for children and young people to report transphobic bullying and incidents

• Include trans issues in equality training for staff and governors

• Create an environment in which all staff and pupils/students, whatever their gender identity, feel equally welcome and valued and in which transphobic behaviour is challenged

• Participate in events such as LGBT History Month and ensure visibility of trans people and their achievements

• Provide appropriate support to children and young people who identify as trans and refer them and their families when, or if needed to services.

“I was scared to come out as trans, so get schools to let students know they are accepting.”

XYZ member

5.3 Transphobic bullying and incidents

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

• Trans children, young people and adults inside and outside of the school community
• Children, young people and adults who do not conform to gender stereotypes
• Children and young people with trans siblings, parents, relatives and friends
• Lesbian, gay and bisexual children, young people and adults

There is a relationship between transphobia, homophobia and sexism. However, sexist, sexual or transphobic bullying and homophobic bullying are not the same as each other. Very often, sexist attitudes manifest themselves in homophobic bullying and any child or young person who is perceived as not expressing stereotypically masculine or feminine traits expected of their gender, might experience homophobic or transphobic bullying.

For example, a trans boy (someone who is assigned female at birth and identifies as a boy) may be assumed to be a masculine appearing girl and be called homophobic names like ‘lezza’ or ‘dyke’. Similarly, a trans girl (someone who is assigned male at birth but identifies as a girl) may be called homophobic and sexist names like ‘sissy’ and ‘poof’.

Staff will need to use their professional judgment as to whether some incidents should be recorded as homophobic, transphobic, sexist or gender based, but care should be taken not to under-record transphobia. Sexist, sexual or transphobic bullying may occur in conjunction with racist or other sorts of bullying.
A member of staff dealing with an incident, may or may not be aware that the child or young person is trans. They must challenge the prejudice, but should take care not to label the incident as transphobic in front of other pupils, as this could unintentionally result in ‘outing’ or labelling the person. The incident would be recorded, confidentially as a transphobic incident.

There may be occasions where transphobic bullying has wider safeguarding implications, or involves criminal behaviour, and in these cases schools need to follow safeguarding and /or hate crime recording procedure and notify the police.

5.4 Language
It is advised that staff think carefully about the everyday language used in school and try to use language which does not reinforce a binary approach to gender. A classic example is ensuring the playhouse is not called ‘the Wendy House’ or certain books and toys are not labelled or color-coded for boys or for girls.

Staff could reflect on the use of language when working with groups of pupils or students. It is good practice to line up in pairs, with someone the same height or someone with the same birthday month rather than always as boys and girls.

5.5 Curriculum, teaching and learning

“Talk more about sexuality and gender not just gay, straight, female and male.”

XYZ member

“Inform about LGBT issues earlier rather than later.”

XYZ member

The school environment, curriculum, assemblies and tutor time can all be used to explore issues of sexuality and gender. Anti-bullying week, E safety and LGBT History month all provide opportunities to consider issues related to, and celebrate trans people.
There may be times when single gender work is helpful to explore attitudes and stereotypes for example in RSE - ‘whose responsibility is contraception’. In addition, having strategies for specific groups of learners, such as boys and literacy is important. However, for participants it needs to be made clear that they can participate according to their self-identified gender, so for example a trans boy could attend a boys reading group if his literacy required targeted support.

**PSHE/RSE**

Under the Children and Social Work bill March 2017 relationship and sex education (RSE) becomes statutory for all schools in England to be implemented from September 2019. Relationship education will be statutory for primary schools to deliver from the age of four and all secondaries will deliver relationship and sex education from year 7 – year 11. The bill also gives the option for the Government to make Personal, Social and Health education (PSHE) statutory.

RSE is one part of the PSHE curriculum, a planned and timetabled programme of work. PSHE lessons are an important opportunity to explore values, question attitudes and challenge prejudice and discrimination as well as helping pupils develop skills and strategies.

One of the key criticisms young people make of RSE is that it assumes everyone is heterosexual or that there is only one ‘right’ type of relationship or only one way of being yourself. Shropshire young people have identified a charter for good quality RSE as well as good practice for PSHE, which includes LGBT inclusive RSE and addressing discrimination and prejudice. Some young people are becoming PSHE Young Inspectors, helping their schools to review and improve classroom delivery using these criteria.

**LGBT Inclusive PSHE**

It is important to avoid and help pupils question assumptions in all PSHE lessons and include this a part of the ground rules agreed with the class. It should not assumed that everyone is, or will be heterosexual, cisgender or even sexual (they may be asexual). Use inclusive language like partner, civil partnerships and as well as marriage. Refer to grown-ups, adults at home, carers, not just mum and dad. Explore stereotypes in the media about gay men, lesbians and bisexuals or transgender people and the relationships they have. Discuss media portrayals of ideal body shapes.

When delivering RSE, remember there are a range of ways to become a parent, carer, including adoption, fostering and fertility treatment. Teaching about puberty and bodies should highlight that bodies come in different shapes and sizes and that there are a variety of responses to puberty, particularly for gender questioning young people. Ensure resources are used that include trans people and sexual health for LGBT is addressed when discussing condoms, dental dams and protection from sexually transmitted infections.

If you are aware of a trans child or gender questioning child discuss with the pupil on a one to one basis what support they may like to ensure they get the information they require that validates their gender identity.
Shropshire RSE

The award winning Shropshire Respect Yourself RSE programme is a mainstream spiral curriculum from year 1 – year 11, it includes lesson plans and guidance with recommended resources [www.healthys tampshire.gov.uk sexual health/RSE](http://www.healthys tampshire.gov.uk sexual health/RSE). Training and support is provided for teachers, heads and governors and guidance for working with parents is included.

We recommend it is used in conjunction with the emotional and mental health curriculum, (piloted and developed in Shropshire,) produced and available free from by the PSHE Association as part of a planned PSHE programme.

Cross curriculum lesson-resources are provided on the School’s Out ‘Classroom’ website [www.schools.-out.org.uk](http://www.schools.-out.org.uk). Also see the PSHE trans resources section on the Shropshire Learning Gateway.
5.6 The Internet, Social Media and TV
Social media and the Internet are a part of modern life. The safe and effective use of the Internet is a great concern to all involved in safeguarding young people. Social media sites (Facebook, Twitter, Kik and Tumblr for example) are often a place for connections to be made that help people feel much less isolated. Connecting over common interests or shared experiences can be very supportive and helpful to young people. Trans young people may feel particularly isolated and alone but this also increases their vulnerability to predators, exploitation and cyber bullying.

Any trans young person experiencing cyber bullying should be supported and encouraged to keep a record of the incidents and report it to the police. See Shropshire Safeguarding Children Board SSCB guidelines www.safeguardingshropshireschildren.org.uk

Often it is tempting to advise young people who are bullied to simply delete the account. This may however sever potential help and support they gain from social media networks. Help young people make contact with the XYZ group, a LGBT youth group run by the Shropshire Youth Association www.sya.org.uk/xyz-club and ask for advice about setting up a school LGBT group.

