

Youthnet 
network for the
voluntary youth sector



Supporting trans youth

**Guidance for supporting trans &
non-binary young people in
formal & non-formal education**

Information for educators,
practitioners, administrators and
support staff in Northern Ireland

A word from the writers

This resource is a joint effort between GenderJam NI, SAIL NI and Youthnet. We have written this guidance because of a demonstrated need by schools, youth workers and support staff for help and assistance in supporting trans, non-binary and questioning young people in their formal or non-formal educational environments. It has been written by people with lived experience as trans young people, by those with extensive experience supporting trans young people, and by people who have knowledge and experience of educational settings and best practice.

This is intended to be best practice guidance for supporting trans young people taking into account the law and systems that operate in Northern Ireland. However, it goes above and beyond the legal requirements of educators and youth workers enabling you to future-proof your organisation, but more importantly, give the best support you can to this group of young people.

We recommend you also consider trans parents, siblings, teachers, youth workers and other staff and volunteers in any policy or practice developments within your organisation.

This guide is available online at sailni.com/education as an Adobe® PDF and as a web version, which will be updated as is necessary. Additional copies can be requested at this address also.

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Thanks also to...

Many thanks to the many organisations, schools and youth groups which informed this resource, and provided useful feedback and input throughout, and to the young people whose experiences and comments guided this document.

We're also grateful for the input from various statutory and public sector organisations who provided feedback and recommendation on their expert areas.

We hope this document is as useful to you as it has been already to many schools, youth organisations, and indeed young trans people.

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Foreword

“Do you have any guidelines for supporting trans pupils?”

A long eight years after SAIL first spoke to a school in Northern Ireland about gender identity issues, we are absolutely delighted to finally be able to answer this question with a *yes!*

Welcome to our guidelines. A sincere thanks to Ellen Murray of GenderJam NI, Amanda Stephens from Youthnet, and Simon Stewart, my colleague at SAIL, for their incredible work in pulling together the voices and experiences of so many to produce this comprehensive guide.

We are also deeply grateful to those families and young people who have shared their experiences with us, the education professionals who invited us into their staff teams to talk and work together, and the agencies and individuals that have supported our work, highlighted our services, and passed out our information to help us reach those who felt they were alone.

This guide is a starting point, and we look forward to working with teaching staff, youth workers and others to continually highlight and support trans & non-binary young people of all ages in Northern Ireland within schools, colleges, youth groups, and all formal and non-formal educational settings.

We hope you find the guide useful, with lots of good information and relevant signposting to groups and services for support and guidance. We rely heavily on family members, other organisations, individuals, partner agencies and the people we meet to accomplish Support Acceptance Information and Learning, and it is because of the help of so many this guide is complete today.

So thank you, to our friends, our allies and to those brave enough to be who they are, we believe these guidelines mark another step forward together for all of us and we are delighted to take that step with you.

Nicola Doran

Director

SAIL NI (*Support Acceptance Information Learning*)

Need more information?

If you need clarification on anything in this guide, please feel free to get in touch with SAIL. You can also get a downloadable version of this guide, or request additional printed copies.

The guide is available at sailni.com/education

Introduction

This document aims to provide guidance and information on how to effectively support transgender, non-binary and questioning young people, and help improve their experiences throughout educational and youth work environments.

We use “trans” throughout this document to refer to the group of people whose gender is different from what was assigned to them at birth, and those who are questioning their gender. Check the *Terminology* section for more information.

In recent years, more and more transgender and gender-variant people are coming out at younger and younger ages. Trans young people often need support and accommodation within their educational and youth work environments to give them the best opportunities to succeed.

Trans young people are at comparatively higher risk of mental illness, self-harm and suicidal ideation than the general population, but acceptance and accommodation within their educational and youth work environments goes a long way towards reducing these risks and improving their quality of life generally. Sometimes, due to family or societal pressures and dangers, educational and youth work environments are the only places where trans young people feel safe and secure, and therefore inclusion and accommodation are vital to their mental health and wellbeing.

This document has been produced as a result of the enormous increase from schools, educational organisations and youth workers requesting help with accommodating trans young people in their care. The desire is there to help and support these young people but often the problem is lack of information, support and training for professionals who have no experience with this issue.

If you haven't encountered a trans young person in your organisation yet, it's likely you will in the near future. Being prepared early will save your organisation a lot of work, and the young person in question a lot of anxiety, including them not being made the obvious reason for any changes to an organisation, which could set them apart from their peers and cause embarrassment or hurt.

The content of this document is in line with many of the recommendations of recent research on trans and gender-variant young people conducted in Northern Ireland. Principally, the 2013 "*Grasping the Nettle: The Experiences of Transgender Children and Transgender Youth Living in Northern Ireland*"¹ report by the Institute of Conflict Research. Things have improved a little since this research was conducted, however the research did highlight the following issues and made the following recommendations:

¹ Grasping The Nettle:

<http://www.ofmdfmi.gov.uk/grasping-the-nettle-transgender-youth-living-in-ni.pdf>

The lack of education around trans and gender issues generally was highlighted as a problem:

“Young people’s experiences at school have a massive impact on their lives...it is highly unlikely that pupils in Northern Ireland receive any formal education regarding trans issues. This severely disempowers young trans people from having the necessary awareness to understand their gender identity.”

The restricted freedom of gender expression in most school and educational settings was highlighted as damaging young people’s wellbeing and educational attainment:

“Freedom of gender expression has a massive impact on the educational experiences of young trans people. This report found that being forced to wear a school uniform that did not match a young trans person’s gender identity caused stress, anxiety and discomfort for the young person. In turn, it can encourage truancy. Being able to wear a uniform that matches the young person’s gender identity, on the other hand, was found to legitimise their self-determination and reduce their alienation in school settings. Each of the young people interviewed ultimately felt that they would be better equipped to succeed educationally if they had been able to wear either a uniform that corresponded with their gender identity or a uniform that was gender neutral.”

Transphobic bullying was recognised as a particularly harmful problem within educational settings, having direct and dangerous impacts on trans young people’s mental health and safety:

“Transphobic bullying is a significant problem in school settings. Experiences of transphobic bullying were commonly found to involve sustained verbal abuse, which was perpetrated by pupils of all ages frequently in public spaces with many witnesses. Worryingly, on occasions, young people reported that staff who were aware that bullying was occurring did not offer support or attempt to end the harassment. Such experiences left young people feeling profoundly isolated to the extent that they suffered depression, self-harmed and had suicidal thoughts. Typically staff lack the appropriate awareness and knowledge to respond to incidences of transphobic bullying. Often a school’s reaction is to view the young trans person as the problem rather than the bully and so are prepared to allow the young person being bullied to drop out of school rather than attend to the bullying. One school was found to uphold its duty of care and protect the young person suffering from transphobic bullying. This was done by taking a proactive approach and stopping the bullying before it spiralled out of control. Nevertheless, this report found that many young trans people in Northern Ireland are dropping out of education permanently because of the negative impact transphobic bullying has on their lives and the inability of schools to adequately support them.”

The report highlighted the importance of supportive schools which respect the agency and identities of young trans people:

“How a school responds to a young trans person was found to have a major impact on their educational experience and attainment. Many schools react with disbelief, suspicion and adopt an insensitive approach that denies young people their self-determination and is inconsiderate of their best interest. This has a detrimental impact on the young person and their willingness to engage with education. One school that was found to proactively have engaged with the young person, their family and relevant agencies to ensure the young person’s needs were met. This enabled the school to ensure staff acted in the best interest of the young person by using a gender appropriate name and pronoun, providing access to gender appropriate facilities, allowing freedom of gender expression, and offering robust emotional support. By putting the young person’s best interest first schools can help to minimise the chance that a young person will become disempowered and disengage with education and help to increase their self-esteem and social integration.”

The report raised the relative preparedness of further and higher education organisations as compared to school settings:

“This report also investigated the experiences of young trans people who have attended further and higher education. Unlike school settings, young trans people reported typically positive experiences in further education colleges and universities who appeared to be proactive, prepared to engage and sensitive to their needs.”

The report also made a number of recommendations, including the ones relating to education below:

Recommendation 8

The Department of Education Northern Ireland in conjunction with the Council for the Curriculum Examinations and Assessment should integrate information about gender identity, gender distress and transgender issues into Northern Ireland’s school curriculum. This process should involve consultation with relevant community and voluntary groups.

Recommendation 9

The Department of Education Northern Ireland should, as a matter of urgency, produce comprehensive policy guidance for schools relating to young people who experience gender distress and/or identify as trans. This guidance should include information regarding school uniforms for trans pupils and anti-transphobic bullying protocols. The guidance should be produced in line with international best practice and through consultation with relevant

stakeholders. It should be reviewed regularly to ensure guidance remains in line with current best practice. In addition, the emotional health and well-being needs of trans pupils should be incorporated into the Department of Education's 'Pupils' Emotional Health and Wellbeing Programme.' Research into audit tools and existing good practice should be conducted to ensure that the needs of young trans people are met in a consistent and coherent way.

Recommendation 11

The Education and Library Boards should, as a matter of urgency, recognise trans young people as a 'priority group' who face multiple inequalities; identify on-going work and actions that address these inequalities; and, propose actions to be built into an agreed inter-Board/Staff Commission Equality Action Plan, which includes performance indicators and anticipated outcomes. This should be done in consultation with relevant community and voluntary groups.

Department of Education for Northern Ireland

It must be acknowledged, however, that the Department of Education for Northern Ireland has updated RSE Guidance, published in August 2015, relating to the Equality Act (Sexual Orientation) Regulations (NI) 2006 which takes account of the guidance issued by the Equality Commission in March 2009 on eliminating sexual orientation discrimination in schools in NI. This guidance also reflects more explicitly Gender Identity and trans bullying. The guidance has been developed to help schools; teachers etc. give broad, balanced, coherent and relevant RSE. Relevant stakeholders were included in a Steering Committee to provide advice and guidance in the development of the guidance.

The Curriculum Minimum Content Order (NI) 2007 states that pupils 'should have opportunities to 'Investigate how and why conflict, including prejudice, stereotyping, sectarianism and racism may arise on the community'. The terms prejudice and stereotyping can cover a wide range of scenarios- including disability, gender and sexual orientation.

The Northern Ireland Anti Bullying Forum has introduced a sub-group looking at transphobia within schools, and the Department has taken on bullying through the Addressing Bullying in Schools Bill.

As of date of printing of this document The Department is considering the report commissioned from PACEC on the "Post Primary School Experiences of 16-21 year old people who are Lesbian, Gay, Bisexual and/or Transgender (LGB&T)". It is anticipated that this research along with the Schools Omnibus Survey and the Young Life and Times survey will help to identify the most appropriate methods to provide support to young people and their teachers and schools.

Schools and Youth Organisations

As stated previously this document has been produced as a result of the enormous increase from schools, educational organisations and youth workers requesting help with accommodating trans young people in their care. The desire is there to help and support these young people but often the problem is lack of information, support and training for professionals who have no experience with this issue.

Terminology

There may be words used throughout this toolkit, or within the links and supporting materials, that you are unsure of or might not have come across before. Below is a brief outline of the main terminology you will come across.

If you see a word or phrase in **bold type** throughout this booklet, its definition can be found in this terminology guide.

Binding	Flattening of the chest to create the appearance of a “male” torso. This is commonly done by trans men and some non-binary people to hide breast tissue. It can be done safely and in moderation, but usually requires purpose-made clothing (binders).
Cisgender (often shortened to cis)	When one’s gender identity matches the gender assignment given at birth. This is used to describe anyone who is not transgender .
Gender	A person’s inner perceptions of being male, female, or otherwise. Gender is a spectrum, with most people falling on either male or female. It is different than someone’s sex characteristics . A transgender person’s gender is different than the gender assignment that was made at birth.
Gender assignment	The designation of male or female that new-born children are typically given based on their sex characteristics . This typical assignment does not allow for intersex children or those who will grow up to be non-binary .
Gender binary	The socially constructed idea that someone’s gender can be one of two options, either male or female. At time of publication, UK law only recognises someone’s gender as either male or female. Non-binary people and some intersex people fall outside the gender binary.
Gender confirmation (or reassignment/realignment)	Many trans people undergo medical procedures, including hormone replacement and surgery, to align their bodies to their gender. This has several names, but is most often called gender confirmation or gender reassignment. It is also sometimes referred to as sex reassignment, though this term is falling out of use.
Gender dysphoria	The discomfort that many trans people have due to the incongruence between their gender and their bodies (sex characteristics). People with significant gender dysphoria often undergo gender confirmation to feel happier and more comfortable.
Gender expression	How a person displays or portrays their gender to others through dress and/or societal gender roles. See social presentation .
Gender neutrality	The idea that policies, language, and other social settings should avoid distinguishing according to people’s sex or gender , in order to avoid discrimination. E.g. in sports, careers, changing rooms etc.

