Barnet Educational Psychology Team Trans* Inclusion Toolkit

Contents

1. Acknowledgements

We acknowledge that we have used the following documents to inform the development of this toolkit:

- Barnsley Metropolitan Borough Council Educational, Child and Community Psychology Service (ECCPS) Guidance for school staff working with transgender and gender questioning young people
- Brighton and Hove City Council's 'Trans* Inclusion Schools Toolkit'
- House of Commons Provisions to support transgender children in schools, 2010
- Merthyr Tydfil County Borough Council Transgender Inclusion Toolkit and Guidance
- Somerset Transgender Inclusivity Guidance: Supporting transgender and gender questioning young people in educational settings in Somerset
- The Highland Council's 'Working with Non-binary and Transgender Pupils: Guidance for school staff and other professionals'
- West Berkshire Council School's transgender guidance

2. Purpose

The purpose of this toolkit is to provide information and guidance to educational professionals working with trans* children and young people in Barnet on how to help them create an inclusive environment.

It is hoped that the toolkit will:

- Provide an introduction to the meaning of trans* and the issues faced by trans* children and young people
- Increase the confidence of staff to support trans* children and young people
- Highlight areas to consider when developing whole school policy and practice that will create an inclusive environment and support trans* children and young people

3. Why the toolkit is important

There is no exact data on numbers of trans* individuals in the UK, but it is estimated that around 1% of the population might identify as trans*, including people who identify as non-binary.

There has been an increase in the number of children and young people being referred to specialist services due to feeling that their gender identity does not match their sex assigned at birth. The number of children and young people referred to specialist gender identity clinics across the UK, Ireland and the British Isles over the last decade:
- 97 in 2009/2010
- 2728 in 2019/2020
- 2383 in 2020/2021 (possible slight decrease due to the covid pandemic)

There are a range of issues faced by trans* children and young people, including:
- **Bullying** – trans* children and young people are at increased risk of being bullied (both verbally and physically) which makes them feel the need to conceal their gender identity and this can impact on their self-worth
- **Educational avoidance and underachievement** – trans* children and young people's behaviour, schoolwork and ability to attend lessons are negatively impacted when they do not receive the support they need. Lack of school support can also result in school avoidance. Trans* young people are also more likely to achieve well below their abilities at school or leave school early. They often make school decisions based on acceptability of gender non-conformity and safety rather than quality of the teaching and extracurricular opportunities meaning they may miss out on the best resourced or highest achieving schools
- **Mental health issues** – there is a high prevalence of anxiety, depression and eating disorders amongst trans* children and young people
- **Self-harm and suicide** – there is a high prevalence of suicidal thoughts and attempts amongst trans* young people

4. Legislation

The following articles from **The Human Rights Act (1998)** support the rights and needs of trans* people to live 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

Sex Discrimination (Gender Reassignment) Regulations (1999) state that individuals who intend to undergo, are undergoing or have undergone gender reassignment are protected from discrimination in work, school and vocational training (including higher education study).

Gender Recognition Act (2004) provides legal recognition of trans* individuals' gender identity, issuing them with a gender recognition certificate when they reach the age of 18 years. This entitles them to a new birth certificate which matches their gender identity and allows them to marry someone of the opposite sex to their gender identity.

The Equality Act (2010) has made it unlawful to discriminate against a person directly or indirectly if they are within one of the nine protected characteristics defined in the act. One of these characteristics is gender reassignment.
- **Direct Discrimination** is when a person is treated less well than another person without that protected characteristic and when the unfavourable treatment is a direct result of the protected characteristic. An example might be refusing to use someone's chosen name and pronoun or to update their details on the computer systems
- **Indirect Discrimination** is when a working condition or rule disadvantages one group of people more than another and it cannot be justified as a proportionate means of meeting a legitimate aim. An example might be an inflexible school uniform which offers no 'unisex' alternative options such as trousers for girls and would therefore create a particular difficulty for a female to male young person

Part 6 makes it clear that the Act specifically refers to schools and young people.

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations (2019) make Relationships Education compulsory for all pupils receiving primary education and RSE compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. According to the regulations, schools can decide when to begin including lesbian, gay, bisexual and trans* (LGBT) in lessons and how to do this, but that it should be done in a timely manner, ensuring that it is fully integrated into the Relationships Education, RSE and Health Education curriculum rather than taught separately.