Further information and advice on internet safety and security is available at:

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/

and

www.ceop.police.uk/

6. An individual approach to support

Given the spectrum of trans identities and experiences, it is important that any support you offer a trans child or young person starts with identifying their individual needs. It is important that their identity is validated and supported. Recognise that you may be the first person the pupil has confided in and they may not yet be ready to discuss this with others, including their parents /carers. Support provided in school should be with absolutely no expectation that the child or young person will conform to any single trans identity, or follow any particular path of transition.

6.1 How to support a child or young person who wants to transition

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

Social transition is when someone starts to live their life in accordance with his or her self-identified gender identity. This could include:

- A name change
- A change in pronoun (he, she, they, zie etc.)
- Wearing clothes that are associated with their self-identified gender
- Use of toilets/changing rooms appropriate to their self-identified gender rather than the sex assigned to them at birth.
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 surgeries. Some trans young people will be hoping to undergo both social and medical aspects of transition, while some will choose the social transition. A young person’s goals in terms of transition may change over time. Some young people will want to explore gender expression and try things out. They should be supported without any assumptions or expectations.

Once you have an understanding of the areas in which a child or young person is planning to transition, you can think about how to facilitate these changes at school and refer to the guidance below. See Section 7.9 for more on medical transition.

6.2 Timing of ‘transition’
Some children and young people may choose to make a transition into their self-identified identity at a point when they are changing schools. This may reduce the number of people in the school community who are aware that the child or young person is trans. Secondary schools therefore, may need to be particularly aware and supportive of children transferring from a primary to their secondary school who are planning to begin Year 7 with a different name and pronoun.

“Don’t rush, it’s okay, you can change your mind.”
XYZ member

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.

Some young people want to attend another school at the point of transition and will have to apply through the usual admissions process. If support for transitioning is positive it may be that trans pupil will choose to stay in their current school. See case study five for single sex schools and boarding schools should refer to Boarding School Association guidance. It is hoped that all schools in Shropshire will be able to support a trans child or young person, including those transitioning.
SECTION TWO – SUPPORTING THE INDIVIDUAL

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

7.1 Uniform and dress
Trans and gender questioning pupils and students have the right to dress in a manner consistent with their gender identity and/or gender expression. Schools should provide a choice of approved items of uniform, allowing pupils and students to choose what they wish to wear. Indeed, many assigned female-born students prefer to wear trousers to school or may have religious or faith-based reasons for doing so. It is less socially acceptable for assigned male pupils to wear uniform, such as dresses or skirts associated as feminine but this is increasingly likely to be challenged as society generally becomes more gender neutral.

Depending on the individual, the decision to begin dressing in the clothes associated with one’s self-identified gender can be a big step and potentially very daunting. This can often represent one of the earliest stages of transition. In doing so though, these pupils are making themselves more visibly different from much of the school community and effectively ‘outing’ themselves.

Care must be taken to ensure that trans identified children and young people are supported fully during this time. Staff training is recommended 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. Remember that a pupil who identifies as a trans girl was assigned male at birth but is not a ‘boy dressed as a girl’ or visa versa. By enabling a trans child or young person to dress in clothes they feel comfortable with, the school empowers them to express themselves, bringing their outward appearance in line with that of their internal gender identity at that point in time.

7.2 Names and pronoun change
Respecting a child or young person’s request to change name and pronoun is a pivotal part of supporting and validating that young person’s identity. 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.
Some trans children and young people may wish to change their name to make it in line with their chosen gender identity. Although they may not change their name legally until they are 18, (16 with parental consent) Information on changing names on birth certificates can be found at: www.deedpoll.org.uk/CanABirthCertificateBeChanged.html

Individuals have the right to choose the name by which they are known to staff, friends and family. They have this right irrespective of their parents’ wishes.

A change of name by deed poll is not required to make a change to school records on systems such as SIMS. To make a change of name on a SIMS record, please see Appendix 3. 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, until the birth certificate/legal gender is changed by way of a Gender Recognition Certificate. This is because DfE analysis for that school is based on the individual’s gender assigned at birth and registered on the birth certificate.

It is good practice to remove gender markers from registers. Be mindful where registers and gender markers get pulled into letters home, ensure new names and pronouns are used for trans pupils if they are out at home. If they are not, then discuss with the trans pupil what they want to happen with correspondence home.

Entry for exams and exam certificates are more complex. The Joint Council for Qualifications paper work states that:

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

Furthermore, once a result is accredited, it will need to be linked with a Unique Pupil Number (UPN) or Unique Learner Number (ULN), which existed in the school census information submitted in January of the exam year. UPNs and ULNs are only linked with legal names, not preferred names. In order to use a chosen or preferred name on an exam document, a student will need to have changed their name by deed poll or statutory declaration. If the student is under 16 then the consent of all people with parental responsibility is required. Once the student is 16, they can apply for a deed poll in their own right, parental consent is not required.

When filling in exam documentation, pupils (who have not changed their name by deed pool) have to use their birth name and gender. This could potentially be a source of distress. Care should be taken to prepared the young person, with reassurance that it does not invalidate their chosen identity. Schools and colleges are encouraged to ensure a strategy is agreed with the pupil or student in advance of taking exams.

“If a student comes out in school, proper pronouns and their new name should be used.”
XYZ member
7.3  Confidentiality and information sharing
All people, including pupils and students, have a right to privacy. This includes the right to keep private one’s trans status at school. Information about a student’s transgender status, legal name, or gender assigned at birth constitutes confidential medical information.

School staff should not disclose information that may reveal a pupil or student’s transgender status or gender nonconforming presentation to others, including parents, carers and other members of the school community, unless legally required to do so or because the child or young person has asked them to do so. Staff should not discuss trans pupils and students outside of school with friends and so on, even when making no particular reference to their name or personal details.

The trans community is a small one. Even a casual reference to a ‘certain pupil’ may be enough to out that individual or, at the very least, compromise confidentiality. When a child or young person initially discloses their trans status, it is important to talk to them about confidentiality and who, if anyone, they would like information to be shared with.

“*If I come out please do not tell all the teachers. My sexuality does not affect my education, nor does my gender.*

*XYZ member*

7.4  Working with parents and carers
Some parents and carers of a child or young person who identifies as trans or gender questioning will be supportive of their child’s gender identity; however, this is not always the case.

When contacting the parent or carers of a trans or gender questioning student, it may be that school personnel should use the student’s former name and the pronoun corresponding to the student’s gender assigned at birth, as they may not be ‘out’ to their parents.

“*Talk to the individual before you tell everyone else. Do not tell parents if someone comes out to you.*

*XYZ member*
When working with parents and carers, schools should bear in mind that they are representing the interests of the child or young person. As far as possible, care should be taken to ensure the wishes of the individual pupil or student are taken into account, with a view to supporting them now and also during their transition.

Confidential information must not be shared with the parents and carers without the child or young person's permission, unless there are safeguarding reasons.

