

Schools' Transgender Guidance:

Supporting gender dysphoric & gender questioning children & young people



This guidance will support, enhance, and develop existing good practice in West Berkshire ensuring all schools can develop their approach to transgender inclusion that is fair and considerate for all children and young people.



1. Introduction

The purpose of this document is to provide information and guidance to schools in West Berkshire on how to effectively support gender dysphoric and gender questioning children and young people (including those who identify under the broad umbrella of the term transgender or non-binary) whilst remaining lawful and preventing discrimination. This guidance will support, enhance, and develop existing good practice in West Berkshire ensuring all schools can develop their approach to transgender inclusion that is fair and considerate for all children and young people.

Gender dysphoria describes an individual's experience of a mismatch between their perceived identity and their sex at birth. Such persons have a strong desire to live according to their perceived identity rather than their sex.

Growing numbers of children have been experiencing mental health issues linked to feelings of gender dysphoria, with increasing numbers questioning their gender and identifying as transgender. To illustrate this, GIDS (the Tavistock & Portman NHS Gender Identity Development Service) reported an approximate 2,000% increase in referrals from 2010/11 to 2019/20 (138 to 2748 referrals).

Schools should continue to do their utmost to support children with gender dysphoria, or who are questioning their gender identity, in the same way they should support any child who is experiencing specific needs.

When it comes to the pastoral care of individual children with complex needs, schools should work together with parents on any decisions, in line with the Department for Education's guidance, Keeping Children Safe in Education and Working Together to Safeguard Children, as well as the school's safeguarding policy.

At the same time, schools must comply with the Equality Act 2010, which covers all aspects of school life in relation to pupils, prospective pupils, parents, carers and employees. This means they should be fair and non-discriminatory, and not put individuals or groups of people at a disadvantage.

This guidance has been written in accordance with these documents to help schools to navigate this sensitive issue lawfully, neutrally and without discrimination when supporting the needs of gender dysphoric and gender questioning children and young people.

1.1 Underlying principles

- Sex and gender are often conflated to mean the same thing; in order for clarity, it is important that these terms are used correctly. Sex refers to the biological and physiological characteristics that define a child as either male/boy or female/girl. Gender is a social construct that can mean different things to different people; each culture will have its own set of gender stereotypes in terms of the roles, behaviours and expressions associated with either sex.
- Children and adults should be able to express themselves in ways that do not conform to stereotypical gender norms. A girl should be able to display a range of feminine to masculine characteristics without feeling that she is being wrong for doing so; and likewise for boys.
- Gender non-conformity can be common in children and adults as people rarely fit neatly into generalised stereotypes. Children should be encouraged to feel safe, secure and ok within their own body however they express themselves.
- A child with gender dysphoria, whose non-conformity is causing them distress, may choose to socially transition, for example to change their name, their pronouns and/or how they dress and present themselves.
- Schools should be mindful that a social transition is a significant decision for a child to make as it could set them onto a pathway that may lead to irreversible changes that have lifelong consequences; this is not a decision that should be taken lightly.
- Schools should also consider that affirming a child's social transition is not a benign or inconsequential act due to the potential far-reaching consequences. Therefore great care and caution should be taken in these cases to ensure that the child is well supported, that senior leadership is involved and the parents are informed.
- Parents/carers of school-age children should give consent to any proposed changes (unless there are safeguarding concerns, in which case normal safeguarding procedures should be followed).
- Schools should listen to the child and, where possible, support their wishes; and be clear about when this may not be possible.
- Schools should show compassion (it is likely the child will be feeling this very deeply); and focus on both the immediate and longer term welfare of the child.
- It is common for gender dysphoric children to have other co-morbidities, such as Autistic Spectrum Disorder, anxiety, depression or may have had adverse childhood experiences. Schools should ensure that suitable support is in place that considers the child as a whole.
- If a child has a formal diagnosis of gender dysphoria, then follow the advice of the medical professional for that child. If this advice conflicts with equality issues then consider a meeting to sensitively resolve the issue.
- If a child does not have a formal diagnosis of gender dysphoria, it is possible that they have made a self-diagnosis having been informed by unregulated advice from the internet or other sources. This should not change the level of support that a child receives; however schools should be sensitive and more cautious in their response.
- Schools should avoid setting up a hierarchy of rights for any set of pupils, instead all pupils should be treated and considered equally. Where there may be a conflict of rights or needs, this will need to be addressed sensitively and with the consideration of all pupils.