Gender recognition	The process through which many trans people go through to have their gender legally recognised by the government. At time of publication, gender recognition in Northern Ireland is only available to single trans people over the age of 18 who have a medical diagnosis of gender dysphoria . It is not available to non-binary people as UK law only recognises the gender binary .
Gender role	The social role assumed of people based on their gender. Stereotypical gender roles for boys/men and girls/women are often seen to be regressive and harmful when imposed on young people.
Intersex	Term for people whose physical sex is not definitively male or female. Intersex people are assigned a legal gender of either male or female at birth, and some people are surgically operated on without their consent as infants or young children. Some intersex people grow up to be transgender , and do not identify as the gender they were assigned at birth. Some intersex people identify as intersex and/or non-binary instead of male or female. <i>This document does not cover specific issues encountered by intersex youth.</i>
Non-binary	Term for people whose gender is outside the gender binary . This can include people who are neither male nor female, somewhere in between, both or otherwise. It is an umbrella term covering many different identities.
Social presentation	The way a person 'presents' is their gender expression . How a person presents affects how their gender is perceived by society. A person who presents in a feminine way is more likely to be perceived as female.
Sex (or sex characteristics)	A set of multiple characteristics of a person's body that defines someone as male, female or otherwise. This includes genitalia, chromosomes, hormone levels and other physiological factors. Sex is a spectrum, with most people falling on either male or female. Some children are born intersex .
Trans boy/man	Term for a boy/man who was assigned female at birth.
Trans girl/woman	Term for a girl/woman who was assigned male at birth.
Transgender (often shortened to trans)	Term for people whose gender is different to the gender assignment that was made at birth. This includes trans men , trans women and non-binary people. It is an umbrella term to describe anyone who is not cisgender . Transgender should be used as an adjective (e.g. "a transgender person")
Transphobia	Analogous to homophobia, this is the hatred or prejudice against trans people. This can take many forms, including violence, bullying, social rejection and discrimination by institutions.

Transsexual

Medical and legal term typically used to describe a trans man or woman who transitions medically, legally and socially. It is used by some **trans** people to describe themselves, though is falling out of common use. It should not be used to describe a trans person unless at their request. Transsexual should be used as an adjective.

Transition

The process which many **trans** people go through to change some or all of the following: their **social presentation, gender role**, legal documents and/or bodies to better reflect their identities.

This can involve changing names, attaining **gender recognition**, adjusting their **gender expression**, and undergoing medical interventions.

Not all **trans** people transition, and transition is a personal process which means very different things to different people.

Legislation

Throughout this section, a **trans** person understood to mean someone who “is intending to undergo, is undergoing, or has undergone **gender reassignment**”. Gender reassignment is the terminology used in current sex discrimination legislation. It is generally understood to mean any trans person who has transitioned or intends to transition from the gender ascribed to them at birth. It is not necessary for a person to have undergone gender reassignment surgery to have protection from gender reassignment discrimination.

Sex Discrimination Legislation

It must be pointed out that there are some gaps in current anti-discrimination legislation in Northern Ireland and some differences between the law in Northern Ireland and the rest of the UK. While there are some specific protections from discrimination on grounds of gender reassignment, the picture is quite complicated and it is likely to develop in the future to cover circumstances that may not be covered explicitly at present.

Currently, the Sex Discrimination (Northern Ireland) Order 1976 (as amended) prohibits discrimination on grounds of gender reassignment in employment and vocational training and in the provision of goods, facilities and services. Discrimination includes harassment. While trans people may find that they have limited rights in some circumstances, it is in the interests of education providers, and service providers more generally, to ensure that they take steps to avoid the potential for discrimination complaints.

Education providers should seek advice from the Equality Commission to ensure their policies and practices comply with the law and best practice. Anyone who feels they may be being treated unfairly because of their gender identity/transgender status can also seek advice from the Equality Commission. The Commission’s advisory services for employers, service providers and individuals are free and confidential – see www.equalityni.org for more information.

Section 75 of the Northern Ireland Act 1998

Section 75 of the Northern Ireland Act 1998 places a duty on designated public authorities to have due regard to the need to promote equality of opportunity between:

- persons of different religious belief
- political opinion
- racial group
- age
- marital status
- sexual orientation
- men and women generally (including with reference to gender reassignment)
- persons with a disability and persons without
- persons with dependants and persons without

Public authorities are also required to have “regard to the desirability of promoting good relations between persons of different religious belief, political opinion and racial group.

While schools in Northern Ireland are not currently designated under Section 75, further education colleges, universities and education authorities *are* designated bodies and are subject to the equality duties under Section 75. It is anticipated that the equality impact assessment process that is intrinsic to Section 75 implementation will increasingly mean a focus on promoting equality of opportunity for trans students and young people in education. For more information about Section 75, see the Equality Commission’s website www.equalityni.org

Gender Recognition Act 2004

The Gender Recognition Act 2004 allows **transsexual** people over the age of 18 to register their acquired (new) gender and be issued with a new birth certificate reflecting this. Transsexual people can apply for a Gender Recognition Certificate (GRC) to do this. The GRC is a personal document for the trans person and is *not* a proof of trans status or gender reassignment and must never be asked for as such.

It is usually unlawful to request a trans person to provide a GRC, or to prove that they are in possession of one.

Once a trans person has registered their gender they can legally marry someone of the other legal gender. A trans person who is gay, lesbian or bisexual can have a civil partnership.

In Northern Ireland, a trans person cannot register their gender and stay married because it would mean the couple were in a same sex marriage. They would be required to divorce before the trans person could register their gender. The couple could then have a civil partnership.

Hate Crime Legislation

The Criminal Justice (No. 2) (Northern Ireland) Order 2004 provides a mechanism for trans people to report and document transphobic hate crimes and incidents. The Police Service of Northern Ireland defines a transphobic incident to be any incident which is perceived to be transphobic by the victim or any other person:

"We regard homophobic and transphobic crimes as particularly serious because they undermine people's right to feel safe about and be safe in their sexual orientation, whether they are lesbian, gay, bisexual or heterosexual, and in their gender identity, whether they are women or men and including trans men and women. Such crimes are based on prejudice, discrimination and hate and they do not have any place in an open and democratic society.

We wish to deter people from committing homophobic and transphobic incidents by issuing a clear statement that such behaviour is not acceptable and, where appropriate, will be prosecuted effectively through the criminal courts. We also want to help in providing an environment in which those affected by such incidents have the confidence to report what has occurred and support any prosecution that follows by giving their evidence in court."

Policy for Prosecuting Cases of Homophobic and Transphobic Hate Crime (CPS)

Data Protection Act 1988

Under the Data Protection Act 1998, trans identity and gender reassignment would constitute 'sensitive data' for the purposes of the legislation and must be processed as such. For more information on data protection, please consult the Information Commissioner's website:

ico.org.uk/about-the-ico/who-we-are/northern-ireland-office/

Gender identity & transgender people

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

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

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

Trans people come from all walks of life and have enormously varied lived experiences, but these "non-typical" experiences can often be used against them. Trans people with disabilities and/or chronic illnesses often find their trans status isn't taken seriously due to their disability or health. Disabled trans people are common, as are those with chronic illnesses, including mental illnesses.

Many trans people **transition** to relieve their **gender dysphoria**, and feel more comfortable in their bodies and social roles. Many, but not all, trans people transition within the **gender binary**, either from male to female, or female to male. This is a process which is highly personal to the individual, and what it entails is dependent on what the trans person wants and needs. Many trans people transition socially by changing their clothing and **social presentation**, and/or legally and medically using hormone replacement therapy and/or surgery. Transition is highly individual and there is no set "pathway" or set of "steps" which every trans person goes along.

Many trans people, especially recently, see their trans identity as a very public thing, and are "out" (known publicly) as trans to everyone, or a large number of people in their life. However, many trans people see their trans identity as something that only partners, family and/or friends should know, and more still keep it entirely private. There is no obligation for a trans person to disclose their trans status, and the degree to which they choose to do so is highly individual. There are trans young people attending schools, educational organisations and youth groups across Northern Ireland who are not out to anyone, including those organisations.

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

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

How common are trans and gender variant young people?

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

Due to increased positive media representation of trans people and a better understanding of gender issues, more and more people are identifying publicly as transgender and gender variant. This trend is likely to continue into the future, with more people continuing to come out at younger ages. It is difficult to definitively state the number of trans & gender variant people, though it is clear, from community organisations and healthcare providers in Northern Ireland, that the number approaching support services is increasing rapidly and looks set to continue to climb.

When do trans and gender variant people come out?

Support organisations and medical services in Northern Ireland have seen a marked increase in transgender young people coming out about their identities at younger ages, and in greater numbers than ever before. Frequently, it is the parents of gender variant and transgender children that notice their child's gender variance, often at nursery or primary school age.

In Northern Ireland, in addition to an adult Gender Identity Service there is now a Child & Adolescent Gender Identity Development Service (Knowing Our Identity (KOI)) for young people under the age of 18 due to the growing demand for this support. This service opened in August 2014 and has seen a consistent increase in demand since then.

For details on healthcare services for trans people available in Northern Ireland, please see the ***Resources & Support*** section.

Kennedy and Hellens 2012 research '*Transgender Children: More Than a Theoretical Challenge*'² discovered that the modal average for trans people understanding their gender identity was 5 years of age. The mean average was 7.9 years of age, and 76% of participants were aware of their gender variance before they left primary school (with less than 4% becoming aware after the age of 18).

Many trans people don't come out until a significant time after they come to understand their gender, often for reasons relating to societal pressure, safety or embarrassment. It is very common for trans people to come out during adolescence, young adulthood, middle age and as elderly people. Increasingly, however, the average age of trans people coming out is reducing.

Vulnerability & Transphobia

Trans children and young people are a particularly vulnerable group to bullying and social isolation, with poor mental health outcomes as a result. According to Press for Change's survey '*Engendered Penalties*' (2007)³, 64% of **trans men** experienced transphobic bullying at school and 44% of **trans women** experienced transphobic bullying at school. Someone who is perceived as trans or gender variant could be vulnerable to transphobic bullying, but could also experience homophobic, sexist and sexual bullying, as many trans people are perceived as gay or bisexual, or as girls or women. For example a **trans boy** may be perceived as a masculine girl and be subject to homophobic slurs like "lezzie" or "dyke". Similarly a **trans girl** may be perceived as a feminine boy and called homophobic slurs like 'sissy' and 'poof' as a result. On average, transgender children leave school earlier than any other group, and trans pupils self-excluding from formal education is extremely common, with return to school often being very difficult without inclusive environments. This is also true in youth group settings and other non-formal environments; when trans young people disengage from services, it can be very hard to reintegrate them into support mechanisms.

Transgender young people in Northern Ireland

In terms of young trans people's experiences in Northern Ireland, there is limited quantitative data available to date. From the support organisations that exist, we know that experiences are often poor and that experiencing abuse, suicide, self-harm and mental illness are strong themes among many trans young people.

² <http://www.gires.org.uk/assets/Research-Assets/Journal-07-02--02-Kennedy-Hellen.pdf>

³ <http://www.pfc.org.uk/pdf/EngenderedPenalties.pdf>

The ShOut research (2003) by Youthnet⁴ found that, with the young transgender people who responded:

- 57% had experienced physical abuse
- 86% had experienced verbal abuse
- 29% had experienced sexual abuse
- 50% had been medicated for depression
- 57% had experienced an eating disorder
- 50% had self-harmed
- 64% had attempted suicide
- 29% reported homelessness

In 2014, GenderJam NI conducted a survey of its service users⁵ accessing the adult Gender Identity Service in Belfast. Of the trans young people who responded (aged 18-25), they found that:

- 50% had self-harmed at least once
- 90% had considered self-harm
- 48% had attempted suicide at least once
- 90% had considered suicide

RaRE (Risk and Resilience Explored) (2004) by PACE⁶ found that 48.1% of respondents under the age of 25 had attempted suicide at least once, in line with NI statistics.

However, both of these studies in Northern Ireland represent a very limited dataset. Recommendations in both *ShOut*⁴ and *Grasping the Nettle*¹ suggest that additional specific research is needed to help identify the particular needs of the transgender community in Northern Ireland.

⁴ <http://www.inclusiveyouthworkni.co.uk/LGB--T/Shout-Report-8273-78622.html>

⁵ <http://genderjam.lgbt/gicsurvey2014>

⁶ http://www.pacehealth.org.uk/files/1614/2978/0087/RARE_Research_Report_PACE_2015.pdf

Practical tips for creating an inclusive youth environment for trans young people

This section focuses on some ways in which you can make your school/educational or youth environment inclusive, safe and welcoming for transgender young people.

It is important to have supportive structures in place before a young trans person arrives at your organisation. This will empower and prepare all staff who need to be involved, and it also means that a young person will not stand out as the reason for any changes which could set them apart.

Active inclusion of trans young people can begin with some simple steps:

- Specifically outline equality legislation in your policies, particularly with regards to anti-bullying and inclusion policy
- Explicitly include trans and gender variant people in your policies and procedures
- Ensure that your commitment to equality and inclusion are publicly known – this will make it easier to deal with any complaints that you might receive
- Ensure that your policies and procedures are understood, supported and followed through by teachers, youth workers, administrators, support staff and volunteers at all levels
- Ensure that information at your organisation is actively inclusive of minority groups, including trans young people, and that myths and stereotypes are not perpetuated, instead challenged where possible
- If your organisation has a youth council or other representative body, try to ensure trans voices are represented on it, and throughout your organisation.
- Design and deliver your activities and programmes to consciously include the needs and identities of trans young people
- Ensure that systems and procedures, like name registers and signup processes, are inclusive and accessible to trans people, and do not require unnecessary gender-based data
- Don't allow transphobia, including from staff and volunteers, to persist at any level
- Ensure that teachers, youth workers, administrators, support staff and volunteers at all levels are adequately trained in trans issues and gender variance (see Appendix of this Guide)
- Provide literature, toolkits, and guidance to educate teachers, youth workers, administrators, support staff and volunteers at all levels on transgender issues (see Appendix of this Guide)

Creating safer environments for transgender young people

- Do not assume everyone's gender identity is the same as the gender they were assigned at birth or that a young person will not have a parent, sibling or other family member who is trans. There may be trans young people currently at your organisation, you may have staff or volunteers that you aren't aware have a trans history, and it is likely that there are friends and family members of trans people currently at your organisation.
- Talk about gender and trans people in pastoral care and social education settings, and when discussing equality.
- Include information and books about gender identity so that young people with questions do not have to identify themselves as trans before accessing information that is appropriate to them – if your organisation has a notice board for support organisations, including trans support organisations is a good way to do this.
- Address manifestations of transphobia – name-calling, bullying and violence through your anti-bullying policy.
- Be aware that initially there may be some questions asked about why you are doing this work. Be prepared for this and answer in a way that shows that you have a commitment to equality and inclusion
- Provide information on support groups, youth organisations, helplines and local healthcare services for young people and parents/carers to access.

