



# **Guidance on Supporting Children and Young People who are Trans or who are questioning their Gender Identity for all Schools and Children and Families Services Settings**

Autumn 2018

## Foreword

Leeds has a vision – we want to be the best city in the UK and the best city for children and young people to grow up in a child friendly city.

Our ambition means that we are committed to ensuring that all children and young people in Leeds have equal opportunities to learn, to participate, to achieve their full potential and ultimately live happy, healthy lives. We are determined that young people should not be restricted in any way by their gender identity.

Research by the LGBT charity Stonewall and others has shown that young people who are trans or non-binary continue to face bullying and harassment on a regular basis, including in schools. They are also more likely to self-harm and attempt suicide than other young people. Stonewall's 2017 School Report states that 'Nearly half of lesbian, gay, bi and trans pupils (45%) – including 64% of trans pupils – are bullied for being LGBT at school' and that 'Nearly one in ten trans pupils (nine per cent) are subjected to death threats at school'<sup>1</sup>. Therefore it is really important that professionals working with trans or questioning young people have all the information that they need to be able to provide the right support and know who to contact if they need further assistance.

This guidance has been produced to help professionals in schools and other Children and Families settings to support young people who may be trans, non-binary or questioning their gender identity. It has been produced in partnership with Stonewall and consulted upon widely with organisations such as Mermaids, Non-Binary Leeds, the police, youth workers and counselling services. Most importantly we have consulted with young people themselves to make sure the guidance reflects their concerns and priorities and possible ways to improve their experiences. Finally, towards the end of the guidance we have provided links to further support and information as well as glossary of terms to help explain the many different terms used.

We hope that you find this guidance useful and welcome any comments or feedback on its contents.

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<sup>1</sup> Stonewall's School Report 2017 is a study of 3,700 lesbian, gay, bi and trans (LGBT) pupils across Britain. To view the report click on the following hyperlink: [School Report \(2017\)](#)

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## Introduction

This guidance is to help schools and other Children and Families' settings to support and protect children and young people who identify as trans or who are questioning their gender identity, and to help them to achieve their full potential by:

- Promoting inclusion for all children and young people within education by improving support for trans young people and those questioning their gender identity
- Promoting awareness of the issues faced by trans children and young people and those questioning their gender identity
- Ensuring that staff, governors and teachers are able to support trans children and young people and those questioning their gender identity with confidence
- Providing information to ensure schools and settings feel confident that they are complying with the Equality Act 2010 and meeting their Public Sector Equality Duty obligations

From this point forward, the term 'young people' will be used to mean all children and young people in schools and settings from early years to year 13.

## Background

***I have had bad experiences in school for being transgender and have experienced bullying and discrimination and unfortunately have not had any positive experiences surrounding this. I get bullied for being transgender and people call me names and make fun of me. I have been offered no support from the school and I don't feel like I can tell any professionals in school as they won't do anything.***

***Leeds Young Person 1***

It is important for schools and other settings to proactively support young people who are trans or questioning their gender identity. The [Stonewall School Report of 2017](#) found that two thirds of trans young people have been bullied at school, and many report that this goes unchallenged. In addition, three quarters of LGBT young people say they have never learned about gender identity or what trans means at school.

## Terminology and Definitions

It is important to remember that there is a difference between sex and gender identity. Sex refers to biological and physical characteristics such as hormones and chromosomes. Gender is concerned with internal feelings of self and identity.

Trans is a term used to describe people whose gender identity is not the same as, or does not fully reflect, the sex they were assigned at birth. It is an umbrella term which can cover a range of feelings and experiences. Some examples of the way people who are trans may define themselves are:

- Transgender

- Gender fluid
- Non-binary
- Queer
- Both male and female
- Neither male nor female
- A third gender

In this guidance, the term ‘trans’ will be used to refer to all of these definitions.

Gender identity is different from sexual orientation, which concerns who a person is romantically and / or sexually attracted to. Like everybody else, trans people can have a range of sexual orientations.

