



PORTSMOUTH TRANS INCLUSION GUIDANCE

for schools and colleges

Supporting transgender and
gender questioning children and
young people in Portsmouth
schools and colleges





PLEASE NOTE THIS GUIDANCE IS AIMED AT SUPPORTING CHILDREN AND YOUNG PEOPLE UNDER THE AGE OF 18.

Please see Appendix 1 for local and national support services who will be able to signpost to appropriate resources for over 18s.

WRITTEN BY

*John Yates-Harold,
Empowering Diversity*

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FOREWORD

All children and young people in Portsmouth's schools and colleges need to feel safe, secure and happy. Only by providing this safety and security can they be their authentic selves and by doing so achieve their full potential.

Much has been written about the importance of a good early start, particularly at school, and the impact of this on the future emotional health and wellbeing of young people and adults. All Portsmouth staff working in our schools and colleges need to feel confident that they are providing a secure start for all children. Those pupils who recognise that they may be gender questioning or transgender and therefore are particularly vulnerable, need specific support to enable them to achieve as much as their cisgender peers.

This guidance goes some way to addressing the needs of staff and trans and gender questioning pupils. What follows on from reading and implementing this guidance is then down to each school and every member of staff.

There is so much good practice going on in our schools and colleges which needs to be shared to ensure a consistent approach across the whole of Portsmouth. By reading this guidance, you are taking the first step towards meeting the needs of the trans and gender questioning children and young people in your care.

Alison Jeffery

*Director of Children,
Families and Education*



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1. INTRODUCTION

Stonewall, the national Lesbian, Bisexual, Gay and Trans (LGBT) charity and campaigning organisation, defines trans as:

“an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) Transgender, Transsexual, Gender queer (GQ), Gender-fluid, Non-binary, Gender-variant, Genderless, Agender, Nongender, Third gender, Two-spirit, Bi-gender, Transman, Transwoman, Trans masculine, Trans feminine and Neutrois.”

It is important at this point to note that, as the trans community evolves, so too does the language trans people use to describe themselves and to define their gender identities. Nowhere in this document is any language intended to cause offence.

This guidance aims to:

- » Increase the confidence of staff in effectively supporting trans pupils and students or those that are coming out as trans or are beginning to question their gender identity, by providing an introduction to trans identities and the issues trans children and young people may face
- » Provide information that will allow schools to feel confident that they are complying with the Equality Act 2010 and anti-bullying guidance in relation to trans children and young people
- » Highlight areas to consider when developing whole school policy and practice that will allow trans children and young people to achieve at school and will help to eradicate transphobic discrimination and bullying.

The Portsmouth Anti-Bullying Guidance and Resource Pack for Schools is a useful piece of additional information to read alongside this guidance. This can be found at **www.portsmoutheducationpartnership.co.uk/wp-content/uploads/2017/10/Anti-Bullying-Guidance-Jan-2018.pdf**



2. GLOSSARY OF USEFUL TERMS

Before going any further, it may be helpful to read this glossary of useful terms.

This list will help to understand some of the more common terms you might come across when offering support to lesbian, gay, bisexual and trans (LGBT) young people and when tackling homophobic, biphobic and transphobic bullying.

There are a wide range of terms that people may use to describe their sexual orientation or gender identity. The best way to get this right is to give people the opportunity to say how they would describe themselves, rather than making your own assumptions.

It is important to remember that:

- » the terms people use to describe themselves may change over time
- » sexual orientation and gender identity are not the same thing
- » not everyone thinks of themselves as 'male' or 'female'
- » not everyone identifies with the sex that they were assigned at birth.

A cisgender person - someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Affirmed gender - the gender role by which someone wants to be known.

Assigned gender - the gender that someone was identified as at birth.

Asexual - someone who does not experience romantic or sexual attraction.

Biphobia - the fear or dislike of someone who identifies as bisexual.

Bisexual - refers to a person who has an emotional, romantic and/or sexual orientation towards more than one gender.

Coming out - when a person first tells someone/others about their identity as lesbian, gay, bisexual or trans.

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

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

Gender dysphoria - used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth.

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

Genderqueer - someone who identifies as a combination of man and woman, neither man or woman, or both man and woman. Is sometimes used as an umbrella term in much the same way that the term 'queer' is used, but only referring to gender, and thus should only be used when self-identifying or quoting someone who self-identifies as genderqueer.

Gender identity - a person's internal sense of their own gender, whether male, female, or something else.



Gender nonconforming - someone who does not follow other people's ideas or stereotypes about how they should look or act based on the female or male sex they were assigned at birth.

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

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

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

Homophobia - the fear or dislike of someone who identifies as lesbian or gay.

Homosexual - this might be considered a more medical term used to describe someone who has an emotional romantic and/or sexual orientation towards someone of the same gender. The term 'gay' is now more generally used.

Intersex - a term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people can identify as male, female or non-binary.

Lesbian - refers to a woman who has an emotional, romantic and/or sexual orientation towards women.

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

Pansexual - someone whose emotional, romantic, and/or physical attraction is to people of all genders and biological sexes.

Pronoun - words we use to refer to people's gender in conversation – for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as 'they' / 'them' and 'ze' / 'zir'.

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

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

Sexual orientation - a person's emotional, romantic and/or sexual attraction to another person.

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

LGBT - the acronym for lesbian, gay, bisexual and trans.

Questioning - the process of exploring your own sexual orientation.





“Once you accept that your child will be different, not better or worse -just different- that’s the first step.”

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

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

Transitioning - the steps a trans person may take to live in the gender they identify as. Each person’s transition will involve different things. For some this involves medical intervention, but not all trans people want or are able to have this. Transitioning also might involve things such as telling friends and family, dressing differently and changing official documents.

Medical transitioning - the process by which a trans person takes steps to physically alter their bodies. This may include taking hormones or for adults having gender reassignment surgery.

Social transitioning - taking social steps towards living in the gender someone identifies as. This might include changing their names and pronouns, dressing differently and using toilets appropriate to a person’s gender identity.

Transphobia - the fear or dislike of someone who identifies as trans.

A transsexual person - this was used in the past as a more medical term (similarly to homosexual) to refer to someone who transitioned to live in the ‘opposite’ gender to the one assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

3. UNDERLYING PRINCIPLES

It is recognised and understood that schools and colleges may be particularly challenged by the specific needs of trans children and young people. This guidance aims to explore solutions to these challenges and offer practical help and ideas.

In developing practice to support trans children and young people, schools should follow these principles:

- » **Avoid seeing the child or young person as a problem** and instead see it as an opportunity to enrich the whole school community and to challenge gender norms and stereotypes on a wider scale.
- » **Consider gender as an evolving spectrum** and take a neutral approach to gender. Gender is often an important part of our identity and developing a positive sense of our own gender identity is a part of growing up. However, gender identity is often complex and there is a spectrum of gender which is wider than just male and female.
- » **Listen to the child or young person and their parents/carers** and wherever possible follow their lead and preferences.
- » **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** and where this cannot be avoided allow the child or young person to access the activity that corresponds to their gender identity.
- » **Make close links to work on effectively challenging and preventing sexism, homophobia and biphobia.** Ensure that the school community is aware of this in terms of curriculum content and the effective challenging of prejudice-based bullying.
- » **In supporting a trans or non-binary child or young person, 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 a challenge for all involved 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/college in return for being treated with the equality they deserve and are legally entitled to.





4. DEVELOPING UNDERSTANDING OF TRANS AND GENDER-QUESTIONING CHILDREN AND YOUNG PEOPLE

When considering trans identities, it is important to understand that there is a difference between sex and gender. Many people, adults and children/young people, struggle with understanding this difference.

Sex refers to chromosomal make up, genitalia, hormones etc. and as such would be used in reference to the physical anatomy of a person e.g. male, female, intersex.

Gender concerns your internal sense of self and how you choose to express yourself. Gender is considered by some to be a social construction in that children learn how to behave in a manner deemed to be in line with their biological sex.

Children and young people may question their gender identity for a range of reasons and this may not mean that they are definitely trans or will go on to transition. The important thing is to validate the child or young person's identity as it is now and support them in any changes that may arise as they come to explore their gender identity further.

It is important to remember and accept that every individual is unique. Each person will experience their gender variance to a different

degree. Some may identify as gender fluid or ungendered. Some may consider their gender fluidity as 'Gender queer'. Some may prefer gender neutral pronouns or not use pronouns at all to refer to themselves.

School environments have traditionally been places which support and encourage the gender binary through segregating boys and girls in lines in the playground, separate toilets, separate changing rooms for PE, different sports opportunities, different after school clubs and so on. Gender segregation, even in the language used in schools/colleges, reinforces gender stereotyping and expectations. This must be positively addressed and appropriately challenged.

With approximately 1 in 100 people identifying as trans, and 40% of trans young people knowing they were trans by the age of 11, it is more important than ever to understand the needs of the trans pupils and students we will come into contact within our schools and colleges.



Gender identity and sexual orientation

Gender identity concerns your internal sense of self (male, female, neither or both) and how you choose to express yourself.

