

## Transgender and Gender questioning Policy

### Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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1	1.6.22	ET	New policy created

# Transgender and Gender questioning Policy

## Introduction

1.1 Gender is often a key part of an individual's identity and developing a positive sense of gender identity is part of growing up. Gender identity concerns one's internal sense of self (male, female, neither or both) and how one chooses to express oneself. Gender identity can correlate with assigned sex at birth or can differ from it.

1.2 "Trans" is an inclusive, umbrella term for people who identify themselves as transgender or transsexual. To be Transgender or transsexual is to experience a feeling of gender incongruence, where gender identity, or inner feeling of self as a woman or a man, does not coincide with their biological sex or the gender norms attributed to their sex

The word "trans" can be used without offence (as an adjective) to describe people who:

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

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

## 2. Purpose

This policy is designed to support and protect pupils who are wishing to express themselves as transgender, or who may be questioning their birth identity, and to provide guidance to schools on how to manage transitioning for trans children in as sensitive way as possible. It is part of TMET Schools' commitment to equality and diversity and ensures that all TMET Schools comply with the relevant legislation including the Human Rights Act 1998, Gender Recognition Act 2004, and the Equality Act 2010.

## 3. Aims

The policy aims to minimise distress and disruption to pupils and embed good practice in schools by.

- Promoting inclusion for all pupils within education by ensuring support for transgender pupils.
- Providing information to the wider school community to ensure all parents understand our legal duty to support and protect transgender and gender-questioning pupils.
- Ensuring that staff are trained on how to deal with Transgender matters sensitively and inclusively.

- Providing information to staff and governors so they are confident they are complying with the Equality Act 2010.
- Providing practical guidance to schools on specific issues.

#### **4. Legal context**

TMET is committed to ensuring all our pupils can pursue their education without discrimination, harassment or victimisation. In line with our obligations under the Human Rights Act, 1988, the Gender Recognition Act, 2004, the Equality Act, 2010, the Data Protection Act, 2018, and Keeping Children Safe in Education: statutory guidance for schools, 2022 (Appendix 1)

TMET has developed this policy to help schools fulfil their statutory obligation to support and protect pupils regardless of their gender or transgender status. The legislation states that schools must not discriminate against a pupil because of their transgender status. This policy will outline the adjustments and steps that schools may need to take to meet the needs of transgender pupils. The practicalities and arrangements for such adjustments will vary from school to school.

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

5.1 As with any child or young person with a protected characteristic, a whole school approach is needed to support and keep safe trans and gender questioning children, young people and staff. TMET schools are committed to being fair and inclusive and will not discriminate against any member of the school community who is undergoing, or who has undergone, gender questioning or gender reassignment.

5.2 TMET schools ensure they address and meet the needs of trans pupils through a whole school approach. This is done in the following ways:

- Acknowledge there will be trans people within the school community as parents and carers, staff, governors and children and young people, and that such diversity enriches the school community.
- Ensure policies and processes are inclusive of trans pupils, cover situations where boys and girls are treated differently (such as PE) and acknowledge trans issues and transphobia across relevant school policy and practice.
- Ensure that key staff in each school are identified, suitably trained and provision in place to support trans pupils in school.
- Ensure records are updated, and gender markers changed in consultation with the pupil and their family.
- Review and monitor the curriculum to ensure equality is embedded in the curriculum, and gender is included along with other protected characteristics.
- Closely monitor all areas of the curriculum and resources to ensure that they do not contain gender stereotypes or transphobic material; and that they promote the development of a positive sense of gender identity, develop understanding of trans issues with the intention of preventing transphobia.

- Ensure all issues surrounding medical leave, toilets, changing facilities, PE and games lessons, school trips, exchanges and overnight stays are addressed on a case-by-case basis in consultation with the young person and their family.
- Ensure trans pupils can follow the dress code for their acquired gender.
- Effectively challenge, record and deal with transphobic abuse, harassment and bullying (e.g., name-calling, derogatory jokes, graffiti, unacceptable or unwanted behaviour, intrusive questions).
- Include trans issues in equality training for staff and governors.
- Create an environment in which all staff and pupils, whatever their gender identity, feel equally welcome and valued.
- Provide appropriate support to children and young people who identify as trans.

## **6. Principles in developing practice to support trans children:**

6.1 TMET Schools will aim to provide a safe and nurturing environment for transgender Pupils in which they can

- Feel comfortable with being themselves and valued for who they are
- Feel included within the whole School community
- Have access to resources and information relevant to them
- Know how to access relevant support services both inside and outside School.

