

Callands Community Primary School



Supporting Trans* Children in Our School

*We use "trans" throughout this document to refer to the group of people whose gender is different from what was assigned to them at birth, and those who are questioning their gender.

This document aims to provide guidance and information about how to and how we would effectively support transgender, non-binary and questioning young people; and help improve their experiences throughout their primary education whilst at Callands Community Primary School.

We recognise that Gender and Gender Identity are protected characteristics specified in the Equality Act 2010 and should any parents or carers from our school community question why we make provision for trans children, we will outline our responsibility and legal duty.

Our Responsibility

All schools have a legal duty and a responsibility to:

1. **Eliminate discrimination**, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. **Advance equality** of opportunity between people who share a protected characteristic and people who do not share it.
3. **Foster good relations** across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Gender identity & transgender people – information

Someone's gender identity is their internal sense of their own gender. Usually, this is male or female, and usually it matches with the gender assignment made at birth (listed on their birth certificate).

People who identify as the gender they were assigned at birth are cisgender. Most men and women are cisgender. People who identify as something different than the gender they were assigned at birth are transgender.

Being transgender is different than being lesbian, gay, bisexual or asexual. Gender is distinct from sexual orientation, and trans people can be of any sexual orientation, including heterosexual, lesbian, gay, bisexual, and asexual.

Many trans people transition to relieve their gender dysphoria, and feel more comfortable in their bodies and social roles. Many, but not all, trans people

transition within the gender binary, either from male to female, or female to male. This is a process which is highly personal to the individual, and what it entails is dependent on what the trans person wants and needs.

Many trans people transition socially by changing their clothing and social presentation, and/or legally and medically using hormone replacement therapy and/or surgery. Transition is highly individual and there is no set "pathway" or set of "steps" which every trans person goes along.

Many trans people, especially recently, see their trans identity as a very public thing, and are "out" (known publicly) as trans to everyone, or a large number of people in their life. However, many trans people see their trans identity as something that only partners, family and/or friends should know, and more still keep it entirely private. There is no obligation for a trans person to disclose their trans status, and the degree to which they choose to do so is highly individual.

Many cisgender people have a gender expression which is outside the socially prescribed norms for boys and girls, men and women. Gender variant people often identify as the gender they were assigned at birth but express their identity through clothing etc typically associated with a different gender. Some gender variant people prefer to be called cross-dressers or transvestites.

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

Every individual is unique; each person will experience their gender variance to a different degree and will respond to social circumstances differently. For some people, it is not appropriate to think of gender identity as being totally female or totally male. They may consider their gender identity to be fluid, partially male and partially female, or they may consider themselves to be ungendered.

Trans and gender variant children

Gender is often understood by young people before sexual orientation, and many trans people understand their gender from around age 3-5, compared to an average of 12-14 years old for sexual orientation. ***It is therefore not unusual for a trans or gender variant person to express their identity while attending primary school or even earlier.*** However, it is also very common for trans people to not come to an understanding about their gender until later in their lives, often during adolescence, early adulthood or later.

How common are trans and gender variant young people?

A UK survey of 10,000 people undertaken in 2012 by the Equality and Human Rights Commission found that around 1% of the population surveyed was gender variant to some extent. GIRES, the Gender Identity Research and Education Society, also estimate the number of trans and gender variant people to be around 1% of the population.

Creating an inclusive environment for trans & non-binary young people in education

At Callands, we will not assume everyone's gender identity is the same as the gender they were assigned at birth or that a young person will not have a parent, sibling or other family member who is trans. There may be trans young people currently at our school; we may have staff or volunteers that we aren't aware have a trans history; and it is likely that there are friends and family members of trans people currently at our school.

This section focuses on some ways in which we have made our school environment inclusive, safe and welcoming for transgender young people.

We recognise it is important to have supportive structures in place to empower and prepare all staff so they feel confident to offer support to a trans young person and their family. It also means that a young person will not stand out as the reason for any changes which could set them apart from their peers.

We have an Equality and Diversity Policy to ensure we are a fully inclusive school and other policies which specifically outline equality legislation. Our policies and procedures are understood, supported and followed through by teachers, support staff, governors and volunteers at all levels.

Additionally, we provide literature, toolkits, training and guidance to educate our teachers, support staff, governors and volunteers on transgender issues.

We are a Bucket Filling school and Ofsted reported children stating: *'Callands is a happy school where everyone cares'*. Furthermore, Ofsted comment that: *'The school has successfully embedded an ethos where pupils are encouraged to be kind, considerate, caring and respectful.'*

Our PROUD to be Kind and Caring Fill-osophy (anti-bullying policy) reinforces our commitment to equality and inclusion and clearly states how bucket dipping and bullying are recorded in school and to the Local Authority as well as how it will be dealt with.

We don't allow transphobia in any form (or any HBT bullying), including from staff, governors and volunteers, to persist at any level. We ensure that teachers, support staff, governors and volunteers are adequately trained in trans issues and gender variance.

We endeavour to consciously include the needs and identities of trans young people in our curriculum. We talk about gender and trans people in PSHE education and when discussing equality. We will ensure books which we use in class are reflective of our diverse society and include Trans characters where possible, for example we use Alien Nation by Matty Donaldson, Teddy book etc

We use the visual of the GenderBread Person to explore gender and some key terminology.

As a Stonewall School Champion, we discuss different families throughout many curriculum areas as well as displaying the 'Different Families Same Love' poster collection. We also have a whole school display about different family types.

Each class have accessibility to books about gender identity so that young people with questions do not have to identify themselves as trans before accessing information that is appropriate to them.

We ensure that gender myths and stereotypes are not perpetuated or communicated. Instead, they are challenged where possible.