Young people should be able to decide for themselves which terms they would like to use to identify and describe themselves, rather than having labels attached to them by others. Members of the school community should use the correct name and pronoun for a trans or non-binary young person.

As language can change over time, young people’s preferences regarding the language they want to use to identify themselves might also change, and this should be respected. The terminology and how people describe themselves is constantly changing. A glossary of terms is provided in Appendix 1. This guidance will be reviewed on a regular basis to reflect the latest terminology.

## **Summary of Relevant Legislation**

It is illegal to discriminate against a young person because of their Trans status, and schools and other Children and Families Settings must follow the relevant legislation:

### **Equality Act 2010 (Great Britain)**

The Equality Act 2010 ensures legal protection against discrimination, harassment and victimisation (direct or indirect) for everyone under nine protected characteristics defined in the Act, one of which is Gender Reassignment. Part 6 of the Equality Act 2010 makes it clear that the Act applies to schools and young people. The Act states that:

Gender reassignment applies to anyone who is undergoing, has undergone or is proposing to undergo a process of reassigning their sex. For this to apply, a young person does not have to be undergoing a medical procedure to change their sex, but must be taking active steps to live in the opposite gender or proposing to do so.

The school governing body has a responsibility to ensure that the school is complying with its requirements under the Equality Act.

Schools should note that Ofsted explicitly look at how schools are complying with the Equality Act.

### **Discrimination**

A school or other setting must not unlawfully discriminate against a young person because of their trans or gender status. Discrimination can be direct or indirect. Indirect

discrimination occurs when a provision, criterion or practice applies to everyone but puts a person with a particular protected characteristic at a disadvantage, and cannot be justified as a proportionate means of meeting a legitimate aim. An example might be an inflexible school uniform policy or rule which offers no gender neutral options.

## **The Human Rights Act 1998**

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

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

## **Data Protection Legislation**

Schools and other settings must comply with the latest Data Protection legislation including the General Data Protection Regulation.

Information about a person's trans status is considered 'sensitive personal data' and is subject to tighter controls than other personal data. Explicit consent is required before it can be processed. For instance, if information about gender identity is collected as part of a survey, participants must be told exactly what will be done with their data, and they must give informed consent. 'Processing' data refers to any kind of counting or analysis.

*It should be noted that staff are personally liable for any breaches of the act rather than the school, setting or council.*

Personal data must be looked after properly following the data protection principles, which include ensuring personal data is accurate, secure and processed fairly and lawfully. These principles can be found at <https://www.gov.uk/data-protection> . These principles apply when a young person changes schools or setting.

If staff have any questions about data protection, they should contact Information Governance, [IMG.AC@leeds.gov.uk](mailto:IMG.AC@leeds.gov.uk)

## **Government Guidance for Schools and other Settings**

**The Equality Act 2010 and Schools - Departmental advice for school leaders, school staff, governing bodies and local authorities – published May 2014 – last updated 28<sup>th</sup> June 2018.**

This non statutory advice from the DfE has been produced to help schools to understand how the Equality Act affects them and how to fulfil their duties under the Act.

The advice states that it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their: sex; race; disability; religion or belief; **sexual orientation; gender reassignment**; pregnancy or maternity.

The advice also states that it is unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of ***another person with whom the pupil is associated***. For example, a school must not discriminate by refusing to admit pupils because their parents are trans or because one of their parents is transitioning.

In addition, the advice describes how it is unlawful to discriminate because of a characteristic which you think a person has, even if you are mistaken. For example, a teacher who consistently picks on a pupil for being trans will be discriminating even if the pupil is not actually trans.

There are some exceptions which apply to all schools or broad categories of schools – schools with a religious character and single sex schools.