2. The Legislation

2.1 The Equality Act 2010

Discrimination

Direct discrimination means treating someone less favourably than someone else because they have a protected characteristic.

Indirect discrimination occurs when a provision, criterion or practice is applied in the same way for all, but has the effect of putting people with a protected characteristic at a disadvantage.

Indirect discrimination is unlawful unless it can be shown that the treatment or practice is justified as a proportionate means of achieving a legitimate aim. Legitimate aims include safeguarding, maintaining academic or other standards, and ensuring the health, safety and welfare of pupils.

Protected characteristics

Schools have legal obligations under the Equality Act 2010 (the 'Act') not to discriminate against pupils because they have, or are perceived to have, or associate with someone who has, a protected characteristic. Everybody has some protected characteristics. The protected characteristics likely to be relevant in relation to pupils and gender issues are:

- **Sex.** Everyone is either male or female. There is no provision for a person under 18 to change their legal sex.
- **Gender reassignment.** People who propose to transition to live as if they were a member of the opposite sex have the protected characteristic of gender reassignment. Children should not be discriminated against for being perceived to have made such a decision, or for considering it.
- **Disability.** Children experiencing severe gender dysphoria (a state of anxiety, discomfort or distress because of mismatch between their perceived identity and their sex) may also be covered by the protected characteristic of disability (if anxiety prevents them undertaking normal day-to-day activities, such as using school toilets or changing rooms). Children may also have other special educational needs and disabilities ('SEND') that are relevant.
- **Sexual orientation.** This is defined by the Act as meaning orientation towards persons of the same sex, persons of the opposite sex, or persons of either sex.

"Gender identity" is not itself a protected characteristic. It should not be used in equality policies in place of sex or gender reassignment.

Gender reassignment is a personal process (rather than a medical process) that involves a person moving away from his or her birth sex to his or her preferred gender and thus expressing that gender in a way that differs from, or is inconsistent with, the physical sex with which he or she was born. This process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

The Public Sector Equality Duty

The Public Sector Equality Duty ('PSED') (the Act, section 149) requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not.
- Foster good relations between people who share a protected characteristic and people who do not.

Having due regard for advancing equality involves public bodies:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these differ from the needs of other people.
- Encouraging people from protected groups to participate in public life or other activities where their participation is disproportionately low.

2.2 Technical guidance for Schools

The Equality and Human Rights Commission Technical Guidance for Schools explains the legal obligations for educational settings under the Act.

It is unlawful for a school to discriminate against an applicant or pupil in relations to:

- Admissions
- The provision of education
- Access to any benefit, facility or service
- Exclusions
- Any other detriment

It is also unlawful for a school to harass or victimise an applicant or pupil.

Unwanted conduct by a school towards a pupil that constitutes harassment that is related to the protected characteristics of disability, race or sex is made unlawful under the harassment provisions of the Act.

Unwanted conduct by a school towards a pupil that is related to the protected characteristics of gender reassignment (or religion, belief, or sexual orientation) and which results in a pupil suffering a detriment is not covered by the harassment provisions. However, it is unlawful under the direct discrimination provisions of the Act if the pupil suffers a disadvantage.

2.3 Avoiding discrimination

Treating boys and girls differently based on gender stereotypes or tradition is likely to result in sex discrimination. It can also exacerbate feelings of gender dysphoria and exceptionalism for those who don't feel comfortable about their sex.

By taking steps to avoid discrimination based on sex (i.e. not treating girls and boys differently apart from where this is objectively justified, such as for safety, fairness and bodily privacy), schools will also avoid much risk of indirect discrimination against children who may have the protected characteristic of gender reassignment.

No child should feel they need to be a stereotypical girl or boy in order to fit in at school. In general, schools should attach no privileges or status, stigma or punishment to children for conforming to, or not conforming to, gender stereotypes associated with their sex, or with the opposite sex. In most cases, if a behaviour, activity or item of clothing, hairstyle or jewellery is suitable for a girl in school, it is also suitable for a boy, and vice versa.

Examples where treating boys and girls differently is unjustified:

- Schools should mix the sexes but aim to avoid requiring boy-girl seating, boy-girl pairs or splitting the class into boy-girl teams for quizzes etc. This increases stereotypes about girls and boys, as well as causing potential distress to gender dysphoric children and young people.
- There should be no differences in what subjects pupils can study. For example, a girl should not be discouraged from studying STEM (Science, Technology, Engineering, & Mathematics) subjects or a boy should not be discouraged from pursuing a career in Beauty or Hairdressing.

