



**THE
HAYLING
COLLEGE**

Happy, Healthy, High Performing

LGBTQ+ Policy

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Executive Summary

This policy is for staff and sets out the School's approach to LGBTQ+¹ people and issues in line with the Education and Inspections Act 2006 and the Equality Act 2010:

Education and Inspections Act 2006: Schools have a duty to promote the safety and wellbeing of all children and young people in their care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic (HBT) bullying.

Equality Act 2010: Schools are required to eliminate discrimination on the grounds of sexual orientation and gender reassignment². This includes tackling HBT bullying. Schools are also required to advance equality of opportunity and foster good relations. This means that schools should go beyond tackling HBT bullying and take proactive steps to promote respect and understanding of LGBT people and issues.

Supporting documents

This policy should be read in conjunction with the following documents:

- Equal Opportunities
- [Keeping Children Safe in Education 2022 \(KCSIE\)](#)

¹ LGBTQ+ refers to people who identify as lesbian, gay, bisexual/pansexual, transgender, non-binary, genderfluid/genderqueer or intersex.

² Sexual orientation refers to people who are, or who are perceived to be, lesbian, gay or bisexual. Gender reassignment refers to anyone who is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.



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Introduction

The Hayling College is a respectful, inclusive community. Our focus is on helping all pupils thrive, develop their authentic selves and be ready for the adult world. Changes in society and culture do and should impact upon how we live and work together as a school and community. We create a culture and practice where different sexualities and gender identities are respected equally and where every pupil feels visible and valued, and can therefore achieve their best during their time at school and beyond. We provide a safe, kind and non-judgmental environment in which each pupil is able to explore their identity in a way and timescale that is right for them. Pupils receive acceptance and support whatever conclusions they reach, or even if they don't reach a conclusion or explore other ways of understanding or expressing themselves during their time in our community. While we consult a range of relevant organisations to remain informed about developments and best practice in this area, for example Stonewall, we are not driven by the agenda or priorities of external lobby groups.

Guiding principles for LGBTQ+ awareness and inclusion

The School is committed...

- To providing an inclusive environment in which LGBTQ+ pupils and staff feel valued, respected and safe.
- To promoting understanding of and supporting the needs of LGBTQ+ pupils and staff.
- To embedding LGBTQ+ awareness and issues through the provision of an inclusive curriculum.
- To monitoring and tackling HBT (Homophobic, Biphobic and Transphobic) language and bullying, and being alert to signs of abuse based on sexuality or gender identity.

Best Practice

The School seeks to achieve these aims...

- By ensuring that school policies and practices are inclusive and supportive of LGBTQ+ people and by explicitly stating that HBT language and bullying are unacceptable.
- By ensuring that The Hayling College is an accepting and supportive workplace for LGBTQ+ members of staff.
- By providing training to staff in supporting LGBTQ+ pupils, understanding that they, and pupils who are perceived to be LGBTQ+, can be targeted by others for abuse, and challenging any HBT language and bullying.
- By providing support structures and information/resources to LGBTQ+ pupils on LGBTQ+ issues and support services.
- By providing pupils with LGBTQ+ inclusive Relationships and Sex Education (RSE), opportunities to discuss gender identity and sexuality, and including LGBT+ people and themes in the PHSE and wider curriculum where relevant and in an age-and-stage-appropriate manner.



- By providing multiple ways for pupils to report HBT language and bullying, as well as ensuring that pupils are aware that HBT language and bullying are wrong and will not be tolerated within the School.
- By providing pupils with opportunities to inform policy and best practice through consulting them regularly about this area.
- By ensuring that the School library contains books with LGBTQ+ themes and that any assemblies, projects or displays which celebrate diversity or tackle bullying are LGBTQ+ inclusive.
- By appointing a member of staff as an LGBTQ+ lead³ to monitor the implementation of this policy, to provide training and additional support and advice to staff and parents, and to be a trusted adult with whom LGBTQ+ pupils can be open and find a safe space.

