

# Merton and Wandsworth

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## Trans Inclusion Toolkit for Schools & Colleges

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## Contents

<b>1. Introduction</b>	<b>3</b>
<b>2. The law</b>	<b>7</b>
<b>3. School improvement</b>	<b>9</b>
<b>4. Being trans...</b>	<b>10</b>
<b>5. Steps in transitioning</b>	<b>11</b>
<b>6. A whole school approach</b>	<b>15</b>
<b>7. Practical implications for schools and colleges</b>	<b>16</b>
<b>8. What does transphobic bullying and language look like?</b>	<b>23</b>
<b>9. Useful scripts – what to say and how to say it</b>	<b>24</b>
<b>10. Supporting parents/carers and siblings</b>	<b>27</b>
<b>11. Engaging and educating other parents/carers</b>	<b>31</b>
<b>12. Media</b>	<b>33</b>
<b>13. Celebrating difference, challenging gender stereotypes and supporting trans pupils with special educational needs and disabilities, including ASD</b>	<b>34</b>
<b>14. Celebrating difference and challenging gender stereotypes in the Early Years Foundation Stage (EYFS)</b>	<b>39</b>
<b>15. Appendix A: Glossary</b>	<b>41</b>
<b>16. Appendix B: Example Key Stage 2 lesson plans</b>	<b>44</b>
<b>17. Appendix C: School self-evaluation audit</b>	<b>48</b>
<b>18. Appendix D: Medical transition pathway</b>	<b>54</b>
<b>19. Appendix E: Further help and support</b>	<b>55</b>



## 1. Introduction

Safeguarding all children and young people is of paramount importance to Merton and Wandsworth councils. Ensuring the emotional health and well-being of trans young people is a priority for both boroughs.

To achieve our safeguarding aims and equality objectives, both local authorities have been committed to developing this toolkit, in conjunction with a number of local and national organisations and services.

### Equalities in Merton

The Merton Antibullying and On-line Safety Operational Group sits within The Education Inclusion Service of Children, Schools and Families. The main purpose is to put in place a coherent strategy to prevent bullying. This strategy will be known to all services, including the voluntary sector and services for parents and to ensure that the effectiveness of this strategy is evaluated.

In Merton we want all children and young people to feel safe wherever they are. Bullying doesn't only happen in schools. It can happen anywhere. To tackle bullying successfully in Merton we work with the whole community and all services for children and young people to ensure that the culture reflects the belief that bullying is unacceptable, anywhere.

The group reports to the Children's Trust Board and membership is drawn from those partners key to writing, delivering and evaluating the effectiveness of the strategy action plan and working in partnership. These include:

- Youth Participation
- Schools
- Merton School Improvement
- Education Welfare
- Safer Schools Police Team
- SMISST team
- The Voluntary Sector
- Virtual Behaviour Service
- Youth Service

For more information, contact Ann Long on 020 8545 4064 or at [ann.long@merton.gov.uk](mailto:ann.long@merton.gov.uk)



## Equalities in Wandsworth

The WISE (Wandsworth Inclusion Safeguarding Equalities) Forum sits within the School Participation & Performance division of Children’s Services.

The forum is multi-agency and reports to Wandsworth Safeguarding Children Board (WSCB) monitoring sub-group, the Education Standards Group (ESG) and the Education and Children’s Services Overview and Scrutiny Committee (ECSOSC).

The forum’s key objectives are to:

1. Advise WSCB and the Children’s Services Department (CSD) on the ways to prevent and tackle all forms of prejudice-based bullying in schools and settings.
2. By using the data available, identify priorities for development and outline actions to meet these, as well as provide support for schools and settings in their related equality objectives.
3. Promote diversity, equality and inclusion by ensuring that the issues related to prejudice-based bullying are addressed.
4. Make recommendations to WSCB and CSD on current and future needs of schools and settings in relation to the dissemination of effective practice around equality issues.
5. Work to identify and find ways to fill gaps in the training needs of those working with children and young people in relation to prejudice-based bullying and other equality issues.
6. Consult with children and young people about the work of the group and effective approaches to effectively tackle prejudice-based bullying.

For more information, contact Mark Holliday on 020 8871 8759 or at [Mark.Holliday@richmondandwandsworth.gov.uk](mailto:Mark.Holliday@richmondandwandsworth.gov.uk)

## Acknowledgements

The following local authorities and organisations have contributed to the creation of this toolkit.

Locally: The Gap youth club, Merton LGBT+ forum, Open Door Merton, students from Ricards Lodge High School, Merton, and Burntwood School, Wandsworth.

Nationally: Barnsley Metropolitan Borough Council, Birmingham City Council, Derbyshire County Council, Doncaster Metropolitan Borough Council, Kent County Council, Leicester City Council, Leicestershire County Council, Lincolnshire County Council, Nottinghamshire



County Council, Oxfordshire County Council, Sheffield City Council, Warwickshire County Council and the Young Transgender Centre of Excellence at the Leicester LGBT Centre.

Special thanks go to Brighton and Hove City Council and Allsorts Youth Project for allowing some of the content of this toolkit to be based on their 'Trans\* Inclusion Schools Toolkit'.

## How to use the toolkit

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

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

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

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

## Young people's participation

Key to the effectiveness of any work undertaken by professionals lies in ensuring the voices of children and young people are heard.

Trans young people who attend various LGBT+ groups in Merton and Wandsworth have played an important part in creating this toolkit. As part of this consultation, we asked young people in both boroughs why a trans toolkit for schools and colleges is important and what difference they think it will make to the lives of other trans young people. They also had very strong ideas about the role of school and college staff, commenting that:

***'Teaching staff must be sanctioned for intentionally using the wrong names and pronouns of students'***

***'Each member of staff in school should have to complete individual training on trans issues. They should have to pass this test to stay teaching in schools. It could be a recognised qualification, which is advertised so students know who is safe to be approached'***

***'Legislation should be introduced to protect trans people who come out to specific staff members. It should be that the young person must consent to other staff being informed and the young person must have the final say'***



***'It would be useful to be able to select different pronouns on school and college applications and then easy for them to modify on their database. The pronoun 'they' should be an option'***

**Question 1: Why is the trans toolkit for schools so important?**

***'It is important because it's easier to look for help from a person that understands, at least, that other gender identities exist - and about the problems a trans or non-binary identifying person might be experiencing'***

***'I think it is important so that people are aware of it.'***

***'So that schools can think about how to make changes like unisex toilets, uniform, changing areas, names etc.'***

***'I think that awareness is key to making a difference and making people feel more comfortable and included'***

**Question 2: How will this toolkit make a difference to you or other young trans people?**

***'Teachers have no clue how to deal with people like us, especially non-binary people'***

***'So teachers know not to misgender trans students'***

***'It will make a HUGE difference; everything would just be so much easier.'***

***'Make them feel accepted, make them feel comfortable.'***



## 2. The law

### Equality Act 2010

The [Public Sector Equality Duty](#) requires public bodies (including schools) to eliminate discrimination, victimisation and harassment, advance equality of opportunity and foster good relations. It also requires schools to have equality objectives with information published on their websites.