Managing specific issues for trans and gender variant young people

It is relatively easy to fully accommodate most trans young people, and the recommendations below are general guidelines which will work for most people. However, it is still crucial to consult with individual trans young people to ensure they are comfortable with what your organisation is doing or planning to do.

You should also consider how your organisation will accommodate trans young people who are **non-binary**; these young people may need additional access to gender-neutral or single-stall facilities and more nuanced approach to other accommodation measures.

Names, Pronouns & Student Records

Trans students often change the name assigned to them at birth to a name more congruent with their gender identity. It is important to note that an individual can legally change their 'known as' name as long as it is not for the intention of fraud.

Forcing a child and their family to change their name legally, for example via Deed Poll in order to make things easier for a school can have longer term negative effects. Trans children and young people may find their identity or sense of self changes as they come out and transition, and they may change their name more than once until they feel safe and comfortable with their final name choice. In addition, a school attempting to enforce an official name change on a child unnecessarily interferes in their transition, and may be at odds with advice from expert support services in healthcare and community organisations.

Best practice and support shows that pronoun usage should be based on the individual's gender identity, rather than their ascribed gender marker. If in doubt, ask the young person.

If a student who has been attending a school expresses a desire to transition while attending the school, it is important to develop a plan for initiating use of the chosen name and pronouns consistent with the student's gender identity. If the guidance has been initiated prior to this occurring, the young person's experience should be considerably easier.

Uniform

Many schools and organisations (shops, sports teams etc.) enforce gender stereotyping in relation to uniform rules. Given the considerable distress that a trans or gender variant young person may have at being forced into a uniform that does not match their identity, schools and organisations should allow a child to wear the uniform that positively corresponds with their identity.

Trans young people often have specific needs with regards to uniforms and dress codes. In single-sex situations, this can be difficult to assist with if gender-neutral options are not already available. However, as much as possible, with the input of the young person concerned, flexibility with uniforms or dress codes should be offered.

Refusing to allow a trans young person to wear the same uniform as other people of their gender can be distressing and harmful to the young person, and can lead to decreased participation in school and poor mental health.

As a way of improving accessibility and inclusiveness generally, it is advisable that uniform lists become gender-neutral and young people can pick from the list according to their identity and comfort level, instead of from two gendered lists. This also has significant benefit for many **cisgender** girls, who may feel more comfortable in trousers, or who may wear trousers to more easily participate in sport at lunch time etc.

Physical Education & Sport

The importance of a healthy lifestyle is increasingly important within society and physical activities should be open to all regardless of gender or trans status. Many trans children face discrimination in this area and are not permitted to take part in activities along with other young people of their gender. Guidance should state that children be allowed to participate in sport and physical recreation that corresponds with their gender identity in order to avail of the same opportunities as any other child.

It should be noted however that physical health interventions such as hormone blockers that halt a child's pubertal development can have an impact upon their actual development generally. If a young person is undergoing these medical interventions, they should have guidance from their endocrinologist or other healthcare providers, including whether they can safely participate in contact sports.

It is generally a myth that trans people have an advantage in sports. This is especially true when considering children in primary education, or young people who are undergoing medical transition like hormone blockers or cross-sex hormones.

Access to sport and recreation activities should not be on the basis of medical interventions undertaken. It is against the law to ask for a Gender Recognition Certificate.

Similar to other young people who need exemption from PE and sports for health/disability reasons, trans young people should be excused from these if they have worries about their health (physical and mental) from participation. Trans young people should not be forced into PE and sports against their will, especially if they have anxiety or other mental health issues.

Changing Facilities & Toilets

All young people should be entitled to access facilities that allow them to integrate fully with your organisation's educational and social programme. It should be clearly communicated that young people are permitted to use facilities that correspond to their gender identity, in line with guidance designed to protect trans adults.

However some trans young people may feel uncomfortable with this arrangement and suitable alternative arrangements should be negotiated such as a single 'unisex' facility.

Similarly, some **cisgender** young people may feel uncomfortable with a trans young person sharing single-sex facilities. Again this can usually be partly alleviated by proper education and understanding of gender issues prior to the transition or arrival of the trans young person. Similarly to how it is inappropriate to exclude lesbian, gay and bisexual young people from changing facilities due to others' discomfort, it is inappropriate to exclude trans young people for this reason.

Furthermore, arrangements for the inclusion of gender-neutral facilities should be considered in the provision of new buildings and upgrade works to existing facilities.

It is not acceptable to deny trans students access to bathrooms which correlate with their gender. Requiring trans students to use single stall accessible bathrooms is othering, and can lead to social ostracisation, especially when the student is not known as trans to other young people.

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

Healthcare & Injections

Specific medical treatments, such as gender-specific injections administered at school should be handled sensitively. Given the physical health needs of a trans individual may be at odds with their gender presentation, such medical interventions should be administered in a private, sensitive and confidential manner.

For example, if injections are being offered to a year group of teenage girls, a trans boy may need access to this injection also. They should not be required to queue with the girls as this is likely to cause significant distress – instead, they should be offered it privately in a medical room or nurses' office, in line with how other young people with specific medical needs or disabilities should be offered.

Mental Health

Trans young people are more likely to experience mental distress as they come to an understanding of their own gender identity in a world that repeatedly throws up barriers for them including the social disapproval and discrimination that they encounter.

The combined effects of the experience of prejudice, discrimination, isolation and internalised negative feelings have all been linked to anxiety, depression, self-harm, suicide and attempted suicide.

By following the guidance set out in this document you can offer support to reduce some of the stresses that affect trans young people such as: changing their name or pronoun; allowing them to adjust their uniform enabling them to feel more comfortable; offering neutral changing facilities and toilets if required; policy development throughout the organisation; staff and volunteer training; and ensuring a whole organisational approach. Sometimes this level of support is enough to help a young person develop resilience.

Early intervention in mental health issues is crucial as this is much more likely to result in more effective treatments, less trauma for the young person and often a reduction in the severity of the mental health issue.

Signs to look out for

If you do begin to notice any of the following signs in a young trans person, offer the support as outlined above and, through pastoral care, activities to help build confidence and self-esteem, or programmes offering personal development opportunities.

Psychological signs

Inability to concentrate, depression or anxiety

Emotional signs

Mood swings, being extra-sensitive to criticism, defensive, angry, lack of motivation, lack of confidence or self-esteem, negative feelings about the future

Physical signs

Frequent colds or infections, weight loss or gain, panic attacks, sickness

Behavioural signs

Absenteeism, self-neglect/change in appearance, social withdrawal, uncharacteristically lying, aggressiveness, recklessness, nervousness

It's important to ensure that young people in your care have access to appropriate support services; these may be counselling opportunities, Child & Adolescent Mental Health Services or emergency care depending on the situation.

Managing mental health emergencies & violent/sexual crime

Trans young people are at significantly higher risk of experiencing poor mental health, including mental health emergencies and crises. It is important that your organisation is aware of how best to approach mental health emergencies, both for trans young people and your organisation generally.

If any person is at immediate risk to themselves or others, you must phone 999 immediately.

Similarly to other groups who are more at risk, you may encounter a trans young person who is at risk of self-harm, is currently self-harming or is at risk of suicide. In all cases, you should establish whether they have access to mental health support services, and prompt referral should be made to ensure the young person is safe. These services may be community support, Child & Adolescent Mental Health Services or the emergency services, depending on the situation. You should consult with the appropriate person in your organisation as to your protocol for crisis management.

Trans young people are at higher risk than the general population of experiencing violent and sexual crime. In all cases involving assault or other violent crime, or rape/sexual assault, the Police Service of Northern Ireland must immediately be notified. It is also crucial that on-going support for the young person is established.

Unless relevant, the young person's gender identity/trans status should not be disclosed without their consent.

Homelessness & Housing Security

Trans young people are also at higher risk of homelessness than the general population, particularly if they are living alone or with unsupportive parents. If a trans young person is homeless or at risk of homelessness, they can avail of The Rainbow Project's Advocacy Service, which assists LGBT people in housing issues.

See the end of this document for information on The Rainbow Project's Advocacy Service.

School Trips/Residentials

As with the potential problems surrounding changing rooms and toilets, the issues around school trips/residentials can also be problematic for the school and individual involved. However reasonable adjustments can easily be implemented to accommodate the trans young person and allow them to avail of the same overnight educational opportunity as everyone else. A process of negotiation with the young person (and their parents if appropriate) can be initiated in order to work out the best solution.

It is not acceptable to deny trans students access to school trips or other recreational activities on the grounds of their gender or trans status.

Privacy, Confidentiality and Student Records

The confidentiality and right to a private life is especially important for a trans individual given the levels of prejudice they can face. Administrators should understand the distress for a trans young person to be 'outed' due to an administrative oversight and should deal with questions such as apparent gender anomalies in a sensitive manner. Basic awareness training should have the effect of overcoming potential issues when they arise.

Like many children they may be forced to have a leave of absence from school to attend medical or CAMHS appointments. Schools should make reasonable adjustments to accommodate these requests in line with their absence policy. Care must be taken to accurately and sensitively record the reason for the absence.

Trans young people may not be out to your organisation as trans, and may have transitioned before first contacting you. If they disclose their trans status, or you are made aware in another way, you should manage this sensitively with the young person. Outing a trans young person without their consent, especially to their peer group, may significantly endanger them.

A trans young person has a right to not disclose; if they do not wish to disclose, including to staff or their peers, this must be respected. To do otherwise is dangerous and may be unlawful.

Family Liaison & Consent

A trans young person may come out to your organisation before anyone else if they perceive your organisation as a safe space or one of your staff as someone they can trust. It's important, therefore, to know how to manage disclosure

Except where there is a related child/vulnerable adult protection issue, a young person's gender identity/trans status should not be disclosed to their parents or carers, particularly if the young person is over the age of 16. Disclosure to parents or carers may expose the young person to situations they are not yet ready to face, or may even expose them to risk of domestic abuse.

If a young person discloses their gender identity/trans status to your organisation, you should support them by providing signposting information to trans youth organisations and resources on questions they may be having. Providing support quickly will likely have significant benefits to the young person.

Please see the end of this guide for information on support organisations.

Disclosing a young person's gender identity to a parent or carer

It is quite possible that a young person might ask you to disclose their gender identity/trans status to their parents or carers.

This should be handled sensitively, as this may be the first time their parents/carers have heard about this, or even of trans issues generally. Refer them to trans family support organisations for help and guidance as soon as possible, also make available contact details for the Gender Identity Clinics in Northern Ireland – see the Support Services part of this guide. It is not uncommon for parents/carers to be hostile to the idea of their child or a young person in their care to be transgender or gender-variant, and it may take some time for them to come round to the idea.

If the parents/carers are hostile or are having difficulties accepting the young person, it is extremely important that the young person has access to support services themselves also.

If there is a perceived risk to the young person due to unsupportive/hostile parents/carers, social services should be involved to ensure the young person is protected.

Work Experience

As part of your duty of care to a trans young person, it is important to discuss any additional risks which may be present during work experience with them. Trans people have rights under anti-discrimination law in the workplace, but still often suffer bad experiences from colleagues and members of the public. It is important to take steps to mitigate this where possible, and ensure the trans young person will be safe, while still affording appropriate freedom and responsibility.

Care should also be taken not to unnecessarily out trans young people to their work experience providers.

Moving School or Organisation

If a young person is moving or transferring between schools or organisations, this can be a stressful time, especially if they're trans. It is important to establish single points of contacts between organisations to ensure concise and appropriate communication while protecting the confidentiality and privacy of the young person.

The point of moving between schools or organisations is a common time for trans young people to come out or **transition** for the first time, and this should be accommodated.

Any measures between schools or organisations should be discussed with the young person (and their parents/guardians if appropriate).

Further resources

Please see the end of this guide for information on support organisations and resources to support you and young trans people at your organisation.

Creating a trans inclusive school or youth setting

Why create a trans inclusive school?

Creating a trans inclusive school will help your organisation fulfil its obligations in terms of government policy and practice. “Every School a Good School”, “Priorities for Youth” and the “Community Relations, Equality and Diversity (CRED) Policy” all provide a mandate for delivering a service based on the principles of Equality and Inclusion.

Equality means that everybody should have equal prospects of well-being, having their needs met, and to develop themselves. Inclusion is about adapting policies and practices to remove barriers to engaging so that nobody is marginalised. Inclusion moves away from labelling & segregating young people and towards creating a better environment for everyone, acknowledging that we all have multiple identities.