Supporting Transgender Pupils

The purpose of this guidance is to offer practical information and support for staff who are involved in supporting pupils who identify as transgender, and their parents (includes carers and guardians throughout), to ensure that those pupils achieve their full potential. It provides guidance on meeting the needs of pupils who identify as transgender, who are transitioning or who are questioning their gender identity. It is not prescriptive, and pupils will be supported always on a case by case basis.

Mutual respect between individuals and the understanding and acceptance of diversity and difference are central to the School's ethos and the way it operates. Our aim is to challenge prejudice and discrimination in all its forms and to provide an environment in which every pupil can flourish and be confident and happy in themselves. Moreover, the School recognises the authenticity and value of trans identities and lived experiences, and seeks to raise awareness of them, and support trans young people and adults as valued members of the school community. It works closely with trans pupils and their parents to find sensitive, pragmatic solutions which ensure that trans pupils are kept safe, that their privacy and dignity are respected, and that they are enabled to access education and participate fully in the life of the School. It also recognises that trans rights is a contested and rapidly developing area of the law' and seeks to give all pupils the opportunity to understand this evolving aspect of society.

Legislation and discrimination

There have been several important legal changes in the UK that have resulted in a new legislative framework for how we support and involve LGBTQ+ people. These include the Gender Recognition Act 2004, the Equality Act 2010 and the Independent Schools Standards Regulations:

³ The School's LGBTQ+ lead is Mark Coates.



The Gender Recognition Act 2004

The purpose of the Gender Recognition Act as it currently stands is to provide transgender adults (i.e. over the age of 18) with legal recognition in their acquired gender. This follows from the issue of a gender recognition certificate by a Gender Recognition Panel, which must be satisfied that the applicant:

- *has, or has had, gender dysphoria;*
- *has lived in their acquired gender throughout the preceding two years and intends to continue to live in their acquired gender until death.*

The Equality Act 2010

The Equality Act 2010 ensures legal protection against discrimination (direct or indirect) for everyone under the nine protected characteristics defined in the Act, one of which is Gender Reassignment (also known as Transgender). 'Gender Reassignment' is to be considered a social process and not a medical process.

The Act applies to employment, education and a range of other areas where discrimination may take place. To be protected under the Act, a person will not necessarily have to be undergoing a medical procedure to change their sex, but they must be taking steps to live permanently in the opposite gender or be proposing to do so. The Act protects anyone who is intending to undergo, or has undergone, gender reassignment even if they do not intend to have any medical gender reassignment treatment. In practice this means that under the Equality Act 2010 schools must not discriminate directly, or indirectly, against a pupil because of their transgender status.

There is no legal requirement within the Act for services to make 'reasonable adjustments' for pupils who are transgender as there is for disability, but the School would seek to adopt a similar approach to ensure that the quality of their educational experience is not diminished because they are transgender.

Ofsted Guidance

All primary and secondary schools, whether state-funded or independent, should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics. Schools will not be able to demonstrate this by pointing to a general policy of encouraging respect for all people.

<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/inspecting-teaching-of-the-protected-characteristics-in-schools>

Principles

The following principles are based on good practice recommendations and the UN Convention on the Rights of the Child (UNCRC):

1. *Transgender pupils should be protected from discrimination, harm and abuse;*
2. *If a transgender pupil needs support, they should get this as soon as possible and at a pace which is right for them;*
3. *Being transgender is one aspect of a pupil's life; it is important to recognise they may have other support needs;*
4. *Transgender pupils should be involved in all decisions affecting them, understand any action which is taken and why, and be at the centre of any decision making;*



5. *Wherever possible, staff should respect a transgender pupil's right to privacy. Being transgender is not necessarily a safeguarding or wellbeing concern.*

Transgender identities

'Transgender' or 'trans' is an umbrella term for persons whose gender identity, gender expression, or behaviour do not conform to that typically associated with the sex to which they were assigned at birth. Gender identity refers to a person's internal sense of being male, female, or something else; gender expression refers to the way a person communicates gender identity to others through behaviour, clothing, hairstyles, voice, or body characteristics. While transgender or trans are good terms to use, not everyone whose appearance or behaviour is gender-non-conforming (for example those who identify as non-binary or genderfluid) will identify as transgender or trans.