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

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

More information can be found here: [here](#)

An easy read version of the Equality Act can be found [here](#)

Advice for schools can be found [here](#)

### The Gender Recognition Act

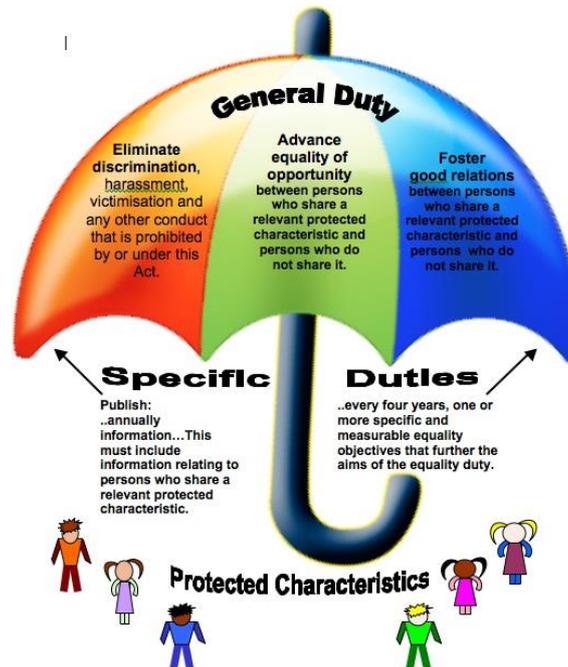
At the time of writing, the Department for Education (DfE) is proposing to streamline and de-medicalise the process for changing gender as part of a broader consultation of the legal system that underpins gender transition, the Gender Recognition Act.

More information can be found [here](#)





### Equality Act 2010 – Protected characteristics



### Equality Act 2010 – General and specific duties



### 3. School improvement



#### Ofsted Common Inspection Framework

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

[Ofsted Inspecting Safeguarding in Early Years, Education and Skills Settings](#) guidance highlights that action may be needed to protect pupils from transphobic abuse and prejudice-based bullying.

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

#### Spiritual, moral, social, cultural (SMSC) curriculum and British Values

Schools can create an environment that is inclusive of everyone through the [SMSC curriculum and British Values](#). Promoting school values based on British Values lends itself to explicitly celebrating differences, treating everyone equally and respecting individuals.

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

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## 4. Being trans

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

Research conducted on the experiences of trans young people show:

- **Over half** of LGBTQ respondents (53%) knew they were LGBTQ by the age of 13. Over half of trans respondents (58%) knew they were trans by the same age.
- Not all gender variant children will grow up to identify as trans, but **40%** of young people first thought they were trans aged 11 or under, compared to **25%** of lesbian, gay or bisexuals aged 11 or under.
- Just over **nine in 10** LGBTQ young people report learning nothing about trans issues at school. Nearly half of LGBTQ young people say their time at school was affected by discrimination or fear of discrimination. **Three in four** LGBT (77%) have never learnt about gender identity and what 'trans' means at school.
- **One in three** trans pupil (33%) are not able to be known by their preferred name at school, while **three in five** (58%) are not allowed to use the toilets they feel comfortable in.
- **Nearly two thirds** (59%) of trans young people had deliberately hurt themselves compared to 8.9% of all 16 - 24 year olds, and 48% of trans young people have attempted suicide.

### Sources:

[Metro Charity](#)

[Stonewall](#)

[Full fact](#)



## 5. Steps in transitioning

There is no one way to transition. Some choose a medical transition involving hormone therapy and/or, once over the age of 18, medical procedures. However, not all trans people want or are able to have this. Schools are more likely to support young people in their social transitioning.

### Case example – ‘Charlie’

*Charlie came out as trans at his Church of England secondary school in Year 9. Sadly, he did not have his family’s support at the time and, as he did not have any formal documentation regarding his change of name, the school advised they could not change his details on the school system because it wouldn’t match his formal records.*

*(Whilst it is not possible to change a name formally without parental consent under the age of 16 – a school can certainly informally update records in accordance with the Department for Education School Census guidance and to best support the welfare of pupils.)*

*Contrary to the requirements set out in the Equalities Act 2010, Charlie’s school advised that it was best not to make any changes with regards to name and pronouns for ‘his own safety’ as it was stated he would be at risk of bullying despite the school having responsibility to support the pupil in their stated gender and prevent and/or tackle any bullying.*

*Charlie was also advised it would not be appropriate for him to use the male bathroom – again this was presented as a means to prevent bullying. He was given permission to use the gender neutral accessible toilet, though this made him feel that his gender identity was viewed as a disability. (Whilst the accessible toilet can be a helpful solution for some trans individuals, it is essential it is the pupils’ choice and not imposed by the school.)*

*Charlie had to navigate through two further academic years at the school under these exceptionally difficult circumstances and it had an extremely detrimental effect on his mental health and well-being.*



### Case example – ‘Mark’

*Mark came out as trans to his secondary school aged 15 at the end of Year 11, as he already knew he would be attending college for A levels and therefore decided it was a ‘safe’ time to tell the school. He presented his head of year with his change of name via deed poll and he found both his head of year and the school as a whole to be extremely supportive. The school immediately put in place a care plan to enable Mark to stay on at sixth form, should he wish to.*

*During his remaining time at the school, Mark was able to use his chosen name and correct gender pronouns and he was given the choice as to which bathroom he would feel most comfortable to use.*

*Mark was invited to attend several meetings where the care plan was discussed which included clear and specific information stating exactly what the school would do should any issues or transphobic abuse occur.*

*It was an all-girls school so Mark was particularly impressed that they had such a supportive approach and that they had robust policies already in place.*

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***Good practice suggestion:** Schools cannot rely on learners stating that they are ‘trans’, as younger children may not use this term. It may become apparent through use of other language or words that their gender identity doesn’t match the biological sex assigned to them. It is important to be up-to-date on the appropriate use of language that both experts and young people use.*



## Social transition

Pupils are able to transition independently of the Gender Identity Development Service (GIDS). They are able to transition prior to or without referral to GIDS at home, school and with support from CAMHS (Child & Adolescent Mental Health Service).

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

Outside of the school, a young person can legally change their name via [deed poll](#) before the age of 16 if everyone with parental responsibility for the child agrees to the name change. After 16, anyone can change their name by deed poll without parental consent. Once over the age of 18, it is possible to be issued with a new birth certificate with a Gender Recognition Certificate [Gender Recognition Certificate](#) through the [Gender Recognition Panel](#).

## Medical transition: Gender Identity Development Service (GIDS)



The [Tavistock and Portman's Clinic's Gender Identity Development Service \(GIDS\)](#) is the only gender identity service in the country for children and adolescents. They have clinics in London and Leeds and an outreach clinic in Exeter. Referrals to the Tavistock Clinic more than doubled between 2014/5 and 2015/6 Most referrals have been for young people aged 14-16 years, although some are as young as 4.

GPs can refer young people to the GIDS. However, most referrals are made through CAMHS. Other professionals such as teachers, school nurses, social workers and youth workers are also able to make referrals, although not all professionals are clear themselves about the referral pathway.

Once referred to the Tavistock Clinic, there is a 14 to 18 month wait before the initial assessment. This waiting can have serious implications for the health and wellbeing of the trans young people, especially when [48% of trans young people have attempted suicide](#).



Something to bear in mind is that there can be a lack of continuity of care into the adult Gender Identity Services. However, some adult gender services accept referrals for 17 year olds. Their waiting times vary, as do their policies about when they will offer a first appointment. Adult services do not usually meet with the whole family at the ages of 17 and 18.

For more information on medical transitions, please see Appendix E.