7.5 Toilets
Pupils and students have the right to access the toilet that corresponds to their gender identity. Any pupil or student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall toilet, but no pupil or student shall be required to use such a toilet. Ideally, schools would provide single stall toilets that can be used by all. Some schools have already begun to use this system with success.

If a school is undergoing refurbishment/building work this provides an opportunity to make changes and involve the pupils at the design stage. The Department for Education publishes detailed guidance to help schools understand their obligations and duties in relation to the School Premises Regulations 2012. There are fewer regulations than previously and they are less prescriptive, allowing schools more flexibility in how they use their premises. Working closely with architects, contractors, and local authority school property teams is recommended.

When asked about their greatest concerns Shropshire trans young people all agreed, toilet arrangements. All the young people we spoke to had experience of abuse when using toilets, both in school and outside of school. They did not feel comfortable using toilets aligned to the sex assigned at birth. Many had experience of using the disabled toilets but felt that this was not appropriate, because they felt that they were using a facility that someone who had a disability might require. In addition was a concern that their trans status was not, but would be perceived as a disability. The consensus was that gender neutral toilets are the ideal.

7.6 Changing rooms
The use of changing rooms by trans pupils and students should be assessed on a case-by-case basis in discussion with the individual. The goal should be to maximize social integration and promote an equal opportunity to participate in physical education and sports, ensuring safety and comfort, and minimising stigmatization. Trans pupils should have access to the changing room that corresponds to their gender identity. This approach is underpinned by the Equality Act 2010, whereby refusing a child or young person access to the changing room of their chosen gender identity might constitute an act of discrimination.
Any pupil or student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative, such as the use of a private area. The handling of changing facilities at away games should be clarified in advance. Alternative arrangement should be provided in a way that protects the pupil or student’s ability to keep their trans status confidential if that is what they request.

<table>
<thead>
<tr>
<th>A possible scenario: My daughter doesn’t want a boy changing next to her, what if he looks at her body</th>
</tr>
</thead>
<tbody>
<tr>
<td>It would not be appropriate to remove the trans person from the changing rooms. It would be far more appropriate to look at offering an alternative changing arrangement for the child /parent of the child who feels uncomfortable. A Human Rights response would be to state that although the individual in question may have been assigned male at birth they identify as a girl and as such have the right under the Equality Act to change with the girls and to be treated fairly as such. It is the responsibility of members of staff to support all trans and cisgendered students to feel comfortable.</td>
</tr>
<tr>
<td>There is also an educational response required here. If a person is looking inappropriately at someone whilst changing this is something that needs to be addressed whatever their gender or sexual identity. Young people need to ensure they respect each other and do not make others feel uncomfortable.</td>
</tr>
</tbody>
</table>

7.7 **PE and fitness**

Schools should aim to reduce as far as possible segregating pupils and students by gender. Trans pupils and students should be supported to enable equal access to PE. Where lessons are segregated by gender this should enable all to participate in the activity which corresponds to their chosen gender identity if this is what they request.

Most secondary schools organise PE groups as mixed gender for the first two years but later in the school system, PE groups separate into gendered groups. Concerns have been raised that some trans girls or women may be at a competitive advantage or about safety.

The Equality Act says that people with the protected characteristic of gender reassignment may only be treated differently in relation to sport if it is necessary to ensure fairness of competition or safety of competitors in a ‘gender affected activity’.

A ‘gender-affected activity’ is a sport, game or other activity of a competitive nature where the physical strength, stamina or physique of average persons of one sex would put them at a disadvantage compared to average persons of the other sex.

Participation in sport is as much about having positive social contact, developing health, fitness, skills and team work as about competition. There is enormous variation in the range of physical capacity of men, and women, which is already accommodated in sport in relation to safety. Often trans boys will not be the smallest boy on the rugby pitch and likewise trans girls will not be the most muscular on the netball team. Where players are under the age of 18 many sporting governing bodies recognise it is not possible to legislate for young people who are developing at different ages. Many advocate for mixed gender sport, especially in recreational, school and amateur settings sport, especially in recreational, school and amateur settings.

Trans and gender questioning pupils and students should be permitted to participate in competitions and sports days in a manner consistent with their gender identity if they wish to do so. It is unlikely that at pre-puberty there would be issues with a trans child competing and representing the school. In the case of competitive secondary sports, schools may need to seek advice from the relevant sporting body.
### A possible scenario: It's not fair that he enters the 100 meters race for girls when he is a boy or won’t she get injured playing rugby with boys?

Pupils or students who feel that a trans child should not be involved in certain sporting activities may themselves need to be supported to do a different activity. The issue around fair play, health and safety in sport has been acknowledged by sports governing bodies. If the players are under 19 it is difficult to legislate for the range of body types and therefore anyone can play in a team. The Football Association rules are:

“Up to, and including the age of 18 there should be no barrier to anyone person playing in any team – boys, girls or mixed.”

### 7.8 Trips and activities

A degree of discussion, care and preparation is required to enable trans pupils to participate in residential trips. To exclude trans pupils and students from residential trips would be contravening the Equality Act. Similarly, the degree of participation in physical activities that a trans child or young person feels comfortable with should be discussed prior to any residential trip with them and if appropriate their parents or carers. For example, young trans men who wear chest binders can often experience a great degree of discomfort when climbing or canoeing. Where a trans young person feels that they do not want to or cannot participate, alternative arrangements should be made. Risk assessments carried out prior to trips should be used to make adjustments which would enable the participation of trans pupils.

#### School Trips, Exchanges and Overnight Stays

Learning about different cultures and lives, may involve overnight stays, both at home and abroad. Issues may arise for trans pupils. Consideration should be given, in advance to any requirements or needs to ensure that the student is fully included.

Sleeping arrangements will need to be thought about before a trip is undertaken. Each individual case and trip needs to be thought of separately and in depth discussions should happen well in advance with any appropriate bodies.

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

Schools and colleges should consider and investigate the laws regarding trans communities in countries considered for school visits. There are countries that have laws that make it illegal to be part of the transgender community and where it is an offence not to report that someone is trans. The International Lesbian and Gay Association (ILGA) have information on their website about countries that pose a risk to trans individuals.

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

7.9 Transition and medical intervention
While most support for young trans people in schools will be around the social aspects of transition. Some trans young people may begin the initial stages of medical transition. This can be a particularly demanding time. It is important to ensure that there is a procedure in place whereby the young person can access counselling, if required. The young person may need to attend appointments, so provision must be made for approved absence, recorded using an M code rather than being off sick.

Medical treatment is provided in phases that include a psychological assessment. A local referral via a CAMHS worker to the Gender Identity Development Service is a common route if the young person is under 17. The young person may access therapeutic support at CAMHS if they are experiencing mental ill health or distress, this would include self-harm and/or suicidal thoughts. Please see the SSCB website for guidance on referral pathways, and Public Health England and Royal College of Nursing publication 2105 ‘Preventing suicide among transgender young people.’

Hormone medication - to block the production of hormones during puberty. This may be followed by prescribing ‘cross sex hormones’ which will masculinize or feminize the body. In the UK gender reassignment surgeries would not usually be carried out until a person is 18 years old or over.