Creating a trans inclusive school or youth setting will help you to fulfil the requirements laid out within these policy documents and will create an environment of best practice, where the welfare of the child is clearly seen as paramount.

The **ideal** trans inclusive setting would have:

- ✓ Gender-neutral bathrooms for everyone (including all staff and volunteers)
- ✓ Individual changing rooms and showers for sports activities
- ✓ Gender-neutral PE and/or sports opportunities for all
- ✓ A gender-neutral uniform or dress code that is flexible and comfortable and offers a choice for all (including staff and volunteers)
- ✓ Policies and procedures taking a whole organisational approach for an inclusive and welcoming environment and acceptance of difference
- ✓ Information, books and support information available covering a wide range of diversity including posters and fliers from community and voluntary groups and health services
- ✓ An inclusive curriculum which encourages all pupils to challenge thinking, stereotypes, prejudice, labels and discrimination
- ✓ Teachers and youth workers who are trained in diversity and inclusion and challenge all bullying, and discrimination regardless of their personal values
- ✓ Acceptance of name changes and pronoun choice for all involved in the organisation
- ✓ Provision for mental health support, including promoting good mental health for all, resilience development, promoting early intervention strategies and signposting or referrals

The Memorandum of Understanding

Information & Guidance for Schools & Organisations

If a trans or gender variant young person is attending your school or organisation, or is about to attend, it is useful to draw up a *Memorandum of Understanding*. This is an informal but important document which details the expectations of your school or organisation to accommodate the young person, and sets out their rights. The details of this document should be written to the individual needs of each young person, and they should have control over its content.

A Memorandum of Understanding is useful for helping young people feel welcome in their schools or organisations, and allows them a means to ensure their needs are being met.

Making a *Memorandum of Understanding* between a trans young person and your organisation is a good way to ensure that you are facilitating their needs and seeking their views on things. A MoU is an agreement that the young person and the organisation both freely agree to, and is aimed to ensure accommodations and procedures happen as agreed.

The Memorandum of Understanding

A MoU should not be used as a one size fits all approach to accommodate every trans young person an organisation encounters, rather it should be informed directly by each young person's needs.

Please see the appendices to this guide for more information on the Memorandum of Understanding, including sample documents.

A MoU won't be suitable in all cases, particularly where a trans person has been out as trans in your organisation for some time already, as this may put unreasonable pressure on the young person and may make them feel like a burden. However, it is still important to seek input from them regularly to make sure you are accommodating them properly.

It is also important not to make the MoU a daunting prospect for the young person concerned; if there are no evident crisis management / suicide & self-harm risks evident, they should not be referenced in the document. These issues should still be discussed by your organisation to ensure the young person is protected regardless, like for any young person who may be at risk.

There is a blank Memorandum of Understanding in the Appendices of this document, as well as copies of the information which should be provided to the young person.

Starting a conversation

If a trans or gender variant young person approaches your school or organisation, it is important to listen to their needs, and accommodate those needs where possible. Setting up a meeting between your school or organisation and the young person to detail their needs is a useful way to start this process.

The young person should be provided with information on their rights, and the reasonable expectations they can have of their schools or organisation, well in advance of the meeting if possible.

The young person should be allowed to bring parents, guardians or other support to meetings where decisions will be made, but should also be allowed privacy and confidentiality within standard safeguarding practice.

The rights of the young person

The young person in question should be fully aware of their rights, and of the reasonable expectations they can have of your school or organisation.

The rights of young trans people include but are not limited to:

- The right to equal access to education, including physical education, religious education and sex education
- The right to self-expression and identity
- The right to safe bathroom & changing facilities, consistent with other people of their gender if they wish to use them
- The right to protection against bullying, transphobic or otherwise
- The right to privacy
- The right to access to healthcare

Reasonable Accommodations

Your school or organisation should make reasonable accommodations for a trans or gender variant young person. Accommodating trans and gender variant young people has enormous benefits to their wellbeing, and generally their engagement and enjoyment in activities and education improves significantly.

Accommodating trans young people does not disadvantage other students, nor does it have significant privacy or safety concerns for other young people, staff members or volunteers.

A good school or organisation should accommodate trans and gender variant young people as much as possible. Such accommodations include:

- Respecting changes of name and title, whether changed via Deed Poll or statutory declaration or otherwise, and updating records accordingly.
- Allowing them to wear uniform and clothing which is congruent with their gender, if applicable. For example, a trans boy should be allowed to wear trousers, and a trans girl should be allowed to wear a skirt.
- Allowing them to access bathrooms, changing facilities and other gender-segregated spaces which are congruent with their gender, if applicable.
- Allowing them to participate fully in PE, sports and recreational activity, and if in gender-segregated activities, with other young people of the same gender.
- Facilitating confidential and safe access to gender-segregated healthcare, including vaccinations and reproductive/sexual healthcare.
- Ensuring confidentiality and privacy are maintained where requested or appropriate.
- Protecting them and other trans, gender variant or questioning people from transphobic and sexist bullying and abuse, including from members of staff and through the curriculum.
- Teaching an open curriculum which recognises and acknowledges trans and gender variant people in a non-demeaning or demonising way.

Making your Memorandum of Understanding

The young person concerned should be involved at all times during the drafting of this document. Please see the following pages for information on what to include.

You should provide the young person with the attached information regarding their human rights and reasonable expectations well in advance of any meetings involving the Memorandum of Understanding so they have an adequate understanding of what to expect and request.

Memorandum of Understanding

Information for the young person

To help you at your school or organisation, you can ask that a Memorandum of Understanding be created. This is an agreement that the school or organisation makes with you to make sure that you get the rights you are entitled to, and that you feel safe and welcome as much as possible.

Your school or organisation has a duty to protect you, and you have the right to make sure they do.

This page contains some information on what you can expect your school or organisation to do for you. You can get more detailed information by asking the person who gave you this.

What you should expect from your school or organisation

You can choose your own name and pronouns, and should expect other people to use them

In the UK, there is no central register of names. Any person 16 years of age or over can change their own name, and do not have to go through a legal process to do so. Schools and organisations should use your “known-as” name, which is the name you prefer to be known as in everyday life. You should not need a Deed Poll or Statutory Declaration to change your name, unless you want your name changed on your official exam records.

Your school or organisation should not require you to change your name using a Deed Poll or Statutory Declaration to change their records or the name they call you by.

You can also decide what pronouns you wish to be referred to. For example, “he”, “she”, or “they”. Your school or organisation should respect your pronouns, and should never deliberately use the wrong ones.

You should be allowed to wear the uniform which you are most comfortable in

If your school or organisation has uniforms which are different between genders, you should be allowed to wear the uniform most comfortable for you. For example, if you are a trans girl, you should be allowed to wear the girls’ uniform. If you are a trans boy, you should be allowed to wear the boys’ uniform. If you are non-binary, you should be allowed to wear a uniform which you are comfortable in.

You should be allowed to use the bathrooms & changing facilities you feel safe in

Your school/organisation should allow you to use the bathrooms & changing facilities which you feel safest in. You should be able to use the boys’/girls’ bathrooms if you wish, or be allowed access to single-stall/accessible/unisex facilities if you prefer.

You should not have to use accessible facilities (bathrooms for people with disabilities) if you do not want to.

You should have your privacy and right to confidentiality respected

Your school/organisation has an obligation to update their records to match your correct details. If you change your name, attendance rolls and other lists should be updated.

It is against the law for your school/organisation to refuse to update your details.

Your school/organisation must keep your details up-to-date – it's against the law for them not to do so. This includes if you change your name using deed poll.

You may not want to be out as trans to everyone in your school/organisation, or you may be moving to a new school/organisation where you expect no-one to know you're trans. You have a right not to disclose this information to your peer group or the staff (in most cases).

Your school or organisation should never tell anyone that you're trans without your consent.

Your school/organisation should make their staff/volunteers aware of trans issues so they can best help you. However, they shouldn't make you feel uncomfortable or exposed by suddenly being very visible on trans issues without asking you.

Example Memorandum of Understanding – between a young person and a school (however this template can be used with any organisation e.g. a youth club)

This is an agreement between **David Brighton** and **ABC Grammar School, Lisburn**.

It details the expectations of our school/organisation and your rights as a young trans or gender variant person. This is to make sure your experience is as good as possible, and to protect your rights. You can use this document to make sure you are getting what you need, and you can update it regularly to make sure it's up-to-date and relevant.

Review Date

This version was written on **02 / 08 / 16** and will be looked at again before **02 / 11 / 16**.

How we will accommodate you

We will make sure you have equal access to the education and facilities we provide. To do that, we will make the following changes and accommodations.

Names and Records

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• Name changes• Pronouns• Updating school records• Changes of name in future	<p>We will call you by your new name, David, and will let all of your teachers know about this change of name, with your permission. Similarly, we will make sure to use the pronoun "he/him/his" to refer to you. We will update our school records with your new name and gender marker, and will do the same if you change your name in future.</p>
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Uniforms, Clothing, Makeup, Hair and Jewellery etc

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• What uniform is acceptable• Makeup, hair & jewellery policy• Reasonable accommodations in single-gender schools/orgs	<p>You are welcome to wear the uniform which makes you most comfortable, including the boys' uniform if you prefer. You can decide to make this change when you are most comfortable. If you wear the boys' uniform, you will need to follow the same uniform & hair rules as any other boy.</p>
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Toilets & Changing Facilities

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• What toilets the young person can use• Changing facilities• Comfort & safety• Access to single-stall facilities if preferred	<p>You are welcome to use the boys' bathrooms & changing facilities if you feel comfortable doing so. If you prefer, you can use the single stall staff bathrooms or the single stall, unisex accessible bathrooms as well.</p> <p>You can use the unisex, accessible bathroom in the PE corridor for changing if you do not feel comfortable using shared facilities.</p>
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Student Records & Confidentiality

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• Updating student records• Updating exam board records• Deciding who in the school is told about the young person's trans or gender variant identity, if applicable• Deciding if and how the young person wants to come out, if applicable• Damage control if the young person is outed without their consent	<p>We will update your records throughout our school and with your exam board to reflect your new name and gender marker.</p> <p>We will not be telling the student body about your transition. Only teachers you have already told will be made aware.</p> <p>If you are made uncomfortable by anyone outing you without your permission, we will get help and support arranged as soon as possible.</p>
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Physical Education, Sport & Recreation

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• The young person's participation in PE, if applicable• Access to safe changing facilities• Access to school sports teams• Access to recreational activities• Exemptions from PE etc on the grounds of health & wellbeing• Privacy & confidentiality	<p>You are welcome to use the boys' changing rooms if you feel comfortable doing so. Otherwise, you are welcome to use the single-stall changing rooms on the same corridor. You are welcome to participate in PE in whichever gender group you feel most comfortable.</p> <p>If you need to sit out of PE for your own health or wellbeing, you are welcome to.</p>
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Healthcare & Wellbeing

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• Access to healthcare• Access to gender-specific healthcare• Access to gender-segregated education, including sex education, if applicable• Absence from school for healthcare reasons• Your school/organisations teaching about trans and gender variant people• Exemptions from class (particularly RE, LLW etc) where topics are distressing or upsetting	<p>If you need an injection usually provided to girls of your age, you will be offered it privately in the medical room. You will not be asked to get it along with everyone else.</p> <p>You should let us know in advance if possible if you need to miss school for medical appointments, but we know you are likely to need to.</p> <p>We will change how we teach trans issues in LLW and RE to make sure we aren't distressing you or other trans students</p>
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School Trips/Residentials

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• Child protection issues• Accommodation & facilities on school trips• Access to gender-segregated dorms etc• Privacy and confidentiality• Other access needs the young person may have	<p>You are welcome along to any of our school trips, and use the dorms and sleeping arrangements you feel most comfortable in, including with the other boys.</p> <p>If you need one, we will try our best to arrange separate sleeping arrangements while keeping you safe.</p> <p>We will do our best to help with your sensory needs to make your school trips enjoyable and safe.</p>
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Safe Spaces & Point of Contact

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• Who the young person can contact in your school/organisation if they need help or support• Safe spaces the young person can use if they need space to themselves	<p>We will establish a point of contact with Mrs Smyth so that if you have any problems or feel unsafe, you can contact her at any time during school hours.</p> <p>You are welcome to use the sensory room if you have an anxiety attack or are feeling unsafe. You should let us know when you can if you need to miss class.</p> <p>You're very welcome at the LGBT club.</p>
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Parental/Guardian/Carer Involvement

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• The extent to which the young person's parents/guardians are involved, if applicable• Paramountcy of the young person• Privacy and confidentiality	<p>Since your parent already knows about you being trans, we will do our best to support both you and him, and will give him information on family support organisations.</p> <p>We will make sure we treat what you tell us as private and confidential unless you are in immediate danger.</p>
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Additional Support

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• What additional support is offered to the young person outside your school/organisation• School counselling• Pastoral care• Links with community organisations• Links with transgender healthcare providers in Health & Social Care NI• Family support	<p>We will work with Child & Adolescent Mental Health Services and the Gender Identity Development Service to help support you. We will follow their advice.</p> <p>We will get in touch with trans youth organisations nearest to you and arrange for you to be invited along to their meetings.</p> <p>You are welcome to come along to counselling at school or outside school if you ever need or want to.</p>
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Other Important Issues

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• Anything else the young person needs or wants• General access issues	<p>We will update our equality monitoring forms to allow people more options to describe their gender and sexual orientation.</p>
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For the young person: I agree that this document reflects what I need, and reasonably accommodates those needs.