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*Good practice suggestion: Schools should record absences for appointments with GIDS as medical appointments in the register, not as off sick or unauthorised.*

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## 6. A whole school approach

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

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

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

Referencing gender identity alongside all other identities enables schools to demonstrate equality in their ethos. Schools should not single out trans equality for a day of lessons or a week of awareness; rather trans identities and awareness should be taught within a curriculum where all protected characteristics are celebrated. If they are taught as one-off lessons the school runs the risk of isolating trans identities from equality as a whole. Trans awareness needs to be taught as part of a school ethos where all protected characteristics are referenced and celebrated through school assemblies, lesson plans, pupil-led campaigns, and in the wider community.

Parents and carers should be kept informed of the equalities curriculum being delivered by the school, subtly letting them know pupil activities. If you are arranging parent and carer meetings, they should be kept small, either class by class or year by year group to enable all views to be heard and discussed calmly. The meetings should not have a focus on gender identity awareness, rather the focus should be on the Equality Act 2010 and the equalities ethos in the school that includes all protected characteristics. Parents/carers can be shown lesson plans and books/resources that reference transgender equality, alongside lesson plans and books/resources about celebrating other differences.

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

Engage with school governing bodies to support any materials and lesson plans you are proposing to use and, once they have agreed, set up parent/carer meetings. Once all the parents/carers have been offered a meeting, then deliver the lessons. In secondary settings the parents/carers may require less information on activities and more about ethos, principles and values.

Resources to support a whole school approach to celebrating difference can be found [here](#).



## 7. Practical implications for schools and colleges

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

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

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### Changing names and gender on management information systems (MIS) and exam certificates

**Gender:** This can be legally recorded as **however the pupil prefers or identifies** and be recorded in MIS (Management Information System) and collected in the School Census.

**Forename:** This MIS field can only differ from that on the birth certificate if it has been legally changed by **deed poll**. Otherwise, the preferred forename box must be used.

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

In regards to schools recording this data, section 5.2.9 of the Department for Education's [School Census \(2018-19\)](#) indicates that the gender of a pupil is recorded in the format of male or female. However, **“In exceptional circumstances, a school may be unsure as to which gender should be recorded for a particular pupil. Where this occurs, gender is recorded according to the wishes of the pupil and/or parent.”**

It remains open for the school to amend the gender of any pupil, within their own management information systems, at any time, and the DfE does not specify that this



indicator must remain static within any technical requirements. Changing name is a real indicator that a trans pupil is taking steps to, or proposing to move towards a gender they wish to live in. It is possible to change a name on a school or college roll or register for a preferred name and when sending details of young people to exam boards. Pupils can be entered under any name with an exam board and, so, there should be no problem with name changes.

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** (Legal Name refers to the name in which a pupil or student arrives in education for the first time; this is often the name on their birth certificate), **not preferred names**.

Schools and colleges are encouraged to ensure a strategy has been agreed with the pupil and their parents/carers before agreeing with the various exam boards prior to starting the process to accredited courses. As some exams may be sat in Year 10, the length of time it takes to re-register should be taken into consideration. Exam boards may be very experienced in gender identity issues so they may be able to guide the school or college through the process.

It is possible for most documents to be changed to reflect the chosen name or gender identity of the young person. Changing details on a birth certificate is not possible until a Gender Recognition Certificate has been issued, which cannot happen until a pupil is over 18 years old. In order to change a name on other official documents such as a passport it might be necessary for evidence of change of name to be produced: there are two main ways in which this can be done, by deed poll and by statutory declaration. Official advice can be found [here](#).

Support organisations, such as [Gendered Intelligence \(GI\)](#), have more information on the subject of changing name. A young person under 16 years cannot change their name legally by deed poll without the consent of everyone with parental responsibility and changing name does not change a legal gender identity.

#### Recommendations:

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



## Toilets

Toilets can be an intimidating environment for trans, non-binary and gender fluid young people. Under current [DfE regulations](#) schools that accommodate children aged over 8 years old need separate toilets for boys and girls. However, the general approach should be to “use the one you want to use”, or the one to which you identify. This can cause unnecessary problems for pupils who do not identify with a binary gender and, in cases, it is advisable that there is access to sanitary facilities in boys’ toilets as well as girls’.

When starting a new build, use the opportunity to consult with parents/carers on the issue of gender-neutral toilets – the benefits as well as the layout and types of facilities required to meet pupils’ needs. It is recommended that toilets are not hidden away without a entrance/exit door, which work well to prevent all kinds of bullying too.

Ideally toilets would be a mixed model with some single gender toilets and other floor-to-ceiling cubicles simply labelled ‘toilets’ or ‘gender neutral toilets’. These kinds of facilities are permitted by the Department for Education. Alternatively, separate, segregated toilets for trans pupils (such as converting or simply using the accessible toilet) can prevent inclusion, promote isolation and may pose safety risks.

Alternative solutions can include issuing toilet passes for during lesson time.

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*Good practice suggestion: Consider making clear signs for inclusive toilets, such as those at Chestnut Grove Academy, Wandsworth, available to all pupils*



## Changing rooms

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

Where pupils are going swimming, schools should undertake reconnaissance and research changing room options. Often school changing rooms are segregated by gender but it may be there is a family changing room available where small cubicles are provided. This would enable pupils to change safely in small groups, or individually, rather than all together in one gender group setting. The key is to ask the pupil where they feel comfortable changing, explore options, find solutions and make the necessary provision.

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

## Physical education (PE)

Pupils should be able to take part in PE regardless of the gender they identify with - assessment is the same (at GCSE) for boys and girls. Where PE might have been traditionally split on the basis of gender, schools can implement mixed gender PE instead. There may be perceived issues with “competitive advantages” – these are often unfounded and can be addressed on an individual basis if there is a legitimate concern.

## Trips and residential

Before any trip, it should be made clear to staff on a ‘need to know’ basis if there are any trans pupils and what their expressed wishes are. If pupils choose to, they should be able to meet with staff before a given trip to discuss any possible issues. Pupils should be able to sleep where they feel most comfortable and this is especially important when sleeping arrangements are made on the basis of gender. Toilets and washing facilities will need to be assessed on a case-by-case basis, for example, can the needs of pupils’ personal hygiene be met at the off-site facility as well as they are at school?



This should be led by the pupil, with the school's duty of care and best interest at heart. Ask them who knows and talk about who needs to know. It's about ensuring the quality of outcome without mistakes. Some pupils may have transitioned in primary and not want to be out in secondary.

The general hygiene needs of trans pupils also need to be considered. Binders (a constrictive covering for the chest to flatten breasts) in particular can pose an issue, as they are often so expensive that a pupil cannot afford more than one. This has obvious hygiene implications as trans pupils may be wearing a binder for more than one day at a time and in different weather conditions. It may be that pupils wash their binders every night at home and this will need to be considered on a residential trip. For pupils receiving cross-sex hormone therapy, the movement of steroids across different countries might need to be thought about. There are additional risk factors if travelling to a country with different legislation, or in foreign exchanges where pupils stay with a host family. These kinds of issues would need to be thought through when drawing up 'kit-lists' for trips.

## Uniform

Ideally, uniforms in schools would be gender neutral and the list of acceptable uniform attire not separated by gender. However, this is invariably not the case. The best way to help trans pupils is to offer choice and not to enforce a particular style. Advice and support, including financial, should also be offered to the parents/carers of transitioning pupils, especially should they not be able to afford to buy a second preferred uniform at some point during the academic year.

When devising a uniform policy, schools need to ensure its obligations don't discriminate (directly or indirectly) on the grounds of sex, race, disability, sexual orientation, religion or belief, gender reassignment, or pregnancy and maternity - in accordance with the Equality Act 2010.