6.2 In addition, when planning for and ensuring the needs of trans children are met all TMET schools will follow these principles:

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

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

Trans children are children, and they have the same needs as other children. Teaching and learning should not be affected by a trans pupil in the class, but the following guidance can help staff minimise any disruption or discomfort within the classroom setting:

- Use the pupil's preferred name and pronouns. If you get it wrong, apologise, correct yourself and move on without drawing undue attention to the oversight.
- Avoid discriminating between boys and girls. When boys and girls share the same experience, there is no need to make special arrangements for trans children.
- Where boys and girls are treated differently (for example, in PE lessons), follow school policies and report any difficulties promptly to the school.
- Be alert to transphobic teasing, tormenting and bullying, and address any such behaviours in line with school policy.
- Protect the privacy and dignity of trans pupils in the same way that you would any pupil, and never gossip about them to third parties.

## **8. Safeguarding and Child Protection**

8.1 Whilst being transgender is not, in itself, a safeguarding issue, 'Keeping Children Safe in Education' (2022) includes transgender pupils within the category of children who are at "greater risk" of sexual violence and sexual harassment. Staff training will ensure that that staff understand the potential vulnerabilities of transgender pupils who may also be at greater risk of bullying behaviour in and outside of school as a result of their gender identity.

8.2 Pupils should know that they can talk to members of staff about their gender identity in confidence through appropriate pastoral staff within the school, and the counselling services that are available to all Pupils.

8.3 If a member of staff considers that a student is in immediate danger or at risk of harm referral should be made to children's social care and/or the police immediately. (See the School Safeguarding Policy for further details on the formal process for referral where this is appropriate.)

## **9. Vulnerability and mental health**

Being transgender is not a mental health issue but distressing feelings relating to gender identity mean that some transgender Pupils may experience mental distress. Statistically there is a higher incidence of bullying, self-harm and suicide attempts in transgender Pupils. The school should be alert to this vulnerability and offer appropriate support through the pastoral team, counselling or information about therapy. If a school has a counsellor, they should be knowledgeable in trans issues and with the potential challenges the young person may face in school.

## **10. E-Safety**

It is likely that young people questioning their gender identity will use the internet and social media to search for information and share experiences. It is important to reinforce the principles of e-safety and to signpost access to relevant safe websites with accurate information. Transgender

Pupils, in line with the E-Safety policy of the school, are encouraged to report to a member of staff any concerns they have arising from the use of the internet. IT systems should be checked regularly to ensure age-appropriate websites on trans issues are not blocked.

### **11. Terminology and language**

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

### **12. Names and pronoun change**

Respecting a child or young person's request to change name and pronoun is crucial in supporting and validating that young person's identity. Some transgender children and young people may wish to change their name in line with their chosen identity and although they may not have changed their name legally, individuals have the right to choose the name by which staff and fellow pupils know them. A change of name by deed poll is not required to make a change to school records on the school MIS (Bromcom). In England, Department for Education (DfE) guidance allows schools to amend the gender of any pupil at any time within their own management information systems.

### **13. School records**

Schools should always record on the school MIS the sex of each child as that stated on their legal ID document. This characteristic is collected as part of the DfE school census and can only be stated as female or male within current guidance. When a student transitions (either social and/or medical transition), at their request school records should be updated with their new name, gender marker, and preferred title. Information on how a student identifies their gender should also be recorded within safeguarding records in order that this change in marker can be preserved and to enable any necessary future pastoral support and guidance for the student.

### **14. Toilet facilities**

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

## **15. Changing room facilities**

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

## **16. School uniform**

Trans and gender questioning pupils have the right to dress in a manner consistent with their gender identity or gender expression. By allowing a trans child or young person to dress in clothes which they feel comfortable with, schools empower them to express themselves by bringing their outward appearance in line with that of their internal gender identity at that point in time. Schools must ensure their uniform policy is trans friendly and that pupils are not restricted by gender-specific clothing. Care should be taken to ensure that trans identified children and young people are supported fully during this time. Staff training is paramount to ensure that all staff understand what it means to be trans and exactly why a child or young person may be dressing differently.

## **17. School photos**

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

## **18. School attendance**

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

## **19. Transition and medical intervention**

19.1 Transitioning can be expressed in two ways – social and medical. Usually, social transitioning is a first step, sometimes it is a way of experimenting with gender identity. A non-judgemental attitude, support and advice is essential for the child. It might include a name or pronoun change, using facilities appropriate for their gender (toilets, changing), dressing in their identified gender.

