



# Ark Schools Pupil Transgender and Gender Reassignment Code of Practice

## PURPOSE

This policy provides guidance for schools to enable them to support pupils wishing to express themselves as transgender, or who may be questioning their birth identity. It is part of Ark Schools' commitment to equality and diversity.

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Key Contact Name:	Governance team	Approval:	Management team

## POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Safeguarding

## **1. Introduction and legal context**

Ark is a charity that helps children get the best start in life, regardless of their background, through education. We are committed to ensuring that all of our students can pursue their education without discrimination, harassment or victimisation.

In line with our obligations under the Human Rights Act, 1988, the Gender Recognition Act, 2004, the Equality Act, 2010, and the Data Protection Act, 2018, Ark has developed this guidance to help schools fulfil their statutory obligation to support and protect students regardless of their gender or transgender status.

This guidance is to inform schools and to enable them to support and protect pupils who are transgender or questioning their identity. It is part of Ark Schools' commitment to equality and diversity. The guidance aims to minimise distress and disruption to pupils and embed good practice in schools by:

- Promoting inclusion for all students within our schools
- Ensuring that governors and teachers are able to deal with transgender matters sensitively and inclusively
- Providing information to the wider school community to ensure all parents understand our legal duty to support and protect transgender and gender-questioning pupils
- Providing practical guidance to schools on specific issues

This guidance is to inform schools and enable them to support and protect pupils who are questioning their identity and to help them to achieve their full potential whilst in education at an Ark school.

Gender is often an important part of an individual's identity and developing a positive sense of gender identity is part of growing up. However, gender identity is often complex and there is a spectrum of gender which is wider than just boy/ man or girl/ woman. Trans is an inclusive term for people who identify themselves as transgender or transsexual. The word trans can be used without offence (as an adjective) to describe people who:

- Are undergoing gender reassignment;
- Identify as someone with a different gender from that in which they were born, but who may have decided not to undergo medical treatment;
- Choose to dress in the clothing typically worn by the other sex.

According to Home Office research, trans people may comprise 1% of the population: possibly one teacher and several children in each school. They do not by necessity share anything in common with each other beyond the experience of gender incongruence, where their gender identity, or inner feeling of self as a woman or a man, does not coincide with their biological sex or the gender norms attributed to their sex. Transsexualism is not the same as, and should not be confused with, 'cross dressing', transvestism, or sexual orientation. Transsexualism is not a life style choice, nor a facet of sexual orientation, nor a disease. Schools are committed to being fair and inclusive and will not discriminate against any member of the school community who is undergoing, or who has undergone, gender reassignment.

## **2. Aims**

The aims of this guidance are to minimise distress and disruption to pupils, support the development of a young person's sense of self and embed good practice in schools by:

- Promoting inclusion for all transgender pupils within education by improving services
- Ensuring that staff are trained on how to deal with gender reassignment matters inclusively
- Providing information to staff so they are confident they are complying with the Equality Act 2010

### **3. Purpose**

This policy is designed to support and protect trans children whilst at school, and to provide guidance to schools on how to manage transitioning for trans children in as sensitive way as possible. It also ensures the school complies with the relevant legislation including the Human Rights Act 1998, Gender Recognition Act 2004 and the Equality Act 2010.

### **4. Developing a whole school approach to supporting trans children and young people**

As with any child or young person with a protected characteristic, a whole school approach is needed to support and keep safe trans and gender questioning children, young people and staff.

The school agrees to the following:

- Acknowledges there will be trans people within the school community as parents and carers, staff, governors and children and young people, and that such diversity enriches the school community;
- Policies are inclusive of trans pupils and cover situations where boys and girls are treated differently (such as PE);
- Ensures trans issues and transphobia is acknowledged across the school policy framework; Records are updated, and gender markers changed in consultation with the pupil and their family;
- Absence for medical appointments should be granted in the normal way according to established policy, ensuring the privacy of the young person;
- Equality should be embedded in the curriculum, and gender should be included along with other protected characteristics;
- Issues surrounding toilets, changing facilities, PE and games lessons, school trips, exchanges and overnight stays should be addressed on a case-by-case basis in consultation with the young person and their family;
- School uniform should not present a problem for transitioning pupils, and they should expect to follow the dress code for their acquired gender.
- Closely monitor all areas of the curriculum and resources to ensure that they do not contain gender stereotypes or transphobic material; and that they promote the development of a positive sense of gender identity, develop understanding of trans issues with the intention of preventing transphobia;
- Effectively challenges, records and deals with transphobic abuse, harassment and bullying (e.g. name-calling, derogatory jokes, graffiti, unacceptable or unwanted behaviour, intrusive questions);
- Includes trans issues in equality training for staff and governors;
- Creates an environment in which all staff and pupils, whatever their gender identity, feel equally welcome and valued;
- Provides appropriate support to children and young people who identify as trans.