Schools might not need to make any changes to their current school uniform but can simply remove gender-specific references to uniform policy to show they offer choice. This demonstrates to parents that girls, for example, aren't restricted to wearing skirts and dresses but can wear trousers instead, if they wish.

A good example is [Hillbrook Primary School](#) in Wandsworth.

The uniform page on their website mentions, skirts, dresses and trousers but doesn't assign these items of clothing specifically to boys or girls. The school refers to 'children' throughout, avoiding the use of gender-specific language. The school's PE kit is also unisex.



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## UNIFORM

We take great pride in our uniform and it is important that all children and parents support us in ensuring that children have the correct uniform at all times. Our uniform has been chosen to keep costs as low as possible for parents and carers. To avoid unnecessary expense, please ensure all uniform is clearly labelled with your child's name.

Items marked with an asterisk (\*) must be bought through our uniform supplier (School Uniform Direct - [click here for details](#)). Other items may be purchased from shops of your choice, as long as they meet our requirements.

At Hillbrook Primary School, uniform is compulsory - all of our children are required to wear:

- White polo shirt with logo\*
- Navy blue sweatshirt or cardigan with logo\*
- Plain navy or grey trousers, pinafore or skirt
- Plain black trainers or black flexible outdoor shoes (open toe sandals or shoes with a heel should not be worn for health and safety reasons)
- Blue gingham summer dress (to be worn in the summer term only)

Optional items that may also be purchased include: a reversible jacket with a school logo and a navy book bag for children to hold reading books, home journals, homework and letters.

**Order name tags from the following link and help us raise funds at the same time!**

### PE/Games kit:

- Plain navy blue shorts or navy jogging bottoms
- Plimsolls or sensible trainers
- Plain white T-shirt

We suggest that all children store their PE kit in a drawstring bag (clearly labelled with their name).

During the winter months it is also helpful to provide your child with a spare pair of socks to be kept at school in case of bad weather.

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*Good practice suggestion: Offer unisex or gender-neutral options for school uniform, as Hillbrook Primary School, Wandsworth, does (above).*



## Moving or changing schools

Partnership working across schools provides essential support to professionals regarding admissions policies relating to trans pupils. Schools who are particularly adept at dealing with trans pupils may be able to offer advice to schools who are less well-equipped or less knowledgeable, and all schools should be actively considering how and if they are meeting the needs of a transitioning pupil. When a trans pupil moves to a new school - at primary secondary transfer, for example - the two schools should work together in the best interests of the trans pupil, with a focus on their duty of care.

## Single-sex schools

For the most part, single-sex schools should be complying with what has been set out here just as mixed schools should be. However, there may be complications in a single-sex school to require attention to best ensure the safeguarding and inclusion of trans pupils. Pupils who transition to a different gender from that of the school they are in, for example a trans girl at a boys' school, must be allowed to remain at that school if they wish to. There needs to be discussion of the correct terminology to use, as well as how that aligns with the culture of the school – and how both of these factors will impact on the young person concerned. Care should be taken to avoid mis-gendering the pupil (labelling a person with a gender other than the one they identify with). In this scenario, there are also implications regarding the provision of appropriate uniforms, both for day-to-day wear and for PE and dance. Pupils must not be forced to present as a gender they do not identify with and all school policies should reflect this.

## School staff

Many of the implications described above also apply to staff. There is a range of guidance available that provides practical advice for teachers, support staff and other professionals working with children and young people who may be at one stage or another with transitioning. Most, if not all, trade unions offer support to trans employees, and a few are listed below with weblinks:

[Equality challenge Unit](#)

[GMB](#)

[NUS](#)

[TUC](#)

[Unison](#)



## 8. What does transphobic bullying and language look like?

In developing this toolkit, trans young people at The Gap youth group and Merton LGBT+ forum were consulted and were able to provide examples of the sorts of transphobia - the fear or dislike of someone based on the fact they are trans, including the denial/refusal to accept their gender identity (source: Stonewall) - that they had experienced at school. This is what they said:

***'I know a situation where a teacher said: 'as a parent, I would be really angry if my child wanted to use a different name to the one I'd given them''***

***'I got called "it" and chased after school and had a bag thrown at me'***

***'Being called "it" and "tranny" as insults'***

***'I've been called "tranny", "he-she", "she-boy" and "it"'***

***'Being called "it" is a big one'***

***'I hear "tranny" all the time'***

***'I was told to get out of school because they (other students) said I don't belong here'***

***'I'm scared to come out as non-binary and so I don't get transphobic language used against me'***

***'Snarky comments, deliberate misgendering and misnaming.'***

***'Shouting out, "Tranny", or "Fag/faggot". It usually doesn't really get noticed.'***



## 9. Useful scripts – what to say and how to say it

The following scripts will only be effective if they are used within a context where there is a clear policy on tackling all forms of bullying, including transphobic bullying, and where everyone feels confident to tackle the use of transphobic language. This means that there needs to be a commitment from the senior leadership team, including providing staff training, to establish a school ethos that believes everyone has the right to be treated equally with fairness, kindness and respect.

As part of the school's commitment to supporting trans pupils, there should be opportunities for staff to discuss, develop and rehearse scripts for responding to transphobic comments. The 'institutional' responses below might provide a useful starting point:

*"The school's anti bullying policy says that transphobic language is not acceptable"*

*"The school policy says that we are all responsible for making our school a safe learning place for everybody. The transphobic language that you used could make people feel unsafe, therefore it is unacceptable"*

*"In this school, we recognise everybody's strengths and want all members of the school community to have ambition and aspirations for themselves and others without being limited to false expectations based on gender or any other stereotype"*

*"Many people would find what you said offensive, so it is not acceptable to say it"*

*"In this school, we try to be kind to each other. What you said was unkind"*

*"In our school, we treat everyone with respect. Using pejorative terms disrespects trans people"*

Sometimes, responding to the use of an inappropriate word or comment with a question is the most effective response. Doing this recognises that in some cases, pupils do not understand that what they have said is hurtful or offensive. The following might be useful **questions** to use when responding to inappropriate language or comments:

*"What do you think that word means?"*

*"Do you know that what you just said is transphobic?"*

*"Can you explain what you meant by using the word...?"*

*"That word is an insulting term for someone who is transgender. Do you know what it means when someone is transgender?"*

*"Why do you think that only girls (or only boys) should do that?"*



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

*“It really upsets/angers/disappoints me when I hear you say things like that – you know how important I think it is to treat everybody with respect”*

*“I find transphobic language offensive – I don’t want to hear you using it again”*

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

*“Language like that is not acceptable and must not be used on school premises*

*“You may not consider that remark offensive, but I do”*

*“The views that you have just expressed go against the school policy of treating everyone with respect”*

There are some questions that might be asked that require a more detailed response, and guidance for how to manage these conversations is provided below.

### *What should I say to someone who identifies as trans?*

It depends on the context, but the main message you need to give is one of support and acceptance. Avoid phrases such as “are you sure?”; “is it just a phase?”

Ask them if they have a preferred pronoun or name and to let you know if it changes. Reassure the young person that they will have an active role in any changes that need to be made at school and that these will be done at a pace that they are comfortable with.