Schools should identify areas where sex-based rules and spaces are justified - such as in toilets, sports, changing facilities and overnight accommodation; and areas where treating boys and girls differently is unjustified - such as in determining what subjects pupils can study, what games they can play, what they should wear and what name they can use.

Uniform

- In formulating its uniform policy, a school will need to consider its obligations not to discriminate unlawfully (either directly or indirectly).
- In general, it is good practice not to have different rules or standards about uniform, hairstyles, jewellery or make-up based on sex.
- Schools that organise a prom, dance or other social event should not set sex-based rules about what girls or boys can wear, or expectations about whom they dance with for example.
- In most cases, dress codes that differ by sex are based on tradition and do not meet a legitimate aim. There are exceptions. For reasons of dignity and safety, it would be inappropriate for a girl who has reached puberty to go swimming in trunks with no top. It would be reasonable to have uniform requirements that allow children of either sex to wear trunks or swim shorts with a rash-vest. This guidance accommodates all of those who prefer more coverage than a traditional girls' one-piece swimsuit.

Examples:

- A girl at primary school likes to wear the boy style of trousers, wear her hair short and mainly plays with the boys. She enjoys being a 'tomboy' and has not expressed any 'gender identity issues'. There would be no need to remark upon or make any assumptions about this child's behaviour or presentation.
- A boy at secondary school likes to wear make-up. If female pupils are allowed to wear light make up to school, any boy should also be allowed to wear make-up. The school should deal with any bullying.

In both examples it may be discriminatory on the basis of sex to impose gender stereotypes on children; they should be free to express themselves in how they dress, (within the overarching school dress code), present and play.

Names and pronouns

- If a child changes their name legally, the school should use the new name. Children are not required to have stereotypically gendered names, but schools should note that changing a child's name does not mean that their sex has changed.
- Many schools allow pupils to use informal forenames (nicknames or shortened versions) chosen by pupils, even if these differ from what is recorded on their birth certificate. Schools should not discriminate in this policy, but should allow it for all pupils (within reasonable limits; such as that children cannot ask to be called something different on a regular basis). A child should not be limited to adopting a name stereotypically associated with their sex.

Legal requirements for name changes

Settings should use a pupil's chosen name where possible, and records should be updated to reflect this. For pupils under the age of 16, this should be with parental consent. If parental consent is not forthcoming, for whatever reason, advice should be sought.

In cases where a parent is seeking to register their child on education records under a different name from that on the child's birth certificate, they will be asked to produce the relevant consent or documentation. Parents can apply to change their child's name through deed poll at any age. However, to change a name through deed poll without parental consent, the child must be 16 or older; and to change the legal name on your birth certificate they must be 18. All those people who have parental responsibility for a pupil must agree or consent to the change.

Records cannot be updated to a pupil's preferred gender identity, unless they have legally changed the sex record on their birth certificate. This is done by applying for a Gender Recognition Certificate when the pupil is 18 and if they have lived in their acquired gender for more than 2 years.

Changing a pupil's name should not be undertaken lightly and must be in line with the law. The name of a pupil is an important part of their identity, and their long-term best interests should not be overlooked.

- Pronouns are words that stand in for the names of people or things: she/her, he/him, it, they/them (and for some can include 'neo-pronouns' using novel words such as ze/zir, fae/faer). Pupils (or staff) might request that teachers and peers use "preferred pronouns" for them, but they cannot compel this. In particular, no child or staff member should be admonished for using grammatically correct pronouns for another person.
- Schools should make clear that they have responsibilities for the freedom of speech, and freedom of religion and conscience, of all pupils, as well as for the particular needs of children with SEND, when responding to a request by a child to be referred to by pronouns denoting the opposite sex. Children should be encouraged to treat each other with kindness and respect, but teachers should remember that this principle extends to refraining from seeking to impose counter-intuitive language on other children.
- Schools should not agree to use a name or pronoun for a child that they keep secret from parents; if important information is withheld from parents then the school must be clear about the basis for doing this. Any concerns about a child (including about their psychological state, who they are talking to online or that they are wearing a chest binder) should be able to be discussed with parents, in line with normal pastoral and safeguarding practices. The school's safeguarding responsibilities are paramount.

Examples:

- A child's father has transitioned and is now identifying as a trans woman. A school should not enforce the view that "trans women are women" since the child may continue to view their transitioning father as a man and this child is entitled to their own perception and beliefs.
- Schools should promote a culture of kindness and respect. Staff and pupils may choose to use a person's preferred pronouns out of courtesy, however no one should be compelled to do so, nor disciplined for not doing so.