### **5. Principles**

In developing practice to support trans children, schools should try to follow these principles:

- Listen to the child, their parents, carers and siblings. Wherever possible follow their lead and preferences. Trust the young person, what they are presenting is their reality at this time. You may not be familiar with their feelings and ideas, but school should be their safe space. Assuming something is 'a phase' is not supportive and not constructive. If a young person changes their presentation again this is a valid form of development, self-expression and understanding their sense of self;

- No child should be made to feel that they are the ones who are causing problems or that there is anything expected of them in return for being treated with the equality they deserve and are legally entitled to;
- Avoid seeing the child as a problem and instead see an opportunity to enrich the school community and to challenge gender stereotypes and norms on a wider scale;
- Avoid where possible gender segregated activities and where this cannot be avoided, allow the child to access the activity that corresponds to their gender identity;
- Challenge bullying and discrimination;
- Promote positive attitudes to gender diversity by including trans issues within activities relating to discrimination, hate crime, diversity, inclusion, SRE and PSHE.

## **6. Trans children in the classroom**

- Trans children are children, and they have the same needs as other children. Teaching and learning should not be affected by a trans pupil in the class;
- Use the pupil's preferred name and pronouns. If you get it wrong, apologise, correct yourself and move on without drawing undue attention to the oversight;
- Avoid discriminating between boys and girls. When boys and girls share the same experience, there is no need to make special arrangements for trans children;
- Where boys and girls are treated differently (for example, in PE lessons), follow school policies and report any difficulties promptly to the school;
- Be alert to transphobic teasing, tormenting and bullying, and address any such behaviours in line with school policy;
- Protect the privacy and dignity of trans pupils in the same way that you would any pupil, and never gossip about them to third parties.

## **7. Terminology and language**

The correct terminology and language should be used and to do this there may need to be some education in lessons around sexual orientation and gender so that staff and pupils have a clear understanding that sexual orientation and gender identity are two completely different things. For the matter of fairness and inclusion it is extremely important that the correct gender, name and pronouns are used correctly to address transgender pupils. The trans person should be referred to by their preferred pronouns (e.g. he, she, they, zie, zim, zir) and title (e.g. Mr, Miss, Mrs, Ms, Mx) and the school has a duty to ensure that this is understood by everyone. Mistakes are to be expected in the weeks after transition but, when this happens, a quick apology and correction should be offered.

### **Names and pronoun change**

Respecting a child or young person's request to change name and pronoun is crucial in supporting and validating that young person's identity. Some transgender children and young people may wish to change their name in line with their chosen identity. Although they may not have changed their name legally, individuals have the right to choose the name by which they are known by staff and fellow pupils. It is important to consistently use preferred pronouns and names to protect a child or young person's confidentiality, and to not 'out' them in ways that may be unsafe and exposing.

A change of name by deed poll is not required to make a change to school records on the school MIS (Bromcom or ScholarPack). In England, Department for Education (DfE) guidance allows schools to amend the gender of any pupil at any time within their own management information systems. Unique Pupil Numbers and Unique Learner Numbers are linked with legal names (that is the name under which a pupil starts their education, often the name on their birth certificate), but preferred names can be used extensively, including official registers. Exam certificates can also be issued in a preferred name.

## **8. School records**

Schools should always record on the school MIS the sex of each child as that stated on their legal ID document. In exceptional circumstances, a school may be unsure as to which gender should be recorded. Where this occurs, gender should be recorded according to the wishes of the student and / or parent. This characteristic is collected as part of the DfE school census and can only be stated as Female or Male within current guidance.

When a staff member or student transitions, at their request school records should be updated with their new name, gender marker, and preferred title.