Under the **Ofsted Education Inspection Framework (2019)**, inspectors will assess the extent to which schools comply with the relevant legal duties as set out in the Equality Act (2010) including, where relevant, the Human Rights Act (1998). In addition, guidance on **Inspecting safeguarding in early years, education and skills settings (2021)** states that safeguarding action may be needed to protect children and learners from risks including transphobic abuse.

5. Definitions[1] (listed in alphabetical order)

Assigned sex: The sex you were assigned at birth and raised as.

Binding/Bandaging: A specialised type of underwear used by some trans* people to flatten the chest area or reduce the appearance of breasts.

Cisgender: Someone whose gender identity is the same as their assigned sex.

Gender: How a person feels regarding male/female/neither/both. A cognitive process of recognising one's identity which is socially constructed.

Gender dysphoria: When a person experiences discomfort or distress because there is a mismatch between their assigned sex and their gender identity.

Gender identity: A person's innate sense of their own gender, whether male, female or something else, which may or may not correspond to their assigned sex.

Non-binary: An umbrella term for people whose gender identity doesn't sit comfortably with 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

Prosthesis: An artificial body part, typically made from plastics, lightweight metals or composites. May be formed to represent a penis (sometimes referred to as a packer), scrotum, testicles or other anatomy.

Sex: Assigned to a person based on primary sex characteristics (genitalia), chromosomes and reproductive functions.

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[1] These definitions may change over time and with new research. It should also be noted that definitions can be subjective and not everyone will agree with them.

Transgender/trans/trans*: An umbrella term used to describe people whose gender identity does not match their assigned sex. Trans* people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, transsexual, genderqueer (GQ), gender-fluid, non-binary, gender-variant, crossdresser, genderless, agender, nongender, third gender, bi-gender, trans man, trans woman, trans masculine, trans feminine and neutrois.

Transgender man: Someone who is assigned female at birth but identifies and lives as a man. This may be shortened to trans man, or FTM, an abbreviation for female-to-male.

Transgender woman: Someone who is assigned male at birth but identifies and lives as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female.

Transition (social and medical): The steps a trans* person may take to live in the gender with which they identify. See below for further details.

Transphobia: The fear or dislike of someone based on the fact they are trans*, including denying their gender identity or refusing to accept it. Transphobia may be targeted at people who are, or who are perceived to be, trans*.

Transphobic bullying: Where an individual repeatedly harms another individual or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to gender norms.