### *What pronoun should I use?*

It is usually best to ask the young person what they would prefer. Most will prefer the pronoun associated with the gender they identify with – but don’t make assumptions. Talk to them about gender neutral pronouns, and give a few examples such as ze/zir or they/theirs. Check when they would like you to use the chosen pronoun – whether privately and/or publically. Be aware that this might change over time, so keep checking in. Also, let them know that you, and others, might get it wrong occasionally – it takes time to change old habits and that’s OK. Ask them if they want you to correct people when they do use the wrong pronoun.



### *What should I do if they want to change their name?*

Use the preferred name in the same way that you use the preferred pronoun and, once again, this will take some getting used to. Ask them when they would like you to use the preferred name – don't make assumptions as above. You may need to explain some of the difficulties that can be encountered, for example, registering for exams. This should not be done in a way that implies that it is "wrong" to change names, but as an honest description of what might happen. The sooner this is discussed, the sooner you can work with the young person and their parents/carers to overcome any obstacles.

### *Surely it is best to advise a pupil assigned male at birth not to wear a skirt – it would protect them from bullying.*

Allowing a trans pupil to dress in the clothes they feel most comfortable in is a way of empowering them; it allows the outward expression of the gender they identify with. The response to any bullying should be robust and in line with the school's anti bullying policy. Make sure your policies include reference to the use of transphobic language and transphobic bullying, and ensure that staff are confident in challenging this when they encounter it. This also presents the opportunity to challenge other types of prejudiced-based bullying, including sexist, racist and disabilist.

### *We can't have girls using boys changing rooms and vice versa*

Participation of trans pupils in PE is essential to their health and well-being. It is important that the needs of a trans pupil are considered and that they are able to change in a space they have chosen that is safe where they feel comfortable. If a pupil is uncomfortable sharing, then they should be provided with alternative, more private, facilities.

### *But they are too young to know that they're trans...*

Children often realise at a very young age (2 or 3 years old) that they don't feel comfortable with their assigned gender. They may say things like "you know I am really a girl" or they may give other signals - it may be a child who is misgendered as a boy might always want to line up with the girls. It is important to listen to the child and to be supportive. Be guided by them and create an environment that celebrates diversity and avoids promoting rigid traditional gender stereotypes to enable all children to express their true identity. The most important thing is for the child to feel accepted for who they are.



## 10. Supporting parents/carers and siblings

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

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

Many young people will have already spoken with their parents/carers about their feelings before anyone in school is made aware of their gender identity. However, sometimes the child or young person may disclose to school friends or a member of staff prior to speaking with family members. This means that schools should be prepared to respond appropriately to a wide variety of potentially challenging situations.

Some parents/carers of a child or young person who identifies as trans or gender questioning are supportive of their child's gender identity and desire to explore it. They will have read widely on the subject and feel confident in advocating for their child. Others may still be developing their own understanding, may have differing views as individuals and may be grieving the loss of the child they had particular expectations for. In some cases, their own issues may result in trans young people living in hostile home environments, making them potentially at risk of homelessness.

These parents/carers will need signposting to sources of support and advice, both nationally and locally, so that they are best placed to support their child. It is always best not to assume that parents/carers are familiar with referral processes or have a thorough understanding of the issues their child's needs and wishes. They may look to school practitioners to offer guidance about what support is available.

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

Wherever possible, every effort should be made to work in partnership with the young person's family. However, practitioners must listen to and respond to the views of the young person and advocate on their behalf as a priority. Under no circumstances should schools share information with parents/carers if the young person does not consent. The child or young person has a right to confidentiality. Whilst being trans is not a safeguarding issue in itself, should safeguarding the welfare of the child become a concern, seek the advice of the school or college's designated safeguarding lead so that the necessary child protection procedures are followed.

As every family is different, each individual will have their own personal journey to make – along with the professionals that work with them. In a single setting there will be very different scenarios and responses from families – positive and negative.



Below are some examples of scenarios and how staff in schools might help and support the individuals concerned they are by no means exhaustive. Sometimes practitioners may encounter attitudes and beliefs which they might find personally challenging or disagreeable. Sometimes the personal attitudes and beliefs of professionals may need to be challenged. It is important to stay focused on the needs of the young person at all times without being judgemental or confrontational.

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

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

When asked about what advice the school would offer to other settings in these situations, they indicated that staff could assist the family by:

- Remembering that the parents/carers may still have lots of questions and concerns and that they may be experiencing a range of emotions themselves
- Appreciating that the family may be having to deal with the reactions of the wider extended family (and community) who may be less understanding and supportive
- Giving regular time to discuss and review the needs of the young person, recognising that transition is a process (a journey not a destination)
- Working in close partnership with parents/carers and key professionals to ensure that the young person's voice is heard and acted upon
- Signposting to [parent support groups](#) and other sources of advice and information
- Offering reassurance that the school will be fully supportive of the young person
- Being trans inclusive by ensuring procedures and policies are in place and curriculum plans are embedded

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

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

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



- Providing a trusted adult for the pupil go to when they need to talk – someone with a pastoral background, such as a learning mentor or counsellor
- Accessing advice and support from more experienced professionals, including organisations which specialise in gender identity so that the key worker could engage more confidently in dialogue with the parents
- Continuing to hold a dialogue with parents that focuses on the well-being and safeguarding of their child
- Signposting the pupil and parents/carers to organisations/sources of information so that they could access this as and when they were ready to do so
- Reassuring the young person that they would be fully supported by the school and that the school would continue to work with parents/carers and relevant agencies to ensure the young person's voice was heard and they took appropriate action
- Assure yourself of the safety of the pupil before talking to parents/carers

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

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

The school assisted by:

- Giving the young person time and space to discuss their feelings with a key worker
- Maintaining a dialogue with mum to ensure that Child C was being supported by at least one trusted adult
- Ensuring that school practices and procedures observed Child C's wishes and that all correspondence with dad did not breach confidentiality
- Continuing to support Child C to consider what support is needed to speak to dad and also to consider how to manage the situation should dad become aware of the situation from others within the family network
- Signposting the young person to support groups locally

### *Supporting Siblings*

Other members of the family such as siblings may need some support especially if they attend the same school. They may find the situation difficult themselves or, even if they are supportive to their sibling, may encounter transphobic attitudes and behaviours from peers. It



is vital that they too are giving opportunities to discuss their own feelings and that staff monitor regularly for any signs of harassment or bullying. If the young person is not supportive of their sibling, they may need some mentoring support to help them understand their sibling's and their own feelings. This may need to happen over an extended period and not just at the first point of any planned social transition.

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

### *Scenario 4: Primary Sector*

Child D attends a primary school and has declared they wanted to be the opposite sex since approximately the age of two years. Child D has played with a range of toys and worn a range of clothing at home since young. Child D has been teased around wearing 'girlie' clothes/colours. Child D began to be more vocal about it in Year 3. Parents of Child D discussed it, were very supportive and open. Child D introduced themselves to the new teachers in year 4 as, "I want to be a ....." The parents of Child D discussed their concerns with the school. Both parents were very supportive. The family approached an appropriate clinic. Child D was delighted! Child D attended the clinic for the first time, beaming, came back & told five best friends in the class " I am going to be a ....." So Happy! Child D returned from the clinic and told the younger sibling. The younger sibling responded badly to this.