2.4 When treating the sexes differently is justified

The Equality Act allows schools to have policies and provisions that treat girls and boys differently, where this is a proportionate means to a legitimate aim, or where it is a requirement of an enactment; and school premises regulations require separate toilet, changing and washing facilities for boys and girls.

Single-sex services rely on sex-based rules (for example "no males in the females' changing room"), whenever sex segregation is objectively justified or required by law. The rule should be applied to all equally. Although some organisations argue that children should be allowed to use facilities of the "gender they identify with", the Equality Act does not require this; and doing so will in some cases put schools in breach of school premises regulations. It is compulsory under school premises regulations to provide single-sex toilets and washing facilities for children aged 8 and over; and it will always be lawful under the Equality Act to exclude children from toilets, washing, changing rooms and sleeping accommodation provided for children of the opposite sex. This is to protect the privacy and dignity of the other children, and to maintain a safe environment. Furthermore,

schools require clear rules and policies, not ongoing negotiation with individual children; when addressing the needs of individual children, schools should not compromise the needs of their peers. Whenever facilities are sex-segregated, schools should make clear that this does not mean children with alternative gender identities or expression are not welcomed in facilities shared with other children of the same sex as them. For example, a boy who wears a dress to school, or a girl who asks to be called by a boy's name, should not be teased or bullied in the changing room.

Situations of sex segregation can have a detrimental impact on children if this causes them anxiety due to gender dysphoria. For those children who do not wish to use facilities shared with children of their own sex, the school should accommodate them with alternative private facilities where possible.

The fact that a child might want to use facilities of the opposite sex is not a justification to allow them to, since this undermines the bodily privacy of other children.

Toilets, changing and washing rooms

It is lawful for schools to maintain single-sex spaces such as toilets and changing areas. School-premises regulations require that schools provide separate toilet facilities for boys and girls aged over 8 years (except where the toilet facility is provided as a separate room that can be secured from the inside and that is intended for use by one pupil at a time - i.e. a single toilet room similar to those people have at home). The regulations also require suitable sex-segregated changing accommodation and showers for pupils over 11 years.

If a gender dysphoric or gender questioning pupil does not feel comfortable using the facilities that match their sex, a suitable alternative toilet or changing area should be made available where possible. The Technical Guidance has previously stated that "A suitable alternative might be to allow the pupil to use private changing facilities, such as the staff changing room or another suitable space."

Examples:

- A school fails to provide appropriate changing facilities for a female transgender pupil and insists that the pupil uses the girls' changing room even though the female pupil identifies as a boy. This could be indirect gender reassignment discrimination against a pupil who suffers gender dysphoria.
- A group of students campaign for a male transgender pupil to use the girls toilets because this male pupil identifies as a girl; however a quiet cohort of female pupils now feel unsafe using the toilets during the school day. This could be indirect sex discrimination because it undermines the right to privacy from the opposite sex.

It should be remembered that each cohort of pupils may include those with religious beliefs, those who have been victims of sexual abuse, and those who are simply uncomfortable changing, showering or toileting with people of the opposite sex. This should not be seen as bigoted or transphobic.

Consideration should also be given to any other users of the alternative facilities to ensure that there is capacity and they suffer no negative consequences for their shared use.

Sleeping accommodation

The Act permits schools to arrange single-sex communal accommodation, for example on school trips or for boarding schools (including linked facilities such as toilets and showers). This is for reasons of privacy. As with toilets and changing rooms, it is not appropriate to accommodate pupils of the opposite sex in single-sex communal accommodation (since it would then no longer be single-sex). Pupils who identify as transgender should not be made to feel unsafe or unwelcome sharing accommodation with pupils of the same sex as them, but they might also feel more comfortable with a single room.

Any teacher organising a trip away will also have to consider histories of bullying, SEND, behavioural and other vulnerabilities for all pupils, and the layout of the site in allocating sleeping arrangements. Schools should not breach their policies on single-sex accommodation or risk assessment about arrangements for sleep-away trips because a pupil identifies as transgender.

Consistency from primary to secondary

It would be good practice for primary schools to follow the guidance, even though the sex differences between pre-pubescent boys and girls are smaller. For example, it is not fair to set expectations that a primary-age male child who identifies as a girl should be able to use female facilities, since this solution will not be appropriate as they and their peers develop through puberty. It would be better for all to find practical solutions that respect every child's bodily privacy from the outset and enable flexibility for a child whose gender dysphoria may resolve.