Vaccinations
Consideration should be given to allowing the young trans person to receive their vaccinations from their GP if the vaccination is gender specific i.e. a trans boy or non-binary person who is assigned female at birth may find it very difficult to stand in a queue of girls awaiting a female specific vaccination.

Vaccinations are not always separated by gender (male / female). If mass vaccination sessions occur in school, then a mixed gender queue and screens to promote privacy are advised (See Article 8 Human Rights Act 2004).

8 Moving school - primary to secondary or to college
Changing schools can be seen as a new start. This may be a point at which young trans people make a conscious decision to be known by their self-identified gender, perhaps using a different name or using a different name and pronoun. If support and preparation is in place this can be empowering. It may be the first time the young trans person is able to express themselves, resulting in academic attainment and retention.

The management of a move between schools and colleges needs consideration and good communication between the old and new school or college. The rights, thoughts, concerns and wishes of the young trans person, in consultation with family or carers should be considered at the earliest opportunity.
8.2 Trans pupil in single sex school

Single sex schools can be very difficult environments for a young trans person. Pressures or expectations from their peers may contribute to feelings of isolation, exclusion and invisibility. Depending on the circumstances a young trans person, such as a trans boy in a girl school will be clearly identifiable.

Transitioning by pupils do not impact upon the school’s single-sex status please refer to - Department for Education, March 2012, “Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities”, 2.2 ‘Single-Sex Schools’ and case study 5 for the Girls Day School Trust policy example.

All schools need to work towards a robust whole school approach to develop an understanding of trans issues and the prevention of transphobia as part of their Equality and Diversity policy. Educating the school community involves providing clear information, allaying fears, tackling myths and misinformation and challenging prejudicial thinking.

Everyone’s experience of life, particularly in respect to diversity, is different. Sometimes this can be because they do not know, or have not needed to think about what it means or how it feels to have issues with gender identity or development. Sometimes concerns can arise from the fear of wanting to get things right but not knowing how to approach the subject, or even what to say and what words to use. This can be addressed through school policies and specific awareness sessions for staff, governors and parents.

The school’s anti discriminatory practice should clearly include and identify trans issues for example: as part of anti-bullying or family diversity week, celebrating LGBT History Month as well as ensuring PSHE lessons address gender stereotyping, gender identity and trans issues.

8.3 Press interest

Any questions around media concerns should be directed towards the appropriate press or media officer. The following statement will be suitable in most circumstances and applicable in relation to trans issues:

As this issue involves the personal circumstances of a pupil / member of staff we are unable to make any comment on this individual case. Our school is committed to challenging anti discriminatory practice and celebrating diversity. We work in partnership with our families, local communities and partner agencies to meet the needs of our pupils and staff.
8.4 Work Experience

There is an obligation on the part of the school or college and its work experience placements to keep pupils safe. The Equality Act 2010 applies to all, therefore placements should be aware of their duties and responsibilities. Where a school is considering a work experience placement a risk assessment should be undertaken, to establish if there is any potential risk (physical or otherwise) to the pupil.

As a general principle personal information on the young trans person should not to be shared but this needs to be balanced, and discussed with the pupil in order for planning and preparation to be put in place, for example in relation to name, pronoun, toilet facilities etc.
SECTION THREE – SHROPSHIRE CASE STUDIES

1. Primary - Supporting a child with gender dysphoria

Background
When child X started in year 1, the parents came to talk to the teacher. They pointed out that their girl liked to wear trousers, and be called John. They thought she was tomboy. The school and parents worked closely together agreeing that whatever the child wanted to do and how they wanted to present would be supported. They took a watching brief, being flexible and lead by the child.

If she came to school in a dress, she would seek out the teacher to tell her that underneath she was wearing boy's underpants. In year 2 & 3 the school noticed she was struggling, she would talk to the teacher, identifying her style and appearance with a member of a boy band or famous male person. It was clearly important that others recognised her affiliation and association to other males. The class teacher described how the child ‘clinged to’, anything that had a link or was associated with male gender, this was actively vocalised and sought out.

By year 4 the parents noticed that their child’s mind-set had, shifted. It had moved from not just ‘I want to be like…” to ‘it is who I am inside’. One day Mum found her child searching the Internet for a penis, with the child expressing a desire to have one, wanting to know where she could buy one or how to make one. She was upset and unhappy with her female genitalia. The lead teacher and parents discussed and shared their concerns about deteriorating mental health and self-esteem issues. They contacted CAMHS and the national organisation Mermaids. CAMHS did not judge it appropriate to be involved at this stage but suggested contact be made with the Tavistock clinic.

The parents supported the child buying boys clothes and having a short hairstyle and noticed a dramatic improvement in the child’s wellbeing. When the child returned to school after Christmas holidays, aged almost nine it was as a boy with a chosen name that had been discussed and agreed upon at home and at school. The teacher talked to all the parents in his class; she showed them a clip from CBBC My Life Series 6 Episode! ‘I am Leo’. She finished the video at the point when the child said he wanted to be accepted as a boy.

The parents responded with empathy and understanding, some shed a tear. Information was given about arrangements for the use of toilets, changing facilities and PE. The parents were told that if they were concerned, if their child was experiencing problems or wished to ask questions to contact the lead teacher. ‘The parents couldn’t have been any more supportive ‘the Head said. The lead teacher was greatly encouraged by the parent’s response.

The same video clip was then shown to the class. In addition, all other teachers were briefed. During the year, there were situations when pupils were given a choice on gender e.g., when a visiting musician asked the boys to take a musical part. There was a discussion when the pupil said he liked netball but thought it was for girls until it was pointed out that other boys were on the team and that girls were in the football team. The residential trip is coming up and the school have done pre visit checks and confirmed arrangements with the venue around options for showering and bedrooms. The parent’s session was repeated in year 6.
The Tavistock clinic appointments are progressing and gender dysphonia has been diagnosed officially. The child has legally changed his name. CAMHs is now involved and planning for moving to his chosen secondary have started. The child is doing very well at school, thriving with a tight group of male and female friends and he continues to play in the netball team.

**Reflection**
The school felt that they developed their approach based on gut instinct working closely with the parents and child to adopt a flexible approach. Their advice to other schools is to be child led and that a whole school approach which strives to be gendered neutral are key factors.

The school feel strongly that they have a role and responsibility to support parents and the wider community. There is a well-established and respected SENCO who works closely with families and parents, supporting them through difficult and challenging circumstances such as separation, bereavement etc. This relationship is identified as contributing to the positive response received from parents and the community. Another parent has since discussed their child who dresses and likes to do ‘boy things’. They wanted to point out that their child was happy to be girl. This lead to KS2 discussion in class about you can be who you want to be and not make assumptions or feel you have to stick to one thing or another.

“You have to go with their pace, you cannot force or suggest anything, it was very much a gradual process, everything clicked into place because the school was so supportive.”