Print your name here: _____

Signed: _____ Date: __ / __ / __

For the school/organisation: We agree that this document is appropriate to accommodate the needs of the young person above, and that we will make adjustments as detailed to ensure their rights are protected and their experience is good.

Print: _____ Position: _____

Signed: _____ Date: __ / __ / __

Tackling Transphobia

Tackling transphobia within education and youth services needs to be taken seriously, in the same way as other equality issues should be approached. Being inclusive of trans and gender variant people needs to become an integral part of what your organisation does.

A first step is to promote the visibility of transgender youth. This can be achieved in a number of simple ways:

- Frequently tell young people and staff that trans young people are welcome in your service and will be treated equally
- Take time to explain the difference between sexual orientation and gender identity for those who don't understand, along with other misconceptions
- Include gender identity in planning discussions, programmes and policy development within and outside your organisation
- Provide positive images of trans people to be used alongside those of other individuals and communities. This can be done by acknowledging the gender identity of famous and successful people, displaying posters of local support groups, providing books in your library with a transgender theme or character, highlighting events of significance for transgender people and explaining why the event arose (such as Pride, Transgender Day of Remembrance, International Day against Homophobia and Transphobia etc.). This should happen in the same way as ensuring work presented to young people includes positive images of ethnic minorities, women, people with disabilities etc.

Practical ways of responding to transphobic remarks

From colleagues:

Firstly, name the behaviour as transphobic.

Then you could continue with:

"I feel uncomfortable with jokes like that/with that kind of labelling."

"As far as I'm concerned we are all entitled to more respect than that."

"You know, trans young people are coming to our service, and we want to make them feel welcome and equal."

"If that was aimed at me or my friends, I wouldn't have it. Keep it to yourself."

"We have procedures to protect us all from that kind of behaviour."

"Everyone is entitled to their opinion, but I'm shocked to hear views like that expressed here where we are all expected to support equality. And, I disagree with your view."

"I'm worried that comments and attitudes like that can have a terrible impact on trans young people, maybe we need to have training on gender identity."

From managers or supervisors:

Firstly, name the behaviour as transphobic.

Then you could continue with:

"I expected you would be a leader in the promotion of equality here. Please don't assume I feel Okay with what you said or seem to believe. I feel very disappointed and unsafe when I hear you speak of a minority group like that."

"If someone said something like that about me, I would have expected you to stand up for me. I feel it is part of your job as a manager/supervisor."

From staff you manage or supervise:

Firstly, name the behaviour as transphobic.

Then you could continue with:

"That kind of statement encourages scapegoating. We have a policy against that, it's called equality and we are all accountable for upholding it. You are in danger of being disciplined if you don't desist from expressions of that kind."

"Have you ever attended a course or seminar on gender identity issues at work? Maybe we should look into it. You don't seem to know much about the effects of transphobia on people with whom you work, or anyone else for that matter."

From young people:

Firstly, name the behaviour as transphobic.

Then you could continue with:

"That is unacceptable in this school/youth club. We do not accept prejudice like that here at (name your school or youth group)."

When you have more time ask questions like:

"What do you mean by that? A lot of the young people here use that kind of language – what do you think that's about – why are people so negative?"

“What are you intending to achieve by the use of that word? Do you understand what transgender is, or would you like to try to understand this better? I can get someone to help you understand.”

“We have made it very clear in our policies that we respect everybody’s human rights so using language like that is unacceptable, just as it would be if you were sexist, racist or disablist.”

“What you just said is transphobic. Why do you feel that it is acceptable to insult trans people?”

“What you have just said is transphobic. It’s not acceptable to talk to about trans people in that way here.”

“You know we will not tolerate that. We are committed to ensuring that all young people, including trans young people are safe and welcome here.”

“Remember how we’re always talking about equality – it sounds like we really need to talk about trans equality again.”

Transphobic Bullying

Transphobic bullying is behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity. Not all trans young people experience transphobic bullying and not all transphobic bullying is directed at trans young people.

Given the misunderstanding of trans many gender variant children will experience homophobic, as opposed to transphobic bullying, as instead of being perceived as trans, they are perceived as lesbian, gay or bisexual.

Similar to hate crime, bullying should be considered transphobic if the victim or a witness perceives it as such – this could be a young person themselves, their peers, a staff member or a volunteer. If bullying is transphobic, this should be taken into account, and relevant support should be offered to everyone affected. Transphobic bullying should be recorded as such, and not as bullying without a transphobic motive.

Bullying may go beyond a person’s specific trans identity – in particular, trans people of colour, people with disabilities etc. may experience bullying due to these factors also.

Be aware that the bullying may also go beyond a specific trans or gender variant child. Often friends and siblings of the individual can be subjected to bullying and harassment, which in turn can have a negative effect on the trans child.

Special mention should also be made in regards to the children of trans adults. They too are particularly vulnerable given that manifestations of transphobic behaviour are often targeted at **cisgender** allies and family members.

Staff have a particular responsibility in addressing all forms of bullying. A failure to do so should be perceived as collusion.

Why does it happen?

Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person because:

- They are transgender
- They are perceived to be transgender
- They do not fit with traditional gender norms
- They have transgender friends, siblings, parents or other family members
- They are perceived as being different

How is it presented?

Like other types of bullying, transphobic bullying can take many different forms and happen online, via phone or in the physical world. Examples of transphobic bullying can include:

- Calling someone names, teasing or humiliating them using transphobic language, and often homophobic language
- Using incorrect pronouns (e.g. he/she/it) to humiliate someone
- Hitting, kicking, punching or physically hurting someone
- Refusing to work or cooperate with someone because of their real or perceived gender identity
- Vandalism of property, offensive graffiti or displaying symbols
- Inappropriate sexual comments, actions or gestures
- Removal of clothing to humiliate or embarrass

What to do:

- Update anti-bullying policies and any other relevant policies within your organisation to include transphobic bullying
- Make sure everyone within the organisation is aware of your anti-bullying policy and other relevant policies
- Deal promptly with any incident of transphobic bullying inside or outside of the school/youth environment

- Record incidents of all transphobic bullying as such, and not as bullying without a transphobic motive. The victim does not necessarily have to identify as transgender.
- Any criminal element, such as violence, sexual assault, theft or Internet/text message harassment should be reported to the PSNI in a sensitive way.
- Point out seriousness of hate incidents and hate crime and the importance of involving police when appropriate. The Police Service of Northern Ireland specifically record and investigate transphobic hate incidents and hate crime and can provide guidance on this.

Further resources

There are further resources on transphobic bullying, including sample bullying report forms, at the end of this guide in the Appendices.

Common Misunderstandings

It's common for organisations to be apprehensive about allowing a trans young person to come out and transition while in their care. There are many myths about trans young people, and they are easily dismissed when you know the facts. You may find that staff or other young people have questions or concerns about a trans young person – these myth-busters should help you answer their questions, put their concerns at ease, and better understand young trans people. Below is a quick factsheet on some of the misunderstandings, followed by more detailed explanation of the issues:

The Myth	The Fact
Children are too young to understand their gender	Most children begin to understand their gender as a developmental milestone around 3-5 years old. Many trans children understand their gender around this time also, as intuitively as anyone else.
But they'll just change their mind.	At the end of the day, it doesn't matter –accommodating trans young people does no harm to them. It's rare that young people do change their minds, but it's OK if they do. The young person knows their identity best – if you support them, they will feel supported & welcomed.
Gender is based on your anatomy – not your identity	Since the 1940s, it has generally been understood that gender is separate from physical sex. Medical and legal systems in the UK & Ireland recognise the two are often very different.
Being trans is trendy – this will encourage others to pretend	Trans issues have had much better media coverage recently, but the same was true of lesbian, gay and bisexual people some years ago. Being trans is still often very difficult in our society – young people don't often pretend to be marginalised.
Their parents have encouraged this behaviour	Supportive parents will generally allow children to express themselves, but it's recognised as impossible to change someone's gender identity, including through parenting.
Children exhibit gender non-conforming behaviour all the time – what about tomboys?	Being a tomboy or a girlish boy is different from being trans – being trans is the assertion that your gender is different from the one you were assigned at birth. Being a tomboy or girlish boy is about a young person exhibiting behaviour that is different to social norms.
Allowing a trans young person to transition opens them up to bullying	A young trans person who is not allowed to be themselves is often more deeply affected. Your organisation's policies and procedures (including the Anti-bullying policy) is there to protect young people from bullying. Our goal should be to create a more open and accepting society where all young people can be themselves.

Medical interventions for trans young people are harmful and irreversible	Medical treatments available to people under 18 in the UK & Ireland are not irreversible, and have been proven as safe over many years.
We're an inclusive organisation – we don't need to do anything to accommodate a trans young person	Being inclusive is more than just having an "open door" policy at your organisation. You need to be aware of the specific issues for trans young people - identifying, understanding and removing barriers, while also considering each young person on an individual basis.
If we do something, it might make things worse for the trans young person	If you develop a whole organisation approach for supporting young trans people then you are unlikely to make things worse. Often, not being open about gender identity causes significant mental health concerns - accommodating who they are has almost always a significant positive impact.

Myth: Children are too young to understand their gender identity.

There is an increasing understanding within medicine that gender identity is usually realised after the first few years of life, with most children gaining an intuitive understanding of their gender from 3-5 years.

There is a body of research which shows that gender identity is determined prior to birth and is linked to the exposure to hormones whilst in the womb. It has been shown that children understand their gender identity as young as 3 or 4, as many as 98% are aware whilst still of primary school age.⁷ However given society's strict gender binary codes they can often learn to suppress their feelings, or simply are not equipped with the language to articulate their true feelings, and therefore don't reveal their actual identity until later, often at a point of crisis such as the acceleration of puberty.

Myth: They'll just change their mind

Trans young people, like all young people, may have fluid identities, and may find that they only start to properly understand who they are after coming out. However, in people of adolescent age, the incidence of people "reverting" to their previous gender identity is extremely low, with NHS England having no recorded experience of this happening.⁸ However, accommodating trans young people in your organisation is different from medical intervention and should be treated differently. If a young person does change their mind, it does them no harm, and if you have

⁷ <http://www.gires.org.uk/assets/Research-Assets/Journal-07-02--02-Kennedy-Hellen.pdf>

⁸ <http://www.gires.org.uk/assets/DOH-Assets/pdf/doh-children-and-adolescents.pdf>

accommodated them properly, they will just remember being accepted and welcomed as who they were at that time.

Social transition and coming out is very different from medical transition – whereas some medical interventions are only partially reversible or completely irreversible, social transition is easy to roll back if the young person needs to.

Also, some people experience a gender identity which constantly fluctuates, with many of these people identifying as gender-fluid. This is a recognised identity and should be accommodated.

It is always recommended to support a young trans person, regardless of how genuine or permanent you perceive their identity to be.

Myth: Gender is based on your sexual organs

Assuming gender identity is based on physical characteristics is wrong and fails to consider not only transgender identities, but also **intersex** conditions that occur in around 1 in 150 births. Genitalia develop at a different stage to that of the brain and have a minimum impact upon the development of the brain of the foetus. Gender is determined by your identity as who you are, not by your body.

Myth: Being trans is trendy and accommodating will encourage people to pretend for special treatment

Regardless of social progress towards accepting trans people, the trans population still encounters significant barriers to participation in society, and come up against significant marginalisation in many areas throughout their lives.

It is very unusual for a young person to pretend to be trans for attention or other reasons; indeed, it is often very difficult to be trans. You may find, though, that if one person is out as trans in your organisation, that others come out after sensing a safe and welcoming environment. This is common and not a sign of copycat behaviour.

Myth: The parents have caused gender issues or have encouraged this behaviour

Trans and gender variant children are born into all sorts of families of all sorts of social and cultural backgrounds, and they are raised in all sorts of ways by all sorts of parents. There is absolutely no evidence to suggest that gender identity can be influenced by parental upbringing; indeed, a significant proportion of trans young people experience significant familial rejection and hostility.

Parents who welcome and accommodate gender variance in their children usually find their children's mental health and self-confidence improves, but it doesn't create trans children where there were none before.

Myth: Children exhibit gender non-conforming behaviour all the time – surely trans children are just tomboys & girlish boys?

Behaviour is different from identity, and many trans young people do express "cross-gender" behaviour as toddlers and young children. However, this is distinct from their identity, and just as there are masculine **cisgender** girls and feminine **cisgender** boys, there is diversity of masculinity and femininity among trans young people also. However, gender non-conforming young people are also at risk of transphobic and homophobic bullying and may need specific accommodations themselves, such as challenging gender stereotyping.

Myth: Allowing them to transition opens the child up to bullying

Outcomes from trans healthcare services in the UK & Ireland generally recognise that a young person being open about their trans identity usually has a positive impact for that young person.

Except where there are significant safety risks present, the benefits to mental health and self-confidence of being out as trans often outweigh the possible risks of bullying.

Your organisation, however, has a responsibility to ensure the young people in your care are accommodated and kept safe, and requiring someone to deny who they are for access to services would be considered unethical.

Myth: Medical interventions on trans young people are experimental and irreversible

Medical interventions for trans young people are the same hormonal treatments which have been available for many years to **cisgender** people, and are well established as safe. No irreversible procedures are offered to under-18s in the UK & Ireland, and cross-sex hormones, which are partially reversible, are only offered after significant consultation and assessment.

