












Be More Inc



Table of Contents

	About this Guide	04
	Know Your Terms	06
	Being an Ally and Standing up to Bullying	08
	Making School Facilities Inclusive	12
	Inclusive Physical Education and Sport	14
	How to Improve Visibility	18
	Talking with Families	22
	Making Changes to Your School Policy	24
	Links to Useful Resources	26

About this Guide

The INC project was led by School of Hard Knocks Cymru. School of Hard Knocks is a social inclusion charity that works with schools to improve the attendance, behaviour and wellbeing of pupils. Although our primary goal is to answer a request for help from our schools in Wales, we also hope that the resources will be shared and useful to schools beyond Wales and that the project will inspire others to take a similar student-centred approach and engage students directly so they can advise schools on what changes need to be made.

The INC project was created because some of the schools that School of Hard Knocks works with in Wales asked for help. The schools had seen School of Hard Knocks staff using pronouns and other gender inclusive language and creating spaces where students felt safe to be themselves.

School of Hard Knocks was already working to become a more inclusive and supportive organisation by engaging with other community organisations about LGBTQI+ and transgender inclusion and seeking expert advice and training.

School of Hard Knocks, accompanied by consultant Alison Carney and funded by the Paul Hamlyn Foundation, designed the INC project resources and training to support schools in Wales to become more inclusive of transgender, non-binary and gender exploring students.

The approach of the INC project was to collaborate with LGBTQI+ students in schools in order to understand what they need schools to do better. The resulting guide and training provide schools with suggestions of good practice and signpost to expert organisations and further resources that should help schools become more inclusive.

The Inc Project gives our schools in Wales the information and confidence they need to make changes to be inclusive and supportive of transgender, non-binary and gender exploring students.



Know Your Terms

Looking for a simple guide to gender inclusive language? See this page for definitions of the most commonly used terms with some handy do's and don'ts to help guide your use of language.



Trans or Transgender is an umbrella term to describe people whose gender is not the same as the sex they were assigned at birth.

Non-binary is an umbrella term sometimes used by people who don't feel that "man/boy" or "woman/girl" describes their identity.

Gender Exploring a term that describes the process of understanding and trying out different genders.

Gender identity is our internal sense of self. Gender identity is also the name we use to describe our own gender.

Gender expression is how we present our gender and how it is perceived by society. It often relates to our physical presentation.

Pronouns are the words people use to describe themselves and how they would like others to address them i.e. he/him/his, she/her/hers, they/them/theirs, xe/xem/xyr.

Intersectionality is the idea that people experience discrimination or multiple discriminations differently depending on their overlapping identities. Intersectionality is based in anti-racist feminist scholarship and was originally coined by American black feminist scholar Kimberle Crenshaw as a framework to describe how individuals with multiple marginalized identities can experience multiple and unique forms of discrimination that cannot be looked at separately.

Cisgender or Cis - The term used for people whose gender identity is the same as the sex they were assigned at birth.

LGBTQI+ - Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, Intersex, and the + is shorthand to be inclusive of other genders and sexual orientations. This acronym may also be seen with other letters such as A for asexual, or shortened to only LGBT.

Queer - Queer is used as an umbrella term that refers to anyone who is not cisgender or straight. It is also often used by people who do not feel represented by or do not want to use specific labels related to their gender or sexuality. It was historically a used as a slur against LGBT people, and although some still view it that way, it has been reclaimed and embraced since the late 1980s by LGBTQI+ communities.

Gender Equality - This guide views gender equality as ensuring that individual of ALL genders have an equal opportunity to make the most of their lives.

Gender Equity - As opposed to treating every individual identically, gender equity means working to give people equal opportunities to thrive by recognising and addressing unfair discrimination and treatment.

Gender binary - the historical way that society has seen only two genders: masculine/men/boys and feminine/women/girls.

Sex (assigned at birth) - Someone's sex is assigned at birth based primarily on their genitalia. You may see the terms 'sex' and 'gender' interchanged to mean male and female, often in official forms.

Gender non-conforming - refers to someone who does not conform to commonly recognised genders. This can include cis men and cis women who do not present according to gender norms.

Trans woman/girl (MTF) - Someone whose sex assigned at birth was male but who identifies as woman or girl.

Trans man/boy (FTM) - Someone whose sex assigned at birth was female but who identifies as man or boy.

Intersex - The term intersex was coined by science and applies to people whose biological sex cannot be classified as clearly male or female. An intersex person may have the biological attributes of both sexes or lack some of the biological attributes considered necessary to be defined as one or the other sex.

Gender inclusive policy - A policy that uses language and has specific measures and actions for inclusion and equality of all genders.

Want to learn more about language and terms?

Scan QR code below.