Parent

“It is ok to change your mind, don’t be frighten. School has helped me, change my name, wear whatever clothes I want. I use the boys toilets and liked the way it was all explained to my class.”

Pupil year 5

![Pupil with his head teacher and class teacher receiving a certificate for LGBT good practice for his school from members of the XYZ group. 2017 LGBT School/Youth PSHE session](image)
2. **Primary - Supporting a pupil with a transitioning parent**

**Situation**
A child in the school has a parent who has gradually changed in appearance as part of the transition process from male to female. As the parent’s appearance changed and became feminised the older children in the school started to ask their friend and classmate questions. The school wanted to help all the children understand and respond to questions without putting the child of the transitioning parent under the spotlight or with a responsibility to explain to others.

**Action**
The head recognised the importance of having a whole school response and started by reviewing the relationship and sex education curriculum. Staff received training and relevant policies were updated. The Shropshire Respect Yourself programme was introduced. A recommended resource called ‘The Big Book of Families’ was used with key stage one children as part of the topic on families. The concept of difference and ‘what is normal’ was explored, this included gender identity, same sex couples and parenting. David Bowie’s death prompted children in year five and six to ask a variety of questions related to gender, identity, stereotyping and image.

The class teacher responded by involving the children in reading and researching about David Bowie and doing some imaginative writing. Year 5 held an open discussion session about families, which was described by staff and children as wonderful. Children discussed their experiences, explored feelings and attitudes. The children reported that they now recognised no two family situations are the same and that whatever their experiences family situations change, and that there is a variety of different types of families, parents and family arrangements. The children supported and reassured each other. The child of the transitioned parent participated fully in this discussion.

**Reflection**
The head felt that supporting the individual child and developing the understanding of the other children was a priority. Taking action at a whole school level, introducing a comprehensive spiral curriculum for relationship and sex education and updating the school sex education provided a clear framework and context for issues to be discussed. The head reported that this resulted in staff having training, and increased their confidence and understanding. They were in a position to address and respond to pupils’ issues and questions in both a structured and spontaneous way. The value of the open discussion with pupils was seen as particularly effective in supporting understanding and resulting in peer support and empathy without isolating any one individual child. In addition, the transitioning parent has been approached about talking to children as a guest speaker. The governors have been involved in RSE curriculum and policy work and the Equal Opportunities link governor is on board.

The class teacher had a chat to Child X about the work they had done on David Bowie and wrote this to explain how the work had helped: “Child X used to be extremely insecure and lacking in confidence, frequently not wanting to come to school. Child X had always felt uncomfortable about people asking her questions about her dad, she knew the other children were curious. For years Child X had wanted to talk openly about her unusual situation but she did not know how to, or could not ever find the right time.”

When David Bowie died, we did a lot of research into his life and we discovered that he had changed the way many people thought. The strong message we got was that David Bowie believed it was OK to be whoever you were. It was OK to be different. It was OK to be unusual.

Over the course of a week’s research into how one person can influence a generation, Child X felt reassured and confident enough to speak to the class about her family. Since then everyone has stopped asking her questions about her dad. Now she feels everyone understands. It is no longer a big deal.
Child X had thought she would like her dad to come in and talk to the class. After our work on David Bowie, she decided she did not need that to happen. She had dealt with the issues herself. The other children had been curious but had listened and questioned her with sensitivity and without judgement. A year on from David Bowie’s death and Child X feels entirely comfortable. She is now a confident, self-assured, successful member of the class.

*Daddy is a woman on the inside and the doctors are going to change the outside to match* “

A child from another school, explaining to her class
3. Primary – Whole school approach - Family Diversity Week

**Situation**
Following training provided by Public Health Curriculum Advisor, delivered by the Sex Education Forum titled “Addressing homophobic, biphobic and transphobic (HBT) bullying through sex and relationships education (SRE)”, the PSHE leader for the primary school was inspired to review and improve equal opportunities teaching and learning within the school. The school was aware of a number of families, which were not heterosexual couples and where children were not conventionally conceived. It had been noted by some KS2 teachers that homophobic language was sometimes used as insults on the playground and while this was always tackled on an individual basis, more could be done to ensure all children had better understanding and familiarity with LGBT people. The PSHE leader wanted to raise awareness of LGBT issues with staff members, as recent staff questionnaires indicated that some staff, particularly those working with the younger children felt teaching about LGBT issues was not relevant to them or younger pupils.

**Action**
The PSHE leader recognised the importance of having a whole school approach, and placing the work in the context of equal opportunities. The relationship and sex education curriculum had just been reviewed. Staff had received training and relevant policies were updated. The Shropshire Respect Yourself programme was successfully introduced across the whole school, including some lessons specially developed for use within the EYFS. All teaching staff were made aware of their legal responsibilities through the Equalities Act 2010 and completed an online training course provided by the Sex Education Forum titled, "Introduction to LGBT-inclusive SRE". Following a successful summer delivery of RSE, it was decided that RSE delivery would be better placed in an autumn term and alongside this, a Family Diversity Week was planned to promote and celebrate all types of families.

The PSHE leader used a range of information and resources to share with teachers such as: Stonewall publications and DVDs, Brighton and Hove publications on supporting transgender and gender questioning children, books such as "The Big Book of Families" and "Heather Has Two Mummies". A wide range of books was purchased from The Letterbox Library ensuring that each class had books depicting family diversity and gender issues. Teachers were asked to plan their own family diversity lessons during the week, based around a book or topic of their choosing but with the Stonewall theme “Different Families, Same Love”. The PSHE leader delivered a KS1 assembly and the head teacher delivered a KS2 assembly. The concept of difference and ‘what is normal’ was explored, this included gender identity, same sex couples and parenting. Children discussed their experiences, explored feelings and attitudes.

The range of activities across the week and within each class varied widely. In Reception, several different storybooks were read and discussed such as “Donavan's Big Day” and “And Tango makes Three”. There were lots of opportunities to role-play and discuss difference and similarity. The EYFS practitioners carefully supported the children’s understanding and challenged misconceptions when they arose. Due to a number of adopted and fostered children in KS1, it was decided that this area could be focused on. Each class had open discussions about different family arrangements including discussing same sex relationships. The children spoke openly, confidently and with maturity about their own families and made a display of family artwork in an area at the centre of the school.
In KS2, teachers again used books and were able to have open discussions about appropriate and inappropriate use of language. This gave an opportunity for the pupils to challenge each other on their use of homophobic language and teachers reported that really open and honest discussions were had. In Year 6 the teachers took the opportunity to learn about Young Carers and their role within a family, as this was a relevant issue to their children.

Reflection
The Family Diversity week provided a whole school context, allowing children to share the realities of their own lives. Their experiences were recognised and acknowledged by their peers and school staff. All pupils asked questions and learnt about diversity. This has had a positive impact on pupils’ relationships with each other and effective in preventing the use of homophobic language and reducing bullying generally.

Following the training, teachers were in a position to address and respond to pupils’ issues and questions in both a structured and spontaneous way. Staff reported that they had increased their confidence and understanding and they felt more comfortable discussing sensitive issues with their classes.