Gender Dysphoria (also referred to as Gender Identity Disorder) is a medically recognised condition that can only be diagnosed by medical experts, with the signs and symptoms of the disorder often appearing when a child is still very young. The causes of Gender Dysphoria are not fully understood by the medical community yet, but the medical community strongly emphasise that it is not a mental illness, with current research indicating that the disorder is a result of hormonal or genetic factors.

A pupil can be referred to a specialist Gender Identity Clinic (GIC) by their GP where a medical assessment will be undertaken by two or more specialists. This medical assessment may take several months to complete and may involve discussions with family members, school staff, and others to whom the pupil is close. This is to assist the specialist team to assess the condition carefully and to determine:

- if there is a tension between the pupil's sex assigned at birth and their gender identity;
- the extent to which the pupil has a strong desire to change their physical characteristics;
- how the pupil is coping and an assessment of their mental health and wellbeing;
- how feelings and behaviours have developed over time; and
- what support is in place around the pupil to help them cope more effectively and any physical changes if this is agreed as the best outcome.

Terminology and language

Terminology and language can be confusing when discussing or considering issues associated with the transgender community. Different terms may be used by individuals and organisations when discussing trans identities or the nature of being transgender.

It is good practice to use correct terminology when discussing transgender identity and sexual orientation. This is important so that pupils, adults and staff understand that there is a distinction between sexual orientation (being heterosexual, bi or pan-sexual, gay or lesbian) and gender identity (being male/female/non-binary or genderfluid).

It is important that the correct gender, name and pronouns are used when addressing or discussing members of the transgender community; for example, where a pupil was known in school as female but returns after a holiday period as male, they should be addressed using their chosen name and pronouns. This means that information stored on the pupil needs to be updated and staff and other pupils made aware of how to address that pupil. Hearing friends, family or staff members mis-gendering them, either by using incorrect



pronouns or deadnaming them (using their birth name) can be uncomfortable and upsetting for the trans pupil. This should be led by the pupil themselves. Staff will be briefed about the most appropriate term to use for particular individuals.

A glossary of terms can be found in Appendix 1.

How to respond

It is recognised that a pupil could confide in a member of staff that they are, or think they might be, transgender at any time. If a pupil confides in you that they are, or think they might be trans, you should adhere to the following guidelines:

- 1) Do not panic: you are not expected to be an expert;
- 2) Thank the pupil for trusting in you;
- 3) Don't agree to anything you are not sure of;
- 4) Offer support and assure them that you will keep this information confidential unless they want you to share it with other agreed people within and/or outside school. If, however, you consider the pupil to be at risk in any way, this overrides confidentiality, and you must share it with the DSL;
- 5) Establish what support, if any, they would like from the School and explain that this may necessitate you sharing this information with someone else;
- 6) Ensure that decisions are made at the pace set by the pupil and unless you are concerned about their mental health/wellbeing or safety or protection, it should not be shared without their consent at this point. If you are concerned about their wellbeing, either speak to their tutor, head of year, or, if the pupil is at risk of harm, speak to the DSL. If you have any doubt, seek advice from the DSL;
- 7) Encourage dialogue between the pupil and home, even offering to facilitate this through the School's pastoral team, if they wish. Supporting parent(s)/carer(s) and the pupil throughout this process will ensure better outcomes for all involved;
- 8) If they are unwilling to share this information with parent(s)/carer(s), you should continue to offer a safe space within school to explore or talk about these issues;
- 9) In offering guidance about next steps, be clear about expectations; for example, if a pupil would like to change their name and pronouns, be supportive but explain that this will need to be discussed more widely (see section 16 below).
- 10) If you want to learn more about this area, you can seek support from the School's LGBTQ+ lead, the Head of PSHE or the DSL.