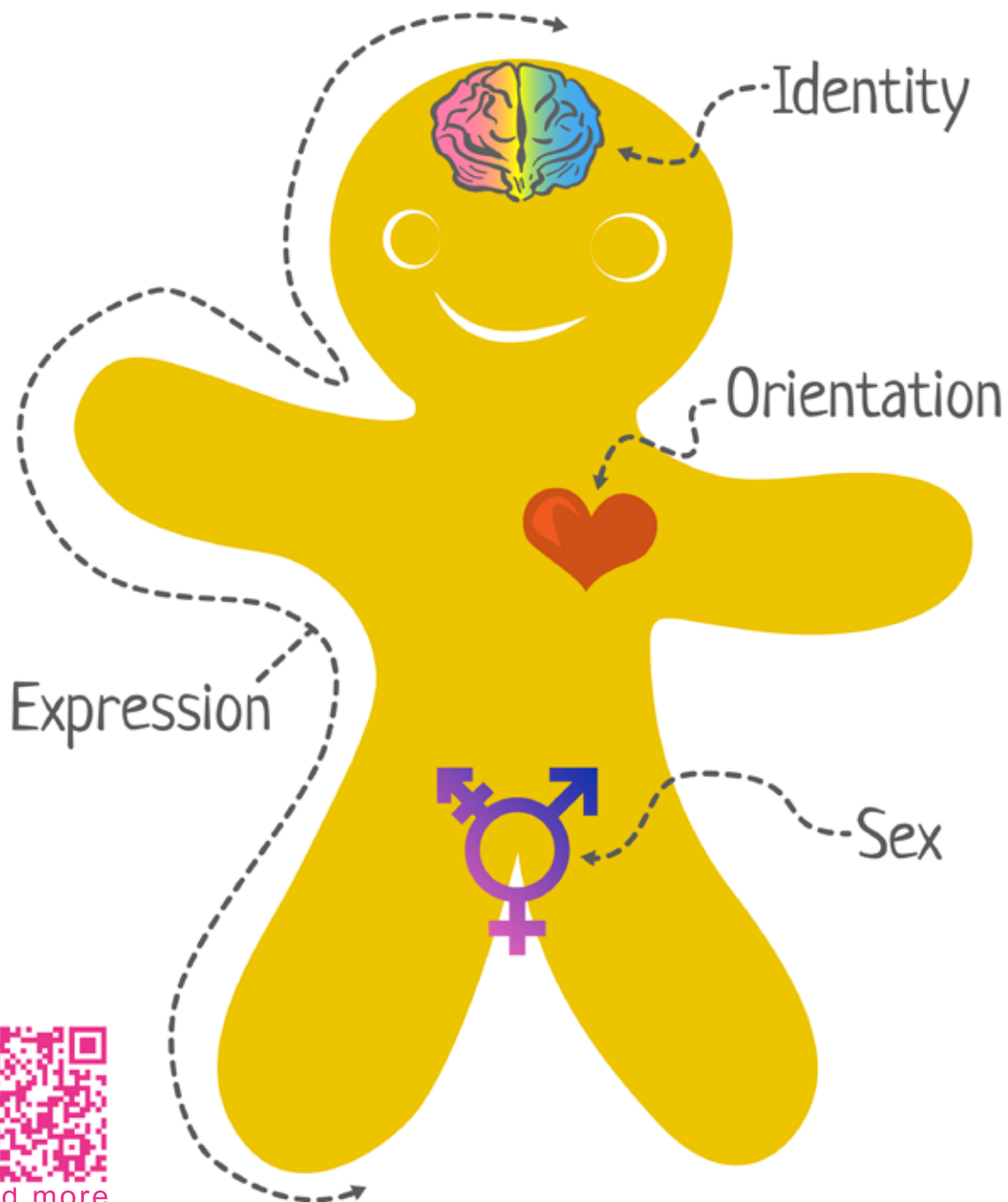
This is completely different to sexual orientation which concerns who you are sexually attracted to. Gender identity and sexual orientation are varied and complex and may change over time.

Trans people, like cisgender people, can have a range of sexual orientations. They may identify as straight, gay, bisexual, pansexual or asexual.

While gender identity and sexual orientation are very different, there is a relationship between transphobia and homophobia. Trans people often experience homophobic abuse and LGB people will often experience discrimination based on how they present themselves and/or behave



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Head Person

by www.ItsPronouncedMetrosexual.com



Gender Identity



Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.



Gender Expression



Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.



Biological Sex



Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.



Sexual Orientation



Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.



5. EXPERIENCES OF TRANS CHILDREN AND YOUNG PEOPLE

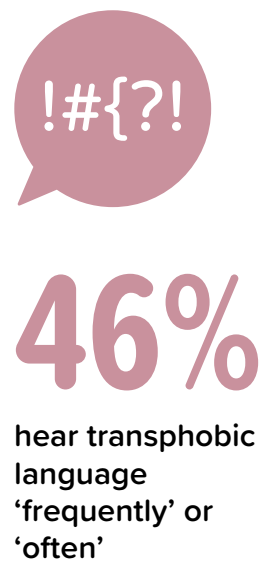
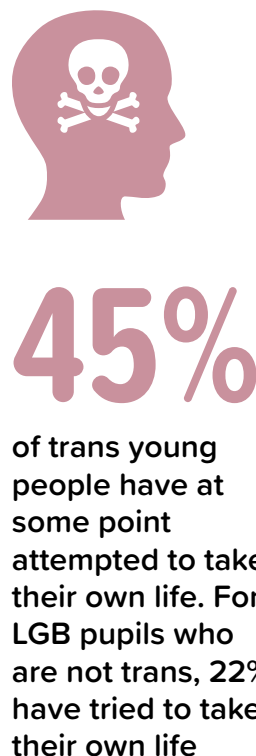
The third Stonewall School Report was published in June 2017. It followed research commissioned by Stonewall of the Centre for Family Research at the University of Cambridge. The survey was conducted among 3,713 young people aged 11-19 who are LGBT or who think they might be.

The key findings are below:

Some schools are taking crucial steps to ensure their trans pupils are supported to be themselves at school. However, many trans pupils report this support is lacking.

In schools that say transphobic bullying is wrong, trans pupils are less likely to worry about being bullied (36% compared to 49%) and are more likely to tell someone if they are being bullied (78% compared to 51%). 41% of LGBT young people report that their schools say transphobic bullying is wrong.

In schools where pupils are taught about LGBT issues, LGBT pupils are less likely to experience homophobic, biphobic and transphobic (HBT) bullying than in schools



where pupils don't learn about LGBT issues (43% compared to 49%). LGBT pupils in these schools are more likely to report feelings safe, welcome and happy at school.

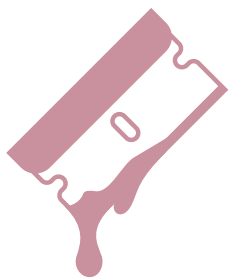
Many LGBT young people use the internet to help them to understand themselves, find positive role models and find information and support.

The internet, however, also presents significant risks for young people. 40% of LGBT young people have been the subject of HBT abuse online. In particular, 58% of

trans young people have received this abuse online.

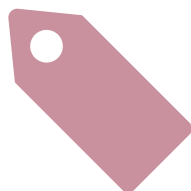
Of LGBT young people aged 13-19, 39% have met up with someone they met and talked to online. Of those who have met up with someone, 30% have met someone who was older than them. 18% did not tell anyone they were meeting up with someone.

To read the full Stonewall School Report, please visit: www.stonewall.org.uk/school-report-2017



84%

of trans young people have deliberately harmed themselves at some point



33%

of trans pupils are not able to be known by their preferred name at school while 58% are not allowed to use the toilet they feel comfortable in



77%

have never been taught about or discussed gender identity and what 'trans' means.



10%

LGBT pupils have learnt about where to go for help and advice about being trans.



Testimonies from young people at the 4U Project

The following words were recorded during a visit to the 4U Project in Portsmouth. 4U is a citywide service that works with young people aged 11-19 years old who identify as LGBT or are questioning their sexuality or gender identity. The young people interviewed spoke articulately and passionately about their experiences at school. They all had an insight into how the school experience could be improved for other trans students and were keen to effect this change.

“I was homophobically bullied at school. It was severe. There were death threats. I retaliated via Instagram which I know wasn’t the best thing to do. Me and the other student were both brought in for a meeting with the Head Teacher. She told us we were both in the wrong and we should just stay away from each other.”

“I was feminine. Then I cut my hair and started wearing trousers. I got picked on. Other kids threw balls at me in class and I often cried in class. The teacher intervened, and it stopped.”

“Teachers didn’t seem to do anything about it. They just wanted to sweep it under the rug.”

“I was sent to the School Nurse to “sort out my LGBT issues.”

“To stop the bullying, one teacher suggested I should wear pink earrings. I was picked on before I came out as trans, but it stopped when I came out.”

“When I came out, school handled it in a way that was safest for them.”

“There should be effective and regular training for teachers. It’s like teachers don’t know what to say (when you tell them you’re trans). It’s like they just don’t want to talk about it.”

“There should be the opportunity to change your name to your preferred name so that all teachers know. It seems easy for those kids who want to be known by a shortened version of their name or a nickname. But when you’re trans and want to be known by your preferred name, schools can’t handle it.”

“I had a really positive experience of changing my name. I had my parents’ consent. My name was changed on all the registers immediately. It was a really pleasant experience. Three or four months later, a girl wanted to change her name and pronouns too.”

“Lots of stuff happens outside school. Some teachers don’t know that they have a duty to sort out stuff that happens outside the school.”

“One teacher tried to help but was really unsupportive. She started telling me the birth names of other trans students at school!”



“Teachers ask you if you’re okay. But they don’t really want to listen to the answer.”

“It can sometimes help if there’s a designated LGBT+ member of staff to go to. However, that sometimes means that that person has to come out. It can also mean that you ‘out’ yourself by going to them.”

“Posters are great to have up around school. It’s a nice gesture but it can be a bit empty if there’s no support from teachers.”

“I sensed that some teachers felt the need to be privy to every piece of information about me; as if they needed to know everything all at once.”

“Smaller class sizes, especially at college, allow for more individual expression.”

“Teachers should check if you’re okay and not feel the need to ask invasive questions about your identity.”

“When a teacher asks you a question, even if it’s really personal, you feel obliged to answer because they’re an authority figure.”

“Having a support group for parents of trans kids would be great. Parents liaising with a specific member of staff would be really useful.”

“Being able to use the toilets of my preferred gender would’ve been amazing.”

“Schools should ask students to contribute to a presentation to staff and their peers.”

“Registers should have a space where teachers can write in a trans person’s preferred pronouns, name etc. This should be something that’s easily communicated to all members of staff.”

“There needs to be an attempt to break the culture of toughness. Language like, “Act tough” or “Make yourself look manly” needs to be challenged and changed.”