Y6 Teacher “We had discussions on the use of language. Pupils wanted to know what the words gay, lesbian and transgender meant—they were concerned with knowledge but it was noticeable that many were concerned about using language correctly and not offending. They were matter of fact—recognising and taking it for granted that not everyone is heterosexual. This is a very different starting point from conversations I have had in previous years, which focussed on why and it being wrong. The diversity week provided a profile for work which before was happening but at an individual and on a need basis.”

Y5 Teacher We always discuss same-sex relationships as part of our sex and relationship education work, which is now well established. We talk about changes the children will encounter during puberty, including ‘fancying’ others. In this discussion, the pupils always want to talk about all the options, boys liking boys or girls liking girls as well. They all understood that two people could love each other, whatever and whoever they are. The family diversity week provided a great focus and reinforced both classroom and playground discussions for my pupils.”

Selection of pupils’ work and quotes:-
“Anyone can be in a family, two men or two women, a man and women, pets” (Year 4) “A family lives together and love each other, they are related.” (Year 6 pupil) “All families are equal. Sometimes, some people want to be a different gender, its fine, doesn’t change the respect for them, everyone is different, Should be treated the same and equal.” (Year 6) “Transgender is someone who is not comfortable with his or her body” (Year 5) “A family is a group of people, related to each other, children who you pass on the baton to. People who look after you, who you live with. Lots of people related to each other, love and care for each other, sometimes different shapes and sizes, Mum and Mum, adopted, Mum and Dad, step Mum or Dad and Dad and Dad.” (Year 5) “Parents can divorce. Love and care is most important, wouldn't really bother, wouldn't tease - it's not nice. Mum and Mum two women love and care as much as a man and women.” (Year 5)
“This work is very important, people need to know you can care and love for other people, whatever your family, gender or sexuality.” (Year 5) This work is important so you know what it's like to grow up and tell your children; if you ever have them.” (Year 3)

“Families’ help you learn and grow up look after you, people related to you. But also can be step Mum, or be adopted. Brown and white in family, big or small family, different shapes and sizes. Doesn’t matter how they look.” (Year 3)

“Walk away if someone said anything nasty about my family, different types is fine and good, can be just Mum, just Dad. Some families have two Daddies and Mums or step Mum and Mum

People that love you, they care about you and keep you safe. Families come in different shapes and sizes, different color hair and faces and different color eyes- doesn’t matter what they look like they love you.” (Year 2)

“Babies, Mums and Daddies, two Mummies, one Daddy, two Daddies, or just one Mummy, could be two Daddies with no children, or two Mummies, one person with a cat.” (Year 2)
4. Primary - Whole School approach

**Background**
The primary school has a strong commitment to equal opportunities and feels strongly about supporting the emotional and mental health of all their pupils. The school reviewed their relationship and sex education policy and held staff and parents meetings prior to delivering the Shropshire Relationship and Sex Education programme. The issue of supporting pupils from same sex parents was raised and the need to ensure non gender stereotyping resources and approaches were adopted throughout the school.

The school had previously been prompted to reflect on their work when a local press article highlighted the pupils learning about marriage in R.E. The head invited two local people from the LGBT community to talk to staff and recommend books and approaches, including that same sex marriage should be included. From this the ‘No Outsiders’ project was developed.

The school operated a no bullying policy but was conscious that racist, sexist and homophobic language and attitudes were prevalent in the local community and sometimes used in the playground. After lessons on diversity and discussions on British Values the pupils created a colourful mural. The mural is a large backdrop to the outside stage area in the playground and provides a visual representation of the school’s ethos and approach.

**Reflection**
The equalities work has gone from strength to strength, sitting alongside and complementing the emotional and mental health support available to pupils. To the point that when pupils heard about the attack on the Gay nightclub in Orlando they took the initiative and put on a LGBT awareness and fundraising day.

The school feel that being proactive is important. They recommend a cross curriculum and whole school approach. Reflecting on supporting individual pupils the Learning Mentor recalls that one pupil talked about his two mums as part of a relationship and sex education lesson. He was in year 5 when this first happened. The other children were supportive, saying that they knew. It was a positive and public affirmation for the pupil and he felt safe and comfortable. Ofsted inspection rated the school good for pupil welfare and safety, saying vulnerable pupils are supported and pupils well cared for and feel safe.
5. Secondary - Single sex independent school - Gender Diversity policy

Background
The Girls’ Day School Trust is the UK’s leading network of independent girls’ schools, with 24 schools and two academies. Founded in 1872, the Trust educates 20,000 students, all but two schools providing education from age 3/4 to 18. As a charity, they do not generate profit for stakeholders.

The GDST has four key values:

- **Girls First**: girls are the focus of everything we do
- A **Family** of schools: supporting each other and sharing our learning across the network
- **Fearless**: acting and speaking with conviction and commitment, unafraid of thinking differently
- **Forward-thinking**: staying ahead through purposeful innovation

The Trust have developed a Gender Diversity Policy and the Head of the local Girls’ High School in Shrewsbury has shared the process and thinking behind the policy and its implications with other schools in Shropshire, via the school safeguarding meeting May 2017.

The policy was developed in 2016 in response to enquiries from staff. Staff wanted more guidance to support their pastoral role and reported that pupils were wanting to think about gender and transgender issues as part of PSHE. In addition the Trust’s Student Council (made up of representative students from all the schools) felt that this issue was a priority.

The key issue was to clarify how to support existing pupils who wanted to transition and remain in a single sex school. Central training was provided by Stonewall on LGBTQ bullying and a number of GDST schools, such as Brighton and Hove are Stonewall School Champions. The GDST is keen to ensure that they continue to develop this work in a proactive and positive way. Central training is being provided this year on ‘Creating a Trans-Inclusive School’.

Mary Sansom Compliance and Training Manager

"The feedback we have received is that the guidance is proving helpful, ensuring trans pupils can remain and flourish in school and that the environment and culture of our schools is supportive and positive to all, including non-gender conforming pupils."

Two year 11 pupils from Shrewsbury Girls High School receive a certificate of recognition for LGBT good practice on behalf of Girl’s Day School Trust at the Shropshire Youth/School LGBT day 3.2.18.
6. Secondary – Unisex Toilets

**Context**
Meole Brace, a large secondary school, decided to replace a single sex block of toilets with a unisex facility. The move produced some media interest, as a small number of parents objected to lack of privacy.

The Head responded to parents' concerns and media enquires, justifying the action taken in both practical and equal opportunities terms. She said 'it is the right thing to do in order to support all students'. The media interest has since died down; a survey of parents indicated that 80% were supportive. The facility is well used by students.

**Headline from Shropshire Star - Shrewsbury school’s unisex loos spark privacy fears**
Unisex loos have replaced a single sex toilet block at a county school to the anger of parents who say their children are too embarrassed to use them.