Information on how a student identifies their gender should also be recorded within Safeguarding Monitor in order that this change in marker can be preserved and to enable any pastoral support and guidance for the student. Paper records are more difficult to update but all reasonable steps should be taken to protect the pupil or staff member's privacy, and ensure that any records of previous name and gender marker are stored securely.

## **9. Changing room facilities**

The use of changing rooms by trans pupils should be assessed on a case-by-case basis in discussion with the trans pupil. The goal should be to maximise social integration and promote an equal opportunity to participate in physical education classes and sports, ensuring the safety and comfort, and minimising stigmatisation of the pupil. In most cases, trans pupils should have access to the changing room that corresponds to their gender identity. This approach is underpinned by the Equality Act 2010, whereby refusing a child or young person access to the changing room of their true gender identity would constitute an act of discrimination. Any pupil who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area, such as the use of a private area (e.g. a nearby toilet stall with a door, an area separated by a curtain, or a nearby office), or with a separate time to change (e.g. using the changing room that corresponds to their gender identity before or after other pupils). Any alternative arrangement should be provided in a way that protects the pupil's ability to keep his or her trans status confidential.

When competing at another school or outside venue, school staff should ensure there is appropriate sensitive provision available.

## **10. Toilet facilities**

The School can make arrangements by consulting with both the child and parents when making a decision on toilet facilities, considering the facilities available within school. Adaptations will be made considering the wishes and needs of the parents and child. Pupils have the right to access the facility that corresponds to their gender identity. Any pupil who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with access to a single stall toilet, but no pupil shall be required to use such a toilet. Ideally schools would provide single stall toilets that can be used by all, for example a gender-neutral accessible facility.

## **11. School uniform**

Trans and gender questioning pupils have the right to dress in a manner consistent with their gender identity or gender expression. Schools must ensure their uniform policy is trans-friendly and that pupils are not restricted by gender-specific clothing. By providing a choice of approved items of uniform and allowing pupils to choose what they wish to wear, schools will allow for regulated structure but without exclusion. Indeed, many female-born pupils prefer to wear trousers to school or may have religious or faith-based reasons for doing so. Care should be taken to ensure that trans identified children and young people are supported fully during this time. Staff training is paramount to ensure that all staff understand what it means to be trans and exactly why a child or young person may be dressing differently.

Remember that a pupil who identifies as a trans girl but was born a genetic male, is not a 'boy dressed as a girl', but is a girl who outwardly at this point resembles a boy. By allowing a trans child or young person to dress in clothes which they feel comfortable with, schools empower them to express themselves by bringing their outward appearance in line with that of their internal gender identity at that point in time.

## **12. School photos**

Trans children may feel fine with having their photograph taken at school, but steps must be taken to ensure that these images do not reveal any confidential information. The School will always seek parental/carer permission to publish photos in line with the school policy.

## **13. School attendance**

The School will make reasonable adjustments to accommodate absence requests for any treatment or appointments with external sources in line with their absence policy. It is possible that the young person may be accessing support from outside of school, so provision must be made for the pupil to be absent from school, but confidentiality must be maintained at all times when complying with absence procedures. Sensitive care will be taken when recording the reason for absence. The young person may need time off for a medical appointment and it should be recorded as an M code rather than being off sick.

## **14. Transition and medical intervention**

Transitioning can be expressed in two ways – social and medical. Usually social transitioning is a first step, sometimes it is a way of experimenting with gender identity. A non-judgemental attitude, support and advice is essential for the child. It might include a name or pronoun change, using facilities appropriate for their gender (toilets, changing), dressing in their identified gender. Medical transition, and not all trans people will choose medical treatment, is usually done in partnership with a Gender Identity Clinic (GIC). The pupil or staff member may need to attend medical appointments pertinent to their transition. The school must not treat absence because of gender reassignment less favourably than they would treat absence due to sickness or injury. The same principle applies to time off for any surgery and convalescence. While most support for young trans people in schools will be around the social aspects of transition and only some trans young people will want medical transition, it will be the case that for any young person undergoing medical transition, there will be an impact on their time at school. An understanding of some of the key stages of medical transition will enable school staff to be supportive.

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

- A Psychological assessment and counselling. Initially this would happen locally with a CAMHS worker who can then refer to a Gender Identity Clinic.
- Medication to block the production of the natural hormones that feminise or masculinise the body during puberty. This may be followed by prescribing hormones to masculinise or feminise the body.
- Gender reassignment surgeries would not usually be carried out until a person is over 18 years.