“I’d really like to go back to my old school and talk to them about what it was like for me to be trans. People need to hear from trans students about how to make things better. Guess I’m the best person to do that.”

“I was bullied since the day I joined the school. I reported it throughout the years. The most that happened to the bullies was a half hour detention. It seems you’ve got to have a breakdown and damage a table before anything is done!”



6. LEGAL CONTEXT AND OFSTED FRAMEWORK

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:



Pregnancy & Maternity



Religion & Belief



Marriage & civil partnership



Sexual Orientation



Sex Equality



Gender Reassignment



Disability



Race



Age

Pupils and staff are protected from discrimination because of gender reassignment in schools under the Equality Act 2010. This means that it is unlawful for schools to treat pupils less favourably because of their gender reassignment and that schools 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 definition means that in order to be protected under the Act, a pupil will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender, or proposing to do so.**

The protection against discrimination because of gender reassignment covers direct and indirect discrimination and victimisation, which includes discrimination based on perception (where someone thinks someone may be trans) and on association. It is unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated e.g. a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians or to treat a pupil less favourably because she has a trans brother.

Schools need to make sure that all trans or gender questioning pupils, or the children of transgender parents, are not singled out for different and less favourable treatment from that given to other pupils. They should check that there are no practices which could result in unfair, less favourable treatment of such pupils. For example, it would be unlawful discrimination for a teacher to single out a pupil who is social transitioning and embarrass him in front of the class.

Safeguarding

There are **no issues** under child protection or safeguarding law or practice specific to trans children and young people aside from what is already in place to keep all children and young people safe. For example, there is nothing that would prohibit trans children and young people using the changing rooms or toilets which reflect their gender identity.

Ofsted School Inspection Framework

Specific mention is made in the School Inspection Handbook for a Section 5 inspection (www.gov.uk/government/publications/school-inspection-handbook-from-september-2015) on safeguarding:

“Inspectors will always have regard for how well children and learners are helped and protected so that they are kept safe. Although inspectors will not provide a separate grade for this key aspect of a provider’s work, inspectors will always make a written judgement under leadership and management in the report about whether or not the arrangements for safeguarding children and learners are effective.”

Under the heading of “Leadership and Management”, inspectors will judge:

“How well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics [as listed above]), through their words, actions and influence within the school and more widely in the community.”

Ofsted recognises that pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. Ofsted hold schools to account for how well they deal with behaviour and bullying. The Ofsted Inspections Framework includes 5 criteria for inspections, one of which is personal development, behaviour and welfare, which covers bullying.

Schools should be able to demonstrate the impact of anti-bullying policies. Ofsted will not routinely mark a school down where it has recorded incidents of bullying. Inspectors are interested in the impact of the actions a school has taken, i.e. how effectively schools prevent or deal with any incidents.

Schools will also have to demonstrate how well learners know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through the use of the internet.

(DfE “Preventing and tackling bullying” July 2017)

In Ofsted short (Section 8) inspections, the lead inspector may discuss sources of information that will enable senior leaders to provide evidence that the school is good. HMI will request that the following information is available at the start of the inspection:

- » records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents.



Ofsted will also:

“Evaluate the appropriateness of the language pupils use towards each other, for example whether it is respectful or includes derogatory language; evaluate how well staff challenge such language if they hear it.”

Spiritual, Moral, Social and Cultural (SMSC) development is referenced throughout the Ofsted Inspection Framework. Indeed, a school will be judged to have serious weaknesses if there are important weaknesses in the provision of pupils’ spiritual, moral, social and cultural development.

The section 5 handbook goes on to say, in its definition of SMSC:

“The cultural development of pupils is shown by their:

- » *understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain*
- » *interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.”*

British Values

Since 2014, the government has required that all school’s should promote British Values through SMSC opportunities and also through the curriculum.

British Values are:



Democracy



the rule of law



individual liberty



mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Best practice around developing an understanding of British Values, as promoted by the Citizenship Foundation, is about “helping people understand how things work and how to challenge and change them for the better.

Values won’t be assumed because schools demand they are, particularly if they’re very different from those at home. They have to be arrived at through mutual exploration and understanding.”

Visit: www.doingsmsc.org.uk/british-values/ for further clarification and ideas.

While not specifically mentioning trans



*All are
welcome
here!*

pupils, LGBT pupils are protected through democracy, the rule of law and individual liberty. 'Mutual respect' also underpins the full range of myriad groups comprising our society.

The legislative framework is also supported by **The Teachers' Standards** which include:

Teachers should:

- » establish a safe and stimulating environment for all pupils, rooted in mutual respect
- » promote good progress and outcomes
- » have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- » manage behaviour effectively to ensure a good and safe learning environment.

Part Two:

- » teachers should have regard for the need to safeguard pupil's well-being
- » teachers should not undermine fundamental British Values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- » teachers should ensure that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law
- » teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach.



7. A WHOLE SCHOOL APPROACH

Building on, and sharing, good practice already in place

Many schools in Portsmouth are already working to ensure that their whole school environment is supportive to trans 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
- » establishing systems and processes which support vulnerable children and young people
- » having 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 all forms of prejudice-based language, particularly any with a HBT focus
- » 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 that listen and respond to individual needs and preferences..

Identifying and cascading good practice will help to ensure a consistent approach across all Portsmouth's schools and colleges.

Developing a whole school approach to prevent transphobia and support trans children and young people

As with any children or young people with a protected characteristic, a whole school approach is needed to support and keep safe trans children, young people and staff. The school needs to do the following:

- » acknowledge there will be trans people within the community (parents/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 all school policies
- » closely monitor all areas of the curriculum and all resources to ensure that they do not contain gender stereotypes or transphobic materials
- » 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. For more information on activities and resources to use in PSHE, go to:
www.pshe-association.org.uk
www.jigsawpshe.com
www.stonewall.org.uk
www.genderedintelligence.co.uk
- » effectively challenge, record and deal with transphobic abuse, harassment and bullying e.g. name-calling, derogatory jokes, banter, graffiti, unacceptable or unwanted behaviour, intrusive questions, and then monitor incidence of transphobic abuse, harassment and bullying and use



this data to inform whole school developments. See **Portsmouth Anti-Bullying Guidance and Resource Pack for Schools**.

- » develop a variety of methods for children and young people to report transphobic bullying and incidents
- » include trans issues in equality and diversity training for all 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 (February), Trans Day of Visibility (31st March), IDAHOBiT (International Day against Homophobia, Biphobia and Transphobia, 17th May), Trans Day of Remembrance (20th November) and ensure visibility of trans people and their achievements
- » provide appropriate support to children and young people who identify as trans or who are questioning their gender identity and refer them and their families when needed to national services such as Gendered Intelligence, LGBT Switchboard, Mermaids, Support Line or local services such as the 4U Youth Project, Hampshire LGBT, Phoenix (Portsmouth), Portsmouth Hate Crime Service.

Transphobic bullying and incidents

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

- » trans children, young people and adults inside and outside the school community
- » children, young people and adults who do not conform to gender stereotypes
- » children and young people with trans parents, relatives and friends
- » LGB children, young people and adults.

Schools must ensure that the curriculum, assemblies and whole school environment effectively challenges gender stereotyping and binary notions of gender to create a safe and fully inclusive environment for every member of the school community including visitors.

Bullying and transphobia must be effectively addressed and challenged by every member of the school community. All incidents of transphobic bullying should be recorded in line with Portsmouth City Council's guidelines as published in the **Portsmouth Anti-Bullying Guidance and Resource Pack for Schools**.

Any data collected around incidents of transphobic bullying can be used to identify patterns of behaviours as well as the efficacy of restorative practice strategies.



The link can be made between transphobia, homophobia and sexism. Sexist, sexual or transphobic bullying are not the same as homophobic bullying. However, 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 sex, might experience homophobic or transphobic bullying. Staff will need to use their professional judgement as to whether some incidents should be recorded as homophobic or transphobic. However, care must be taken not to under-record transphobia. Sexual, sexist or transphobic bullying may also occur in conjunction with other forms of bullying such as racist bullying or bullying related to SEND or cyber bullying.

If a transphobic incident occurs in public and the member of staff dealing with it is aware that the child or young person is trans but they are not out to the rest of the community, the member of staff must challenge the prejudice, but may need to take care not to label the incident as transphobic in front of other pupils and students and then as a result 'out' the person being targeted. The incident would still need to be recorded as a transphobic incident.

There may be occasions where transphobic bullying has wider safeguarding implications, or involve criminal behaviour, and in such cases, schools need to engage the appropriate safeguarding agencies and/or the police.

Language

This is possibly the area where people feel most concerned. Using the correct and appropriate language can be a potential minefield. However, it must be recognised that most people do not set out to cause offence to a trans person by using the 'wrong' language.


Bex Stinson, Head of Trans Inclusion at Stonewall, offers this excellent advice:

- 1. Introduce yourself:** "Hi. My name's John. I identify as cisgender male. I use the pronouns 'he' and 'him'." This sets the tone for further interactions with trans people and should enable the trans people you're talking with to immediately feel more comfortable.
- 2. Ask** the trans, gender questioning or non-binary child or young person which pronouns they feel most comfortable in using.
- 3. If you make a mistake** with your language, apologise and move on. Don't keep referring back to your mistake as this only compounds it.

Staff must think carefully about the language they use and must attempt to use language which doesn't reinforce the gender binary e.g. "Line up boys and girls", "man up", etc.

Working as a whole staff will enable open and useful discussions to take place and common agreements can be reached on appropriate language to be used around school. The bottom line is that language should be inclusive of all pupils and students. A trans boy who is referred to as a girl or a trans girl who is referred to as a boy will feel excluded by gender binary language. Using terms such as 'ladies' or 'gents' may implicitly reinforce certain stereotypical ideas of femaleness/maleness. It may be preferable to say "Come



A blurred photograph of a classroom. In the foreground, the back of a person's head and shoulder is visible, looking towards a group of children seated at wooden desks. The children are engaged in an activity, possibly drawing or painting, as evidenced by the presence of various colored markers and paint containers on the desks. In the background, a green chalkboard is visible with some faint, illegible writing. The overall atmosphere is calm and focused.