19.2 Medical transition. Not all trans people will choose medical treatment. When this is undertaken it is usually done in partnership with a Gender Identity Clinic (GIC). The pupil may need to attend medical appointments pertinent to their transition. The school must not treat absence because of gender reassignment less favourably than they would treat absence due to sickness or injury. The same principle applies to time off for any surgery and convalescence. An understanding of some of the key stages of medical transition will enable school staff to be supportive of a young person undergoing medical transition. Medical treatment is provided in a series of phases that include:

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

Mental health can be impacted during transition for a multitude of reasons; therefore, recognition needs to be given and adequate support must be in place around this.

## **20. Vaccinations**

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

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

All schools need to work towards a robust whole school approach to developing an understanding of transgender issues and prevention of transphobia. This will minimise the potential for concerns being raised by members of the school community, including parents and carers, about transgender pupils accessing toilets and facilities etc., according to their gender identity rather than their biological sex. Raising awareness of the school's approach to transphobia and supporting transgender and gender-questioning pupils can be achieved through assemblies, PSHE lessons and newsletters to provide opportunities to challenge stereotypes, including those regarding gender and sex.

## **22. Physical Education**

22.1 Sports and Physical Education is a key aspect of the national curriculum and important for the physical and mental well-being of young people. A young transgender person has the same right to Physical Education as other young people. There should be reasonably few, if any, issues regarding transgender pupils' participation within the sports of their true gender. In sports where, as puberty develops, male to female (M2F) transgender participants may have a physical advantage over other girls this should be carefully and sensitively managed by the teacher within the lesson context.



22.2 The issue of physical risk within certain sports should also be managed properly within the lesson context rather than preventing young transgender people from participating (which would be discriminatory). If a pupil is binding their chest, they should be monitored carefully during particularly physical activities and in hot weather. There is a chance that the binding could cause discomfort or even impair breathing. Short breaks from activity could be offered discretely. It may be that due to the nature of contact and physicality of sports such as rugby, the school would consider whether a transgender person participating in full contact lessons is appropriate towards the latter stages of puberty. All decisions made should be with regards to the school's duty of care towards all pupils.

22.3 Trans and gender questioning pupils should be permitted to participate in competitions and sports days in a manner consistent with their gender identity if they wish to do so. In the case of competitive secondary sports, schools may need to seek advice from the relevant sporting body. The handling of changing facilities at an 'away game' would also have to be sensitively managed.

### **23. Swimming lessons**

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

### **24. Residential trips**

Careful consideration and preparation are needed where a transgender pupil is taking part in a residential trip – to exclude a transgender pupil would be contravening the Equality Act. The sleeping arrangements will need to be thought about carefully before the trip takes place. Risk assessments should be carried out prior to residential trips so that reasonable adjustments can be made to allow the pupil to participate. As far as possible, trans pupils should be able to sleep in dorms appropriate to their gender identity. Some trans children and young people may not feel comfortable doing this and in such cases alternative sleeping and living arrangements should be made. Schools and colleges should consider and investigate the laws regarding trans communities in countries considered for school visits. The International Lesbian and Gay Association (ILGA) has information on its website about countries that pose a risk to trans individuals.

### **25. External examinations**

25.1 The Joint Council for Qualifications requires that centres must enter candidates under names that can be verified against suitable identification such as a birth certificate, passport or driving licence. Once a result is accredited it will need to be linked with a Unique Student Number (UPN) or Unique Learner Number (ULN) which existed in the school census information submitted in January of the exam year. UPNs and ULNs are only linked with legal names (the name in which a student or student arrives in education for the first time; this is often the name on their birth certificate), not preferred names.

25.2 In order to use a chosen or preferred name on an exam document a student will need to have changed their name by deed poll. A person under 16 years cannot change their name legally without the consent of all those with parental responsibility and simply changing name does not change a legal gender identity. In order to change a name on other official documents such as a passport for those over 16 it might be necessary for evidence of change of name to be produced: there are two main ways in which this can be done, by deed poll or by statutory declaration.

25.3 The School will ensure a strategy is agreed with the Student and their Parents, and then agreed with the various exam boards prior to starting the process to accredited courses. Exam boards may be very experienced in gender Identity issues, so they may be able to guide the school through the process. It is possible for most documents to be changed to reflect the chosen name or gender identity of the young person, even if a Gender Recognition Certificate has not been issued.