Coming to terms with your gender identity if you are trans can be a difficult time for any person and starting the initial stages of medical transition can be particularly demanding for the young person and their family. It is a time where support could be needed if a school has a counsellor they should be knowledgeable in trans issues and with the potential challenges the young person may face in school. Mental health can be impacted during transition for a multitude of reasons; therefore, recognition needs to be given and adequate support must be in place around this.

## **15. Vaccinations**

The School will allow any gender specific vaccinations to be carried out at the GP's surgery to eliminate any embarrassment.

## **16. Curriculum and whole school approach**

All schools need to work towards a robust whole school approach to developing an understanding of transgender issues and prevention of transphobia. This will minimise the potential for concerns being raised by members of the school community, including parents and carers, about transgender pupils accessing toilets and facilities etc., according to their gender identity rather than their biological sex.

Raising awareness of the school's approach to transphobia and supporting transgender and gender-questioning pupils can be achieved through assemblies, PSHE lessons and newsletters to provide opportunities to challenge stereotypes, including those regarding gender and sex.

## **17. Physical Education**

Sports and Physical Education is a key aspect of the national curriculum and important for the physical and mental well-being of young people. Physical Education develops pupil competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A young transgender person has the same right to Physical Education as other young people. With regard to young transgender people at school, there should be reasonably few, if any, issues regarding participation within the sports of their true gender.

There may be sports where, as puberty develops, male to female (M2F) transgender participants may have a physical advantage over other girls but this should not present a problem within a carefully and sensitively managed lesson context. The issue of physical risk within certain sports should also be managed properly within the lesson context rather than preventing young transgender people from participating (which would be discriminatory).

If a pupil is binding their chest, they should be monitored carefully during particularly physical activities and in hot weather. There is a chance that the binding could cause discomfort or even impair breathing. Short breaks from activity could be offered discretely. It may be that due to the nature of contact and physicality of sports such as rugby, the school would consider whether a transgender person participating in full contact lessons is appropriate towards the latter stages of puberty. All decisions made should be with regards to the school's duty of care towards all pupils.

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

## **18. Swimming lessons**

The pupil should be given the choice as to whether they wish to take part in swimming lessons or not. If the trans pupil wishes to take part in swimming lessons then a risk assessment of the changing facilities should be completed. There should be careful consideration, in consultation with the pupil and in line with the health and safety policy of the leisure centre or swimming pools health and safety procedures. For example, it may be against health and safety regulations to wear a t-shirt in the swimming pool and therefore would be more appropriate for a F2M pupil to wear an all in one wetsuit or similar.

## **19. Residential trips**

Careful consideration and preparation is needed where a transgender pupil is taking part in a residential trip – to exclude a transgender pupil would be contravening the Equality Act. The sleeping arrangements will need to be thought about carefully before the trip takes place.

Risk assessments should be carried out prior to residential trips so that reasonable adjustments can be made to allow the pupil to participate. As far as possible, trans pupils should be able to sleep in dorms appropriate to their gender identity. Some trans children and young people may not feel comfortable doing this and in such cases alternative sleeping and living arrangements should be made. Schools and colleges should consider and investigate the laws regarding trans communities in countries considered for school visits. The International Lesbian and Gay Association (ILGA) has information on its website about countries that pose a risk to trans individuals.

## **20. External examinations**

The Joint Council for Qualifications states that: ‘The centre agrees to: enter candidates under names that can be verified against suitable identification such as a birth certificate, passport or driver’s licence. You may need to check that the name the candidate is using within the centre is his/ her legal name rather than a ‘known as’ name.’ Once a result is accredited, it will need to be linked with a Unique Pupil Number (UPN) or Unique Learner Number (ULN) which existed in the school census information submitted in January of the exam year. UPNs and ULNs are only linked with legal names, not preferred names.

In order to use a chosen or preferred name on an exam document, a pupil will need to have changed their name by deed poll. If the pupil is under 16 then the consent of all people with parental responsibility is required. Once the pupil is 16, they can apply for a deed poll in their own right. Parental consent is not needed. Although some young people may feel that they want to change their name by deed poll, others may not feel that this is a step that they are ready to take.