Sports

Single-sex sports are permitted under the Act. This applies to a sport, game or other activity of a competitive nature in circumstances where the physical strength, stamina or physique of the average girl or boy would put her or him at a disadvantage in competition with the average boy or girl. So, for example, this exception would permit a mixed school to have a boys-only and girls-only football and hockey teams.

- Pupils who identify as transgender should not be discriminated against in participating in single-sex sport or PE lessons or in representing the school in competitions with those of the same sex as them.
- Schools must take into account the age and stage of physical development of the pupils when assessing fairness and safety in determining whether sports should be mixed or single-sex. However, this is not required to be done on an individual basis. For example, a boy who is a late developer and small for his age might be disadvantaged compared to his peers in Under 14s rugby, but this would not be a reason to allow him to play on the Under 13s team. Nor would it justify allowing him to play for the girls' team.
- It must be remembered that a male child who identifies as a transgirl is male. If it has been deemed legitimate that an activity is single-sex for the purpose of fair competition or the safety of competitors, there is no need for any further exemption to be used to justify excluding any particular male child from girls' sport.

- While the Act refers to sports competitions, girls-only sport sessions may also be justified on health and safety grounds (for example, a 16 year old male child playing contact rugby with girls, even in training, would be a safety risk). While children may train in mixed-sex groups in athletics, it would be legitimate to have separate girls' and boys' events even in training, since otherwise girls are at risk of being discouraged and demotivated by boys' greater speed and strength. Positive action, as set out in the Act, also allows for provision of specific sports programmes for one sex only if the school reasonably thinks that there is disadvantage, different needs, or low levels of participation by one group. Thus, for example, if the school has mixed football training that tends to be dominated by boys, it would be legitimate to also have a girls-only football training session.

PSHE lessons

A school separates boys and girls for certain PSHE lessons where they are discussing puberty. This policy is justified, as it allows pupils of both sexes to talk freely and without embarrassment about their bodies. It would not be appropriate to place a male child who identifies as female in the girls' group – it would probably be embarrassing and difficult for the girls and could be upsetting for the male child. A male pupil with gender dysphoria should not be excluded from the boys' lesson if the pupil wants to attend, but this should be discussed sensitively beforehand, as they might also find this upsetting. They may need to be excused from the group sessions altogether and provided with support to access the curriculum separately in this instance.

Single-sex schools

Single-sex schools are allowed to admit pupils of only one sex without this being unlawful sex discrimination. This means that girls' schools can exclude all boys (including those who identify as girls), and boys' schools can exclude all girls (including those who identify as boys). This is not discrimination based on gender reassignment.

A single-sex school should not refuse admission or exclude a pupil because they have declared a transgender identity, or dress in the style of the opposite sex. This would be direct gender-reassignment discrimination. The child remains their actual sex and can be included in a single-sex school.

For example, the Girls Day School Trust has developed a transgender policy that says its members are single-sex schools, admitting girls on the basis of sex. Any female pupils that seek to transition will be supported with a "professional and consistent approach so that they feel welcome, safe, valued and supported".

The Equality Act does not require that a school consider a male child's request to be treated as female (and vice versa) in single-sex situations on a case-by-case basis; rather, it requires that, they consider the overall impact of their guidance (such as whether they provide a unisex option in addition to the separate provision required by school premises regulations).

3. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

DfE guidance on the Relationships Education, Relationships and Sex Education (RSE) and Health Education states that in teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the [Equality Act 2010](#) and The [Equality Act 2010: advice for schools](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

We are aware that topics involving gender and biological sex can be complex and sensitive matters to navigate. Schools should not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear. Resources used in teaching about this topic must always be age-appropriate and evidence based. Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity should not be used and you should not work with external agencies or organisations that produce such material. While teachers should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing, teachers should always seek to treat individual students with sympathy and support.