Myth: We're an inclusive organisation – we don't need to do anything to accommodate a trans young person

Unless your organisation has done specific work to accommodate trans young people before, it's very unlikely that it is accessible and welcoming to all trans people. You should consider how your organisation adapts to trans young people specifically using the tools in this document, and consult with trans organisations for help if required.

It is important that, even if you have accommodated trans young people before, you consult with the young people currently in your care to ensure their individual access needs are being met.

Myth: If we do something, it might make things worse for the trans young person

It is not a neutral act to do nothing when accommodating young people with specific needs – it disproportionately disadvantages them and can cause significant barriers to engagement and success. When undergoing work that is informed by these guidelines and the trans young person involved, you will almost always create a net benefit for the young person. Again, it is crucial that your work is led by the trans young people affected.

Further resources

If you need any further guidance on any of these issues, or have further questions or problems you need explained, please get in touch with the support organisations listed on the next page.

Training & Further Support

Staff training is an important tool in helping support trans & non-binary young people in educational settings, and can help ensure all staff involved are competent in facilitating them, as well as knowing the dos and the don'ts of accommodating them.

SAIL provide training to schools, youth organisations and other bodies who are supporting trans & non-binary people of all ages. More details are available online at sailni.com/training

Support Organisations

There are several support organisations which specifically support trans young people and their families across Northern Ireland, as well as many others which can support young trans people generally, your organisation, and your service users.

You can find details of trans sector organisations other than those who have created this guidance document on transgenderni.com



Trans youth & family support organisations who created this guidance document



GenderJam NI support trans, non-binary, questioning and intersex people in Northern Ireland. They hold regular social meetups for anyone under the age of 25, as well as fight on behalf of young trans people in education and healthcare. They can advise on accommodating young people within your organisation.

Website: genderjam.org.uk Phone: 028 90 996 819

Twitter: [@GenderJamNI](https://twitter.com/GenderJamNI) Facebook: [fb.com/GenderJamNI](https://facebook.com/GenderJamNI)



SAIL is a support group for the families of gender variant or transgender individuals of any age who are in need of help, support or advice, whatever the circumstances. They run regular parent support meetings across Northern Ireland, and they can advise on family support issues relating to young people in your organisation. SAIL also provide training to schools and organisations on trans issues.

Website: sailni.com

Twitter: [@SAIL_NI](https://twitter.com/SAIL_NI)

Facebook: [fb.com/SAIL.NI.1](https://www.facebook.com/SAIL.NI.1)

*SAIL,
Rainbow House,
28a Monaghan Street,
Newry,
BT35 6AA.*

Youth sector organisation who created this guidance document



Youthnet is a strategic network of voluntary youth organisations that exists to support the voluntary youth work in Northern Ireland. Youthnet has been highlighting the needs and experiences of LGB&T young people since 2003 following the publication of the ShOut Report.

Website: youthnetni.org.uk

Email: admin@youthnet.co.uk

Twitter: [@YouthnetNI](https://twitter.com/YouthnetNI)

Facebook: [fb.com/YouthnetNI](https://www.facebook.com/YouthnetNI)

*Youthnet,
5th Floor
14 College Square North
Belfast
BT1 6AS
Tel: 028 90331880*

LGBT support organisations



Cara-Friend LGB&T Youth is a youth group for young people who identify as lesbian, gay, bisexual and/or transgender, or who are questioning their identity, aged 14 – 25.

Website: cara-friend.org.uk

Twitter: @CaraFriendNI

*Cara-Friend,
9-13 Waring Street,
Belfast BT1 2DX*

Tel: 028 90890202



The Rainbow Project offers youth groups for young people aged 14 – 25. They also provide an Advocacy Service which can help LGBT people, including trans young people, with housing problems or homelessness.

Website: rainbow-project.org

Twitter: @TRPNI

Email: info@rainbow-project.org

Belfast Centre

*The Rainbow Project
Belfast LGBT Centre
1st Floor
9-13 Waring Street
Belfast
BT1 2DX*

Tel: (028) 9031 9030

Foyle Centre

*The Rainbow Project
Orlan House
20 Strand Road
L'Derry
BT48 7AB*

Tel: (028) 7128 3030



HERE NI supports lesbian and bisexual women (including trans women) and their families. They provide peer and social support, family support, sexual orientation training and other services.

Website: herein.org

Twitter: @Here_NI

Email: hello@hereni.org

Gender Identity Services for Northern Ireland

There are two specific healthcare services for trans people in Northern Ireland, both based in the Belfast Trust area. People of all ages can access these services, and **referral should usually be from a GP or mental health professional.**

Knowing Our Identity (Child & Adolescent Service
Gender Identity Development Service)

Beechcroft,
Foster Green Site,
110 Saintfield Road,
Belfast,
BT8 6HD.

02890 638 000

 Belfast Health and
Social Care Trust

**KOI -
Knowing Our
Identity**

*Gender Identity
Development Service for
Northern Ireland*

Brackenburn Clinic (Adult Gender Identity Service)

Centre for Psychotherapy,
Shimna House,
Knockbracken Healthcare Park,
Saintfield Road,
Belfast,
BT8 8BH.

02890 638 854

brackenburnclinic@belfasttrust.hscni.net

Please do not contact the Clinic directly unless you are a current patient, or doing so through your GP or other medical professional.

Other useful links



Transgender NI

The hub of information for trans, non-binary, questioning and intersex people in Northern Ireland: transgenderni.com



Transgender
Equality
Network
Ireland

TENI

Transgender Equality Network Ireland (TENI) seeks to improve conditions and advance the rights and equality of trans people and their families.

Website: teni.ie

Twitter: @TENI_Tweets

Facebook: fb.com/TransEquality

Transgender Equality Network Ireland

Unit 2

4 Ellis Quay

Dublin 7

Ireland

Phone: (01) 873 3575

Email: info@teni.ie



GIRES

Gender Identity Research Education Society (GIRES) is a registered charity that aims to promote education based on research into gender identity and intersex issues and supports the right of individuals to live according to their true gender identity, rather than one imposed upon them at birth:

Website: gires.org.uk

UK Intersex Association

An education, advocacy, campaigning and support organisation working on behalf of intersex people:

Website: ukia.co.uk



Resources for Schools

Video



CBBC Series My Life

An award winning documentary series featuring incredible children with fascinating stories. 'My life: I am Leo' tells the story of a trans boy.

<http://www.bbc.co.uk/cbbc/shows/my-life>

https://www.youtube.com/watch?v=0x_u2cs8Dpl



The Whittington Family: Ryland's Story

Family video telling the story of a young trans boy named Ryland.

<https://www.youtube.com/watch?v=yAHCqnuX2fk>



I am Jazz

Documentary featuring a young trans girl from the United States called Jazz, exploring how she came out and is living life as a trans young person.

https://www.youtube.com/watch?v=Bk_YIBM5JAE

E-learning Programmes

E-learning programmes are useful for professionals as they offer the opportunity to carry out Awareness Raising in the users own time. The user can log-on at any point, and come back to the programme as time allows, picking up where they left off previously. They are more cost-effective in providing Awareness Raising for a large number of employees, saving on the cost of releasing multiple staff for the day.

Caring for gender non-conforming young people

GIRES have co-created an e-learning programme to help professionals understand gender non-conforming young people. This programme is particularly useful for professionals working with young people:

Website: bit.ly/GIRESelearn

Creating Inclusive Workplaces

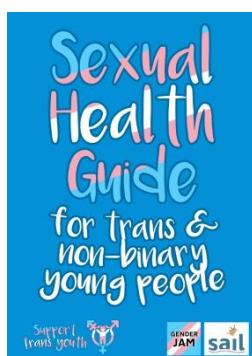
An LGB&T e-learning Programme for Northern Ireland created by the Public Health Agency. This programme is not specifically on trans issues and doesn't focus on working with young people. However this is useful for creating a more inclusive environment.



Learners will benefit from a number of outcomes after completing this programme including: increased knowledge of issues relating to sexual orientation, gender identity, equality legislation, myths, misperceptions and barriers faced by LGB&T individuals and increased awareness within the workplace.

Website: lgbtelearning.hscni.net

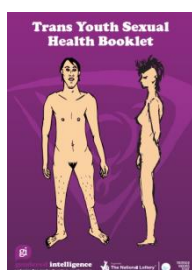
Sexual Health



Sexual Health Guide for Trans & Non-Binary Young People in Northern Ireland by GenderJam NI and SAIL NI

Covers everything that other sexual health guides don't – everything you need to know as a young trans person about your sexual health

www.genderjam.org.uk/sexualhealth



Sexual Health Booklet for trans young people by Gendered Intelligence:

<http://cdn0.genderedintelligence.co.uk/2012/11/17/17-14-04-GI-sexual-health-booklet.pdf>

LGB&T App

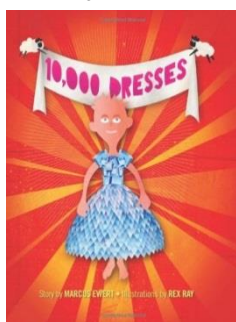


Launched by The Minister for Education John O'Dowd MLA in 2014, the app was created by Cara Friend and Youthnet and offers resources and contact information for trans young people and the professionals that support them.

Search for **LGB&T Youth App NI** on iOS App Store or in the Google Play store.

Library Books

Primary School Aged Children



10,000 Dresses by Marcus Ewert

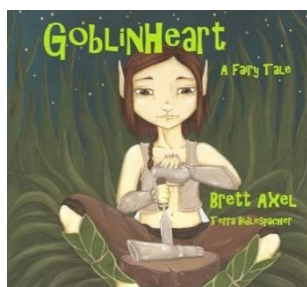
Publisher: Seven Stories Press

Language: English

ISBN-10: 1583228500

ISBN-13: 978-1583228500

In her dreams, Bailey is a young girl. Every night she dreams about magical dresses. Unfortunately, when Bailey wakes up, nobody wants to hear about her beautiful dreams. This is because Bailey is a boy and shouldn't be thinking about dresses at all. Then Bailey meets an older girl who is touched and inspired by Bailey's dreams and courage. Eventually they start making dresses together that represent Bailey's dreams coming to life.



Goblinheart by Brett Axel & Terra Bidlespacher

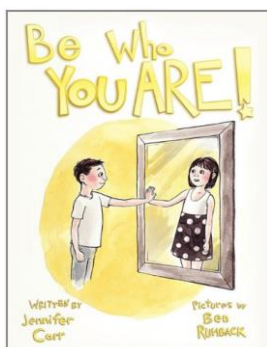
Publisher: East Waterfront Press

Language: English

ISBN-10: 0976977125

ISBN-13: 978-0976977124

Using "fairy" and "goblin" in lieu of female and male, the author has created a timely allegorical fairy tale. A youngster named Julep, who lives in a forest tribe, insists on growing up to be a goblin rather than a fairy. The tribe learns to accept that Julep is a goblin at heart, eventually coming around to support the physical transition that must be made for Julep to live as a goblin.



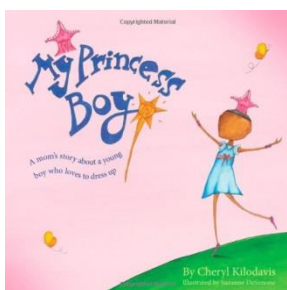
Be Who You Are by Jennifer Carr

Publisher: Authorhouse Language: English

ISBN-10: 1452087253

ISBN-13: 978-1452087252

This is a delightful little book about Nick; a young child assigned a male gender at birth who sees himself as a girl. His parents tell him they love him anyway he feels. At school he wants to play with the girls, and creates a self-portrait that shows him as a girl. When he tells his parents that the teacher didn't understand, his parents made a point to go to his school and explain. They also work with a gender counsellor to help their whole family deal with Nick's need to be a girl.



My Princess Boy by Cheryl Kildavis

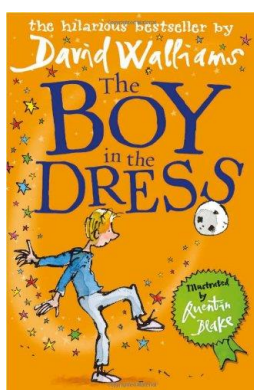
Publisher: Simon And Schuster

Language: English

ISBN-10: 1442429887

ISBN-13: 978-1442429888

This is a great little book, a lovely story, nicely told and a perfect book to share with youngsters of all and any genders to help them question and explore the apparently binary nature of gender identity and to help them start to develop understanding that not everyone fits in simple binary definitions.



The Boy in the Dress by David Walliams

Publisher: Harper Collins Language: English

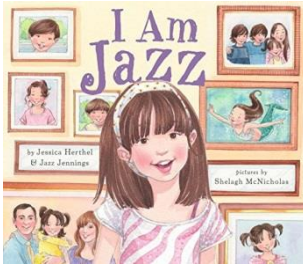
ISBN-10: 0007279035

ISBN-13: 978-0007279036

Dennis was different.

Why was he different, you ask? Well, a small clue might be in the title of this book...

Charming, surprising and hilarious – The Boy in the Dress is everything you would expect from the co-creator of Little Britain. David Walliams's beautiful first novel will touch the hearts (and funny bones) of children and adults alike.