6. Gender identity and sexual orientation

As discussed, gender identity concerns your internal sense of self (male, female, neither or both) and how you choose to express yourself. This is completely different to sexual orientation which concerns who you are sexually attracted to, whether that is men, women, both or neither. Gender identity and sexual orientation are varied and complex and may change over time. Trans* individuals, like cisgender individuals, can have a range of sexual orientations. Transgender men may identify as straight (sexually attracted to women), gay (sexually attracted to men), bisexual (sexually attracted to women and men) or asexual (feeling no sexual attraction to anyone). Transgender women may identify as straight (sexually attracted to men), lesbian (sexually attracted to women), bisexual (sexually attracted to men and women) or asexual (feeling no sexual attraction to anyone). Some people will also identify as pansexual which means they have a sexual or romantic attraction towards people of all gender identities including those who don't fit into a gender binary.
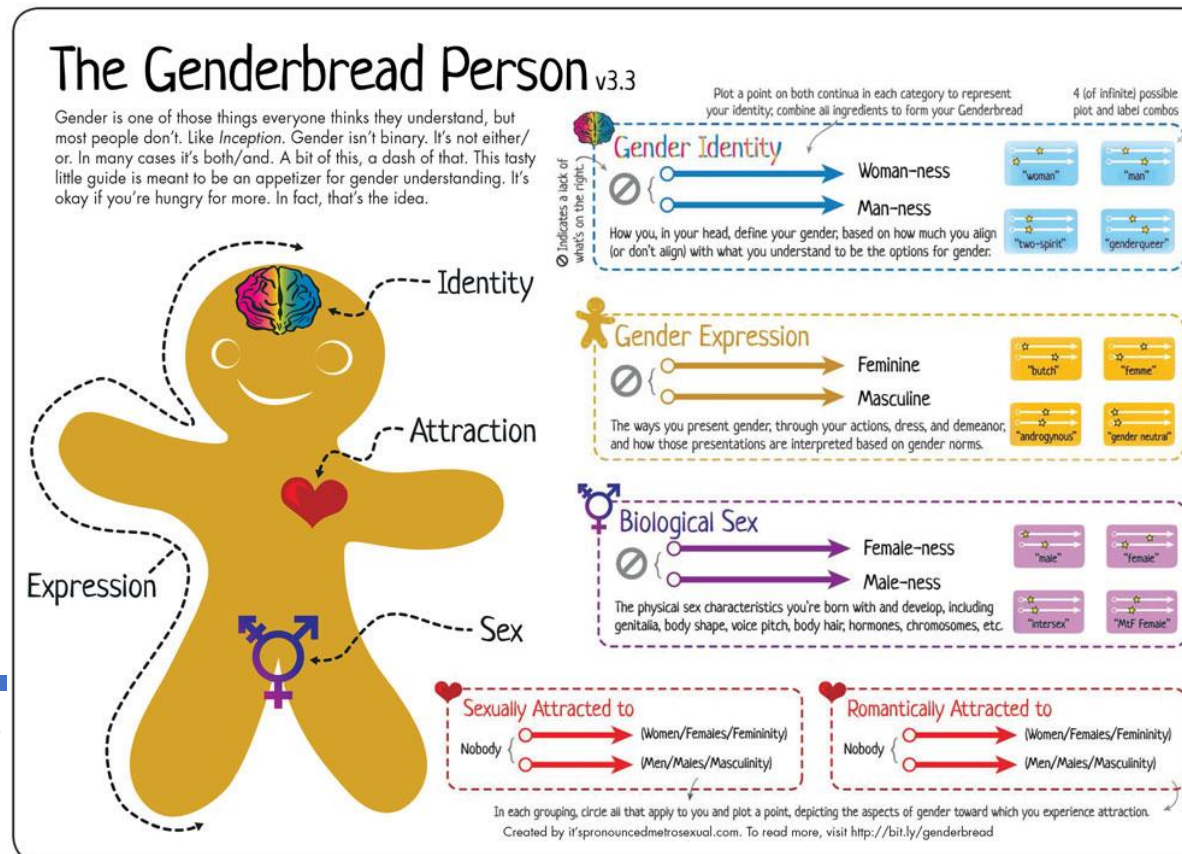
7. Pronouns

Trans* is broadly accepted as a neutral word.

Mx is a gender-neutral alternative to the titles Mr and Mrs.

Pronouns are often very important to trans* young people. A personal pronoun is a word which can be used for people:

I, you, he, she, it, we, they, me, him, her, us and them

When they are used, a person is making an assumption about your gender based on how you look. This can make some gender questioning young people feel uncomfortable.

Children and young people should be given a choice of the pronoun(s) that they would like to be used for themselves. It should be noted that their preference of pronouns may be different prior to and after transition and in different contexts.

Occasionally a trans* individual may choose to use a gender-neutral term as they do not identify with one gender or move fluidly between two. Terms such as '**ze**' and '**they**' are seen as gender neutral.

8. Transitioning

Transition refers to a change in gender role. Broadly speaking, most aspects of transition can be divided into 'social' or 'medical'.

Social transition is choosing to live as your preferred gender. This could include:
- a name change
- a change in pronoun (he, she, they, ze, etc.)
- a change in physical appearance (e.g. wearing clothes or the length of their hair that are associated with their gender identity)
- use of toilets/changing rooms appropriate to their gender identity rather than biological sex.

Medical transition is the process by which a trans* individual takes steps to physically alter their body. This could include:
- hormone blockers
- hormone therapy
- gender reassignment surgery

The approach in the UK to physical intervention for gender dysphoria in children and adolescents:
- Initial psychosocial assessment (*any age*)
- Endocrine assessment (*peri-pubertal*)
- Hormone blockers (*pubertal, post-pubertal*)
- Cross-sex hormones (*age 16+; min. 1 year blocker*)
  - Surgery (*age 18+*)

Transition can mean different things to different people so it is important to find out what this means to the child or young person you are supporting. Some trans* people transition, and others do not. Some trans* people will be hoping to undergo both social and medical aspects of transition while some will choose just the social aspects because they do not want or are unable to undergo medical transitions. Transitioning also might involve things such as telling friends and family and changing official documents.