The school assisted by:

- Maintaining a dialogue with the parents and advising on how to manage the situation with other parents in the class
- Ensuring that issues have been covered in D's class including no gender specific toys/clothes. Everybody is entitled to play with whatever they like & encouraged to! No boys /girls toys!
- Ensuring that the school avoids gender specific signs and avoids gender stereotypes
- Supporting the friends of child D
- Support Child D with a learning mentor and nurture
- The family were given [Mermaids](#) as a contact
- Support for child D and parents
- Signposting the family to support groups locally
- Organising support for the younger sibling, including a mentor and nurture support in class if the child needs to talk.
- Advising on transfer to secondary schools



## 11. Engaging and educating other parents/carers

All schools have the responsibility to create a community which supports and includes gender variant, non-binary and trans students. If gender issues are part of a school's approach to teaching about equalities and British values, and are set out in the relevant policies and mission statements, then the school can refer parents to these.

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

School should have a plan of action on how to engage with parents of trans children and young people and other parents/carers. When this is linked to their wider equalities' work, the trans or gender questioning pupil will already have a supportive climate and environment to help them feel accepted and safe.

The school does not have to inform other parents/carers when a pupil in school has expressed a wish to move towards transition. They must always respect the confidentiality of the pupil but, with their consultation/permission, they may wish to consider having a script to use for parents/carers who do contact them with concerns – see chapter nine.

At no point should the trans young person be named either verbally or in writing, or should any information be shared that might deliberately or inadvertently identify the pupil concerned. Discussions with the wider parent body or individuals should be confined to explaining the school's legal responsibilities in order to help parents understand more about gender identity and how the school is working to be trans inclusive. Where parents object to their child using shared toilet or changing facilities with a trans pupil, for example, they should be advised clearly that alternative arrangements may be made for their own child. This would be in order to accommodate their parental wishes and ensure the school does not discriminate against the trans pupil by excluding them from the use of these facilities.

### **Suggested Script for Parents/Carers with the pupil concerned and parents/carers as appropriate:**

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

Some schools have taken a proactive approach to trans inclusivity and, as part of broader and more general equalities' work, have run information evenings for parents to raise awareness. It is recommended to undertake work on all forms of equality first, followed by more specific work on individual protected characteristics, including trans. These have proved to be positively received and many parents have welcomed the opportunity to be signposted to useful resources and to be able to ask questions in an open but respectful



environment. Every school is different and staff in the school will be best placed to consider how to positively engage the community on the subject of gender identity. One size does not fit all, by any means, and it is advisable to have a clear plan of action and seek support and advice from more experienced practitioners before attempting to engage parent governors and PTAs (parent/teacher associations), for example.



## 12. Media

There have been examples of both local and national media finding out about a trans or gender questioning pupil at a school, and asking the school for a statement. Below is an example of a statement that has been given to the media in such circumstances:

***“Safeguarding all pupils, regardless of their ethnicity, any disability, sexual and gender identities, is paramount at our school”***

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

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

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

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



### 13. Celebrating difference, challenging gender stereotypes and supporting trans pupils with special educational needs and disabilities (SEND)

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

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

Potential issues and ideas to consider:

- Ensure that the perspectives and support needs of pupils with SEND are included in the policies and practice of the school, and young people are confident in how to report issues and access support.
- Ensure that anti-bullying policies specifically refer to HBT bullying and pupils with SEND.
- Promote and develop with all pupils an understanding of 'self', and 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 and what activities and toys they like etc.
- Ensure that pupils have regular one-to-one time with a mentor/buddy, or similar, to provide additional support in meeting their needs and wishes.
- Promote a culture of empathetic listening to what a young person is saying in their actions or words. Where these conflict, prioritise what their actions and behaviours (body language) are saying first.



- Listen without judgement or labels, reassuring the pupil that their feelings are OK and that some other people feel the same way.
- Be aware that some young people with SEND have needs that mean they have support, including intimate care, from a Personal Assistant. It is likely that they will come out to their carer before others in their network, who they might have wanted to come out to first but weren't ready to. This can make them feel a loss of privacy and choice. Don't make assumptions that because a person has their own Personal Assistant they won't also need someone else to support them who is a more 'detached' from their situation.
- Ensure that there are gender neutral toilet and changing options for all pupils to use, and that these are not only the accessible toilets as this can reinforce that pupils with SEND are different in multiple ways.
- Every young person's emotions, journey and needs will be personal to them. Schools must ensure they are led by the views and pace of the pupil and must always work in the best interests of the child. It may be useful to seek support and advice in case you face challenges from others who might not accept the young person knows their own mind or is too more perceptible to outside influences because of their additional needs. Be prepared for arguments to be presented around the young person lacking mental capacity, especially if members of their family are struggling to accept the situation. Remind people that only good can come of the young person feeling they are being listened to and included in life decision-making processes.
- 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. This can leave little time to build a supportive plan, especially if the fixed idea they have in their head 'goes wrong' or if they are impatient and change can't happen quickly enough for them.
- 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.
- It may be useful for the young person to talk to someone else who is trans or gender questioning. Local LGBT+ support groups will be able to help. First steps may be for the pupil to email or speak on the phone with a link person from the organisation, rather than meet face-to-face initially.
- Ensure that the whole school community promotes a culture where difference is celebrated, prejudices challenged, and respect for others is taught and expected.
- Bring the whole school community together in celebrating events, such as LGBT History Month and International Day Against Homophobia, Biphobia and Transphobia (IDAHoBiT).



- Ensure that pupils with SEND have equal access to positive messages in PSHE (personal, social, health education) and SRE (sex and relationships) lessons relevant for their needs, and that LGBT awareness is included throughout this work.
- Teaching and supporting the other pupils in a school where a child has chosen to change their name and/or pronouns (he/him, she/her, they/their, ze/zir) will need careful planning based on the needs of individuals, especially in a special school setting. 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 young person 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 may support both the trans pupil and their peers and may help in answering any questions from parents/carers that could arise.
- Support staff, parents, carers, and wider professionals in understanding that a pupil with SEND is just as likely to be trans or gender questioning as any other person. Ensure that a pupil's words or actions are not automatically attributed to their SEND, for example, preferences for clothing or hair length being seen as a sensory need, or behaviours described as just the latest special interest, curiosity or phase.
- Ensure all staff are trained and confident in understanding gender and trans presentation and vocabulary, as well as challenge gender stereotypes, racism, sexism and transphobia. The [Genderbread Person](#) is a useful tool in helping people understand gender as a spectrum.
- Make sure the curriculum, extra-curricular activities, break and lunch time clubs offer the same aspirational and motivating opportunities for all, including vocational, college and Work Related Learning links, such as motor vehicle maintenance for girls/young women and hair and beauty for boys/young men.
- Ensure that any resources used challenge gender stereotypes, actively celebrate different families and members of the school community, as well as increase disability visibility and reflect people with SEND as positive role-models.
- Be aware that for some young people with SEND, particularly some on the autistic spectrum, existing resources, such as picture books, may need to be adapted as they are too conceptually difficult or confusing. Photo banks featuring real people might be more useful than books featuring animals or inanimate objects for some pupils. That said, exploring with older students the real themes in picture books explicitly written for much younger children, can be a good introduction to this topic. This can encourage them to go on to write their own books and resources. Social Stories and One Page Profiles can also be very useful tools for some. Be aware that slogans such as 'Some People Are Trans... Get Over It' may not make sense to literal thinkers who may question 'Get over what?' Phrases like 'Some People Are Trans... It's OK' may be better understood.