Trans children's voices are/would be represented on school council bodies through our Safety Squad and involved in other volunteering roles throughout the school.

We ensure that systems and procedures, like name registers and signup processes, are inclusive and accessible to trans people, and do not require unnecessary gender-based data

We celebrate LGBT History Month in collective worship and through the curriculum – for LGBT History Month 2017, we booked workshops with Diversity Role Models who came and led assemblies as well as hosting workshops with the children.

We reflect diversity in our curriculum role models for every subject – these are evident in each classroom on learning walls and displays and around the school.

We will provide information on support groups, youth organisations, helplines and local healthcare services for young people and parents/carers to access as specified at the back of this toolkit.

Managing specific issues for trans and gender variant young people

We follow guidelines which provide information about how best to accommodate trans young people for example through Stonewall, Mermaids.org.uk and The Proud Trust. However, we are aware that these are only recommendations and general guidelines which will work for most people. Because of this, we will consult with individual trans young people and their families to ensure they are comfortable with what our school is doing or planning to do.

Names, Pronouns & Student Records

Trans students often change the name assigned to them at birth to a name more congruent with their gender identity. It is important to note that an

individual can legally change their 'known as' name as long as it is not for the intention of fraud.

Trans children and young people may find their identity or sense of self changes as they come out and transition, and they may change their name more than once until they feel safe and comfortable with their final name choice.

Best practice and support shows that pronoun usage should be based on the individuals' gender identity, rather than their ascribed gender marker. If in doubt, ask the young person how they would like to be referred to.

If a student expresses a desire to transition while attending the school, it is important to develop a plan for initiating use of the chosen name and pronouns consistent with the students gender identity. School records and data such as SIMs will be amended accordingly.

Uniform

Historically, school uniform policies enforce gender stereotyping in relation to items of clothing children can wear. Given the considerable distress that a trans or gender variant young person may have at being forced into a uniform that does not match their identity, at our school, we have a gender neutral uniform policy. Items of clothing are listed but not assigned to a gender. Children are free to wear the uniform that positively corresponds with their identity.

Physical Education & Sport

The importance of a healthy lifestyle is increasingly important within society and physical activities are be open to all children regardless of gender or trans status.

Children are allowed to participate in sport and physical recreation that corresponds with their gender identity in order to avail of the same opportunities as any other child.

Sport and games are not stereotyped as gender based activities at Callands.

Changing Facilities & Toilets

It is clearly communicated through relevant signage that a gender neutral toilet and changing facility is available at school as well as single sex toilets.

It is recommended that arrangements for the inclusion of gender-neutral facilities should be considered in the provision of new buildings and upgrade works to existing facilities and as a result, we are reviewing our facility provision in the hope that gender is not assigned to any facilities in school and that they are all gender neutral. (Discussed and agreed by Governing Body)

It does not comply with the Equality Act 2010 to deny trans children access to bathrooms which correlate with their gender. Requiring trans students to use single sex toilets can lead to social ostracisation, especially when the student is not known as trans to other young people.

Trans young people often report avoiding eating and drinking to reduce the need to use the bathroom while at school, so making bathrooms accessible and more comfortable is crucial.

Healthcare & Injections

Specific medical treatments and physical health needs of a trans individual may be at odds with their gender presentation and as such, medical interventions will be administered in a private, sensitive and confidential manner in line with our Administering Medicines Policy and Health Care Plans.

Mental Health

All will be done to support trans children at Callands. Our inclusive school which celebrates diversity and uniqueness is a kind and caring community, one which does not tolerate bullying and actively challenges and eliminates discrimination

and harassment for any of the equality areas/ protected characteristics outlined in the Equality Act 2010.

We provide outstanding pastoral support and very well planned and detailed SMSC provision whilst promoting personal well –being and catering for bespoke support through our Nurture Group in our Sunflower Room.

The level of care and support offered in school and the fact that we explore diversity and equality rigorously through our collective worship and curriculum, we believe would help a young person develop resilience, to prevent low self-esteem, mental health and social and emotional issues.

Where this is not the case, and communicating with parents/carers, a referral to CAMHS would be made which can result in referral to a gender identity clinic (GIC).

Children who may need support

Some children may exhibit many of the signs below for other reasons than gender identity issues. These are not exclusive to trans children but do show that regardless of the gender of the child, that they may be very unhappy and need further support in one way or another.

Possible signs in school and outside of school:

- Lack of concentration
- Poor educational performance
- Or conversely, total immersion in school work
- Reluctance to use the school toilets
- Reluctance to do physical exercise (especially if it is strongly associated to their birth gender), including a reluctance to getting changed in the company of other children
- Truanting
- Sickness and absenteeism
- Self-harm
- Can be at the receiving end of bullying, which is sometimes severe
- Homophobically bullied
- Has few friends

Information & Support



Stonewall

<http://www.stonewall.org.uk/>

email: info@stonewall.co.uk

tel: 02075931850



The Proud Trust

<https://www.theproudsttrust.org/>

General enquiries 07813 981 338 (based in Manchester)

Email – contact direct through the website at the above address.



Mermaids is a support group for gender variant children and teenagers their families. Visit

www.mermaidsuk.org.uk

Email: info@mermaidsuk.org.uk

Tel: 03443340550

There are alternative organisations and charities who also offer support than the ones listed above.

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.

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

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

Gender dysphoria – A recognised medical term 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.

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

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

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

Sex – Assigned at birth in relation to one's genitals, chromosomes etc.

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

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

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

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

Transgender/Trans* – An umbrella term which can be used to describe people who are:

- Transgender
- Transsexual
- Cross-dresser
- Neither male nor female
- Androgynous
- A third gender
- Or who have a gender identity which we do not yet have words to describe.

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

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

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