## **26. Confidentiality and privacy**

26.1 Trans and gender questioning pupils have a right to privacy. The school will respect the confidentiality of all transgender Pupils and will not reveal sensitive personal information without prior agreement of the individual except to protect their vital interests.

In line with the Equality act 2010 staff will not inform a parent or carer about a student being trans or trans questioning without the student's consent.

26.2 School staff should not disclose information that may reveal a pupil's transgender status or gender- nonconforming presentation to others, including parents, carers and other members of the school community, unless there are safeguarding reasons for doing so, they are legally required to do so or because the child or young person has asked them to do so.

26.3 If a child or young person notifies the school about their intention to transition during their education, the school will agree with them (if it is in accordance with their wishes) the date from which their details will be changed on records, as far as is possible. A transgender Student's file should reflect their current name and gender. Any material related to that Student's transgender status will be stored confidentially and no records will be changed without the student's permission.

26.4 On receipt of a Gender Recognition Certificate, the Student has the right to request all references to their former name and gender to be removed and replaced with their current name and gender. The school will update all records promptly.

## **27. Transphobia and bullying**

27.1 It is important to remember that while trans and gender questioning children and young people may face problems in some areas of their lives caused by negative attitudes towards people who are trans or who do not conform to gender norms. Transphobia can be defined as an irrational fear, hatred and abuse of trans people and people who do not conform to traditional gender norms. Transphobia can take many forms including direct or indirect pressure on trans people to conform to their perceived sex. Transphobia is never acceptable and must be prevented, all forms of bullying are unacceptable in TMET schools.

27.2 The school must be a safe space for the young person and any form of prejudice, bullying and lack of understanding should be addressed. TMET Schools have robust anti-bullying policies. In line with this policy, transphobia incidents (real world and online) will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g., racist or homophobic incidents.

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

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

## Appendix 1: Legislation

### i) The Equality Act 2010

The Equality Act 2010 ensures legal protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine protected characteristics defined in the Act, one of which is Gender Reassignment (also known as Transgender).

Gender reassignment is one of the nine protected characteristics within the Equality Act. Part 6 of the Equality Act 2010 makes it clear that the Act specifically refers to schools and young people. The Equality Act 2010 provides protection against direct and indirect discrimination, discrimination by association, discrimination by perception, discrimination in cases of related absence from work, and all forms of harassment and victimisation.

The Equality Act 2010 (2:1:7) states that: A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex. The act applies to employment, education and a range of other areas where discrimination may take place. In order to be protected under the Act, a pupil will not necessarily have to be undergoing a medical procedure to change their sex, but they must be taking steps to live in the opposite gender or be proposing to do so.

### ii) Public Sector Equality Duty

Gender reassignment is included in the Public Sector Equality Duty. Schools must have due regard with the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between those who share a certain protected characteristic and those who do not.
- Foster good relations between those who share a certain protected characteristic and those who do not.

### iii) Data Protection Act 1998 (UK)

Information about a person's Transgender 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.

Personal data must be looked after properly following the eight data protection principles, which include ensuring personal data is accurate, secure and processed fairly and lawfully. Failure to change a person's title, name and gender when requested could lead to the following offences under the Act:

- The disclosure of personal information that is used, held or disclosed unfairly, or without proper security
- The failure to ensure personal information is accurate and up to date
- The processing of data in a way that is likely to cause distress to the individual

### iv) The Human Rights Act 1998

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

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

v) The Gender Recognition Act 2004

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

vi) ex Discrimination (Gender Reassignment) Regulations 1999

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).

Less favourable treatment relating to absences arising from gender reassignment is unlawful if:

- the treatment is less favourable than if it had been due to sickness or injury
- the treatment is less favourable than if it had been due to some other cause and, having regard to the circumstances of the case, it is reasonable not to be treated less favourably.

Less favourable treatment includes the arrangements relating to terms and conditions or arrangements under which employment, education or vocational training is offered.