If a pupil identifies as transgender and requests practical changes in school provision, the School will consider any reasonable adjustments. However, it is important that this is managed at the pace set by the pupil and that consideration of their and other pupils' wellbeing is paramount.

A gender variance disclosure flowchart can be found in Appendix 2.



Dress code and appearance

For pupils who identify as transgender, suitable adjustments will be made to ensure that they are able to wear the school uniform in such a way as is appropriate to their gender identity. Outside those times when uniform is required to be worn, a trans or non-binary pupil may wear clothing as appropriate to their gender identity and in keeping with the general principles of dress and appearance as set out in the School's uniform regulations. During PE lessons and sport, a trans pupil will be able to wear the sportswear of their expressed gender identity, with consideration given to swimwear options as this is more revealing than other elements of sportswear. Alternatives will be discussed and agreed with the pupil where appropriate.

Toilets and changing/showering facilities

The use of toilets and changing/showering facilities is an area that often causes most discussion when considering how best to support transgender pupils. There are concerns around personal safety of the pupil as these areas are often unsupervised, safeguarding concerns, and the cost of providing bespoke toilet or changing facilities. Time will be spent with the transgender pupil and their parent(s)/carer(s) discussing this area and agreeing a workable resolution. If the pupil feels that they wish to use the toilet or changing facility of their expressed gender, then a full risk assessment will be carried out and any areas of concern fully resolved before this is put into practice. There is no onus on the School to make significant adjustments to the facilities to accommodate the pupil; however, it is recognised that it would be best practice, wherever possible, to accommodate these needs.

Sports and physical activity

Transgender pupils at The Hayling College are encouraged to participate in PE lessons and physical activities. There may be some issues with regard to physical developments for some transgender pupils where this could provide a perceived advantage over their peers. Through sensitive and carefully managed planning by pastoral, teaching and sports staff, this should be minimised.

Some elements of physical activity may require further discussion with the transgender pupil with regard to their participation as they may feel uncomfortable with taking part, particularly in the middle to upper teenage years when the latter stages of puberty are in full effect. Open communication with the pupil is vital and they should be involved in any decision making in this regard.

Absence from school

Pupils who are transitioning may need to be absent from school for extended periods due to personal/family issues or issues associated with medical appointments. It is recognised that the process for recording absence should be done in a sensitive way and recorded accordingly. Regular and positive communication between the pupil and their parent(s)/carer(s) will be essential for the School to be aware of the reasoning behind the periods of absence, and to explore what support can be offered to allow the pupil to maintain their learning programme and their social circles.



Trips, excursions and residential stays

When planning school activities, staff should consider as far as possible the needs of a pupil who identifies as transgender and take these needs into account when risk assessing the activity or trip. Consideration of the needs of the pupil will be undertaken in the early stages of planning; for example, an exploration of the facilities offered by the venues/locations to be visited will, where possible, be undertaken, especially around toilet and changing facilities, and discussion with the pupil and their parent(s)/carer(s) will be undertaken once the situation is confirmed so that expectations are known in advance. It may be that a parent/carer from the pupil's family is invited along as an additional support, especially as it may be a new and unfamiliar venue/location or experience.

Where a residential trip is being planned, sleeping arrangements may require further discussion, although it is possible the pupil would prefer to sleep in a separate room or tent. This poses some additional safeguarding issues and these will be factored into the risk assessment. The School will, where possible, involve the pupil in planning discussions and risk assessment. If some of their preferences cannot be met, the reasons and possible solutions should be explained and agreed with them. There may be some specific considerations for residential trips, as pupils are in closer quarters than usual. Talking about respect for boundaries, privacy and shared living space will help all pupils, particularly transgender pupils.

Good Practice

- If a transgender pupil wants to share a room/tent with other pupils who share their gender identity, this should be considered on a case-by-case basis;
- If a transgender pupil is concerned about sharing a room/tent with others, you could consider giving them their own room/tent;
- If showers are communal, find out if there are single-cubicle or private washing facilities which a transgender pupil could use;
- If these aren't available, you could work out a rota so that everyone can wash in private if they want to. Many pupils are unhappy about communal showers;
- Investigate the ethos and practice of the venue beforehand. If you have any concerns, contact the venue to discuss these in general terms, particularly safety and respect.