Head teacher Hilary Burke said the idea had come from the school’s Student Council as a way of improving one of the toilet blocks, however, some parents are distinctly unimpressed, saying most of the youngsters are keeping clear. Mrs. Burke continued: “We have changed a small toilet area into individual toilet cubicles which have floor to ceiling partitions with a communal sink area that can be used by anyone. This is a very small part of our toilet capacity within the school. Eighty per cent of our toilets are traditional single sex facilities.”

**Reflection**
The school is known for its commitment and good work in relation to emotional health and wellbeing and PSHE. They are a best practice case study for Manchester University in a study that is measuring emotional wellbeing. They have a student support team of five non-teaching staff who provide support and targeted work with students. Some students are openly gay; this is ‘not an issue’ with students; however, on occasions the head has spoken to parents emphasising the school’s anti-discriminatory policy and ethos.

The head organised a whole school session to prepare for the introduction of Shropshire Relationship and Sex Education programme. This was followed up with twilight sessions for each year tutorial staff, which prepared for, and reflected on delivery. Members of staff attended the LGBT inclusive training and have accessed the online training provided by the Sex Education Forum. In addition, the school has contact with Schools Out and use their classroom website lesson plans. LGBT issues are addressed as they arise and focused teaching is done as part of PSHE. The use of the word ‘gay’ is now rarely used pejoratively. There are regular assemblies addressing appropriate use of language and acceptance. Awareness workshops, which include identity and equality, are held on a weekly basis. Students sign up to these, they are very well attended. The school have had visiting speaker Stuart Milk and Carolyn Paige, and students and staff attend and support the LGBT History Festival.
Secondary – LGBT student led

William Brookes is a large rural secondary school with a 6th form it has 900 pupils and 70 plus staff. Unlike many secondary school models which use tutors to deliver PSHE in timetabled lessons once a week or as part of tutorial time, William Brookes has a dedicated and specialist department/staff for delivering PSHE. Delivery is for 1 hour a week to all student’s year 7 through to year 11. The Shropshire RSE resources are used and supplemented with additional resources.

There are strong cross-curricular links with RE regarding diversity education and teaching is responsive to current affairs, new headlines and soap opera story lines, e.g. shootings at gay nightclub in USA. Young girls committing sexual acts in Malaga nightclubs for free cocktails, Telford child abuse case. Specific whole school themed events have been organized such as Health days and Diversity Week with external services and guest speakers. Students were involved in producing a resource for Shropshire schools – ‘Some people are gay. Get over it’. Worked in conjunction with GIRES, Stonewall, and Schools Out. Pupils have developed assemblies and lesson presentations for lessons on LGBT issues and they staff a LGBT display at parents evening and induction evening for perspective pupils.

Students feel safe and comfortable within PSHE lessons to have frank discussions and often want to continue discussions privately. Students sometimes disclose as a result which when necessary is immediately passed on to the CPO - student will be made aware of this procedure at the time of disclosure. A few students have same sex parents and are very comfortable to discuss this. One parent has offered to come in and talk to students.

Two years 10 students presented to the LGBT History Festival in Shrewsbury 2016 and returned to receive an award at the 2017 festival.

As part of their Citizenship GCSE campaign, they chose to champion the rights of LGBT students and generally raise awareness of sexual identities. As a group, they produced 3 power points and ensured that every classroom and public space had a Stonewall poster. Had a stand at Open evening promoting LGBT awareness communicating to all prospective parents and pupils the ethos and culture of the school.
APPENDIX 1

TRANS GLOSSERY

**Assigned sex** – The sex you were assigned at birth and raised as.

**Cisgender** – A match between your biological sex and your gender. For example, a female sexed person identifying with their female gender. In addition, a term for non-transgender people.Cisgender Person – A person whose biological sex matches their gender. For example, a female sexed person who identifies with their female gender. In other words, it is a term for non-trans* people.

**Transgender/Trans/trans** – Umbrella terms used to describe people who identify as: transgender, transsexual, Cross-Dresser, Intersex, neither male nor female, Androgynous

Alternatively, who have a gender identity, which we do not yet have words to describe.

In this guidance, the term trans is used to describe any person who would fit into the definition above.

**Transgender Person** – A person whose gender identity is different from the sex they were assigned at birth. Some transgender people will choose to transition socially and some will take medical steps to physically transition (with the help of hormone therapy and/or surgery) to live in the gender role of their choice.

**Transsexual Person** – A person with a consistent and overwhelming desire to transition and fulfil their life as the opposite gender. Most transsexual people actively desire and complete gender re-assignment surgery.

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

**Cross dresser** – A person who dresses in the clothing of the opposite sex as defined by socially accepted norms. They enjoy wearing the clothes of the opposite sex occasionally but they do not want to live their lives as the opposite gender and therefore do not seek hormone therapy or surgery. Cross dressers are also referred to by some as transvestites but this term is increasingly being seen as offensive by members of the trans* community and cross dresser is the preferred term.

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

**FTM/Trans*man/a Transsexual man** – Someone assigned female at birth but who identifies as male.

**FAAB** – Female assigned at birth.

**Gender** – How a person feels in regards to male/female/Neither/both. A cognitive process of recognising one’s identity.

**Genderqueer** – A gender diverse person whose gender identity is neither male nor female is between or beyond genders, or a combination of male and female.

**Gender dysphoria** – A recognised medical term that refers to the physical/mental/social discomfort of being perceived and living as one’s assigned sex.

**Intersex** – A term for a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of male and female.

**MTF/Trans woman** – Someone assigned as male at birth who identifies as a woman.
MAAB – Male assigned at birth.

Non-binary – To not identify within the binary male or female ideologies in society

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

Outed – When a trans person’s gender status is made public knowledge without their consent. This can happen either by people deliberately talking about this person being trans* or by careless violation of confidentiality.

Pansexual – A sexual or romantic attraction towards people of all gender identities including those that don’t fit into a gender binary.

Passing – Being seen or read as the gender you present yourself as, e.g. a male identifying person being read as male.

Pronouns – He, him, his, she, her, they, them, their, hir, sie, ey, zie. (gender neutral).

Sex – Assigned at birth in relation to ones genitals, chromosomes etc.

Sexual Orientation – Attraction to people i.e. gay, straight, bisexual, pansexual etc.

Testosterone – Sex hormone prescribed to some trans* men.

Top surgery – term that trans men use when referring to chest surgery which produces a male contoured chest.

Transgender Person – A person whose gender identity is different from the sex they were assigned at birth. Some trans people will choose to transition socially and some will take medical steps to physically transition (with the help of hormone therapy and/or surgery) to live in the gender role of their choice.

Transgender Man – Someone who was born female but identifies as male. They will often change their name to one more commonly used by men, use the male pronoun (‘he’) and wear clothes that are typically worn by men. They will sometimes undergo medical procedures to change their physical appearance, for example taking hormones or undergoing surgery. Transgender Woman – Someone who was born male but identifies as female. They will often change their name to one more commonly used by women, use the female pronoun (‘she’) and wear clothes that are typically worn by women. They will sometimes undergo medical procedures to change their physical appearance, for example taking hormones or undergoing surgery.