For further information on the new requirements for schools regarding gender reassignment and sexual orientation and details of the exceptions access the advice via the following link: [Equality Act Advice Final.pdf](#)

## **Relationship and Sex Education Guidance and Personal, Social and Health Education (PSHE) Framework**

The original Sex and Relationship Education Guidance published in September 2000 was written to take account of the revised National Curriculum, the need for guidance arising out of the new Personal, Social and Health Education (PSHE) framework and the Social Exclusion Unit report on teenage pregnancy. The guidance aimed to address any areas of uncertainty about what sex and relationship education is and how it should be taught.

In March 2017 the DfE published a policy statement to explain the government amendment to the Children and Social Work Bill to introduce statutory:

- relationships education in primary schools
- relationships and sex education in secondary schools
- PSHE in all schools

Statutory guidance sets out what schools and local authorities must do to comply with the law.

On the 19<sup>th</sup> July 2018 the DfE opened its consultation on its proposals that all schools *be required to* teach relationships education at primary school, relationships and sex education at secondary school and health education at all state-funded schools. The consultation asks for views on the draft regulations and statutory guidance relating to Relationships Education, RSE and Health Education, and whether the statutory guidance provides sufficient information and support to schools in teaching the subjects. The consultation also asks for views on the regulatory impact assessment relating to the subjects. The responses to this consultation will help the department finalise the draft regulations and statutory guidance before the regulations are put before Parliament and the guidance is finally published.

The statutory Relationship Education (RE) for primary schools and Relationship and Sex Education (RSE) for secondary schools will be in place for September 2019. For more information, support and advice please contact the Health & Wellbeing Service on [schoolwellbeing@leeds.gov.uk](mailto:schoolwellbeing@leeds.gov.uk)

## **Young People's Rights**

Almost all aspects of a young person's identity, such as their NHS number and passport, can be changed to reflect their affirmed gender. Currently birth certificates cannot be changed until the age of 18. This means living as their affirmed gender, and can include:

- Changing to their preferred name with the permission of parent / carer
- A change in pronoun (he, she, ze, they, etc.). Ask the young person which pronoun to use remembering this may change
- Wearing clothes that are associated with their gender identity
- Use of toilets / changing rooms appropriate to their gender identity

Young people under 18 cannot undertake gender reassignment surgeries. However, they can take steps to delay puberty by being prescribed hormone blockers, which are reversible. At a later stage, they can be prescribed cross sex hormones. These can only be prescribed if a young person is referred to the Gender Identity Development Service (GIDS). Details about GIDS can be found in the Further Resources section. The GIDS website includes information on how to make a referral and what the process involves. Not all trans young people will want to take steps to transition medically.

It should be noted that legislation often changes at the age of 18 and is applied differently to adults than it is to young people. For example, the Gender Recognition Act 2004 stipulates that a person is legally allowed to change their gender from the age of 18. Below 18 a young person can do the things outlined above but they cannot legally change their gender. It would therefore be helpful if professionals made young people aware that the law will change and potentially affect them differently once they reach 18.

## **Advice to Settings**

### **Younger Children Questioning their Gender Identity**

Young children are shaped by their background, family environment and early interactions and experiences. It is important that Early Years providers give each child the chance to develop and thrive therefore having an environment that celebrates difference and challenges stereotypes is key to achieving this.

Some children start to struggle very early in their lives before they understand what gender identity means, and staff in early years settings and primary schools should be aware that some young children could be experiencing these feelings.

Creating an inclusive environment where difference and individuality are celebrated is one way to support young people experiencing these feelings.

According to Stonewall there are five simple steps to ensuring a setting is inclusive. These are:



1. **Celebrate Difference** – support children to understand that everyone is unique and special and that no one should have to worry about the things that make them different.
2. **Create an Enabling Environment** – ensure that all areas of the environment and setting reflect and represent unique children and their families.
3. **Challenge Gender Stereotypes** – send out a clear message to children that there is no such thing as a ‘typical boy’ or ‘typical girl’ to ensure that every child feels comfortable being themselves and doing things that they enjoy without being limited.
4. **Get to Know Children and Families** – celebrate different family structures, including those with LGBT members, to ensure all families are represented and feel welcome.
5. **Make It Happen** – schools and settings should make their vision and values about celebrating difference and diversity clear in every area of policy and provision. Settings should regularly reflect on what is working well and where changes could be made as part of their ongoing quality improvement work.