I did not change. I did not transition. I just adjusted my body so that you could see me as who I always was.



on Year 8s, off to your lesson now” or “Come on, everyone, time to get on with your learning.” Similarly, referring to pupils/students as “You guys” may reinforce certain stereotypical gender expectations.

The purpose of using such inclusive language is not to deny gender as an important part of our identity. In fact, this can be explored as part of subjects such as PSHE. However, care must be taken to avoid excluding those who do not identify as male or female or make assumptions about someone’s gender identity because of how they appear or present.

Curriculum and teaching and learning

The school environment, including the entrance area and displays, curriculum, assemblies and class/tutor group time can all be utilised effectively to explore issues of sex, gender, gender identity and transphobia and to make visible and celebrate trans people.

As a teaching staff group, more traditional approaches to teaching and learning will need to be examined and explored to ensure that trans pupils and students feel included. For example, schools where it is common practice to group pupils and students according to gender will need to change this.

Another example could be the practice of sitting boys next to girls as a behaviour management technique. This reinforces the unhelpful stereotype that boys and girls cannot be friends and get on well. This may also feel confusing and unhelpful for trans pupils and students or those who do not identify as gender binary.

Where possible, and appropriate, explore opportunities in the curriculum to include trans people. For example:

1. Music: Dana International, Laura Jane Grace; Jayne County; Anohni; Richard O’Brien; Genesis Breyer P-Orridge
2. Media studies: Lilly and Lana Wachowski; Laverne Cox
3. PSHE: the world of ‘celebrity’ e.g. Caitlyn Jenner; Ian Harvie; Aydian Dowling; Raven-Symone; Chaz Bono
4. PE: Andreas Krieger; Balian Buschbaum
5. Art: Greer Lankton
6. English/Drama: the books of Juno Dawson; the gender swap characters in Shakespeare plays e.g. ‘As You Like It’; ‘The Merry Wives of Windsor’; ‘Twelfth Night’; ‘The Merchant of Venice’; ‘Cymbeline’
7. History: arguably including all of the above plus Marsha P. Johnson; April Ashley; Christine Jorgensen

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

For further examples of role models please see Appendix 7: People who inspire us.



8. SUPPORTING THE WHOLE SCHOOL COMMUNITY TO HAVE A POSITIVE UNDERSTANDING OF TRANSGENDER PEOPLE

All schools and colleges need to work towards a robust whole school approach towards developing an understanding of trans issues and prevention of transphobia. This shared understanding with staff at all levels in the school/college will minimise the potential of issues or concerns being raised by cisgender members of the school community, including parents and carers, about trans children and young people accessing toilets, residential facilities etc, according to their gender identity rather than their biological sex.

Raising awareness of the school's approach to transphobia and supporting trans and gender questioning children and young people can be done through school newsletters and websites by for example:

- » Having an anti-bullying week focus on transphobia
- » Celebrating LGBT History Month, Trans Day of Visibility and Trans Day of Remembrance
- » Providing information about PSHE lessons on gender stereotyping, gender identity and trans issues
- » Including an equality objective (as mentioned in the Public Sector Duty of the Equality Act 2010) which supports the needs of transchildren and young people.

The following scenarios may be of benefit:

Scenario 1) It's not fair that he plays hockey for the girls team when he is a boy OR won't she get injured playing rugby with boys?

Underpinning this scenario is the idea that all boys or all girls share the same physical attributes and fails to acknowledge that there is a range of differences in physical strength and ability within single gender groups. Trans boys are boys, not girls, and therefore entitled to play rugby with boys. Teachers already differentiate according to ability. Trans pupils and students are entitled to access sporting opportunities equally to cisgender pupils and students.

UK Athletics gives the following advice to clubs in relation to gender affected sports:

A trans man or boy is permitted to participate fully (including in training) and may compete in his affirmed gender in any male or mixed sex domestic athletics competition. Verification of a trans man or boy's sex should be no more than is expected of any other male athlete.

Trans females may participate in training or open meetings and it would not be necessary for anyone to know anything about the person's affirmed gender. It is only if a trans female wishes to compete in female or mixed sex athletic competitions (as defined in the UKA Policy) that it will be necessary to ensure that there is no unfair advantage over opposing athletes. At this point the UKA Policy should be followed and its Welfare and Compliance Manager contacted.

See www.uka.org.uk/media/news/2016-news-page/august-2016/03-08-16-transgender-policy/ for full details.



Scenario 2) My daughter doesn't want a boy changing next to her. What if he looks at her body?

In this scenario, it would not be appropriate to remove the trans person from the changing rooms if a concern like this is raised by a parent/carer. In this situation, it would be far more appropriate to offer an alternative changing arrangement for the child who feels uncomfortable around the trans person. A Human Rights response would be to state that although the individual in question may have the body of a boy, they are in every other respect a girl and as such have a 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 both trans students and cisgendered students to feel comfortable around one another.

This kind of support acknowledges that some individuals may struggle to understand trans people or initially feel uncomfortable around them but does not support the idea that trans people should be treated any differently to cisgendered people. The responsibility lies with the individual who has the problem, to deal with that problem, not with the trans person to accommodate for that person's insecurity around them or their child.

Quite often in scenarios such as these, the pupil may not have the issue with the trans person. It may be the parent/carer who has the problem. Unpicking the issue with the parent/carer may help. Certainly having a consistent approach from all staff to any parent/carer presenting issues like these will give a very clear message about the school's unwavering support for all pupils or students, including trans pupils.

Effective training which explores appropriate language for everyone to use when faced with prejudice as well as scenarios such as

the above, will help to ensure a consistent approach from all staff.

There needs to be whole staff 'buy in' to the language used and so, creating an open dialogue with members of staff who may feel uncomfortable around trans people or uncomfortable around challenging transphobia, is absolutely necessary. One member of staff who does not 'buy in' to this approach can undo all the good work and support provided by the other staff. It is vital that staff uncomfortable with this work are reminded of the law (Equality Act 2010), Human Rights legislation and the Teachers' Standards as referenced above.

At its most fundamental level, this is an issue of inclusion. Schools and colleges cannot call themselves 'inclusive' if they cherry pick which groups to include and which to exclude. Schools and colleges should be safe and welcoming places for all pupils and students, and indeed, staff.

Trans staff and governors

Schools and colleges have a responsibility under the Equality Act 2010 towards trans staff and governors. The following documents may help:

Government Equalities Office: www.gov.uk/government/publications/recruiting-and-retaining-transgender-staff-a-guide-for-employers

Stonewall: www.stonewall.org.uk/supporting-trans-staff-workplace

Key school policies and other documents to read alongside this legislation and guidance are:

- » Safer Recruitment
- » Schools Absence Management and Procedure and Guidance
- » Whistleblowing
- » Staff Code of Conduct.



9. SUPPORTING THE INDIVIDUAL TRANS OR GENDER QUESTIONING CHILD OR YOUNG PERSON

An individualised 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 in any work that you do. An initial conversation would be a good time to allow the child or young person to talk about how they identify or feel about their gender. Remember that any guidance offered here will need to be tailored to each individual child or young person. Some trans children and young people may benefit from additional support from a service such as 4U Youth Project. Support provided by 4U or support given in school would 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.

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' or 'medical'.

Social transition is choosing to live your life as your preferred gender. This could include:

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

Medical transition is the process by which a trans child or young person takes steps to physically alter their body. This may include taking hormones. From the age of 18 they have the option of having gender reassignment surgeries.

Some trans children and young people will be hoping to undergo both social and medical aspects of transition while some will choose just the social aspects. A young person's goals in terms of transition may change over time and the support offered needs to reflect and support this. 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. It is vital that the whole staff provide informed and consistent support to the individuals who choose to present in their chosen or preferred gender.

See page 38 for more on medical transition.



Timing of transition

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

Although a change of school may be a good time to transition for some, it should not be seen as the only opportunity. There are examples of children and young people who have made a successful transition during their time in school. The right time to transition from one gender identity to another will be when the child or young person feels they are ready.

Some children and young people may choose to apply to attend another school at the point of transition and will have to apply through the usual admissions process.

However, it is hoped that all schools across Portsmouth will be able to effectively support a trans child or young person including those transitioning.





10. MANAGING SPECIFIC ISSUES FOR TRANS AND GENDER QUESTIONING CHILDREN AND YOUNG PEOPLE

Uniform

Trans and gender questioning pupils and students have the right to dress in a manner consistent with their gender identity or gender expression. By providing a choice of approved items of uniform, rather than listing options by gender, and allowing pupils and students to choose what they wish to wear, schools will allow for regulated structure but without exclusion. Indeed, many female-born students prefer to wear trousers to school or may have religious or faith-based reasons for doing so.

Depending on the individual, the choice to begin dressing in the clothes associated with one's chosen gender can be a very big step and potentially very daunting. This can often represent one of the earliest stages of transition and is a profound statement of acceptance of one's identity and commitment to it. In doing so though, these pupils are making themselves more visibly different from much of the school community and effectively 'outing' themselves to the rest of the school as trans.

Care must be taken to ensure that trans children and young people are supported fully during this time. Training is paramount to ensure that all staff have an understanding of what it means to be trans and exactly why a child or young person may be dressing differently. Remember that a pupil who identifies as a trans girl but was assigned male at birth is not a 'boy dressed as a girl' but is a girl who outwardly at this point resembles a boy. By allowing a trans child or young person to dress in clothes which they feel comfortable with, schools empower them to express themselves by bringing their outward appearance in line with that of their internal gender identity at that point in time.

Inclusive practice, therefore, would suggest that schools should list items allowed to be worn as school uniform, without segregating these into uniform for boys and girls. This allows for regulated structure, but does not exclude on the basis of gender identity or religion.



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 have changed their name legally, individuals have the right to choose the name by which they are known to staff, friends and family. Any problems are likely to be the practical ones of proving that names refer to the same person.