When filling in exam documentation, they will have to use their birth name and gender. Staff should support such a young person to accept that this is a necessary measure, but that it does not invalidate their chosen identity. Staff should remain sensitive and supportive during such times. Schools and colleges are encouraged to ensure a strategy is agreed with the pupil and their parents and carers. This then needs to be agreed with the various exam boards. DfE analysis of school performance may still present the pupil in the gender registered by their UPN.

## **21. Confidentiality and privacy**

All people, including pupils, have a right to privacy. This includes the right to keep private one’s trans status or gender-nonconforming presentation at school. Information about a pupil’s transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School staff should not disclose information that may reveal a pupil’s transgender status or gender- nonconforming presentation to others, including parents, carers and other members of the school community, unless legally required to do so or because the child or young person has asked them to do so.

Staff should not discuss trans pupils outside of school with friends and so on, even when making no particular reference to their name or personal details. The trans community is such a small one that even a casual reference to a ‘certain pupil’ may be enough to out that individual or, at the very least, compromise confidentiality. When a child or young person initially discloses their trans status, it is important to talk to them about confidentiality and who, if anyone, they would like information to be shared with.

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

## **22. Transphobia and bullying**

It is important to remember that while trans and gender questioning children and young people may face problems in some areas of their lives, these problems are not caused by being trans but by society's attitude towards people who are trans or who do not conform to gender norms. Transphobia can be defined as an irrational fear, hatred and abuse of trans people and people who do not conform to traditional gender norms. Transphobia can take many forms including direct or indirect pressure on trans people to conform to their perceived sex. Transphobia is never acceptable and must be prevented, all forms of bullying are unacceptable in the school. The school must be a safe space for the young person, prejudices, bullying and lack of understanding should be addressed.

Schools have robust anti-bullying policies. In line with this policy, transphobia incidents (real world and online) will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or homophobic incidents.

Indicators and signs that a pupil could be experiencing problems and may require additional support:

- Truancy
- Self-harm
- Has few friends
- Victims of bullying – transphobic or homophobic
- Lack of concentration
- Sickness and absenteeism
- Poor educational performance
- Reluctance to use the school toilets
- Reluctance to participate in PE or use the showers and changing rooms
- Reluctance to go on school trips or residential

## **Appendix 1: Trans and employment**

‘The Recruitment and retention of transgender staff, guidance for employers’, (published by the Government Equalities Office), states that the employer needs to address the following: ‘what needs to be changed, when will this happen, what will happen to “old” records? This includes the school website, historical information on personal records (such as a reference to a previous period of maternity leave for a transgender man).’ Schools must make every effort to ensure that all historical records are amended or protected.

The DBS has developed a separate application procedure, which allows transsexual applicants to exclude previous names from the Disclosure Application form. However, applicants will still be required to send details of their previous identity in a separate letter directly to the ‘Sensitive Casework Team’.

### **Pre-employment**

Individuals who have already adopted their new social gender have no obligation to inform the school of their change. Job applicants and interviewees will not be asked about their transsexual status.

## **Appendix 2: The Law**

### **The Human Rights Act 1998**

The following Articles from The Human Rights Act 1998 support the rights and needs of trans people to live their lives in their true gender.

- Article 8: right to respect for private life and family life
- Article 10: freedom of expression
- Article 14: the prohibition of discrimination

### **The Gender Recognition Act 2004**

The Gender Recognition Act 2004 is mainly concerned with the process by which a person can get a Gender Recognition Certificate, and correct their original birth certificate to match their true gender. This can only occur after a person reaches 18 years of age but is something that many younger people may aspire to.

### **The Equality Act 2010**

The Equality Act 2010 has strengthened and streamlined previous equalities legislation. Gender reassignment is one of the nine protected characteristics within the Act. Part 6 of the Equality Act 2010 makes it clear that the Act specifically refers to schools and young people. Gender reassignment is also included in the Public Sector Equality Duty.

The Equality Act 2010 provides protection against direct and indirect discrimination, discrimination by association, discrimination by perception, discrimination in cases of related absence from work, and all forms of harassment and victimisation.

The Equality Act 2010 (2:1:7) states that:

A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person’s sex by changing physiological or other attributes of sex.

The act applies to employment, education and a range of other areas where discrimination may take place.

In order to be protected under the Act, a pupil will not necessarily have to be undergoing a medical procedure to change their sex, but they must be taking steps to live in the opposite gender, or be proposing to do so.