Full details of how practitioners can put these steps into place can be found in [Stonewall’s ‘Getting Started – Celebrating Differences and Challenging Stereotypes in the Early Years Foundation Stage’](#) guidance. A link to this can be found in the Resources for Professionals section.

## **Supporting Children and Young People with Special Educational Needs and Disability (SEND)**

Young people with SEND are just as likely as any other young person to be trans or gender questioning. It is important that what they say is taken seriously, and not attributed to their SEND. LGBT awareness and positive messages should be built into RSE lessons in special schools, and extra support may be needed to make sure that this is presented in a way which all pupils will understand. Some existing resources may need to be adapted to suit the needs of pupils. For example, the Stonewall slogan ‘*Some People Are Trans... Get Over It*’ may be confusing for young people on the autistic spectrum if they are literal thinkers. Phrases such as ‘*Some People Are Trans... It’s OK*’ might be more appropriate.

Young people with SEND may have other vulnerabilities, and may need extra support, for example in building resilience. If the young person receives personal care such as help with dressing, they may feel a loss of privacy if they have to come out to their carer before they are ready. Staff should provide support for young people in this position. One to one support should be available with a member of staff who has knowledge and understanding of the young person’s needs.

Parents of young people with SEND who are vulnerable may have extra concerns if they feel that being trans will increase their child’s vulnerability. Staff should signpost them to organisations who work with parents and whole families (See the Further Support section at the end of this guidance).

## Support for Trans Young People in Schools and Other Settings

***I did not tell any professionals when I was experiencing negative experiences. Professionals do not have much knowledge around the topic.***

***Leeds Young Person 2***

Support offered to a trans young person starts with identifying their individual needs. An initial conversation will allow the young person to talk about how they identify or feel about their gender. This discussion will need to be tailored for each individual young person.

A young person's goals in terms of transitioning may change over time and the support offered needs to reflect this. Once staff have an understanding of how a young person is planning to transition, they can think about how to facilitate and support these changes at school or within the setting.

It is important to remember that a young person who is questioning their identity or who is trans might not have come out to their parents or carers. Staff should not talk to parents or carers or anybody else about a young person's gender identity without their explicit consent, and must respect confidentiality at all times.

Some young people may choose to make a transition into their affirmed gender identity at a point when they are changing schools. Secondary schools should support young people transferring from a primary school who are planning to begin Year 7 with a different name and pronoun. The right time to transition from one gender identity to another will be when the young person feels they are ready.

In some cases, trans young people might need additional support. Indicators of this could include:

- Reluctance to use the school/setting toilets
- Reluctance to do physical exercise especially if it is strongly associated with the assigned birth gender, including a reluctance to use the showers and changing rooms
- Self-harm
- Not eating
- Being the victim of bullying, which could include homophobic and biphobic as well as transphobic bullying.

***I feel comfortable talking to teachers however sometimes I repeatedly feel like nothing is being done.***

***Leeds Young Person 3***

A 'whole' school or setting approach is therefore needed to support and keep trans young people, their families and staff safe. This means developing:

- A culture and whole school/setting environment that celebrates difference and diversity where all young people can see themselves reflected and valued
- Systems and processes which support vulnerable young people
- Effective anti-bullying policies to make sure the whole school/setting community explicitly challenges and tackles transphobic, homophobic and biphobic bullying
- A curriculum which is LGBT inclusive and provides opportunities to challenge stereotypes including those based on gender, and avoids making assumptions about sex, gender, gender identity and sexual orientation.