A pupil has the right to be addressed by a name or pronoun that corresponds to their preferred gender identity. **A change of name by deed poll is not required to make a change to school records on information management systems such as SIMS.** To make a change of name on a SIMS record, please see Appendix 3.

With regards to changing a pupils recorded gender, the DfE advises that 'In exceptional circumstances, a school may be unsure as to which gender should be recorded for a particular pupil. Where this occurs, gender is recorded according to the wishes of the pupil and/or parent'. **Section 5.2.9, DfE's School Census 2017 to 18 Guide, Version 1.6 (p 63).**

Entry for exams and exam certificates.

The Joint Council for Qualifications paper work states that candidates should be entered under names that can be verified against identification such as a birth

certificate, passport or driver's licence, and that schools should check that a pupil is using a legal name rather than a preferred 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 preferred name on an exam document a student will need to have legally changed their name by deed poll. If the name hasn't been changed by deed poll, the student will have to fill in their legal name and gender when sitting exams.

Schools should talk first with the pupil and their parents and carers, then approach the various exam boards prior to starting GCSE and A Level courses to clarify the situation and ensure that everything possible has been done to sit the exam and receive certificates in the new name. Schools will also need to be aware that the DfE analysis of school performance may still present the student in the gender registered by their UPN. Please see Appendix 5 for more information.

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 or gender nonconforming presentation at school. Information about a pupil's trans status, legal name or gender assigned at birth also may constitute confidential medical information. School staff should not disclose information that may reveal a pupil's trans 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 outside of school with friends and so on, even when making no particular reference to their name or personal details. The trans community is such a small one that even a casual reference to a 'certain pupil' may be enough to 'out' that individual or, at the very least, compromise confidentiality. When a child or young person initially discloses their trans status, it is important to talk to them about confidentiality and who, if anyone, they would like the information to be shared with.

Trans and gender questioning pupils have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share information. When contacting the parent or carer of a trans pupil, school personnel should use the pupil's legal name and the pronoun corresponding to the pupil's gender assigned at birth unless the pupil, parent or carer has specified otherwise.

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

Where a child or a young person's trans identity is known to the wider school community, schools will need to ensure that they have a robust approach to the language used as recommended in the Equality Act 2010 and Human Rights legislation. This consistent approach in use of appropriate language by all staff will counteract prejudice expressed or concerns raised.

Additionally, if a parent/carer raises a concern about the safety of their child when spending time in the company of a trans identified pupil or staff member, it is vital that staff focus on the 'problem' being with the person who raises the concern and not with the trans individual. Therefore, support work should be aimed at answering the question, "How can we make your child feel more safe?" rather than compromising the rights of the trans person.

Working with parents and carers

Many parents and carers of a child or young person who identifies as trans or gender questioning will be supportive of their child's gender identity; however, this is not always the case. When working with parents and carers, schools should bear in mind that they are representing the interests of the child or young person. As far as possible, care should be taken to ensure the wishes of the individual pupil are taken into account with a view to supporting them during potential transition. Confidential information must not be shared even with the parents and carers without the child or young person's permission unless there are safeguarding reasons for doing so.

4U Project can provide advice to schools about how to work with parents and carers, including those who are requesting that the school does not support their child to express their gender identity.



Work Experience

There is an obligation on the part of the school or college and its work experience placements to keep pupils safe. As already stated, the Equality Act 2010 encompasses every environment that pupils will be working in. Therefore, all placements should be aware of their duties and responsibilities. Where a school is considering a work experience placement, the school must complete a suitable assessment on the potential placement to establish if there is any risk (physical or otherwise), taking account of rights of privacy - as a general principle personal information on the young trans person must not be shared.

Schools must be sensitive to this in their planning before any trans young person is placed in any business or organisation. Careful discussion about the placement with the pupil and parents/carers needs to happen as early as possible to find the most suitable way forward to ensure the placement is successful.

Toilets

All pupils have the right to access the toilet that corresponds to their gender identity. Any pupil who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single stall toilet, but no pupil shall be required to use such a toilet.

Ideally, schools would provide single stall accessible toilets that can be used by all.

Some schools have already begun to use this system with success. If need be, a member of staff or designated pupils can be allocated as 'toilet' monitor during break times to ensure that pupils and students feel safe while using these facilities.

Educational settings will want to discuss

with trans pupils and if appropriate their families which toilet provision they would feel safest using.

Changing Rooms

The use of changing rooms by trans pupils should be assessed on a case-by-case basis in discussion with the trans pupils themselves. The goal should be to maximise social integration and promote an equal opportunity to participate in physical education classes and sports, ensuring the safety and comfort, and minimising stigmatisation of the pupil. All 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 gender identity would constitute an act of discrimination.

Any pupil who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g. nearby toilet stall with a door, an area separated by a curtain or a nearby office) or with a separate time to change (e.g. using the changing room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the pupil's ability to keep their trans status confidential.

Educational settings may be concerned about the responses of some parents and carers to trans pupils using the toilets or changing rooms that correspond to their gender identity and schools can reassure themselves and the wider community that this is supported by the Equality Act and not in any way a safeguarding issue. When a

parent or carer raises a concern about the safety of their child when spending time in the company of a trans identified pupil or staff member, support work should be aimed at answering the question ‘how can we make your child feel more safe?’ rather than compromising the rights of the trans person.

PE and fitness

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

PE teachers are used to differentiating their lessons and taking into account the range of size, build and ability in the class to keep all pupils safe and these principles should be applied. Issues relating to this should be discussed with trans pupils themselves and if appropriate with their parents or carers.

Trans and gender questioning pupils should be permitted to participate in competitions and sports days in a manner consistent with their gender identity if they wish to do so. It is unlikely that pre-puberty there would be any issues with a trans child or young person competing and representing the school. In the case of competitive secondary sports, schools may need to see advice from the relevant sporting body. The handling of changing facilities at an ‘away game’ would also have to be sensitively managed.

In relation to activities such as swimming, the trans pupils may want to wear swimwear that differs from their peers. It is important to assess this on a case by case basis as it will be different for every trans person. It would

be advisable to discuss with staff prior to the lessons that a child will be wearing different swimwear for personal or religious reasons.

Residential visits

To exclude trans pupils and students from residential visits would be contravening the Equality Act.

As far as possible, trans pupils and students should be able to sleep in dorms appropriate to their gender identity. Some trans children and young people may not feel comfortable doing this and in such cases alternative sleeping and living arrangements should be made.

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 with their parents and carers. For example, young trans men who are binding their breasts can often experience a great degree of discomfort when participating in activities such as climbing or canoeing. Where a trans young person feels that they do not want to or cannot participate, alternative arrangements should be made to allow for those pupils to participate in a more appropriate activity. Risk assessments can be carried out prior to residential visits in order to make reasonable adjustments which would enable the participation of trans pupils.

Schools and colleges should consider and investigate the laws regarding trans communities in countries considered for educational visits. The International Lesbian and Gay Association (ILGA) have information on their website about countries that pose a risk to trans individuals. Visit: www.ilga.org.



Transition and medical intervention

Most support for trans children and young people in schools will be around the social aspects of transition. Only some trans people will want to be able to access medical transition whilst still at school and it will be the case that for any young person undergoing medical transition, there will be an impact on their time at school. An understanding of some of the key stages of medical transition will enable school staff to be supportive and planned the students continued education accordingly.

Referral to the Gender Identity Development Service (GIDS) Tavistock and Portman Clinic in London is needed prior to medical transition. **Referral to GIDS can be made by CAMHS or by any professional supporting the child or young person.**

Parental consent is required for referrals for under 16s. GIDS carry out counselling and assessments throughout the process. Full details of the referral process are on the GIDS website www.gids.nhs.uk.

Treatment for children and young people

If a child is under 18, they can only be referred to the Gender Identity Development Service (GIDS) run by the Tavistock. There is a significant waiting time for a first appointment following referral, at the time of writing it is a 14 month wait.

Staff carry out a detailed assessment of a child, to help them determine what support they need. The initial assessment generally takes place over 4-6 appointments.

Depending on the results of this assessment, the options for children and young people can include:

- » family therapy
- » individual child psychotherapy
- » parental support or counselling
- » group work for young people and their parents
- » regular reviews to monitor gender identity development
- » hormone therapy (see below).

A child's treatment should be arranged with the multi-disciplinary team (MDT) at the GIDS. This is a group of different healthcare professionals working together, which may include specialists such as mental health professionals and paediatric endocrinologists (specialists in hormone conditions in children).

Most treatments offered at this stage are psychological, rather than medical. Psychological support offers young people and their families a chance to discuss their thoughts and receive support to help them cope with the emotional distress of the condition, without rushing to irreversible treatments.

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

- » medication to block the production of the natural hormones that feminise or masculinise the body during puberty. Currently the child must be judged at a particular stage of puberty (Tanner Stage 2) for hormone blockers
- » hormone blockers may be followed by prescribing cross-sex hormones to masculinise (testosterone) or feminise (oestrogen) the body. Currently the child must be around the age of 16 to receive cross-sex hormones
- » gender reassignment surgeries would not be carried out until a person is over 18 years.

Be aware that as hormone blockers pause puberty it may be difficult for a trans child or young person to see their peers developing in the way they feel they should be. For example, a trans boy who is on hormone blockers will not experience his voice breaking like his male peers until he has testosterone treatment. This could cause additional stress and challenges. It is advisable the school collaborates with other services working with the child, such as CAMHS or the GIDS, to offer the best support for the individual.

Transition to adult services

Teenagers who are 17 years of age or older may be seen in an adult gender clinic. They are entitled to consent to their own treatment and follow the standard adult protocols.

By this age, doctors can be much more confident in making a diagnosis of gender dysphoria and, if desired, steps can be taken towards more permanent hormone or surgical treatments to alter the child's body further, to fit with their gender identity.