Risk Assessments

It is a legal requirement when planning any trip or residential stay that a full and detailed risk assessment is undertaken in line with the School's policy and procedures. If appropriate, expert advice should also be sought and included in the planning process, and the transgender pupil and their parent(s)/carer(s) involved in discussions around the trip, the sleeping and travel arrangements, and the proposed activities. For transgender pupils, risk assessments are helpful if you involve the pupil in determining risk and how to mitigate it. However:

- *risk assessments should not be used to exclude a transgender pupil;*
- *risk assessments should be realistic and based on actual risk;*
- *the information risk assessments contain should only be shared according to school policy.*

For residential trips outside the UK, additional factors need to be considered including the laws and cultures of the country to be visited. In many countries, it is illegal to be transgender, with some



countries making it a criminal offence not to report that someone is transgender. Consideration will also be given to border control requirements around searches undertaken at random, passport queries and travel documentation. The member of staff in charge of the trip should contact the relevant border control agency and/or the Foreign and Commonwealth Office for advice and guidance on this matter. The UK Passport Office has a confidential service for people who are transgender, and they will be able to offer further assistance.

Sharing information with staff

The School recognises that some staff members may be concerned about working with a trans pupil because of their own beliefs or apprehensions. It is important that staff can express their concerns freely and that high-quality training is offered. Being open with staff and providing necessary training will help ease this process. This could be achieved through information-sharing meetings or workshops. Staff should feel knowledgeable and appropriately trained. This ensures a consistency of message around terminology, support plans and the legal requirements relating to transgender people. It also ensures that staff feel equipped to deal with situations that arise and to tackle any bullying behaviour that might occur.

Sharing information with peers

It will also be necessary to decide if, and how, this information is shared with other pupils in the pupil's boarding house, year group or the school. This will be discussed with the pupil and, if relevant, their parent(s)/carer(s) and a strategy agreed about how this will be done and when and what information will be communicated.

Changing names and exam certificates

When a pupil has begun the process of transitioning, a significant step for them will be to change their name. This is a public expression of their new gender identity and it is at this point that support from the school or other agency involved with the family will be key to ensure the pupil and their family are able to address any subsequent positive or negative reactions that they had not planned for.

Pupils can simply tell others informally that they want to use a different name. They do not have to change their name on their official school record. If they do want the school to record their change of name and/or change of gender officially, they (with their parent(s)/carer(s) if under 16) should write to or email the Head to instruct us to do this. If the pupil requests a change in their name or the pronouns used, staff will be informed and given support and advice.

In the UK you do not have to follow a legal process to start using a new name, though a deed poll might be needed to apply for or to change official documents like a passport or driving licence: <https://www.gov.uk/change-name-deed-poll>. At age 16 or over, a pupil can make an 'unenrolled' deed poll themselves (or with the assistance of a solicitor or specialist agency) to officially change their name. Although the school is not legally bound to accept this, if the pupil requests that their new name is used on all records and other documentation, the school will liaise with the individual and their family as appropriate, taking into account family dynamics and circumstances, and be guided by pastoral sensitivities. Once over the age of 18, a pupil can apply for an 'enrolled' deed poll which puts their name on public record. Below the age of 16 the school will still accept the pupil's request for their new name to be used, although parent(s)/carer(s) must be involved.



Parent(s)/carer(s) are able and may choose to obtain an 'enrolled' deed poll on their child's behalf if the child is under the age of 16.

The only documentation that cannot be changed is the pupil's birth certificate. Under the law as it currently stands, this can only be changed once a Gender Recognition Certificate (GRC) has been issued. A change of name and gender on a passport or driving licence can be done without a GRC.