9. Whole school approach

i. School ethos and systems

- A culture and whole school environment that celebrates difference and diversity (in general as well as gender diversity specifically)
- Systems and processes which support all vulnerable children and young people
- Clear school policies in place to deal with gender related bullying and harassment (including, but not limited to, name calling, derogatory jokes, graffiti, unacceptable or unwanted behaviour, intrusive questions), ensuring that transphobic bullying is responded to consistently and that action is taken in all cases. Children and young people with trans* siblings, parents, relatives or friends may also be the target of transphobic bullying
- If a transphobic incident occurs in public and the member of staff dealing with it is aware that the child or young person is trans* but they are not out to the rest of the community the member of staff must challenge the prejudice but must take care not to label the incident as transphobic in front of other pupils and then as a result 'out' the person being targeted
- Procedures for responding to and supporting young people if they disclose that they are trans*
- Ways should be sought to reduce the reinforcement of gender binary within the school, such as through revision of the uniform policy and considering toileting facilities
- Staff being thoughtful about the use of gendered terms is important for all children and young people, for example not using binaries such as 'boys' and 'girls'. Settings can develop a repertoire of gender-neutral language that reflects their community such as learners, Year 8, folks, etc. and use when appropriate
- Resources which support gender diversity (e.g. gender diverse books in the library, posters with pro-LGBT messages)

ii. Curriculum

- Ensuring the curriculum provides opportunities to challenge stereotypes including those based on gender and avoids making assumptions about sex, gender, gender identity and sexual orientation

- Trans* identities and awareness, as well as challenging gender stereotypes, should be a thread running through the whole curriculum and evident in school assemblies, lesson plans, pupil-led campaigns, and in the wider community
- Consider grouping of pupils; grouping by gender can make trans* pupils feel confused, excluded or uncomfortable. Grouping by gender should only be used when it is educationally necessary. Speak to the trans* child or young person in advance to see how they would like to be accommodated in single sex groups and decide whether any additional support is needed
- Use of LGBT History Month, Trans Day of Remembrance (20th November) and International Trans Day of Visibility (31st March) as opportunities for further work
- Support and encourage young people to explore careers in areas not traditionally associated with a person's gender and also through use of texts and literature which do not reinforce gender stereotypes
- In the early years, encourage children to play with a range of toys, including those that are not stereotypical for their gender to play with
- Make RSE lessons trans* inclusive, for example by using inclusive language (such as 'partner' rather than 'girlfriend or boyfriend'), using gender neutral names when designing some case studies, scenarios or characters and using case studies of trans* people, start any teaching around puberty and bodies by highlighting that all people's bodies and genitals are different and that there will be a diverse range of responses to puberty, and when labelling the genitals consider the message that these relate to biological sex rather than gender (e.g. consider using the language that most, rather than all, boys have a penis and testicles and most, rather than all, girls have a vulva and vagina).

iii.   Staff Development

- Staff who are trained on trans* and gender are more knowledgeable, and consequently less anxious about working with trans* young people
- Staff training should be available so that all staff have an awareness of trans*
- Training should include at least the following:
  - An understanding of gender, including the difference between sex, gender and sexuality (this could include narratives around gender and gender stereotypes)

- o What it means to be trans*
- o The importance of early support
- o Legal responsibilities schools have (e.g. Gender Recognition Act and the Equality Act)
- o How to support a young person wishing to undergo transition (e.g. changing names on ICT systems)
- o How to spot transphobic bullying
- o Awareness of support services and relevant organisations so that they can signpost families and help them access support when needed
- o Opportunities for staff to reflect on their own experiences and unconscious biases

Ask your EP if you would like them to provide this training

10.   Supporting individual children and young people

i.   An Individualised Approach

Given the spectrum of trans* identities and experiences, it is important that any support offered to a trans* child or young person starts with seeking their views and identifying their individual needs.