Coming to terms with your gender identity if you are trans can be a difficult time for any person and starting the initial stages of medical transition can be particularly demanding for the young person and their family. This may be exacerbated by long waiting times to access medical support and by a lengthy assessment process. It is a time where support could be needed. It is important to ensure that there is a procedure in place whereby the young person can access a form of counselling (if applicable) in order to support them through their time at school. This would mean that a counsellor should be knowledgeable of trans issues and the potential challenges the young person may face in school.

Mental health can be impacted during transition for a multitude of reasons; therefore, recognition needs to be given and should be recorded as an 'M' code rather than being 'off sick'.

Vaccinations

Historically, vaccinations have been given to young people of all genders together in a large space such as a sports hall. More recently, GP surgeries provide some schools with their vaccinations at the surgery while some vaccinations are given in school.

Consideration should be given to allowing the trans young person to receive their vaccinations from their GP if the vaccination is gender-specific i.e. a FTM trans pupil might find it very difficult to stand in a queue of girls awaiting a female-specific vaccination.

It should also be recognised that vaccinations are not always separated by gender (male/ female) and if it is still necessary to have mass vaccination sessions in school, then a mixed gender queue could be used, as well as screens for the person receiving the vaccination be supplied to promote privacy whilst being included in the mainstream.



11. CELEBRATING DIFFERENCE, CHALLENGING GENDER STEREOTYPES AND SUPPORTING TRANS PUPILS WITH SEND

‘Any form of difference, including being of a different gender, sexual orientation, or being a disabled person and/or having SEN, can increase the risk of children being bullied...’

As with all forms of prejudice related bullying, creating an inclusive environment is a major step in tackling HBT bullying among disabled children and those with SEN’

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

Schools have an enormous responsibility in ensuring all the pupils in their care are safe and supported to reach their full potential. Children and young people with SEND may need additional support in understanding or accepting their own identity, learning about those who are different to them, and understanding that difference is to be respected and celebrated.

Potential additional issues and ideas to consider:

Listen

First and foremost, listen to what the pupil is saying in their actions or words. Where there is conflict, prioritise what their actions and behaviours are saying. Get to know the pupil by observing, listening, and understanding how they express themselves, especially in pre or non-verbal children and young people, and ensure they are given every opportunity to express their identity. Listen without judgement or labels, reassuring the pupil that their feelings are OK, and crucially that other people feel the same way. Remind others that only good can come of the pupil feeling they

are being listened to, and that this is far more important than avoiding the subject for fear of saying or doing the wrong thing. These are difficult and complex emotions for anyone to understand and express, and this could obviously be exacerbated in those with communication and interaction difficulties. Some pupils may not see the need to communicate, and may not understand that others don't already see them in the same way as they see themselves or know themselves to be, due to them thinking everyone knows the same things they know and shares their one perspective. This could obviously lead to increased frustration, anxiety and impact negatively on well-being and mental health. Ensure the pupil has regular 1-1 time with, wherever possible, a mutually agreed 'mentor' in line with the pupil's needs and wishes. It is important that this is someone with empathetic listening skills where gender can be discussed and explored safely, alongside all the other components that build someone's identity.

Develop and promote a sense of self

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





Clothes and uniform

Be aware that some pupils with SEND whose needs mean they have support from a Personal Assistant, can feel a loss of privacy at having to come out to them before people of their choosing or before they are ready to e.g. due to relying on their assistance for what clothes they wear. Do not make assumptions that because a pupil has this support that they wouldn't choose someone else to talk with. The pupil may need practical support to access getting the clothing they want and need, especially if have learning difficulties, or find interacting with others in shops etc. difficult. This will be especially important if they are not being given support, acceptance or understanding from home or the other professionals working with them.

Ensure that uniform options are the same for everyone and not segregated by gender. This can often be more relaxed in special schools due to a proactive consideration of sensory or physical needs, but this is not always so in mainstream. Be aware of and sensitive to the additional difficulties faced by pupils due to sensory differences, e.g. not being able to tolerate wearing chest binders etc. and the emotional impact of this.

Personal care

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

Timing

Every young person's emotions, journey and needs will be very individual to them, and the school must ensure they are led by the views and pace of the pupil and must always work in the best interests of the child. Be aware that some pupils may not feel the same pressures or awareness of 'fitting in' socially, or may struggle with social empathy about how their families and friends may feel. Once they have 'come out' to one person they may have unrealistic ideas or timeframes about how their journey will progress, and this can leave little time to build a supportive plan, especially if the fixed idea they have in their head 'goes wrong' or can't happen quickly enough. Staff may have to support those with difficulties in imagination to understand the future and their potential journey, as they might only be able to focus on how they are feeling and what needs to change right now.

Barriers

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

Support staff, parents, carers, and wider professionals in understanding that a SEND pupil is just as likely to be trans or gender questioning as any other pupil. Indeed, lived experience and some developing incidence based research is showing that there is a higher prevalence of gender identity difference in those on the autism spectrum. Ensure that a pupil's words or actions are not automatically attributed to their SEND, for example, preferences for clothing types or hair length being seen as a sensory need, or behaviours described as a new special interest, fascination, curiosity or phase. Whilst these may be true, it is important to listen without judgement so that expressions of gender identity difference are not missed or dismissed.

Signpost

It may be useful for the young person to talk to someone else who is trans or gender questioning. 4U, the local LGBT support groups will be able to help, and considerations for the SEND pupil may be for them to email or speak on the phone with this link person, rather than meet face-to-face in the first instance. Be aware of the potential increased vulnerabilities of a young person with SEND and ensure they are given increased support as needed, and are taught about general threats and risks from others including around e-safety. Be explicit about the rules of online contact and that this is a safe, trusted, informed and understanding person to have contact with. Warn them that other people, even those who claim to be friends e.g. through online gaming / social media, may not be safe people to talk to about this or other personal subjects.

4U will be able to support and signpost young people and their families to accessing wider support outside of school. Be sensitive to the fears of parents, carers and siblings about their already different family member being potentially more vulnerable due to their gender presentation. Build links with 4U as they can be an invaluable source of support, and co-deliver or exchange experiences, training and strategies e.g. schools delivering SEND training and workshops for the youth group in exchange for them delivering trans training and workshops in schools. Young people and their families may feel more reassured about them or their child accessing support if they feel the wider agencies have some knowledge and understanding of their child's SEND, especially if their inclusivity is already evident by other people with SEND benefitting from their support.



Staff training and confidence building

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

Support for the pupil and their peers

This will of course need to be person-centred and needs led but, as in other areas, the pupil may benefit from social rules or scripts around what is socially acceptable and what is not e.g. what it is OK or not OK to say or do in different contexts. It may be that some of these rules or expectations are different for different genders socially, and some things that had to be taught to the young person originally e.g. the unwritten rules of using public toilets, may need to be taught again to help the pupil learn to socialise in their affirmed (rather than assigned) gender. Empathy difficulties may mean they need support to understand what others may be thinking or feeling, and tools like Social Stories, Comic Strip Conversations and Mind Mapping may help give ideas and strategies.

There will be a need to teach and support the other pupils in a school where a child has chosen to socially transition and perhaps changed their physical appearance, their name and/or pronouns (e.g. he/him, she/her, ze/zir, they/their), and this will need careful

planning based on the needs of individuals, especially in a Special School. This is obviously easier to approach in a school where the culture, curriculum and values have already been proactively embedded in raising LGBT awareness and celebrating difference. The trans pupil may need support to understand that others may ask questions or take a while to understand, and that pupils and staff may get their name and/or pronouns wrong from time to time. Social Stories could again support both the trans pupil and their peers, and may help in focussing any questions from parents that could arise.

Be aware that for some pupils with SEND, particularly some on the autism spectrum, existing resources such as picture books, may need to be adapted as they are too conceptually difficult or confusing. Photo banks featuring real people might be more useful than books featuring animals or inanimate objects for some pupils. That said, exploring with older pupils the real themes in picture books that it is made explicit are written for much younger children, can be a good introduction to this topic, especially if it leads to them writing their own books and resources for a younger audience. One Page Profiles celebrating LGBT role models can also be very useful tools for some. Be aware that slogans such as Stonewall's 'Some People Are Trans... Get Over It' may not make sense to literal thinkers who may question 'Get over what?', and this does not translate well into symbols. Phrases like 'Some People Are Trans... It's OK' may be more useful.

Be aware of the gender-specific language (and in some cases signs and symbols) used in school e.g. hello ladies and gents / boys and girls / good man etc. and consider alternatives e.g. hello everyone / class 5 / great work. Be especially conscious of language that reinforces gender stereotypes,

and the use of symbols that reinforce e.g. boys having short hair and always wearing trousers / shorts and girls having long hair and always wearing skirts.

Curriculum

Ensure that the curriculum represents, supports and celebrates the whole school and wider community and promotes a culture where difference is celebrated, prejudices challenged, and respect and tolerance for others is taught and expected. Bring the whole school community together in celebrating events e.g. LGBT History Month, IDAHOBIT, and the International Trans Day of Visibility. Ensure that pupils with SEND have equal access to positive messages in PSHE and RSE as relevant for their needs, and that LGBT awareness is included throughout this work. Make sure the curriculum and break-time / after-school clubs offer the same aspirational and motivating opportunities for all, including vocational, college and Work Related Learning link options. Be proactive in supporting the trans pupil in planning in advance for any lessons or activities that may lead to increased anxiety e.g. changing for PE, swimming, residential visits etc. and be led by their wishes wherever possible e.g. could t-shirts be worn for swimming to aid comfort, and perhaps allow the trans pupil to wear the swimwear of their choice underneath, at a pace that is right for them. Ensure that any resources used challenge gender stereotypes, actively celebrate different families and members of the school community, and reflect people with SEND as positive role-models.

Policies and Procedures

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



APPENDIX 1: LOCAL AND NATIONAL SUPPORT FOR SCHOOLS AND COLLEGES TO DEVELOP PRACTICE

4U Youth Project

4U is a city wide service that works with young people aged 11-19 years old who identify as LGBT or are questioning their sexuality or gender identity.