<https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum#choosing-resources>

4. Recommended sources of information and support

4.1 Official Guidance

EHRC: Technical Guidance for schools in England

www.equalityhumanrights.com/sites/default/files/technical_guidance_for_schools_england.pdf

EHRC: What equality law means for you as an education provider: schools

<https://www.equalityhumanrights.com/en/publication-download/what-equality-law-means-you-education-provider-schools>

DFE: The Equality Act 2010 and schools

www.gov.uk/government/publications/equality-act-2010-advice-for-schools

DFE: Gender separation in mixed schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719398/Gender-separation-guidance.pdf

DFE: Plan your relationships, sex and health curriculum

<https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum>

DFE: Advice on standards for school premises

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/410294/Advice_on_standards_for_school_premises.pdf

Equality in Sports – Guidance for Transgender Inclusion in Domestic Sport

<https://equalityinsport.org/docs/300921/Guidance%20for%20Transgender%20Inclusion%20in%20Domestic%20Sport%202021.pdf>

4.2 Emotional wellbeing and health support for young people

- **Kooth** is an online counselling and emotional well-being platform for children and young people aged 11-19 years – accessible through mobile, tablet and desktop and free at the point of use. The service is provided across Berkshire <https://www.kooth.com/>
- **Emotional Health Academy** – early and emerging mental health issues
 - If you are aged 11 to 18 you can self-refer using our online form. If you are a parent/carer, please complete the form for parents on our Triage Service page.
 - This form is meant to be used only by young people like you. A member of our team will then contact you to discuss your concerns and how best to support you.
 - If you are under 16, we'll need your parent's permission before we can support you, but privacy and confidentiality are always respected.
 - The EHA was designed after listening to young people like you. We want to continue listening to young people, so if you have any questions, comments, feedback or ideas we want to hear from you!
 - You can download this leaflet about our self-referral service for young people. [Young Person Flyer](#)

- **Time to Talk** - West Berkshire Young People Counselling Service
 - <https://t2twb.org/about-us/> - hello@t2twb.org - 01635 760331
 - The service is free and available to young people aged 11 to 25.
- SupportU LGBTQ charity offering support across Berkshire <https://www.supportu.org.uk/>
- **West Berkshire School Nursing Service Our School Nurse Advice Line** supports children, young people and their families who live in West Berkshire, Reading, Wokingham and Bracknell. It's an easy way to reach us for any health advice, questions and support you need.
 - The support line is available Monday to Friday 9am to 4.30pm.
 - Call us on 0300 365 0010
- **SafeSex Berkshire** – sexual health services across Berkshire
 - <https://www.safesexberkshire.nhs.uk/sex-relationships/gender-identity/>
- **Samaritans** 116 123
- **Childline** 0800 1111

4.3 Other Resources

- **Safe Schools Alliance** <https://safeschoolsallianceuk.net/>
- **Stonewall** <https://www.stonewall.org.uk/>
- **Transgender Trend** <https://www.transgendertrend.com/>
- **Gendered Intelligence** <https://genderedintelligence.co.uk/>
- **Sex Matters** <https://sex-matters.org/>

5. Who to contact for further advice at West Berkshire Council

Education Welfare & Safeguarding Service (EWSS): 01635 519797

Legal Services: 01635 519422 SchoolLegalQueries@westberks.gov.uk

Public Health: 01635 503654

Contact Advice and Assessment Service (CAAS): 01635 503190

6. Appendices:

6.1 The Health and wellbeing of trans young people

Current estimates put the number of trans people in the UK at around 1%. However, it is likely that the number of trans people is actually much higher than this. There is a lack of reliable statistical information about trans people, as until recently surveys, monitoring forms and research did not collect information.

Stonewall's School Report (2017)¹ surveyed 3713 young people aged between 11-19 of which **16% identified as trans** and a further 8% said they were unsure of whether they were trans or were questioning their gender identity.

Trans children and young people are a particularly vulnerable group and are at increased risk of drug and alcohol misuse, self-harm and mental ill health². Of the trans people surveyed by Stonewall, nearly two thirds - 64% - were bullied in school and one in ten received death threats. 77% LGBTQ+ pupils had never learnt about gender identity and what 'trans' means at school.

The Youth Chances Report³ provides an overview of the key findings from a 5-year research project about the experiences of lesbian, gay, bisexual, trans and questioning 16-25-year olds in England. The results showed that trans young people faced the greatest levels of disadvantage and discrimination and reported lower overall satisfaction with their lives. 36% of trans respondents agreed with the statement 'In most ways my life is close to my ideal', compared to 47% of LGBTQ respondents and 51% of heterosexual non-trans respondents.

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¹ <https://www.stonewall.org.uk/school-report-2017>

² <https://www.london.gov.uk/sites/default/files/LGBT%20Public%20Health%20Outcomes%20Framework%20Companion%20Doc.pdf>

³ <https://metrocharity.org.uk/sites/default/files/2017-04/National%20Youth%20Chances%20Intergrated%20Report%202016.pdf>