It is widely recognised that it would be difficult to change historical records and reports that have been written by school staff about the pupil. These documents will be left intact with a short statement attached explaining that pupil has begun the process of transitioning and stating the pupil's new name and gender identity. A simple check with the pupil as to their preferred name and pronoun should be undertaken.

In respect of exam entries, paragraph 5.6 of the JCQ General Regulations states: 'Whilst it is advisable to enter candidates under names that can be verified against suitable identification such as a birth certificate, driver's licence or passport, the decision is the candidate's/centre's to make. The centre is best placed to understand the candidate's particular circumstances and make an informed decision'. Exam entries can, therefore, be made with the pupil's preferred name and self-identified gender. With regard to exam certificates which have already been issued, changes can be made upon request by the pupil to the exam boards in question. Any charges for this are decided by the exam boards.

Change of school

In some situations, transgender pupils and their parent(s)/carer(s) may decide that a change to a new school would be beneficial to allow the pupil to start afresh in their expressed gender identity. This will allow them to be able to live their life more positively and happily without their peers' assumptions of their gender assigned at birth. Whilst there may be benefits to this, discussions with the pupil and their parent(s)/carer(s) should also raise awareness of impacts on existing friendships and peer support networks that may have been developed, and support should be given around establishing this in a new context.

If the pupil decides that a move to a new school is what they want to do, the School recognises that the management of their information should be undertaken sensitively and that there is a good level of communication between The Hayling College and the new school.

Transphobic bullying

Transphobic bullying can include:

- Name calling, rumour spreading and gossip about a pupil's transgender identity;
- Physical attack (which may become a police matter);
- Excluding someone from conversations, activities and games;
- Stealing from someone or damaging their property with homophobic/biphobic/transphobic (HBT) graffiti;
- Threatening someone or spreading rumours through texts or social media;
- 'Outing' or threatening to 'out' someone to peers, teachers or family;
- Gestures, looks and other non-verbal communication;
- Harassment and/or intimidation;



- Deliberately using the wrong name and/or pronoun;
- Using threatening HBT language or behaviour including using the word 'gay' or 'tranny' as insults.

Like any form of bullying, complaints from transgender children and pupils will be recorded and dealt with in the same manner as other incidents of a bullying nature.

Dealing with concerns from staff, families and carers

The School understands that not everybody in the school community, including staff members, parent(s)/carer(s) or pupils will be understanding and accepting of the issues faced by transgender pupils and their families. Confidential information about the pupil will not be shared with other parent(s)/carer(s) or staff members who do not require to know the information to undertake their day-to-day duties. Staff members involved in supporting the pupil and their parent(s)/carer(s) will undertake to communicate regularly sharing relevant information and concerns and ensuring that the welfare plan put in place is proving to be effective and is regularly reviewed (see Appendix 2).

Confidentiality, information sharing and safeguarding

When recording or sharing information it is important to do so in accordance with General Data Protection Regulations (2018) and the Human Rights Act (1998).

Confidentiality and privacy are important to transgender pupils. They can worry about people disclosing information about their gender identity to others, and/or about professionals acting on things which they have not agreed to.

Safeguarding guidelines require teachers to follow procedures for confidentiality and information sharing; however, being transgender is not in itself a safeguarding issue. If there is a safeguarding or wellbeing concern, this should be specified, and the safeguarding guidelines followed.

Good Practice

- It is important to respect a pupil's right to privacy. Being transgender is not necessarily a safeguarding issue or wellbeing concern.
- Pupils should be involved in all decisions affecting them and understand what is happening and why.
- If a pupil wishes to 'come out' in a school setting, information may need to be shared. Teachers should consider who to tell and how, considering the pupil's view on this.
- A transgender pupil may not have told their family about their gender identity. The term 'family' here is meant to be inclusive of all types of families including carers and legal guardians. Inadvertent disclosure could cause needless stress for the pupil or could put them at risk. Therefore, it is best to not disclose information to parent(s)/carer(s) without the pupil's permission.
- Only in exceptional circumstances would the school need to give information about a pupil's transition to other parent(s)/carer(s). This would require the permission of the pupil or their parent(s)/carer(s)/legal guardian(s) (if under 16).
- If a transgender pupil wishes to change schools as part of their transitioning process, we will liaise with the pupil and their family about how they would like their information to be
-