### Appendix 3: Useful Sources of information

Charing Cross Gender Identity Clinic	<a href="http://www.wlmht.nhs.uk/gi/gender-identity-clinic/">http://www.wlmht.nhs.uk/gi/gender-identity-clinic/</a> Accepts GP referrals from all over the UK for adults with issues related to gender, most commonly gender variance associated with gender dysphoria
DfE – Preventing and tackling bullying 2017	<a href="https://www.gov.uk/government/publications/preventing-and-tackling-bullying">https://www.gov.uk/government/publications/preventing-and-tackling-bullying</a>
DRM – Diversity Role Models	<a href="https://www.diversityrolemodels.org">https://www.diversityrolemodels.org</a> DRM seeks to prevent homophobic and transphobic bullying in UK schools
Education Support Partnership	<a href="https://www.educationsupportpartnership.org.uk/">https://www.educationsupportpartnership.org.uk/</a> Incorporating the Teacher Support Network, a charity dedicated to boosting health, happiness and wellbeing among education staff and organisations

Gallop	<a href="http://www.gallop.org.uk/">http://www.gallop.org.uk/</a> LGBT+anti-violence charity
Gender Trust	<a href="http://www.gendertrust.org.uk">www.gendertrust.org.uk</a> Centre for professional people who encounter gender identity related issues in the course of their work
Gendered Intelligence	<a href="http://genderedintelligence.co.uk">http://genderedintelligence.co.uk</a> Works with young trans people (ages 11-25). They offer a range of services including Training sessions for professionals in organisations, schools and youth services as well as mentoring to any trans, non-binary or gender variant identified person.
GIDS – The Gender Identity Development Service	<a href="http://gids.nhs.uk">http://gids.nhs.uk</a> GIDS is a highly specialised clinic for young people presenting with difficulties with their gender identity.
GIRES – Gender Identity Research and Education Society	<a href="http://www.gires.org.uk/">http://www.gires.org.uk/</a> Improve the lives of trans and gender non-conforming people, including those who are non-binary and non-gender; Information for trans people, their families and the professionals who care for them
ILGA – International Lesbian and Gay Association	<a href="http://ilga.org">http://ilga.org</a> . The world federation of national and local organisations dedicated to achieving equal rights for lesbian, gay, bisexual, trans and intersex (LGBTI) people across the globe.
LGBT Foundation	<a href="http://lgbt.foundation/">http://lgbt.foundation/</a> A national charity delivering a wide range of services to LGBT communities.
Mermaids	<a href="http://mermaidsuk.org.uk/">http://mermaidsuk.org.uk/</a> Support group offering information, support, friendship and shared experiences to gender variant children and their families.
NTYN – National Trans Youth Network	<a href="http://ntyn.org.uk/">http://ntyn.org.uk/</a> NTYN is a network of trans youth groups from around the UK and includes the youth workers who support them.
ParentZone – LGBTQ+Hub	<a href="https://parentzone.org.uk/lgbtq-hub">https://parentzone.org.uk/lgbtq-hub</a> Support and information from a range of experts to help both parents and young people on a variety of LGBTQ+ related issues.
Press for Change	<a href="http://www.pfc.org.uk">http://www.pfc.org.uk</a> Providing legal advice and support to trans and other gender variant people.
Rainbow Teaching	<a href="http://rainbowteaching.co.uk/">http://rainbowteaching.co.uk/</a>

	Provide free support and guidance to teachers and school staff to challenge anti-LGBT+ bigotry in schools and to provide guidance on an LGBT+ inclusive curriculum.
Stonewall	<a href="http://www.stonewall.org.uk/">http://www.stonewall.org.uk/</a> Stonewall works to achieve equality and justice for lesbians, gay men, bisexual and trans people.
Transgender Zone	<a href="http://www.transgenderzone.com">www.transgenderzone.com</a> Support for transsexual persons.
Transwiki	<a href="http://www.gires.org.uk/the-wiki">http://www.gires.org.uk/the-wiki</a> A comprehensive directory of the groups campaigning for, supporting or assisting trans and gender non-conforming individuals, including those who are non-binary and non-gender, as well as their families across the UK
UK Trans Info	<a href="http://uktrans.info/">http://uktrans.info/</a> Information and advice to individuals and organisations who are having particular issues.
UKIA – The United Kingdom Intersex Association	<a href="http://www.ukia.co.uk/">http://www.ukia.co.uk/</a> An education, advocacy, campaigning and support organisation which works on behalf of intersex people.