- Be aware of the gender-specific language (and in some cases signs and symbols) used in school, for example, 'ladies and gentlemen', 'boys and girls', good lad etc. Consider alternatives, such as 'hello everyone', 'Class 5, great work'. Be especially conscious of language that reinforces gender stereotypes and the use of symbols that reinforce these, for example, all girls wearing skirts, all boys playing action games.
- Be aware of the potential increased vulnerabilities of a young person with SEND and ensure they are given increased support as needed. Teaching and learning about threats and risks, including e-safety, may need to be revisited frequently to continually build up their resilience and self-esteem.
- 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 the additional vulnerability their gender presentation might bring, in addition to having SEND. Build links with established and reputable local LGBT youth groups to foster a support network that goes beyond the school setting.

### *Autism Spectrum Disorder and Gender Dysphoria*

There is emerging research to suggest that children and young people diagnosed with autism are more likely to experience gender dysphoria (GD) compared to the general population. In the general population the prevalence of autism is just over 1% however amongst adolescents with gender dysphoria the prevalence of autism may be 7.8% (de Vries, 2010).

There are a number of challenges associated with autistic spectrum disorder (ASD) that could lead to increased vulnerability for this group of young people around GD:

- Young people with ASD have difficulties with social understanding and recognising social norms, meaning that it can be more difficult for them to fit in with their peers. This can be particularly difficult in adolescence, especially for girls. This confusion around not fitting in can lead a young person to question their gender identity in an attempt to explain the problem. It is important that the people supporting young people with ASD help them to understand the condition.
- Young people with ASD often have special interests/ obsessions and these interests (eg. trains, science fiction) can be perceived as being gender-specific in the traditional sense. Therefore, it is important to distinguish between special interests and gender identity issues and to refrain from making assumptions about a child or young person's gender expression without exploring first.
- Young people with ASD can have sensory processing difficulties and can be both hyper and hypo sensitive to the different senses. Therefore, a young person with ASD may enjoy a particular item of clothing because of its sensory sensation rather than an outward representation of gender expression.
- Young people with ASD can have difficulties both recognising and expressing their feelings and emotions. It can therefore be more difficult for them to explain how they



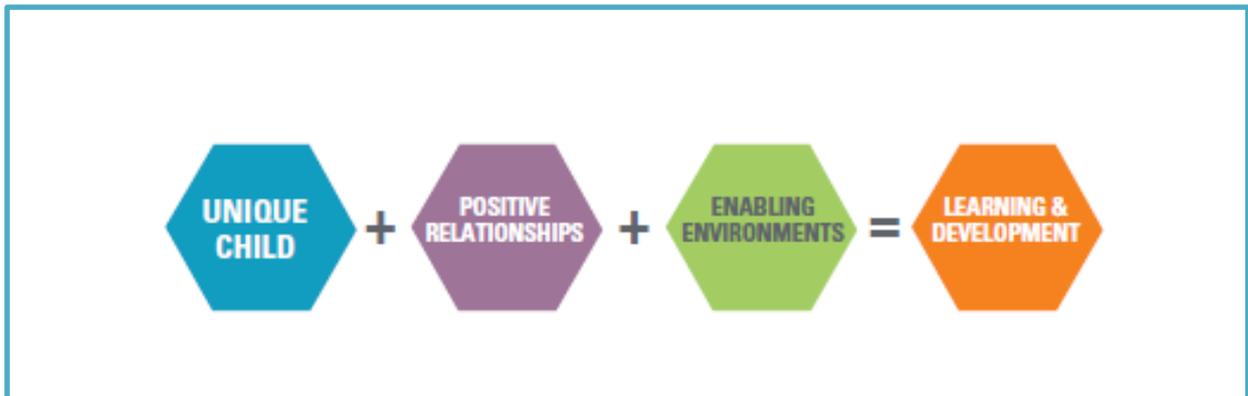
are feeling to others. Visual tools like the genderbread person and social stories/ comic strip conversations (Carol Gray) are useful tools to help young people express their feelings.

- Young people with ASD have difficulty with forward planning and predicting what might happen in the future. So it is important that those people supporting someone with ASD and GD clearly explain the support that can be put in to place and what this will look like.
- Difficulties with theory of mind means that people with ASD can be less aware of how others perceive them and so could be open to bullying if they cross-dress or wear make-up, for example, that goes against the social norms of the group. Again, it is important that use is made of visual supports such as social stories and comic conversations to help young people with autism understand how other people may be thinking and to give practical advice and the sources of support available.
- In addition to the difficulties with theory of mind, people with ASD find social interaction difficult and therefore may be totally unaware of how to explain their appearance to others. Role-play and social scripts can be useful tools to help young people to manage these situations.

More information can be found on the National Autistic Society (NAS) website [here](#)



## 14. Celebrating difference and challenging gender stereotypes in the Early Years Foundation Stage



*Stonewall Getting Started' guide (2017)*

Some ideas to support teachers and practitioners can be to:

- Ensure that you have a wealth of resources, images and books that challenge gender stereotypes, for example, women builders and lorry drivers or male nurses and carers. Discuss these with the children. Invite visitors into your setting and where possible challenge stereotypes, e.g. female fire fighters, BME (black and minority ethnic) police officers, Paralympians. etc.

Make “My Family” books with the children to share with each other. These include photographs of different family members and pets and other significant people within their network, including neighbors and others in the local community. Children love sharing them and discussing similarities and differences. The Stonewall resources “Different Families, Same Love” can be effective in supporting this work. On a similar theme, create “Memory Boxes” for each child. These are boxes that each child cover with photos of special people, places and things. Inside, children can keep a favourite book, a comforter, a toy from their past, a special object, etc. Adults can also scribe what the child says about their likes, families, memories on the box. It is important to be sensitive to family issues that have affected, or are affecting, children looked after, in care, and those who may have suffered, or are suffering, from bereavement.

- When talking with the children about difference and diversity, always start with what is real to the child and their family and their routines.
- Celebrate family events, not just birthdays, but also those that are faith-based or not, including marriages and civil partnerships.
- Audit your environment. Are there areas that limit children’s experience of learning by being unnecessarily gender-specific?



- Monitor the language you and your team use, for example, do you use 'big strong girl', as much as 'big strong boy'?
- Have open ended pieces of material and fancy dress that's not bounded by gender stereotypes
- When making cards that celebrate events such as Mother's Day/Father's Day, ensure you ask children about their family make up first as there may be some families with two daddies and no mummy or vice versa. Offer the option for children to make a card for anyone else in their family or foster family for children looked after.
- Gender stereotyping can be found everywhere in our society and this can limit the life chances and choices of anyone and everyone. How is gender stereotyping shaping the learning environment you are facilitating?

Stonewall has produced a useful guide to help celebrate difference in the EYFS called [Getting Started](#)



## 15. Appendix A: Glossary

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

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

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

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

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

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

**Gender dysphoria** is 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** means moving between two or more different gender identities or expressions at different times or in different situations

**Gender identity** is a person's internal sense of their own gender, whether male, female, or something else (see non binary). This is different to someone's biological sex

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

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



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

**Homophobia** is the fear or dislike of someone who identifies as, or is perceived to be, lesbian or gay

**Intersex** is 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

**LGBT** stands for lesbian, gay, bisexual and transgender

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

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

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

**Sex** is assigned to a person at birth on the basis of primary sex characteristics (genitalia) and reproductive functions.