Transgender/Trans – An umbrella term which can be used to describe people who are: Transgender • Transsexual • Cross-dresser • Neither male nor female • Androgynous A third gender or who have a gender identity which we do not yet have words to describe.

Transition – What constitutes as transitioning may be different for many trans people, e.g. medical transition, social transition, etc.

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

Transsexual Person – A person with a consistent and overwhelming desire to transition and fulfil their life as the opposite gender. Most Transsexual people actively desire and complete gender re-assignment surgery.
APPENDIX 2

DEFINITIONS OF BULLYING AND HATE INCIDENTS

What is a ‘hate crime’?

A hate crime is any criminal offence that is perceived by the victim, or any other person, to be motivated by hostility or prejudice based on a person’s disability, race, religion, sexual orientation or gender identity. Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate” (ACPO 2005).

Hate incidents can consist of: verbal abuse or insults e.g. detrimental comments, abusive language and “jokes” relating to race, religion, disability/learning difficulties, gender/gender identity; insulting gestures, abusive, offensive text messages. Teachers have a responsibility to respond to all situations where language is used inappropriately, regardless of the ethnic, religious or gender of the pupils. Young people may experiment with language, including applying it to themselves or their friendship group, accepting nicknames in a desire to conform or be accepted.

In Shropshire, we use the term ‘Hate Incident’, rather than ‘prejudice- based incident’ so that we are consistent with our partners e.g. the Police.

It is the perception of the victim or any other person (e.g. a witness) that is the determining factor.

What is ‘bullying’? “Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally” (DSCF, 2007)

This behaviour can include: Verbal bullying e.g. making personal threats, name-calling, nasty comments or jokes Physical bullying e.g., hitting, kicking, poking, punching, pushing, shoving, slapping, tripping or spitting, inappropriate touching or being forced to do things you don’t want to do. Indirect, e.g., ignoring, or excluding someone from the group e.g. not including them in activities, gossiping or spreading rumours, dirty or intimidating looks stealing, damaging belongings, targeted graffiti, or gestures Cyber bullying e.g., sending threatening comments via email, text, Facebook, other messaging systems and taking humiliating, pictures or video, clips which are then sent or shared with others

What is ‘prejudice-based bullying’? Bullying behaviour motivated on grounds of an individual’s gender, ethnicity, body image/ size, sexuality, disability, age, religion or belief. It may be motivated by actual differences or perceived differences or because of association with someone else.
Extended definitions of types of bullying:

**Homophobic bullying** occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect young people who are lesbian, gay, bisexual or transgender (LGBT). Young people who are thought to be lesbian, gay or bisexual. Young people who are different in some way – they may not act like the other boys or girls. Young people who have gay, lesbian or bisexual friends, or family, or parents/carers are gay, lesbian or bisexual. Teachers, who may or may not be lesbian, gay or bisexual, (Adapted from ‘Homophobic Bullying; Safe to Learn’ Department for Children, Schools and Families, 2007)

**Biphobic bullying** Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are ‘greedy’, ‘promiscuous’ or ‘confused’. Bisexual people can feel marginalised by both the straight world and the lesbian and gay community.

**Sexist bullying** This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.

**Transphobic Bullying** Transgender is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles. Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person. An individual may also experience Transphobic bullying because of perceptions that a parent, relative or other significant figure displays gender ‘variance’, or is Transgender.

(Adapted from ‘Preventing and responding to sexist, sexual and Transphobic bullying; Safe to Learn’ Department for Children, Schools and Families, 2009)

**Recording hate incidents and bullying**

In Shropshire we want to encourage people, schools etc. to report hate incidents either directly by contacting police or through other agencies and organisations such as CAB, Victim Support, local colleges, health services, housing associations, Shropshire Council and Fire and Rescue Service.


We understand a victim or witness may not want to report directly to the police and that schools, especially primary schools might be reluctant to report incidents involving young pupils, however low or under reporting does not enable appropriate action or responses to be considered. The collection and monitoring of trends is vital to inform prevention strategies.

We request schools and academies to annually report their hate incidents and bullying data to enable the monitoring of types and rates of bullying and hate incidents, and inform the review and development of practice across Shropshire. This data will be shared with partners including schools, academies and the police. Individual schools will not be identified.
APPENDIX 3

AMENDING THE PUPIL/STUDENT NAME IN SIMS TO A PREFERRED NAME
Open the individual’s record in SIMS via Focus | Pupil/Student or the button. When the record is open; amend the Preferred Forename box to reflect the person’s chosen forename. The legal name and gender must remain unchanged.

You can choose to add details on this change to the Name History area, but this is entirely optional. To do this, click on the History button on the right hand side and then click New.

Once you have made the name amendment, it is advisable to check that registers and reports will be displaying the preferred forename.

To check the Registers:

Go to Tools | Setups | Attendance Setup | Module Setup

Ensure that the box ‘Show Preferred Forename instead of Legal Forename’ is checked and then save.

Reports

Some commonly used reports, such as the registration group reports, are set up to use the Legal Forename and Surname, therefore you may wish to amend these* via Reports | Design Reports

Editing reports is relatively straightforward; however, if this is something that you have not done before please contact the School ICT Service Desk for assistance.

*Please ensure that you save any amended reports with a new unique name i.e. do not overwrite the standard reports.
APPENDIX 4

USEFUL ORGANISATIONS & WEBSITES

Local

Shropshire LGBT Youth group contact XYZ group run by Shropshire Youth Association www.sya.org.uk

Telford LGBT group
Contact at telfordlgbt@virginmedia.com Twitter @telfordlgbt or Facebook group Telford LGBT

National

Tavistock and Portman Clinic www.tavistockandportman.nhs.uk or http://gids.nhs.uk/

For children and young people (up to the age of 18) and their families experiencing difficulties in the development of their gender identity including children unhappy with their biological sex.

The Intercom Trust www.intercomtrust.org.uk

National society that supports mainly M2F Trans people and their families and friends

Gendered Intelligence www.genderedintelligence.co.uk

Based in London and works with young trans and gender questioning people across England. It provides a range of services including groups for young people in London, Bristol and Leeds, packages for schools and other educational providers including mentoring, workshops, and assemblies. They also offer a range of services for professionals, including training, consultancy and policy development.

Mermaids www.mermaidsuk.org.uk

A support group for gender variant children and teenagers their families.

GIRES - Gender Identity Research and Education Society www.gires.org.uk

GIRES has extensive experience of assisting schools in developing policies, training their staff and handling specific situations. The charity works with a range of other reputable expert support groups.

Transition of a Teacher in School - Summary of the Law and Good Practice (July 2015)
A Memorandum of Understanding produced by GIRES on the law and good practice for a teacher to be able to transition in a work environment Equality for Teachers: Guidance Document from NASUWT provides an overview of the law and to support employers of teachers to ensure their workplaces are trans-inclusive LGB&T learners in Further Education The full report includes recommendations for the SFA and FE colleges, Transgender Equality in Further Education The Learning and Skills Improvement Service (LSIS) document “Promoting transgender equality in further education.”