It is important to remember that some children and young people will go through a period of exploring their gender identity and over time some of this group may realise they are comfortable with their assigned sex, for others this may be part of a longer journey. This exploration can come in many forms and appear at different ages.

- As recommended by the Gender Identity Development Service, the best way to support trans* children and young people is to listen without judgement and put their needs at the core of your response
- Every child and young person's experience will be unique; the support offered should meet the needs of the child whilst keeping options open and allowing the individual to explore and change as works
- The young person should be involved in any decision making about what course of action should be taken in supporting their needs
- Consideration should be given to what they perceive to be a positive way forward and what would make them feel safe and comfortable
- Sometimes a young person might find it difficult and therefore be reluctant to talk about their wishes and feelings. Where possible accommodations should be made to try to make them feel comfortable to share their views
- It is important that their identity is validated and supported in any work that you do
- With all children and young people promote an understanding of 'self' and who they are in relation to other people. Support pupil voice, choice and advocacy around celebrating their unique identity

- Reassure the child or young person that their feelings are ok and crucially that there are other people who feel the same way. Remind others of the importance of the child/young person feeling listened to and accepted. This is more important than fear of saying the wrong thing

ii.   Social Transition Support

a) <u>Names and pronouns</u>
Once a young person has undergone social transition it is important that they are addressed according to their chosen name and that appropriate pronouns and titles are used. Anyone not trying to use the appropriate way of addressing the young person should be made aware of the relevant legislation. Discussions with the young person should take place to establish what the young person might say and/or do if they are addressed inappropriately.

If a trans* pupil wishes to have their personal data (change of name and gender) recognised on school systems, this should be supported and will feed on to letters home, reports, bus pass information etc. If the pupil does not legally change their name schools can still support their wishes to be known by a different name if it is considered in their best interests to do so. The Department for Education guidance is that a formal name change is not required for the school to refer to the young person by a new forename and pronoun. The new name should be recorded as the pupil's 'preferred name'. The same goes for the use of a preferred pronoun. However, the register should still show the pupil's original, legal name.

b) <u>Uniform</u>
The school uniform policy should be updated to include a gender-neutral option and the young person would then be expected to dress in adherence with the uniform policy. It is important that the young person is given the opportunity to dress in accordance with their gender identity.

Swimwear can be a particularly sensitive arrangement and school may find that allowing skirted swimsuits or baggy shorts can be a useful solution.

c) Absence from school

A young person may require time away from school for treatment and support from external sources. Schools must make reasonable adjustments to accommodate. It is important that the reason for absence is recorded sensitively.

iii.   Creating a Supportive Team Around the Young Person

It is important that a supportive team around the young person is established at the earliest opportunity.

- This should include the child/young person, their parents, school representation (e.g., SENCo, Head of Year, Class Teacher and/or Keyworker) and could also include the EP and any other professionals involved with the child (e.g. Social Worker, CAMHS/Therapist, etc.)
- One member of the supportive team should be a key adult who the young person can talk to when needed to share their feelings, and who will listen to them and give them space to talk without judgement
- Regular meetings can then be held to ensure that the young person's needs are being met
- A clear, joint plant should be created with the young person, their family and the school. The plan could include timing of next steps, who needs to be told and how

iv.   Consideration of Facilities

Arrangements for use of facilities should be sensitive to the needs of the child/young person and other children, ensuring safety and comfort whilst minimising the stigmatisation of the young person. It will be important to ask the trans* child or young person what their preferences are. The use of facilities by trans* children and young people should be assessed on a case-by-case basis in discussion with the individual child or young person.

a) Toilets

This has been the cause of some debate as there are concerns the trans* young person may find themselves in a vulnerable situation but equally they should be seen and treated as a member of their true gender.