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

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

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

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

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



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

**Transsexual** was a medical term commonly used in the past to refer to someone who transitioned to living in the opposite sex to the one assigned at birth. This term is still used by some, although the term trans or transgender is more usual

**Queer** was used in the past as a derogatory term for LGBT people. The term has now been reclaimed by LGBT young people in particular, who may not identify with traditional categories around gender and sexual identity, but is still viewed to be derogatory by some members of the community



## 16. Appendix B: Example Key Stage 2 lesson plans

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

Taken from "No Outsiders in our school: Teaching the Equality Act in Primary School" by [Andrew Moffat](#)

<b><u>Text:</u> Are you a boy or are you a girl?</b> by Sarah Savage and Fox Fisher
<b><u>SEAL Outcomes:</u></b> Getting on and falling out: I try to recognise when I or other people are prejudging people and I make an effort to overcome my assumptions/I know how it can feel to be excluded or treated badly because of being different
<b><u>Learning Intention:</u></b> To consider how we use pronouns
<b><u>Starter:</u></b> Ask children in pairs to prepare a description of a police officer, a footballer, a teacher, a doctor, a ballet dancer. Children should describe what the people are wearing, their appearance and location. (when you are explaining this



task, use the pronoun ‘they’, although don’t highlight this to the class; the aim is to see if they use he/she pronouns instead)

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

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

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

Children feedback

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

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

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

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

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

Why has Tiny moved to a new house? What is the name of Tiny’s little sister?

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

Activity: Ask children about the Equality Act 2010 legislation. Explain the law is in place to ensure people do not face discrimination (check understanding of discrimination). There are 9 “protected characteristics” in the law and it is against British law to discriminate against a person because of them. They are: age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion and belief, sex, sexual orientation. Children record definitions for each protected characteristic.



**Plenary:** We say there are no outsiders at our school and that everyone is welcome. Would Tiny feel welcome at our school? What can we do to make our school a safe and welcoming place for everyone including Tiny? British law says a person who is transgender cannot face discrimination, but, for example, which toilets would Tiny use? If we make Tiny use the boys or girls toilets are we discriminating against Tiny? How can we change to make sure Tiny feels welcome? Is there anything else in our school that only boys or only girls do? How can we make our school a place where everyone is welcome?

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

Lesson plan by [Andrew Moffat](#)

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

**SEAL Outcomes:** Getting on and falling out: I try to recognise when I or other people are pre-judging people and I make an effort to overcome my own assumptions

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

**Learning Intention:** To consider what it means to be transgender

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

**Main :** Read 10,000 dresses. At the beginning of the story do we think Bailey is a boy or a girl? What makes us think that? Does Bailey feel like a boy? Does Bailey feel like a girl? At no point in the story does Bailey identify as a boy or a girl; does wearing a dress make a child a girl?

Bailey’s family keep saying Bailey is wrong to want to wear a dress; how do you think this makes Bailey feel? What changes everything for Bailey? (meeting Laurel) Does Laurel make any comment about Bailey being a boy or a girl? Does Laurel care if Bailey is a boy or a girl?

What does transgender mean? (We are all assigned a gender at birth. Some people feel different to the gender they were assigned at birth; they live as the gender they identify with)

**Pupil led activity: whole class:** watch the CBBC “My Life” series episode 1 “I am Leo” on youtube . 28 minutes long, very positive and perfect for [understanding about life as a transgender child](#)

**Independent activity:** In pairs children discuss and answer the following questions: How does Leo describe what transgender means/ How did Mum feel at first when Lily became Leo? What did she do? Why is Leo’s passport so important to him? What went wrong at primary School and why? What do you think his Primary School should have done differently? How did Steven Whittle change the law?

**Plenary:** If Bailey, or Leo came to our school what would be the response? Do we accept children for who they are without judgement? Remind children of the No Outsiders school ethos. What would you do if you heard others saying negative remarks to Bailey or Leo?

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

Lesson plan by [Andrew Moffat](#)



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

Taken from, “No Outsiders in our school: Teaching the Equality Act in Primary School” by [Andrew Moffat](#)



## 17. Appendix C: School self-evaluation audit

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

An audit should include:

- Assessment – assessing what you have and where you are in relation to trans equality
- Acting – responding to the findings and plugging the gaps
- Reviewing - assessing changes or adaptations and monitoring year on year

Begin by carrying out an organisational ‘health check’ and gathering monitoring information. Use the check list and RAG (red, amber, green) traffic light rating system below to assess your school’s ‘health’ by recording where you consider your organisation to be in relation to each indicator in the right hand column. Items may require action (‘Red’), be emerging (‘Amber’) or are established (‘Green’).



## Do you have in place or planning the following:

Checklist item	Yes/ No - Details	Red (Action required)	Amber (Emerging)	Green (Established)
<b>Governance/ school management</b>				
Does your Mission statement mention equality?				
Do your equality policies mention supporting trans pupils?				
Do you record, respond to and monitor homophobic, biphobic and transphobic bullying, harassment and hate incidents?				
Do you celebrate difference and foster good relations between different groups, including trans?				
Have you nominated staff members available to				



support and respond to gender fluid/questioning/transitioning pupils?				
Is there clear guidance on what language is acceptable/unacceptable in school including homophobic, biphobic and transphobic language?				
<b>Management of employees</b>				
Do you have a gender reassignment policy for staff?				
Have staff been trained to identify and respond to incidents of transphobic bullying or language? Homophobic/biphobic/sexist too?				
Have staff been trained on gender stereotyping and supporting trans children and young people?				
Are staff trained / experienced in meeting				



diverse needs of trans pupils?				
<b>Management of pupils</b>				
Do you have a pathway to support gender fluid/questioning pupils including those beginning or going through medical and/or social transition?				
Is the school uniform gender neutral and does it allow for pupils to dress according to their preferred gender?				
Is there a mechanism in place to record name and pronoun changes?				
If a policy covers confidentiality, does it also include gender identity?				
Do you have gender neutral toilets available?				
Do your policies include how you support trans pupils?				



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



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

Checklist item	Action Required	Lead Officer/ Person responsible	Target Date



## 18. Appendix D: Medical transition

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

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

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

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

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

**NB Any professional (including social workers, teachers and youth workers) working with a child or young person can make a referral to GIDS. It is not necessary for a young person to have had a CAMHS assessment before they are seen in GIDS. For further information, [click here](#)**

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



## 19. Appendix E: Further help and support

### Local



[Free2B Alliance](#)

[The Gap Youth Club](#)

[Wandsworth CAMHS](#)



[Merton LGBT+ Forum](#)

[Merton CAMHS](#)



## National



### National Health Service

[Gender Identity Development Service \(GIDS\)](#) information about referral options and treatment

[NHS](#) information on Gender Dysphoria

### Other organisations

[Albert Kennedy Trust](#) supports lesbian, gay, bisexual and trans homeless young people in crisis

[Depend](#) provides support, advice and information for anyone who knows, or is related to, a trans person of any age

[FFLAG](#) is a national voluntary organisation and charity dedicated to supporting parents and their lesbian, gay, bisexual and trans sons and daughters

[Gendered Intelligence \(GI\)](#) is a not-for-profit Community Interest Company which works predominantly with the trans community and those who impact on trans lives. They specialise in supporting trans young people aged 8-25

[Gender Identity Research and Education Society \(GIRES\)](#) works to improve the lives of trans and gender non-conforming people and has lots of useful information on its website, including several e-learning modules

[Mermaids](#) offers support to children and young people with gender issues and their parents

[Stonewall](#) is the national LGBT charity which provides information and resources for young people, their families and schools

### Further guidance for schools

Brighton & Hove City Council & Allsorts Youth Project [Allsorts Website](#)

Cornwall Council - The Intercom Trust and Devon & Cornwall Police [Schools Transgender Guidance](#)