- shared with the new school. It is not necessary for all staff in a receiving school to know that the pupil is transgender.
- Pupils find it increasingly difficult to maintain their privacy. Teachers may need to support transgender pupils if personal information becomes common knowledge through social media.
- If information about a pupil's gender identity is to become public knowledge, there should be an agreed procedure to respond to questions from other pupils, teachers and parent(s)/carer(s) to ensure staff give consistent information.



Appendix 1: Glossary of Terms

Acquired Gender

This is a term used in the Gender Recognition Act 2004 to mean the gender role that a person has transitioned to live their life in, and which matches their self-perceived gender identity. The acquired gender of a transgender woman is therefore female, and the acquired gender of a transgender man is male.

Biological Sex

A person's biological sex includes all aspects of their sex-related biological structure: not only their genitals but also their internal reproductive system, their chromosomes and their secondary sexual characteristics such as breasts, facial and body hair, voice, and body shape. Most people's biological sex will be clearly and consistently female or male. However, a small but significant number of people have bodies which are not completely male or female. People born with these kinds of physical variations are referred to as intersex people. A person may also have a biological sex which is not completely clearly male or female if they have undergone some hormonal or surgical intervention as part of a process of gender reassignment.

Cisgender

The term used to describe a person whose gender identity matches their biological sex.

Cross-dressing

This is a term used to describe people who dress, either occasionally or more regularly, in clothes associated with the opposite gender, as defined by socially accepted norms.

Deadnaming

Using a trans person's birth name after they have changed their name to reflect their self-identified gender.

Gender Dysphoria

This is a recognised medical issue for which gender reassignment treatment is available on the National Health Service. Gender Dysphoria is distress, unhappiness and discomfort experienced by someone about their biological sex not fully matching their gender identity. Transgender people usually experience intense gender dysphoria which is significantly reduced by transition to live as their self-identified gender, perhaps taking hormones and/or getting surgery to make their physical bodies match their gender identity better.

Gender Expression

This is an individual's external gender-related appearance (including clothing) and behaviour (including interests and mannerisms). A person may have masculine, feminine or androgynous aspects of their appearance or behaviour.

Gender Identity

This is an individual's internal self-perception of their own gender. A person may identify as a man, as a woman or non-binary/genderfluid/genderqueer.



Intersex

This is a term used to describe people born with external genitals, internal reproductive systems or chromosomes that are in-between what is considered clearly male or female.

LGBTQ+

This is the acronym most commonly used to talk about lesbian, gay, bisexual and transgender people, as well as intersex, non-binary, genderfluid and asexual people.

Non-binary/genderfluid/genderqueer

These are terms used to describe people who find they do not feel comfortable thinking of themselves as simply either men or women. Instead they feel that their gender identity is more complicated to describe.

Transgender

This is a term used to describe people who consistently self-identify as the opposite gender from the gender they were assigned at birth based on their physical body. Depending on the range of options and information available to them during their life, most trans people try to find a way to transition to live fully in the gender with which they self-identify. Transition is also known as gender reassignment. Many, but not all, trans people take hormones and some also have surgery to make their physical bodies match their gender identity better.

- *A female-to-male (FTM) transsexual man (trans man) is someone who was assigned female at birth but has a male gender identity and therefore is currently seeking to transition, or has already transitioned, to live permanently as a man.*
- *A male-to-female (MTF) transsexual woman (trans woman) is someone who was assigned male at birth but has a female gender identity and therefore is currently seeking to transition, or has already transitioned, to live permanently as a woman.*

It should be noted, however, that these terms are controversial within the trans community and some are critical of their continued use. The terms 'trans man' or 'trans woman' are more acceptable.



Appendix 2:

Gender Variance Disclosure Flowchart