Trans* young people are often advised to use the 'accessible' toilets. It might be appropriate to rename these facilities using a term such as; 'unisex accessible toilets', 'larger toilet', 'toilet and changing facility' or simply 'toilet' to reduce the stigma of using toilets commonly identified as 'disabled'. This will help ensure schools respect the dignity and privacy of the trans* young person whilst also keeping them safe. Facilities should be audited and risk assessed, following which, reasonable adjustments should be made.

b) Changing rooms
A trans* young person should have access to a changing room that corresponds with their gender identity (in line with the Equality Act 2010). However, there is also the right for the young person to have privacy and be able to keep their trans* status confidential, so they should be provided with reasonable alternative changing areas such as use of a private area (e.g. a nearby toilet stall with door, an area separated by a curtain or a slightly staggered time to change).

c) P.E.
Changing room facilities should aim to maximise social integration and equal opportunities to participate in P.E. For mixed gender sports equal access should not be a concern once changing arrangements have been made. Staff should consider whether it is necessary for sport to be offered on a split gender basis, if so, the trans* young person should be given the opportunity to play the sport of the gender they identify with. P.E. teachers should be adept in differentiating their lessons to accommodate a range of abilities in order to keep young people safe and can do the same for a trans* young person.

d) Residential trips
Issues may arise around accommodation for overnight stays or residential trips. This must not mean that a child or young person cannot be included on the trip. Consideration should be given well in advance to any additional needs to ensure that the young person is fully included. Sleeping arrangements will need to be thought about before a trip is undertaken. It is possible that the student would prefer to have a separate room or discussion with selected peers and parents as appropriate to find a more inclusive solution. Each individual situation and trip will need to be thought about separately. Discussions should happen well in advance with the young person and with any and all appropriate bodies.

v.   Transition Between Schools

Many trans* young people choose the natural transition from primary to secondary school as the point at which they will also socially transition to be known by the gender they identify with. This may minimise the number of other members of the school community who are aware that the child or young person is trans*. Secondary schools therefore may need to be particularly aware and supportive of children transferring from a primary to their secondary school who are planning to begin Year 7 with a different name and pronoun. A well supported transition can be a very empowering, positive experience for the young person.

Transition between schools should include the following:
- Gaining the thoughts, concerns and wishes of the trans* young person and their family
- Identifying a single point of contact at the new school so that the trans* young person has an opportunity to develop a relationship with that person prior to arrival
- Establishing good lines of communication between both schools.

Although a change of school may be a good time to transition for some, it should not be seen as the only opportunity. The right time to transition from one gender identity to another will be when the child or young person feels they are ready. Some young people may choose to change school at the point of transition.

vi.   Signposting

It may be useful for a trans* child or young person to talk to someone else who is trans* or gender questioning. Local LGBT youth groups may be able to help and are an invaluable resource. It might be easier for the child/young person to email or speak on the phone with any link person from an external organisation, rather than meet face-to-face in the first instance. They could also meet them in the education setting as a safe and familiar place. Many trans* young people will use the internet to find information about gender identity and diversity and may also interact with other trans* and gender questioning young people online. This can be a hugely beneficial thing, particularly if they are signposted to good sources of information (see Appendix 1). Be aware of the potential vulnerabilities and ensure they are given increased support as needed and are taught about general threats and risks from others

including around e-safety and child sexual exploitation (CSE). Be explicit about the rules of online contact and make clear to them that the person you have established a link for them with is a safe, trusted, informed and understanding person to communicate online with. Warn them that other people, even those who claim to be friends (e.g. through online gaming/social media) may not be safe people to talk to about this or other personal subjects.

vii.   Working with Parents

- Some parents/carers of a child/young person who identifies as trans* or gender questioning are supportive of their child's gender identity and their desire to explore it. Others may still be developing their own understanding, may have differing views as individuals and may be experiencing feelings of grief and loss
- Parents' and carers' own needs can be overlooked and offering them support can lead to a transformation in the child/young person's experience. They may need signposting to sources of support and advice both nationally and locally
- Whilst every effort should be made to work in partnership with the child/young person's family, staff should listen to and respond to the views of the child/young person and advocate on their behalf
- The child/young person has a right to confidentiality and confidential information must not be shared even with the parents and carers without the child or young person's permission unless there are safeguarding reasons for doing so

Appendix 1: Support Services and Useful Websites

- Gendered Intelligence www.genderedintelligence.co.uk
- Free2B Alliance https://free2b.lgbt/
- Mosaic Youth www.mosaicyouth.org.uk
- Stonewall https://www.stonewall.org.uk/
- Gender Trust http://www.gendertrust.org.uk/
- Unite https://uniteuk1.com/
- Spectra https://spectra-london.org.uk/
- Gender Identity Research and Education Society – list of local groups and organisations https://www.gires.org.uk/tranzwiki/
- Gender Identity Development Service https://gids.nhs.uk/

Appendix 2: Book List

The book list is not meant to be a definitive guide. New books are published regularly and checking websites such as Amazon, Waterstones and other book retailers will add to your library of resources.