## Appendix 2: Glossary

<b>Word/description</b>	<b>Definition</b>
<b>Agender</b>	A person who does not identify themselves as having a particular gender and may feel as though they fall outside of the gender spectrum. Some agender people may define their gender as neither male nor female, while others may consider themselves genderless.
<b>Assigned sex</b>	The sex you were assigned at birth and raised as.
<b>Binding</b>	a F2M adolescent that is developing breasts may strap down their chest so that it is less obvious. This can be hot, uncomfortable and restrictive but very important to their psychological and emotional wellbeing. It might make certain PE lessons difficult for them to participate in and could sometimes lead to breathing difficulties, skeletal problems and fainting.
<b>Closeted</b>	An individual who has not disclosed their sexual orientation or gender identity to others, sometimes for safety purposes.
<b>Cisgender</b>	A match between your biological sex and your gender. For example a female sexed person identifying with their female gender. Also a term for non-transgender people
<b>Coming out</b>	A process by which a trans person will tell friends/family/co-workers etc about their trans status
<b>Cross dresser</b>	A person who dresses in the clothing of the opposite sex as defined by socially accepted norms. They enjoy wearing the clothes of the opposite sex occasionally, but they do not want to live their lives as the opposite gender and therefore do not seek hormone therapy or surgery. Cross dressers are also referred to by some as transvestites but this term is increasingly being seen as offensive by members of the trans community and cross dresser is the preferred term.
<b>Deadname</b>	An informal term used by some transgender people to refer to their birth name, or the name they used before socially transitioning.
<b>Deed Poll/Statutory Declaration</b>	The means by which a person can legally change their name.
<b>FTM/Trans man/a Transsexual man</b>	Someone assigned female at birth but who identifies as male.
<b>FAAB</b>	Female assigned at birth.
<b>Gender</b>	How a person feels in regard to male/female/neither/both. A cognitive process of recognising one's identity.
<b>Genderqueer</b>	A gender diverse person whose gender identity is neither male nor female, is between or beyond genders, or a combination of male and female.
<b>Gender dysphoria</b>	A recognised medical term which refers to the physical/mental/ social discomfort of being perceived and living as one's assigned sex.
<b>Gender Dissonance</b>	The emotional distress associated with the cognitive dissonance between an individual's assigned sex, body, and/or social experiences, and their internal, personal experience of gender. May be used as a less clinical and/or pathologizing term for "gender dysphoria".

**Gender Expression** The external manifestation of a person's gender identity, which may or may not conform to gender stereotypes and may be expressed through clothing, appearance, behaviour, and/or prosthetics.

**Gender fluid** A state of fluctuating, or shifting, between various genders, depending on a person's internal state. Genderfluid individuals may or may not change their gender expression, pronouns, and/or name due to shifts in their gender identity. Genderfluid individuals' expression of their identities may be context-sensitive and/or based on preferences/feelings.

**Gender Role** the social role/interaction with others, which gives expression to the inner gender identity and reinforces it.

**GIC** Gender Identity Clinic.

**Hormone Blockers** A group of medications that suppress the actions of a person's endogenous hormones. Some transgender people may take hormone blockers as part of their medical transition.

**Intersex** A term for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of male and female.

**MTF/Trans woman** Someone assigned as male at birth who identifies as a woman.

**MAAB** Male assigned at birth.

**Misgendering** Deliberately or unintentionally addressing someone, typically a transgender person, with pronouns, phrases, names, or references that do not align with the person's gender identity. Purposeful misgendering is considered degrading and transphobic and may pose a threat to a transgender person's safety.

**Non-binary** To not identify within the binary male or female ideologies in Western society.

**Oestrogen** Sex hormone which may be prescribed to some trans women. ]

**Outed** When a trans person's gender status is made public knowledge without their consent. This can happen either by people deliberately talking about his person being trans or by careless violation of confidentiality.

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

**Passing** Being seen or read as the gender you present yourself as, e.g. a male identifying person being read as male.

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

**Questioning** The process of exploring and/or identifying an individual's gender identity or sexual orientation.

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

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

**Social Transition** The act or process of changing one's name, gender marker, pronouns, and/or gender presentation to more accurately reflect their true gender.

**Stealth** Living in one's acquired gender without anyone knowing about one's trans status. A person may choose to be stealth in some areas of their lives but not others.

**Testosterone** Sex hormone prescribed to some trans men.

**To gender** To assign someone else a gender by noticing behaviour and body presentation.

**Top surgery** Known term that trans men use when referring to chest surgery which produces a male contoured chest.

**Transition** The process of undergoing social, legal, and/or medical transition from one's birth-assigned gender to another. For instance, a person assigned male at birth might possess a female gender identity, and therefore change her birth name and pronouns, as well as the gender marker on her government-issued documents. Transitioning is a personal process unique to the individual—a journey in which one makes decisions to become more like their true selves

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

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

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

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

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

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

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