The project runs a weekly youth group on Tuesday evenings where young people can safely explore their identities, free from the worry of judgement, hostility or bullying. It carries out positive activities to strengthen the resilience of the young people who attend and increase their emotional wellbeing and positive mental health. The project also includes one-to-one work and supports schools in creating student-led LGBT Societies.

Email: 4u.project@portsmouthcc.gov.uk
Tel: 07931 536 973

The Beaumont Society

National society that supports mainly trans people and their families and friends.

Web: www.beaumontsociety.org.uk
Tel: 01582 412220

Empowering Diversity

Empowering Diversity provide training and resources. This includes “Kings, Princesses, Ducks and Penguins”, a resource written by an ex-primary school Deputy Head following 10 years of work in effectively challenging HBT bullying using age-appropriate picture books and novels. Aimed at primary schools, this resource uses tried and tested lesson activities for more than 30 books for children from Nursery up to Year 6.

Email: john@empoweringdiversity.org
www.empoweringdiversity.org

Gendered Intelligence

Gendered Intelligence is a not-for-profit Community Interest Company, established in 2008. They work with the trans community and those who impact on trans lives. They particularly specialise in supporting young trans people under the age of 21.

They deliver trans youth programmes, support for parents and carers, professional development and trans awareness training for all sectors and educational workshops for schools, colleges, Universities and other educational settings.

Their mission is to increase understandings of gender diversity. Their vision is of a world where people are no longer constrained by narrow perceptions and expectations of gender, and where diverse gender expressions are visible and valued.

Visit: www.genderedintelligence.co.uk

Tel: 020 7832 5848. (Please note that this is not a helpline and GI cannot offer support for young people and their families and carers. They can, though, certainly put you in touch with the right people or let you know a bit more about their services).

Gender Identity Development Service (GIDS)

Based at the Tavistock and Portman Clinic, the GIDS supports 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

Web: www.gids.nhs.uk
Tel: 020 7435 7111



Gender Identity Research and Education Society (GIRES)

GIRES is a UK-wide organisation whose purpose is to improve the lives of trans and gender non-conforming people of all ages, including those who are non-binary and non-gender.

GIRES is a volunteer-operated membership charity that, in collaboration with the other groups in its field, hears, helps, empowers and gives a voice to trans and gender non-conforming individuals, including those who are non-binary and non-gender, as well as their families.

GIRES use evidence from these individuals' lived experiences, combined with scientific research into gender identity development, to educate all those who are able to improve their wellbeing. GIRES contribute to policy development regarding equality and human rights for these individuals, especially in healthcare.

GIRES also deliver training, e-learning and information to public and private sector organisations, many of which are corporate members of the charity, for instance when a trans or gender non-conforming employee or student needs support.

Visit: www.gires.org.uk

Tel: 01372 801 554

International Lesbian and Gay Association

ILGA provides information on international LGBT issues

Web: www.ilga.org

LGBT+ Consortium

A national membership organisation focusing on the development and support of LGBT groups, projects and organisations so they can deliver direct services and campaign for individual rights. Provides a directory of agencies across the UK.

Web: www.lgbtconsortium.org.uk

Tel: 020 7064 6500

Mermaids

Mermaids is passionate about supporting children, young people, and their families to achieve a happier life in the face of great adversity. They work to raise awareness about gender nonconformity in children and young people amongst professionals and the general public. They campaign for the recognition of gender dysphoria in young people and lobby for improvements in professional services.

Visit: www.mermaidsuk.org.uk

Tel: 0344 334 0550

Phoenix (Portsmouth)

Support group for trans young people.

Contact Jane Butt 023 92683306

Portsmouth School Library Service (SLS)

The SLS is a Traded Service of Portsmouth City Council. The SLS provides books for loan, book lists, recommended titles, electronic resources and advisory support for staff working in schools. They have a good collection of LGBT inclusive books available. Visits to the Centre are welcomed.

Contact: school.library@portsmouthcc.gov.uk

www.servicesnetwork.portsmouth.gov.uk/Services/2248

Stonewall

Stonewall is the national lesbian, gay, bi and trans charity, offering support to schools and young people. They offer a range of age-appropriate resources which can be found at www.stonewall.org.uk/

[educationresources](http://www.stonewall.org.uk/educationresources) and a train the trainer course on Creating a Trans Inclusive School for primaries and secondaries - full details at www.stonewall.org.uk/get-involved/get-involved-education/CTIS





Safe schools for all!

APPENDIX 2: CASE STUDY

Case Study: Rowan age 17

Preferred pronouns: male (he, him, his)

Identifies as bi-sexual, gender neutral.

Preferred pronouns: male pronouns he, him, his.

For the last two years in school I identified as gender neutral and went by any pronoun. I didn't come out as gender neutral as such but I wanted to change my name to one that was more gender neutral. My mum was initially hesitant but then supportive of this, she contacted the school.

My name was changed on the register quite quickly with no issues (I still use my birth name legally). There were some teething problems; when teachers asked me about why I had changed my name, their questions felt quite invasive about my personal life and unnecessary. As the questions came from people in a position of

authority I felt obliged to answer them. Even though I did tell people I had changed my name because I identify as gender neutral, no-one ever asked me about my preferred pronouns or use of toilets.

Within two weeks everyone was using my preferred name, the staff were aware I had parental consent and apologised when they had to use my birth name, on exam pieces for example. When I enrolled at college I was able to state my preferred name so that has been very easy. I would like to have gender neutral toilets at the college.



APPENDIX 3: AMENDING THE PUPIL/STUDENT NAME IN SIMS TO A PREFERRED NAME

1. Open the individual's record in SIMS via Focus Pupil/Student
2. 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.
3. Once you have made the name amendment, it is advisable to check that registers and reports will be displaying the preferred forename.
4. To check the registers: go to Tools, Setups, Attendance Setup, Module Setup. Ensure that the box 'Show Preferred Forename instead of Legal Forename' is ticked and then Save.
5. 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 Report.

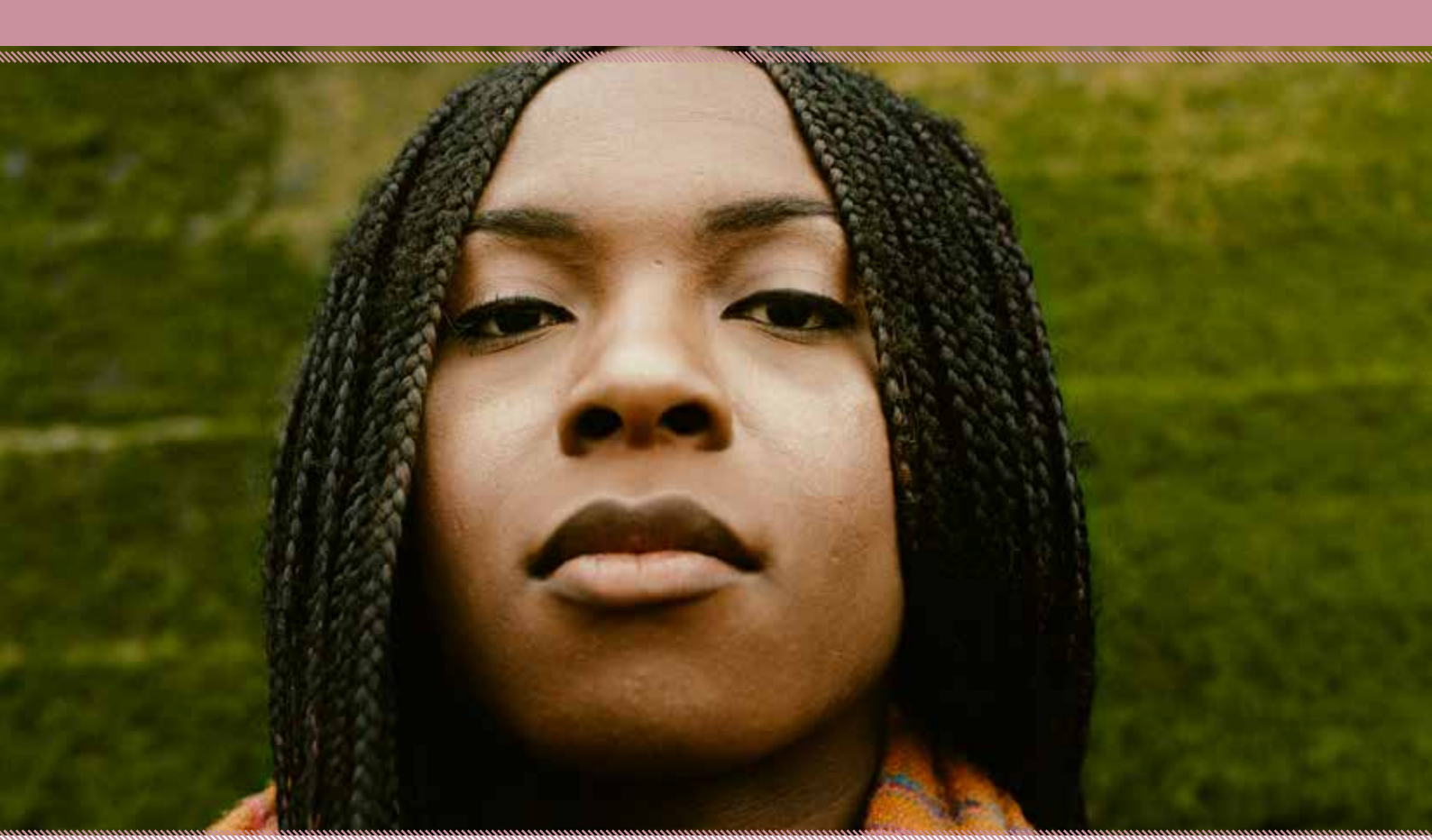
Editing reports is relatively straightforward. However, if this is something that you have not done before please contact the School IT Support for assistance:

Email: sarah.clitheroe@portsmouthcc.gov.uk

Or IS Service Desk: IS.ServiceDesk@portsmouthcc.gov.uk

*please ensure that you save any amended reports with a new unique name i.e. do not overwrite the standard report format





APPENDIX 4: RESPONDING TO AND EFFECTIVELY CHALLENGING HBT LANGUAGE AND GENDER STEREOTYPING

Organisational Response

- » In our school, we treat everyone with respect and when you use the word 'gay' like that it is disrespectful of gay people
- » The ground rules we agreed at the beginning of the session said we would show respect to each other
- » Some people who are transgender find that word insulting so it's not okay to use it at our school
- » The anti-bullying policy says that HBT language is not tolerated
- » The school policy says that we're all responsible for making this a safe place for everyone. That kind of language is homo/bi/transphobic and makes people feel unsafe. Therefore, it is unacceptable.
- » It's really important that at this school people feel able to express their gender however they feel comfortable so we try to avoid gender stereotypes
- » At this school, we want to recognise every pupil's strengths and we don't want people to feel limited by expectations that relate to their gender

Questioning Response

- » What do you think that word means?
- » What makes you think that?
- » Do you realise that what you said is homo/bi/transphobic?
- » Can you explain what you mean by calling that 'gay'?
- » That word is an insulting term for someone who is transgender. Do you know what it means to be transgender?
- » How would you feel if someone spoke about you in that way?
- » Do you know what a gender stereotype is? Can you think why some people might be upset when they hear that at school?