Schools and settings should also:

- Recognise there will be trans people within the school/setting community, such as parents and carers, staff, governors and young people, and acknowledge that they will positively enrich the school/setting community
- Ensure trans issues and transphobia is acknowledged across the school policy framework
- Closely monitor all areas of the curriculum and resources to ensure that they do not perpetuate gender stereotypes or include transphobic material
- Ensure that the curriculum is used to challenge gender stereotypes, support the development of a positive sense of gender identity, develop understanding of trans issues, and prevent transphobia
- Challenge transphobic abuse, harassment and bullying, using the training and resources available from the School Wellbeing Service (see Resources) and PAL to give staff the confidence to do this
- Monitor the incidence of transphobic abuse, harassment and bullying e.g. through the use of the Hate Incident Reporting Scheme, and use this information to inform school/setting developments
- Include trans issues in equality training for staff and governors
- Create an environment in which all young people, staff, governors, families and visitors to the school/setting, whatever their gender identity, feel equally welcome and valued and in which transphobic behaviour is challenged
- Take care not to 'out' a young person – to tell somebody that they are trans before they have come out for themselves
- Participate in events such as LGBT History Month (February), Transgender Day of Remembrance (20 November), Trans Day of Visibility (31 March) and International Non-Binary Day (14 July), and ensure visibility of trans role models and their achievements
- Provide appropriate support to young people who identify as trans and refer them and their families, when needed, to local and national organisations providing appropriate support services.

Finally, understand that mistakes will be made and if this happens to acknowledge it, correct the mistake and move on.

## Language

***Not all professionals know exactly how to phrase sentences or use the correct language surrounding Trans and questioning people.***

***Leeds Young Person 4***

Staff should think carefully about the language they use, and where possible use language which does not reinforce a binary approach to gender (i.e. that there are only males and females). Gendered language can make some young people feel excluded, and reinforce stereotypes. It is preferable to use terms such as 'students' or 'pupils', rather than 'boys and girls' when speaking to a group of young people.

Using thoughtful language is not intended to deny gender as an important part of our identity, and this can be explored as part of learning in lessons in RSE (Relationship and Sex Education). However, care needs to be taken to avoid excluding those who do not see themselves as either male or female, or make assumptions about someone's gender identity because of the way they appear.

## Curriculum, Teaching and Learning

The school environment, curriculum, assemblies and tutor time can all be used to explore issues of sex, gender, gender identity and transphobia and to make visible and celebrate trans people.

Staff should consider whether any teaching and learning approaches that they use could have the impact of making trans young people feel confused, excluded or uncomfortable. For example, grouping young people by gender may have this effect, and staff should consider alternative approaches.

There may be times when single sex teaching is needed. This may include aspects of relationship and sex education or to support the learning needs of particular groups, such as a literacy group for boys. If a clear need is identified, the Equality Act allows for such provision. It should be made clear all that young people can participate according to their gender identity, including trans young people. For example, a trans boy could attend a boys' reading group if his literacy required targeted support. For information, advice and support with curriculum, training, teaching and learning, please contact the Health & Wellbeing Service on [schoolwellbeing@leeds.gov.uk](mailto:schoolwellbeing@leeds.gov.uk)

## Transphobic Bullying and Hate Incidents

*My negative experiences in school have surrounded other people making fun of me due to being Transgender.*

*Leeds Young Person 5*

Any young person who does not conform to gender norms and stereotypes can be vulnerable to bullying. Young people who are not themselves trans but who have trans friends or family members can also be victims of transphobic bullying. Transphobic bullying can be targeted at:

- Trans young people and adults inside and outside the school community
- Young people and adults who do not conform to perceived gender stereotypes
- Young people with trans parents, relatives and friends
- Young people who are not trans but are perceived to be
- Lesbian, gay and bisexual young people and adults

Transphobic bullying or hate incidents must be reported through the Hate Incident Reporting Scheme (HIRS). Transphobic hate crime must be reported directly to the police.

Schools will need to ensure that the curriculum, assemblies and whole school environment is used to challenge gender stereotypes and binary notions of gender to create a safe learning environment for all young people and to prevent bullying and transphobia. Other settings will also need to ensure the environment is safe for all young people, including trans young people.