I am Jazz by Jessica Herthel, Jazz Jennings and Shelagh McNicholas

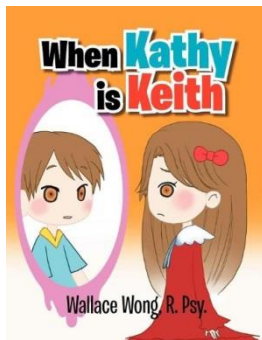
Publisher: Dial Books (September 4, 2014)

Language: English

ISBN-10: 080374 1073

ISBN-13: 978-080374 1072

From the time she was two years old, Jazz knew that she had a girl's brain in a boy's body. She loved pink and dressing up as a mermaid and didn't feel like herself in boy's clothing. This confused her family, until they took her to a doctor who said that Jazz was transgender and that she was born that way. Jazz's story is based on her real-life experience and she tells it in a simple, clear way that will be appreciated by picture book readers, their parents, and teachers.



When Kathy is Keith by Wallace Wong

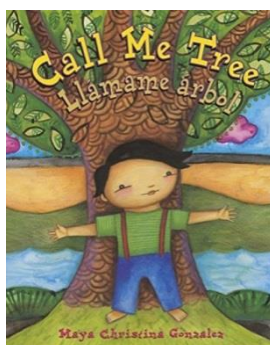
Publisher: Xlibris

Language: English

ISBN-10: 14653714 19

ISBN-13: 978-14653714 16

Kathy faces a few difficulties in trying to be Keith.



Call Me Tree: Llámame árbol (English and Spanish Edition) by Maya Christina Gonzalez.

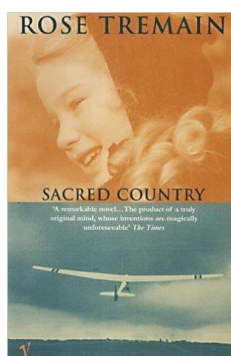
Publisher: CBP; Bilingual edition Language: English, Spanish

ISBN-10: 0892392940

ISBN-13: 978-0892392940

This book offers opportunities for discussion on various levels as children are invited to realize that all of us are free, important and equal.

Secondary Aged Children



Sacred Country by Rose Tremain

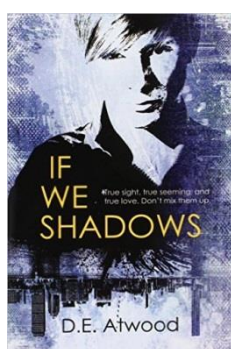
Publisher: Vintage

Language: English

ISBN-10: 0099422034

ISBN-13: 978-0099422037

At the age of six, Mary Ward, the child of a poor farming family in Suffolk, has a revelation: she isn't Mary, she's a boy. So begins Mary's heroic struggle to change gender, while around her others also strive to find a place of safety and fulfilment in a savage and confusing world.



If We Shadows by D.E. Atwood

Publisher: Harmony Ink Press

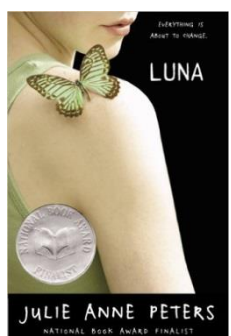
Language: English

ISBN-10: 1627988203

ISBN-13: 978-1627988209

Born female, all Jordan wants is to slip under the radar and live the last year of high school as a boy. His parents and siblings support him, but he'd rather be recognized for his acting and musical talents than his gender issues.

When Shakespeare's Puck gives him three magical potions—true sight, true seeming, and true love—Jordan discovers being true to himself isn't as simple as he thought.



Luna by Julie Anne Peters

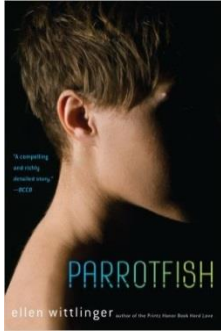
Publisher: Little, Brown Children

Language: English

ISBN-10: 0316011274

ISBN-13: 978-0316011273

Luna confronts the mystery, the confusion and the struggles of gender identity in this profound, heart-breaking, yet ultimately heartening story. Through the eyes of his sixteen-year-old sister Regan, struggling with her own adolescence, we witness Liam resolve to stop hiding in his basement bedroom, and become Luna to the outside world. This ground-breaking novel paves the way towards understanding the demands put upon a transgender young people and challenges us all to embrace our identities.

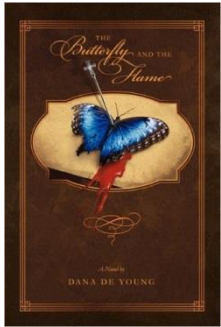


Parrotfish by Ellen Wittlinger

Publisher: Simon & Schuster Language: English

ISBN-10: 1442406216 ISBN-13: 978-1442406216

A young adult novel that describes the coming out story of a transgender teenage boy named Grady.

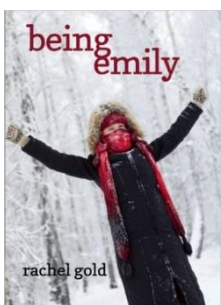


The Butterfly and the Flame by Dana De Young

Publisher: iUniverse.com Language: English

ISBN-10: 1450288774 ISBN-13: 978-1450288774

Fifteen-year-old Emily La Rouche faces an impossible choice. On her sixteenth birthday, she will be forced to marry Jonathan Marsh, the son of her landlord. If she refuses, her family will lose everything. If she takes his hand, it is certain that her life will end by a hangman's noose in front of an angry mob. All because Emily has been hiding an enormous secret for years—she was born a boy. As the wedding approaches, Emily's parents realize the only way that she will be safe is if she is to escape the Dominion. With her brother Aaron at her side, Emily flees across post-apocalyptic America in search for a new home. With vile bounty hunters on her trail, only time will tell if Emily will ever find a place where she can live and breathe free as the person she was always meant to be.

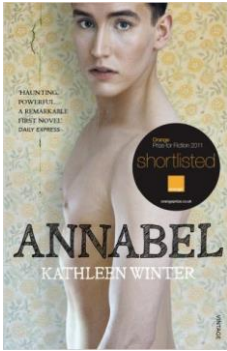


Being Emily by Rachel Gold

Publisher: Bella Books Language: English

ISBN-10: 1594932832 ISBN-13: 978-1594932830

Being Emily is the first young adult novel to tell the story of a trans girl from her perspective. In the story, Emily (born Christopher) begins to come out during her junior year of high school, first to her girlfriend Claire and then, with the help of an understanding therapist, to her family. Kate Bornstein described it as: "Powerful and empowering, with an optimistic message that we all need more of in our lives."



Annabel by Kathleen Winter

Publisher: Vintage

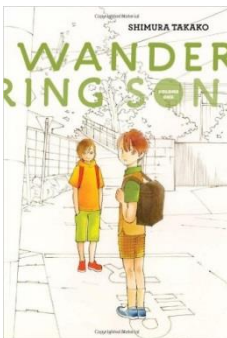
Language: English

ISBN-10: 0099555026

ISBN-13: 978-0099555025

In 1968, in a remote part of Canada, a mysterious child is born: a baby who appears to be neither fully boy nor girl, but both at once. Only three people share the secret - the baby's parents and a trusted neighbour. Together the adults make a difficult decision: to go through surgery and raise the child as a boy named Wayne.

But as Wayne grows up within the hyper-male hunting culture of his father, his shadow-self - a girl he thinks of as 'Annabel' - is never entirely extinguished, and indeed is secretly nurtured by the women in his life. As Wayne approaches adulthood, and its emotional and physical demands, the woman inside him begins to cry out. The changes that follow are momentous not just for him, but for the three adults that have guarded his secret.



Wandering Son (series) by Shimura Takako

Publisher: Fantagraphics

Language: English

ISBN-10: 1606994166

ISBN-13: 978-1606994160

Shuichi Nitori and his new friend Yoshino Takatsuki have happy homes, loving families, and are well-liked by their classmates. But they share a secret that further complicates a time of life that is awkward for anyone: Shuichi is a boy who wants to be a girl, and Yoshino is a girl who wants to be a boy. Written and drawn by one of today's most critically acclaimed creators of manga, Shimura portrays Shuichi and Yoshino's very private journey with affection, sensitivity, gentle humour, and unmistakable flair and grace.

Memorandum of Understanding

Information for the young person

To help you at your school or organisation, you can ask that a Memorandum of Understanding be created. This is an agreement that the school or organisation makes with you to make sure that you get the rights you are entitled to, and that you feel safe and welcome as much as possible.

Your school or organisation has a duty to protect you, and you have the right to make sure they do.

This page contains some information on what you can expect your school or organisation to do for you. You can get more detailed information by asking the person who gave you this.

What you should expect from your school or organisation

You can choose your own name and pronouns, and should expect other people to use them

In the UK, there is no central register of names. Any person 16 years of age or over can change their own name, and do not have to go through a legal process to do so. Schools and organisations should use your “known-as” name, which is the name you prefer to be known as in everyday life. You do not need a Deed Poll or Statutory Declaration to change your name.

Your school or organisation should not require you to change your name using a Deed Poll or Statutory Declaration to change their records or the name they call you by.

You can also decide what pronouns you wish to be referred to. For example, “he”, “she”, or “they”. Your school or organisation should respect your pronouns, and should never deliberately use the wrong ones.

You should be allowed to wear the uniform which you are most comfortable in

If your school or organisation has uniforms which are different between genders, you should be allowed to wear the uniform most comfortable for you. If you are non-binary, this is also true.

If you’re at a single-gender school etc, you should be allowed to wear a uniform which matches the style of your school’s usual uniform but that you are comfortable in.

For example, if you are a trans girl, you should be allowed to wear the girls’ uniform. If you are a trans boy, you should be allowed to wear the boys’ uniform. If you are non-binary, you should be allowed to wear a uniform which you are comfortable in.

You should be allowed to use the bathrooms & changing facilities you feel safe in

Your school/organisation should allow you to use the bathrooms & changing facilities which you feel safest in. You should be able to use the boys'/girls' bathrooms if you wish, or be allowed access to single-stall facilities if you prefer.

You should not have to use accessible facilities (bathrooms for people with disabilities) if you do not want to.

You should have your privacy and right to confidentiality respected

Your school/organisation has an obligation to update their records to match your correct details. If you change your name, attendance rolls and other lists should be updated.

It is against the law for your school/organisation to refuse to update your details.

Your school/organisation must keep your details up-to-date – it's against the law for them not to do so. This includes if you change your name using deed poll.

Being outed as trans (or living as "stealth") - You may not want to be out as trans to everyone in your school/organisation, or you may be moving to a new school/organisation where you expect no-one to know you're trans. You have a right not to disclose this information to your peer group or the staff (in most cases).

Your school should never tell anyone that you're trans without your consent.

School Awareness Raising or training - Your school/organisation should make their staff/volunteers aware of trans issues so they can best help you. However, they shouldn't make you feel uncomfortable or exposed by suddenly being very visible on trans issues without asking you.

Our Memorandum of Understanding

This is an agreement between _____ and _____.

It details the expectations of our school/organisation and your rights as a young trans or gender variant person. This is to make sure your experience is as good as possible, and to protect your rights. You can use this document to make sure you are getting what you need, and you can update it regularly to make sure it's up-to-date and relevant.

Review Date

This version was written on __ / __ / __ and will be looked at again before __ / __ / __.

How we will accommodate you

We will make sure you have equal access to the education and facilities we provide. To do that, we will make the following changes and accommodations.

Names and Records

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• Name changes• Pronouns• Updating school records• Changes of name in future	<p>We will...</p>
--	-------------------

Uniforms, Clothing, Makeup, Hair and Jewellery etc

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• What uniform is acceptable• Makeup, hair & jewellery policy• Reasonable accommodations in single-gender schools/orgs	<p>We will...</p>
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Toilets & Changing Facilities

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• What toilets the young person can use• Changing facilities• Comfort & safety• Access to single-stall facilities if preferred	<p>We will...</p>
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Student Records & Confidentiality

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• Updating student records• Updating exam board records• Deciding who in the school is told about the young person's trans or gender variant identity, if applicable• Deciding if and how the young person wants to come out, if applicable• Damage control if the young person is outed without their consent	<p>We will...</p>
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Physical Education, Sport & Recreation

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• The young person's participation in PE, if applicable• Access to safe changing facilities• Access to school sports teams• Access to recreational activities• Exemptions from PE etc on the grounds of health & wellbeing• Privacy & confidentiality	<p>We will...</p>
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Healthcare & Wellbeing

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• Access to healthcare• Access to gender-specific healthcare• Access to gender-segregated education, including sex education, if applicable• Absence from school for healthcare reasons• Your school/organisations teaching about trans and gender variant people• Exemptions from class (particularly RE, LLW etc) where topics are distressing or upsetting	<p>We will...</p>
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School Trips

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• Child protection issues• Accommodation & facilities on school trips• Access to gender-segregated dorms etc• Privacy and confidentiality• Other access needs the young person may have	<p>We will...</p>
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Safe Spaces & Point of Contact

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• Who the young person can contact in your school/organisation if they need help or support• Safe spaces the young person can use if they need space to themselves	<p>We will...</p>
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Parental/Guardian Involvement

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none">• The extent to which the young person's parents/guardians are involved, if applicable• Paramountcy of the young person• Privacy and confidentiality	<p>We will...</p>
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Additional Support

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none"> • What additional support is offered to the young person outside your school/organisation • School counselling • Pastoral care • Links with community organisations • Links with transgender healthcare providers in Health & Social Care NI • Family support 	<p>We will...</p>
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Other Important Issues

<p>What to cover</p> <p>In this section, you should discuss:</p> <ul style="list-style-type: none"> • Anything else the young person needs or wants • General access issues 	<p>We will...</p>
---	-------------------

For the young person: I agree that this document reflects what I need, and reasonably accommodates those needs.