Different Families *(please check the book's age range to ensure it is appropriate)*
It's Okay To Be Different *Todd Parr*
The Family Book *Todd Parr*
Who's in a Family? *Robert Skutch*
Picnic in the Park *Joe Griffiths*
Prince Cinders *Babette Cole*
The Princesses Have a Ball *Teresa Bateman*
You're Different and That's Super *Carson Kressley*
We're Different, We're the Same *Bobbi Kates*
Incredible You *Wayne Dyer*

Children *(please check the book's age range to ensure it is appropriate)*
10,000 Dresses *Marcus Ewert*
The Boy in the Dress *David Walliams*
My Princess Boy *Cheryl Kilodavis*
The Sissy Duckling *Harvey Fierstein*
William's Doll *Charlotte Zolotow*
The Turbulent Term of Tyke Tiler *Gene Kemp*
Be Who You Are! *Jennifer Carr*
Tutus Aren't My Style *Linda Skeers*
Alien Nation *Matty Donaldson*

Teenagers *(please check the book's age range to ensure it is appropriate)*
Choir Boy *Charlie Anders*
Freak Show *James St James*
Morgan in the Mirror *C.C. Saint Clair*
My Brother Beth *Rebecca Sardella*
Being Emily *Rachel Gold*
Parrotfish *Ellen Wittlinger*
Luna Julie *Anne Peters*
My Gender Workbook: How to Become a Real Man, a Real Woman, the Real You or Something Else Entirely *Kate Bornstein*
Feeling Wrong in Your Own Body: Understanding What it Means to be Transgender *Jaime A Seba*
How Stephen Became Stephanie and Other Transgender Tales *Kate Lesley*
Grrl Alex: A personal journey to a transgender identity *Alex Drummond*
Finding the Real Me: True Tales of Sex and Gender Diversity *Tracie O'Keefe & Katrina Fox* (eds)
Am I Transgender?: The Transgender Primer Vol 1 *A Lite*

Adults & Reference
The Transgender Child: A Handbook for Families and Professionals *Stephanie Brill & Rachel Pepper*
The Transgender Teen: A Handbook for Parents and Professionals Supporting Transgender and Non-Binary Teens *Stephanie Brill & Lisa Kennedy*
Transparent: Love, Family and Living the T with Transgender Teenagers *Cris Beam*
Understanding Transsexualism *Mildred Brown & Chloe Rounsley*
Helping Your Transgender Teen: A Guide for Parents *Irwin Krieger*
Transgender Explained For Those Who Are Not *Joanne Herman*
The Transgender Studies Reader *Susan Stryker & Stephen Whittle (eds)*
Trans Bodies, Trans Selves: A resource for the Transgender Community *Laura Erickson-Shroth*

Appendix 3: Education Settings Self-Evaluation Audit

Completing this audit is an assessment of where an organisation is in terms of how it delivers and incorporates trans* inclusion.

An audit should include:

1. **Assessment** – assessing what you have and where you are in relation to trans* inclusion
2. **Acting** – responding to the findings and plugging the gaps
3. **Reviewing**- assessing changes or adaptations and monitoring year on year

Begin by carrying out an organisational health check and gathering monitoring information. Please use the check list below to assess your school/education setting's health and from that use the 'traffic lights' in the right-hand columns to record where you consider your organisation to be in relation to each indicator.

Actions to be taken should then be identified, including a lead person and date action is to be completed. The tool can then be revisited to monitor progress and set a new action plan.

Checklist item	Yes/No – details	Red	Amber	Green	Action required/lead person/target date
Governance and policy framework					
Does your Mission Statement mention equality?					
Does your Equality Policy reference how you support trans* and gender questioning children and young people?					
If you have a Uniform Policy is it gender neutral, listing items which are acceptable in school/setting but not by gender?					
Does your Anti-Bullying Policy reference sexist, homophobic, biphobic and transphobic bullying and explain how these will be recorded, analysed and monitored to prevent and respond to bullying?					
Does your PSHE and Relationships and Sex Education (RSE) Policy include programmes that are inclusive of trans* and gender questioning children and young people and support understanding of trans* identities?					