Transphobic, homophobic and biphobic bullying are not the same thing, but there is a relationship between them. Any young person who does not express stereotypically masculine or feminine traits expected of their assigned sex might experience transphobic, homophobic or biphobic bullying.

If a transphobic incident occurs in public and the member of staff dealing with it is aware that the young person is trans but they are not out to the rest of the community, they must still challenge the prejudice. They should take care not to label the incident as transphobic in public as this could 'out' the young person against their wishes. However, the incident should still be recorded as a transphobic incident.

In cases where transphobic bullying has wider safeguarding implications, or involves criminal behaviour, schools and settings need to engage the appropriate safeguarding agencies and / or the police.

### **Dealing with questions from staff, young people, families and the wider community**

There may be many questions that are asked by various people and it is important to be as clear and informative as possible. However, every circumstance is different, due to the unique experience of individual young people and their families.

If a parent or carer of another child raises any concerns, the rights of the trans young person should not be compromised. Support should be given to the parent or carer to help them make their child feel more safe.

***I haven't had any negative experiences however have had positive experiences. My friends have all been very supportive and use my preferred name and pronoun and because of this I have not needed the support of school professionals.***

***Leeds Young Person 6***

A special thanks to all the young people who have contributed to this guidance and passed on information about their personal experiences.

Organisations consulted in the production of this guidance include:

Stonewall

Transtastic Youth Group

Leeds City Council:

- Children and Families Directorate
- Equality and Diversity Team
- Youth Service
- LGBT Staff Network
- Public Health
- Elected Members
- Health & Wellbeing Service

Leeds Schools

Non-Binary Leeds

West Yorkshire Police

Mermaids

TransLeeds

Youth Counsellors

## Resources and Further Support

### For Young People

#### Local

**The Youth Offer Improvement Team** within LCC Children and Families services facilitates youth groups for young people aged 11-18: Out to 18 for LGBT young people, and Transtastic for young people who are trans or who are questioning their gender identity. The team can provide one to one and group work support and guidance for young people to allow them to engage safely with activities to help with confidence building, personal development, peer support and making friends. Young people are given a space where they can experience inclusion, acceptance, social justice, fun and safety. In addition, the team can also talk to families and friends who would like information and / or guidance on supporting their child or friend. If you are aware of a young person who may be interested in engaging with the team, please contact: [youthoffer@leeds.gov.uk](mailto:youthoffer@leeds.gov.uk) or phone 0113 3785033

**Gendered Intelligence** – Run a youth group in Leeds for young people under 21. They also provide support and education for families and educational settings.  
[genderedintelligence.co.uk/trans-youth/Leeds](http://genderedintelligence.co.uk/trans-youth/Leeds)

**Yorkshire Mesmac** – Gives information on local groups providing support for LGBT people, including groups specifically for young people.  
[www.mesmac.co.uk/find-help/support-groups](http://www.mesmac.co.uk/find-help/support-groups)

#### National

**Mermaids** – Provide support for young people and their families on gender identity issues.  
[www.mermaids.org.uk](http://www.mermaids.org.uk)

## Resources and Further Support for Professionals

**Health & Wellbeing Service** within LCC Children and Families Services facilitates training, support, teaching resources and advice to schools and settings. The service also manages the My Health My School Survey. To find out more please email [schoolwellbeing@leeds.gov.uk](mailto:schoolwellbeing@leeds.gov.uk) or call 0113 3785254.

**Stonewall** – the national LGBT charity, offering support to schools and young people. They offer a range of age appropriate resources and a train the trainer course on Creating a Trans Inclusive School for Primaries and Secondaries. Use links below to access Stonewall resources.  
[www.stonewall.org.uk/educationresources](http://www.stonewall.org.uk/educationresources)  
[www.stonewall.org.uk/teachertraining](http://www.stonewall.org.uk/teachertraining)

**The Gender Identity Research and Education Society (GIRES)** have produced some helpful training tools which can be used in school. Staff and governors can also use the materials as part of their Continuing Professional Development.