Print your name here: _____

Signed: _____ Date: __ / __ / __

For the school/organisation: We agree that this document is appropriate to accommodate the needs of the young person, and that we will make adjustments as detailed to ensure their rights are protected and their experience is good.

Print: _____ Position: _____

Signed: _____ Date: __ / __ / __

Best Practice Checklists

It's good practice to regularly check how well your school or organisation is accommodating and providing for trans young people. You can use checklists like the one below to gauge how well you're performing:

	Question	Yes	No
1	Does your school or organisation have an Equal Opportunities policy?		
	- Does it include gender identity?		
	- Does this policy apply to all aspects of involvement and participation at your organisation??		
2	Does your school or organisation have an Anti-Bullying policy?		
	- Does it include gender identity?		
3	Does your school or organisation have an Anti-Harassment policy?		
	- Does it include gender identity?		
4	Does your organisation have a Volunteers policy?		
	- Does it include gender identity?		
5	Does your organisation have a grievance/complaints procedure?		
	- Does it include gender identity?		
6	Is transphobia actively challenged in your organisation?		
7	Does your organisation provide training opportunities for staff/volunteers on issues concerning gender identity?		

8	Have staff/volunteers expressed a desire to engage more effectively with people who identify as transgender?		
9	Does your organisation provide any general resources to support Staff/Volunteers who work with people who identify themselves as transgender e.g. books, videos, leaflets etc?		
10	Does your organisation provide any general resources to support people who identify themselves as transgender?		
11	Does your organisation have publicity aimed at encouraging people who identify themselves as transgender to use your services?		
12	Does your organisation have any formal links with transgender organisations?		
13	Does your organisation make any provision <u>specifically</u> for people who identify themselves transgender?		
14	Does your organisation have any monitoring and evaluation systems for people who identify themselves as transgender?		
15	Does your organisation advocate positive transgender role models?		
16	Is there an atmosphere of equality amongst all people within your organisation regardless of gender identity?		

If your organisation has significant areas missing, it's important to see how you can improve. Consulting with a trans support organisation and following current best practice is highly recommended so you can tailor changes in provision and policy to your organisation specifically.

The Perfect Trans Inclusive Organisation

Why create a trans inclusive school?

Creating a trans inclusive school will help your organisation fulfil its obligations in terms of government policy and practice. “Every School a Good School”, “Priorities for Youth” and the “Community Relations, Equality and Diversity (CRED) Policy” all provide a mandate for delivering a service based on the principles of Equality and Inclusion.

Equality means that everybody should have equal prospects of well-being, having their needs met, and to develop themselves. Inclusion is about adapting policies and practices to remove barriers to engaging so that nobody is marginalised. Inclusion moves away from labelling & segregating young people and towards creating a better environment for everyone, acknowledging that we all have multiple identities.

Creating a trans inclusive school or youth setting will help you to fulfil the requirements laid out within these policy documents and will create an environment of best practice, where the welfare of the child is clearly seen as paramount.

The ideal trans inclusive setting would have:

- ✓ Gender-neutral bathrooms for everyone (including all staff and volunteers)
- ✓ Individual changing rooms and showers for sports activities
- ✓ Gender-neutral PE and/or sports opportunities for all
- ✓ A gender-neutral uniform or dress code that is flexible and comfortable and offers a choice for all (including staff and volunteers)
- ✓ Policies and procedures taking a whole organisational approach for an inclusive and welcoming environment and acceptance of difference
- ✓ Information, books and support information available covering a wide range of diversity including posters and fliers from community and voluntary groups and health services
- ✓ An inclusive curriculum which encourages all pupils to challenge thinking, stereotypes, prejudice, labels and discrimination
- ✓ Teachers and youth workers who are trained in diversity and inclusion and who challenge all bullying, and discrimination regardless of their personal values
- ✓ Acceptance of name changes and pronoun choice for all involved in the organisation
- ✓ Provision for mental health support, including promoting good mental health for all, resilience development, promoting early intervention strategies and signposting or referrals

Human Rights Information

“All human beings are born free and equal in dignity and rights. All human rights are universal, interdependent, indivisible and interrelated. Sexual orientation and gender identity are integral to every person’s dignity and humanity and must not be the basis for discrimination or abuse”

(extracted from the introduction to the Yogyakarta Principles)

The concept of universal rights stretches back hundreds of years but it was not until the 20th Century that a written framework of basic and fundamental rights emerged. In December 1948 the Universal Declaration of Human Rights (UDHR) was adopted by the Member States of the United Nations (including the United Kingdom). Its creation arose largely from a strong desire to improve society and create a lasting peace following the atrocities of World War II and it represented a vision of the world as the international community wanted it to be, free from tyranny and oppression. For the first time a document considered to have universal value, setting out in detail how basic civil, political, social and economic rights should be universally protected, was given broad international support.

Whilst Member States are obliged to give effect to the UDHR, it cannot be enforced directly by an individual in a court of law. However, the UDHR has inspired more than 60 other human rights instruments which contain key human rights principles which are essential for the effective protection of transgender people:

The International Covenant on Civil and Political Rights (ICCPR). This builds upon the fundamental principles outlined in the Universal Declaration of Human Rights and was ratified by the United Kingdom in 1976.

The Convention on the Elimination of Discrimination against Women (CEDAW). This requires governments to prohibit discrimination against women in all forms. This includes ensuring that the rights of transgender women are fully protected. CEDAW was ratified by the United Kingdom in 1986.

The Convention against Torture and other Cruel, Inhuman or Degrading Treatment of Punishment (CAT). This requires governments to prohibit and prevent torture and cruel, inhuman or degrading treatment in all circumstances, to investigate all allegations of torture, to bring justice to the perpetrators and to provide a remedy to victims of torture. CAT was ratified by the United Kingdom in 1979.

The Convention on the Rights of the Child (CRC). This sets out the full range of rights to which children are entitled and that governments must protect. The four core principles of the CRC are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and, respect for the views of the child. The CRC was ratified by the United Kingdom in 1991.

The Yogyakarta Principles are a comprehensive set of principles drawn from existing, binding international standards relating to sexual orientation and gender identity. The principles were developed and adopted unanimously by human rights experts from diverse regions and backgrounds during a meeting held in Yogyakarta, Indonesia, in November 2006. The principles recognise the fact that despite key United Nations human rights mechanisms having affirmed Member States' obligation to ensure effective protection from discrimination based on sexual orientation or gender identity, the international response had been fragmented and inconsistent. What was required was a more consistent understanding of the comprehensive regime of international human rights laws and their application to issues of sexual orientation and gender identity. The 29 Principles address a broad range of fundamental issues related to the rights of lesbian, gay, bisexual and transgender people including: rape and other forms of gender-based violence; extrajudicial executions; torture and other forms of cruel, inhuman and degrading treatment; medical abuses; repression of free speech and assembly; discrimination in work, health, education, housing; access to justice; and, immigration. Each Principle is accompanied by detailed recommendations. The Principles also make additional recommendations for the United Nations human rights system, national human rights institutions, the media and non-governmental organisations amongst others.

The Council of Europe's **European Convention on Human Rights (ECHR)** is based directly upon the UDHR. The ECHR contains mostly civil and political rights and ever since it came into force in September 1953, the United Kingdom has been required to guarantee for its citizens the rights and freedoms contained within it. The rights and freedoms to which the United Kingdom must give effect, collectively referred to in the United Kingdom as 'Convention rights', include:

Article 2 ECHR Right to life

Article 3 ECHR Prohibition of torture, inhuman or degrading treatment or punishment

Article 4 ECHR Prohibition of slavery and forced labour

Article 5 ECHR Right to liberty and security

Article 6 ECHR Right to a fair trial

Article 7 ECHR No punishment without law

Article 8 ECHR Right to respect for private and family life

Article 9 ECHR Freedom of thought, conscience and religion

Article 10 ECHR Freedom of expression

Article 11 ECHR Freedom of assembly and association

Article 12 ECHR Right to marry

Article 14 ECHR Prohibition of discrimination in enjoyment of ECHR rights

Protocol 1 ECHR Right to peaceful enjoyment of property; education; and free elections

Protocol 6 ECHR Abolition of the death penalty

Protocol 13 ECHR Abolition of the death penalty in all circumstances

Note that most Convention rights can be qualified or limited in certain circumstances. Limited rights, such as the right to liberty (Article 5 ECHR), are rights which may be limited by Member States who have ratified the ECHR under explicit and finite circumstances. Qualified rights, such as the right to respect for private and family life (Article 8 ECHR), the right to manifest one's religion or beliefs (Article 9 ECHR), freedom of expression (Article 10 ECHR), and the freedom of assembly and association (Article 11 ECHR), require a balance between the rights of the individual and the needs of the wider community or State interest. The prohibition of torture, inhuman or degrading treatment or punishment under Article 3 ECHR is absolute and is a right that Member States can never withhold or take away under any circumstances.

The European Court of Human Rights (ECtHR), which sits in Strasbourg, was set up in 1959 to oversee that Member States who have ratified the ECHR afford their citizens the enjoyment and protection of the ECHR. Decisions emanating from the ECtHR provide guidance on the interpretation of the ECHR, which is often described as a 'living instrument' capable of adapting to changing environments and as society evolves. If the ECtHR determines that a Member State has violated the ECHR, that State must take action to ensure that a similar violation will not recur.

Judgments of the ECtHR have directly influenced the law in the United Kingdom as it relates to transgender people. In the 2002 case of *Christine Goodwin v United Kingdom*, the ECtHR held that the United Kingdom had violated Article 8 ECHR (the right to respect for family and private life) and Article 12 ECHR (the right to marry and found a family) by failing to provide legal recognition of the gender identity of transgender people. In response to that judgment, the Gender

Recognition Act 2004 was enacted by the United Kingdom Government. The Gender Recognition Act 2004, which came into force in April 2005, extends to Great Britain and Northern Ireland and provides full legal recognition for *all* purposes (i.e. marriage, birth certificates, pension rights, social security benefits and privacy issues) of the gender identity of anyone who has been issued with a Gender Recognition Certificate.

Until October 2000, individuals in the United Kingdom could only enforce Convention rights and litigate any unlawful interference by taking a case to the European Court of Human Rights in Strasbourg. Taking a case to Strasbourg cost on average £30,000 and took on average 5 years. However that changed in October 2000 when the Human Rights Act 1998 came into force throughout the United Kingdom. The 1998 Act makes it unlawful under domestic law for a public authority to act incompatibly with the European Convention rights. Any public authority that does not act compatibly with the Convention rights may be subject to legal proceedings brought by an aggrieved individual before a United Kingdom court. If the individual is dissatisfied with the court's decision and has pursued the issue as far as it can go in the United Kingdom (in most cases that means to the Supreme Court), they may take their complaint to the ECtHR in Strasbourg. In effect this means that the policies, procedures and practices of all public authorities in Great Britain and Northern Ireland must uphold, protect and respect (without discrimination) the fundamental human rights and freedoms of everyone.

Sample Bullying Report Forms

Downloadable versions of these are available at sailni.com/education

Bullying Incident – Staff Report Form

Incident reported to:

Incident details : Date:

 Time:

Brief description:
(Attach pupil report form)

Action taken:
(Give dates & names of people involved)

Parent/carer/guardian involvement: YES NO

If applicable, please use parent/carer/guardian report form to gather relevant information and attach to this incident form

How would you describe the bullying? You might need to tick more than one box

- | | |
|---|---|
| <input checked="" type="checkbox"/> Home circumstance | <input checked="" type="checkbox"/> Sexual harassment |
| <input type="checkbox"/> Disablist | <input type="checkbox"/> Individualistic |
| <input checked="" type="checkbox"/> Homophobic | <input checked="" type="checkbox"/> Transphobic |
| <input type="checkbox"/> Racist | <input type="checkbox"/> Religious/sectarian |
| <input checked="" type="checkbox"/> Sexist | |

Copies to be sent to:

Form Tutor

Pupil File

Head of Year

Head of Dept

Any other information

Signed

Date

OFFICE USE ONLY

Received

Stamp

Bullying Incident - Pupil Report Form

Copies to be sent to:

Form Tutor

Pupil File

Head of Year

Head of Dept

Name:

Incident details :

Date:

Time:

Describe the incident:

What happened to you? Give details including any injuries or loss or damage to property. If possible give names of people involved.

Did anyone else see or hear it?

YES

NO

If possible, give their names:

Have you told anyone else?

YES

NO

If possible, give their names:

Has anything like this ever happened before?

YES

NO

If possible, give details:

How would you describe the bullying? You might need to tick more than one box

- Home circumstance
- Disablist
- Homophobic
- Racist
- Sexist

- Sexual harassment
- Individualistic
- Transphobic
- Religious/sectarian

Signed

Date

Bullying Incident - Parent Report Form

Copies to be sent to:

Form Tutor

Pupil File

Head of Year

Head of Dept

Child's name:

Your name:

Incident details:

Date:

Time:

Reported to:

Describe the incident:

What happened to you? Give details including any injuries or loss or damage to property. If possible give names of people involved.

Action taken:

Date of feedback to parent:

Comments:

How would you describe the bullying? You might need to tick more than one box

Home circumstance

Disablist

Homophobic

Racist

Sexist

Sexual harassment

Individualistic

Transphobic

Religious/sectarian

Signed

Date

Supporting trans youth

2016, SAIL NI, GenderJam NI and Youthnet NI.
To get downloadable versions of this resource, or
to request additional copies, please visit sailni.com/education