## Appendix 4: Trans Glossary

<b>Word/description</b>	<b>Definition</b>
Assigned sex	The sex you were assigned at birth and raised as.
Cisgender	A match between your biological sex and your gender. For example a female sexed person identifying with their female gender. Also a term for non-transgender people
Coming out	A process by which a trans person will tell friends/family/co-workers etc about their trans status
Cross dresser	A person who dresses in the clothing of the opposite sex as defined by socially accepted norms. They enjoy wearing the clothes of the opposite sex occasionally, but they do not want to live their lives as the opposite gender and therefore do not seek hormone therapy or surgery. Cross dressers are also referred to by some as transvestites but this term is increasingly being seen as offensive by members of the trans community and cross dresser is the preferred term.
Deed Poll/Statutory Declaration	The means by which a person can legally change their name.
FTM/Trans man/a Transsexual man	Someone assigned female at birth but who identifies as male.
FAAB	Female assigned at birth.
Gender	How a person feels in regard to male/female/neither/both. A cognitive process of recognising one's identity.
Genderqueer	A gender diverse person whose gender identity is neither male nor female, is between or beyond genders, or a combination of male and female.
Gender dysphoria	A recognised medical term which refers to the physical/mental/ social discomfort of being perceived and living as one's assigned sex.
GIC	Gender Identity Clinic.
Intersex	A term for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of male and female.
MTF/Trans woman	Someone assigned as male at birth who identifies as a woman.
MAAB	Male assigned at birth.
Non-binary	To not identify within the binary male or female ideologies in Western society
Oestrogen	Sex hormone which may be prescribed to some trans women.
Outed	When a trans person's gender status is made public knowledge without their consent. This can happen either by people deliberately talking about this person being trans or by careless violation of confidentiality.
Pansexual	A sexual or romantic attraction towards people of all gender identities including those that don't fit into a gender binary.
Passing	Being seen or read as the gender you present yourself as, e.g. a male identifying person being read as male.

<b>Word/description</b>	<b>Definition</b>
Pronouns	He, him, his, she, her, they, them, their, hir, sie, ey, zie. (gender neutral).
Sex	Assigned at birth in relation to ones genitals, chromosomes etc.
Sexual Orientation	Attraction to people. i.e. gay, straight, bisexual, pansexual etc.
Stealth	Living in one's acquired gender without anyone knowing about one's trans status. A person may choose to be stealth in some areas of their lives but not others.
Testosterone	Sex hormone prescribed to some trans men.
To gender	To assign someone else a gender by noticing behaviour and body presentation.
Top surgery	Known term that trans men use when referring to chest surgery which produces a male contoured chest.
Transgender Person	A person whose gender identity is different from the sex they were assigned at birth. Some trans people will choose to transition socially and some will take medical steps to physically transition (with the help of hormone therapy and/or surgery) to live in the gender role of their choice.
Transgender Man	Someone who was born female but identifies as male. They will often change their name to one more commonly used by men, use the male pronoun ('he') and wear clothes that are typically worn by men. They will sometimes undergo medical procedures to change their physical appearance, for example taking hormones or undergoing surgery.
Transgender Woman	Someone who was born male but identifies as female. They will often change their name to one more commonly used by women, use the female pronoun ('she') and wear clothes that are typically worn by women. They will sometimes undergo medical procedures to change their physical appearance, for example taking hormones or undergoing surgery.
Transgender/Trans	An umbrella term which can be used to describe people who are: <ul style="list-style-type: none"> <li>• Transgender</li> <li>• Transsexual</li> <li>• Cross-dresser</li> <li>• Neither male nor female</li> <li>• Androgynous</li> <li>• A third gender</li> <li>• Or who have a gender identity which we do not yet have words to describe.</li> </ul>
Transition	What constitutes as transitioning may be different for many trans people, e.g. medical transition, social transition, etc.
Transphobia	Irrational fear, hatred, abuse etc. of trans people and people who do not conform to traditional gender norms.
Transsexual Person	A person with a consistent and overwhelming desire to transition and fulfil their life as the opposite gender. Most Transsexual people actively desire and complete gender re-assignment surgery.