[www.gires.org.uk/schools.php](http://www.gires.org.uk/schools.php)

**Educate and Celebrate** – offer support and guidance in transforming schools into LGBT Friendly spaces.

<http://www.educateandcelebrate.org>

**Gender Identity Development Service (GIDS)** provided by Tavistock and Portman NHS Foundation Trust. This is the NHS gender identity clinic for providing support for children and young people who want to medically transition. Young people need to be referred to the service by a professional. The website includes information and guidance on how to refer a young person to the service.

<http://gids.nhs.uk/>

**Press for Change** - The UK's Leading Expert in Transgender Law [www.pfc.org.uk](http://www.pfc.org.uk)

**NHS - Live Well.** Support for Young People

[www.nhs.uk/Livewell/Transhealth/Pages/Transyoungpeople.aspx](http://www.nhs.uk/Livewell/Transhealth/Pages/Transyoungpeople.aspx)

**Equality Advisory Service**

[www.equalityadvisoryservice.com](http://www.equalityadvisoryservice.com)

**Equality and Human Rights Commission (EHRC).**

EHRC has a wide range of publications including reports and guidance on its website. [www.equalityhumanrights.com/](http://www.equalityhumanrights.com/) See particularly: public functions and associations Statutory Code of Practice, 2011, collecting information on gender identity (2nd edition), 2012

**Government Equalities Office (GEO)**

The GEO is responsible for equality strategy and legislation across government.

<http://www.gov.uk/geo>



## Appendix – Glossary of Terms

Terms and language regarding trans people and trans issues are evolving rapidly and many terms may mean different things to different people. The definitions given here are common, but not universal, understandings of these terms.

**Affirmed gender:** the gender in which a trans person lives and presents to the world. This is not the sex that they were assigned at birth, but it is the gender in which they should be treated.

**Agender:** someone with no or very little connection to the traditional concepts of man and / or woman. They might see themselves as without gender, and can be known as gender neutral or genderless.

**Cisgender person:** someone whose gender identity is the same as the sex they were assigned at birth.

**Coming out:** when a person first tells others that they are trans, gay, lesbian or bisexual.

**Deadnaming:** referring to a person by the name they were given at birth, rather than the name they wish to be known by.

**Gay:** feeling romantic and sexual attraction to people of the same sex. This can apply to men and women, but some gay women prefer the term lesbian.

**Gender binary:** an either / or approach to gender as being simply male or female that does not allow for, or recognise, other experiences and the broad spectrum of gender.

**Gender dysphoria:** used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the sex they were assigned at birth.

**Gender fluid:** a person who does not identify as solely male or female, but may feel more like a combination of both, or who moves between the two.

**Gender identity:** a person's sense of self as a man, woman, non-binary person or other sense of gender.

**Gender reassignment:** the process of changing or transitioning from one gender to another. This is a protected characteristic under the Equality Act 2010.

**Gender Recognition Certificate (GRC):** a certificate which enables someone to be legally recognised in their acquired gender. Young people cannot apply for a GRC until they are over the age of 18.

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

**Lesbian:** a woman who feels romantic and sexual attraction to other women.

**Mis-gender:** to refer to a person using a word, especially a pronoun or a form of address, which does not correctly reflect the gender with which they identify.

**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.

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

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

**Queer:** in the past a derogatory term for LGBT individuals. The term has now been reclaimed by LGBT young people in particular who don't identify with traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some.

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

**Transphobia:** irrational fear or dislike of trans people. This can lead to bullying and hate incidents / hate crimes against trans people.

**Transsexual person:** this was used in the past as a more medical term to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some, although many people prefer the term trans or transgender.

**Trans man:** a person who was assigned female at birth but has a male gender identity.

**Trans woman:** a person who was assigned male at birth but has a female gender identity.

**Transition:** the journey a trans person takes from their assigned gender to the one they know themselves to be. This may refer to social transition (changing name, clothes etc) or medical transition (hormones and/or surgeries) or both. Young people under the age of 18 cannot have any surgical procedures to change their gender.