Confronting Response

- » Language like that is not acceptable.
- » You might not think that remark is offensive, but many would
- » What you are saying presents a very stereotypical view of what men and women are like. When you do that it means that people who don't fit into your way of seeing things can feel left out or ashamed.

Personal Response

- » I'm not happy with what you said
- » Homo/bi/trans phobic language offends me. I don't want to hear it again
- » What you've said really disappoints/ disturbs/upsets/angers me OR I'm really surprised and disappointed to hear you say that. I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such homo/bi/trans phobic language

Exploring these responses as a whole staff can ensure that everyone is comfortable with using the same language and also ensures that there is a consistent approach to effectively challenging HBT language and bullying.

With thanks to Brighton and Hove City Council



APPENDIX 5: PEOPLE WHO INSPIRE US

The Diversity Group at Ark Charter Academy identified the following people as inspirational. Their reasons for selecting them are shared below, in their own words.

Dodie Clark: Dorothy Miranda “Dodie” Clark (born 11 April 1995) is an English singer-songwriter, author and YouTuber from Epping, Essex. Clark posts both original songs and cover songs on her main YouTube channel “doddleoddlle” and posts vlogs on her side channel “doddlevloggle”. Clark is known for her piano and ukulele covers of various songs and her soothing voice. As of December 2017, she has 154 videos, over 1,335,000 subscribers, and over 166 million views on her main channel. She has 337 videos, over 94 million views, and over 737,000 subscribers on her side channel. On 9 December 2016 she released the first video on her Vevo channel, dodieVEVO, where she has over 11.8 million views and 308,000 subscribers. She has collaborated with many other YouTube artists including Jon Cozart, Flashback and more.

Clark has released two independent extended plays, *Intertwined* and *You*, both of which charted within the top 40 of the official UK Albums Chart at numbers 35 and 6, respectively.

Carrie Fisher: October 21, 1956 – December 27, 2016) was an American actress, writer, and humorist. Fisher is known for playing Princess Leia in the *Star Wars* films, a role for which she was nominated for three Saturn Awards. Her role in these films provided a strong, female role model to girls at a time when women were often portrayed as passive and weak.

Zachary Quinto: (born June 2, 1977) is an American actor and film producer. He is best known for his roles as Sylar on the science fiction drama series *Heroes* (2006–2010), Spock in the reboot *Star Trek* (2009) and its sequels *Star Trek Into Darkness* (2013) and *Star Trek Beyond* (2016), as well as his Emmy nominated performance in *American Horror Story: Asylum*.

“One of the most defining conversations that I had with myself was that absolutely no good can come from me staying quiet about my sexual orientation.”



Olly Alexander: (born 15 July 1990) is an English musician, singer, songwriter and actor. He is the lead singer of the synthpop band Years & Years.

Through various interviews and charity campaigns, he has promoted safer sex and HIV screening anti-LGBT bullying initiatives. He has also spoken openly about his own struggles with depression and anxiety from age 13 onwards. In 2017, Alexander presented a BBC Three documentary investigating the link between being gay and the development of mental health disorders where he opened up about his bulimia.

Alexander describes himself as a “real left-winger” and said in 2016 that he ‘had a crush on’ Labour Party leader Jeremy Corbyn.

Kate McKinnon: (born January 6, 1984) is an American comedian, actress, musician, impressionist and model who is best known as a regular cast member on Saturday Night Live and The Big Gay Sketch Show, and for playing the role of Dr. Jillian Holtzmann in the 2016 Ghostbusters reboot.

On her realisation that she was a lesbian, McKinnon said: “I figured it out by watching the X-files and noticing that my physiological reaction to it. I thought at first it was initially a reaction to David Duchovny’s face but no, it was Gillian Anderson.”

Adam Rippon: (born November 11, 1989) is an American figure skater. He won the 2010 Four Continents Championships and the 2016 U.S. National Championships. Earlier in his career, he won the 2008 and 2009 World Junior Championships, the 2007–08 Junior Grand Prix Final, and the 2008 U.S. junior national title. Rippon was selected to represent the United States at the 2018 Winter Olympics in Pyeongchang, South Korea.

At the 2018 Winter Olympics, Rippon won a bronze medal as part of the figure skating team event, thus becoming the first openly gay U.S. male athlete to win a medal in a Winter Olympics.

Miles McKenna: is a popular Youtuber from LA, known for his LGTBQ activism. Miles identifies as trans-non-binary person. With over 900,000 subscribers on his Youtube channel “mileschronicles”, he is best known for his vlog entries related to his sexuality and gender identity.



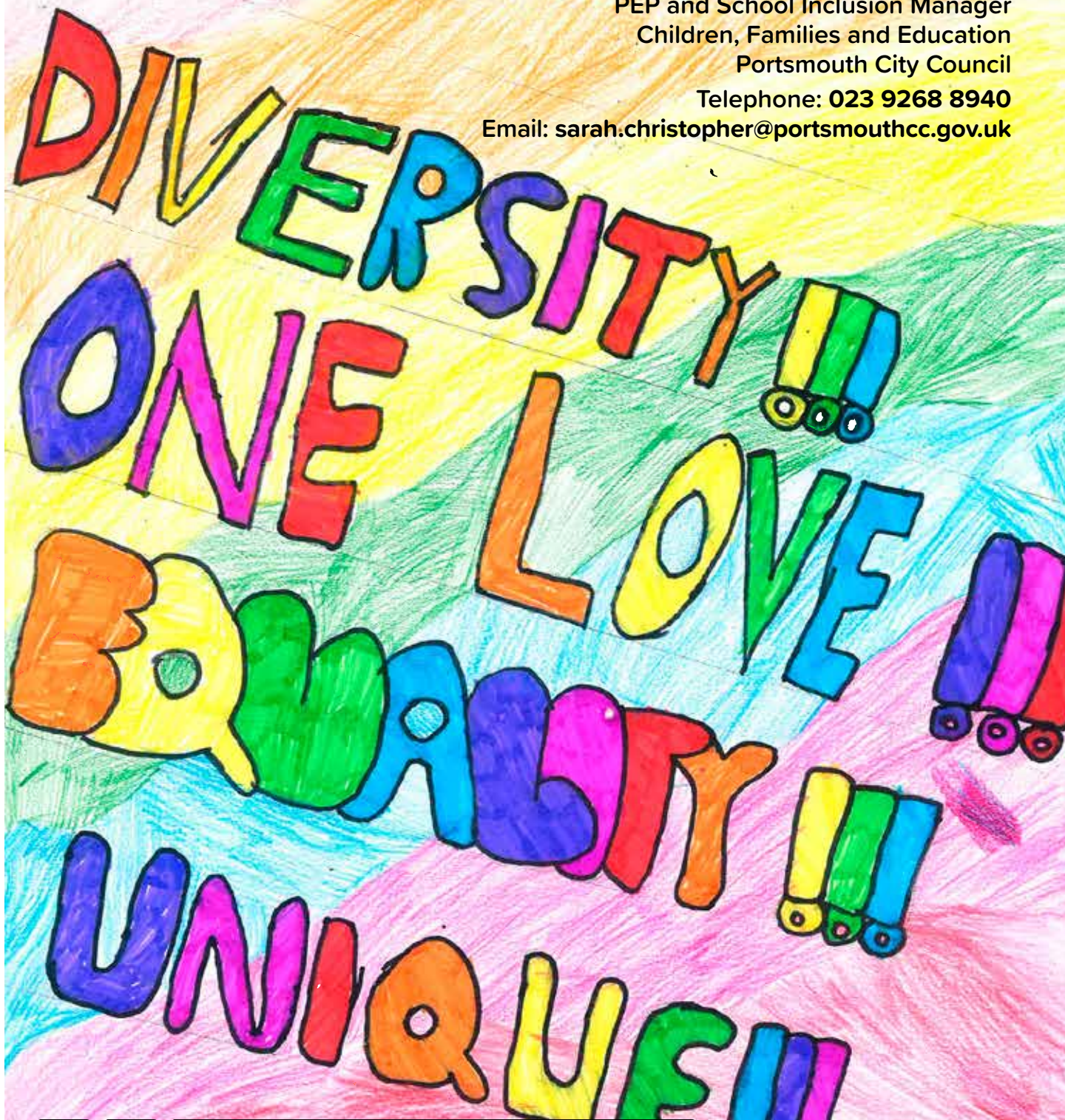
FOR FURTHER INFORMATION CONTACT:

Sarah Christopher

PEP and School Inclusion Manager
Children, Families and Education
Portsmouth City Council

Telephone: 023 9268 8940

Email: sarah.christopher@portsmouthcc.gov.uk



You can get this information in large print, Braille, audio or in another language by calling 023 9284 1193