Checklist item	Yes/No – Details	Red	Amber	Green	Action required/lead person/target date
Do all policies and statements that reference children/young people include trans* and gender questioning children/young people?					
If a policy covers confidentiality, does it also include gender identity and make clear that trans* children/young people have the right to privacy related to their gender identity?					
Do you ensure that all staff are aware of the importance of privacy of information relating to trans* and gender questioning children/young people, including how this relates to data protection regulations[2]?					
Celebrating difference and promoting diversity within the whole community					
Do you celebrate difference and foster good relations between different groups, including trans* and gender questioning children/young people and others?					
Do you mark LGBT History Month, Transgender Day of Visibility and/or International Day against Homophobia, Biphobia and Transphobia?					

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[2] For further information, go to ISB Standards Guidance

Checklist item	Yes/No - Details	Red	Amber	Green	Action required/lead person/target date
Does your library include a diverse range of books that celebrate difference and promote understanding of diversity including books about trans* children, young people and adults (as appropriate to your setting)?					
Do you use displays that challenge gender stereotyping and promote understanding of trans* identities?					
Do you have a transition at work policy for staff?					
Preventing and responding to bullying					
Do you record, respond to and monitor homophobic, biphobic and transphobic language, bullying, harassment and hate incidents as discrete categories?					
Do you record, respond to and monitor gender discriminatory/sexist language bullying, harassment and hate incidents as discrete categories?					

Checklist item	Yes/No - Details	Red	Amber	Green	Action required/lead person/target date
Is there guidance on what language/behaviour is acceptable/ unacceptable including: • homophobic, biphobic and transphobic language/bullying? • gender discriminatory/sexist language/bullying?					
Do you provide training and scripts to support staff to identify and respond to: • homophobic, biphobic and transphobic language/bullying? • gender discriminatory/sexist language/bullying?					
Have staff been trained on challenging gender stereotyping and promoting trans* inclusion?					
Supporting children and young people					
Do you have a pathway to support trans* and gender questioning children/young people, including those beginning or going through social and/or medical transition?					
Do you have a pathway to support trans* and gender questioning children/young people, including those beginning or going through social and/or medical transition?					

Checklist item	Yes/No - Details	Red	Amber	Green	Action required/lead person/target date
Are staff trained in supporting trans* and gender questioning children and young people?					
Is there a mechanism in place to record name and pronoun changes?					
Have you considered toilet and changing room facilities for trans* students? Do you have gender neutral toilets? Do you have policies and guidance in place to ensure the safety of all students?					
Are educational/residential trips accessible to all including trans* and gender questioning children/young people? Are risk assessments carried out in relation to potential issues relating to trans* and gender questioning children and young people?					
Are there staff who a trans* or gender questioning child/young person can nominate to speak to about gender identity or to seek additional support?					

Checklist item	Yes/No - Details	Red	Amber	Green	Action required/lead person/target date
Do you signpost and support national and local support services, including safe spaces/support groups for trans* and gender questioning children and young people?					
Curriculum and learning					
Does your curriculum value and make visible all identities, including trans* and gender questioning people?					
Does your curriculum challenge gender stereotypes and ensure all children and young people (including those who are trans*) feel included?					
Does your RSE and PSHE curriculum include content that promotes inclusion, celebrates difference and raise awareness of trans* and gender questioning children and young people?					
Do you avoid grouping by gender whenever possible and where there is not an educational reason for doing so?					

Checklist item	Yes/No - Details	Red	Amber	Green	Action required/lead person/target date
Parent/community involvement					
Do you actively work with parents and carers of trans* and gender questioning children and young people?					
Do you provide support for parents/carers who are trans*/non-binary in order to promote their inclusion and to support their children?					
Do you work with local and/or national organisations which support trans* and gender questioning children and young people?					
Do you signpost organisations where parents and carers can go to find out more about gender identity and trans* including local and national support groups?					