stonewallcymru.org.uk/help-advice/glossary-terms-0

Being an Ally and Standing up to Bullying

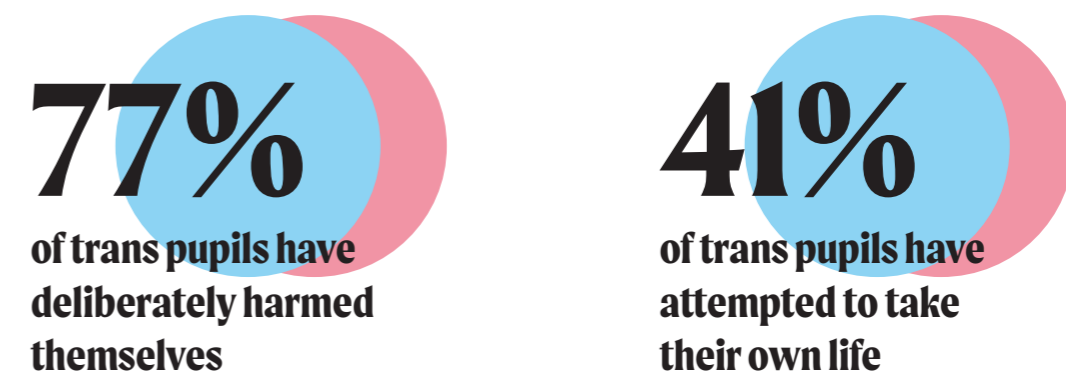
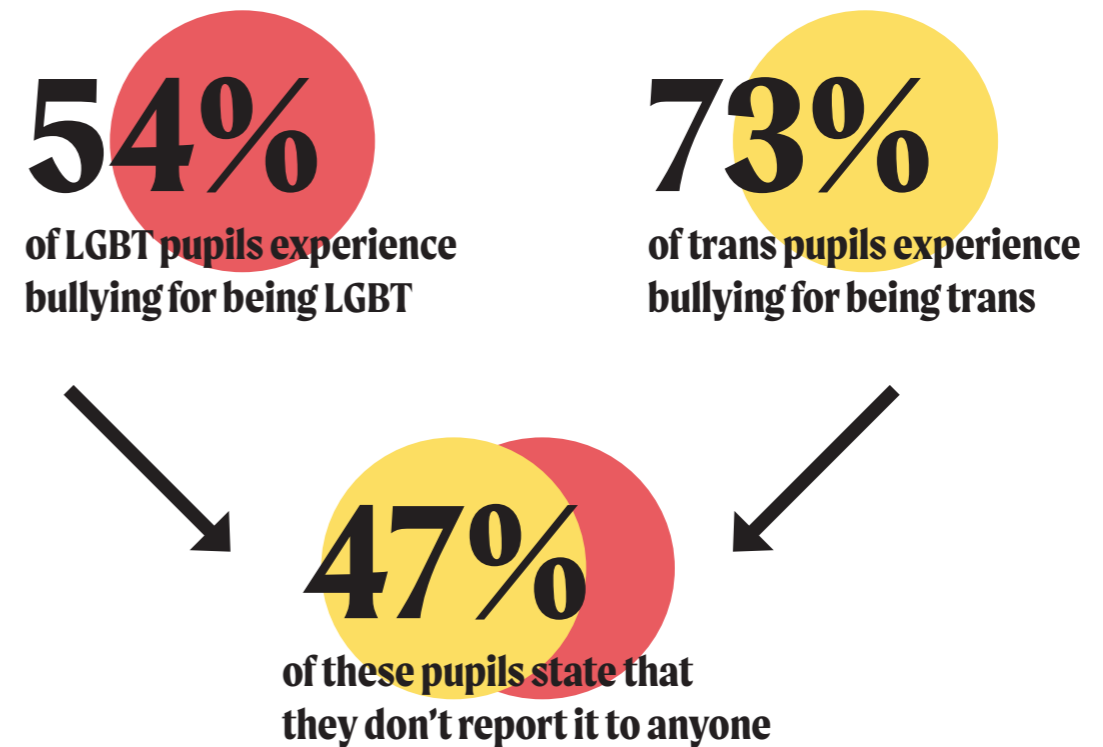
Anyone can be an ally to transgender, non-binary or gender exploring people. Allies stand up and speak up against bullying. We need more allies! Use the information on this page to learn how to be an ally.



At a glance

- Anyone can be an ally.
- Train staff so that they have the confidence to support trans and LGBTQI+ students.
- Ensure that instances of homophobic and transphobic bullying are recorded or addressed.
- Do not write off instances of bullying as banter or misunderstanding.

Why do trans, non-binary and gender exploring pupils need teachers to be allies?



Being an Ally and Standing up to Bullying

Statistics and reports, as well as our own conversations in School of Hard Knocks partner schools, have shown us that the situation for trans, non-binary and gender exploring students in schools in Wales is dire. LGBTQI+ pupils, and especially trans pupils are experiencing bullying that negatively affects their mental health and wellbeing and they do not have enough teachers who they can report it to or talk to.

In addition, many schools have not yet integrated LGBTQI+ experiences into their curriculum and the ESTYN 2020 report found that in schools in Wales where support and provision for LGBTQI+ diversity is low:

1. LGBTQI+ students encounter varying levels of bullying and discrimination that negatively affect their school experience leading to poorer attendance and slower academic progress.
2. Students in general do not see positive LGBTQI+ role models as part of their curriculum in school.
3. Addressing LGBTQI+ and trans experience is seen as an addition in schools and often only addressed in RSE, if anywhere. This gives the message to students that trans and LGBTQI+ experiences are a problem that needs to be discussed rather than part of everyday life.
4. Leaders in schools do not ensure that instances of homophobic and transphobic bullying are recorded or addressed. They also do not ensure that staff engage in high quality professional learning that provides them with the confidence to support trans and LGBTQI+ students.

Who can be an Ally?

Anyone can be an ally to trans and non-binary students. Allies support them and speak up with and for them against discrimination, exclusion and mistreatment.

Teaching and non-teaching staff at schools are particularly important because they are in a position not only to provide much needed support to trans and non-binary students, but also because they have the authority to speak up against bullying and transphobia that is happening in their classrooms and at school.

What is an ally?

5. An ally may also be called a straight ally or cis ally. An ally is a person who supports and stands up for members of a community that is not their own. For example: a straight or cis pupil or teacher who supports and stands up for trans, non-binary or gender exploring people is an ally.
6. Being an active ally means educating yourself, seeking to understand the realities of transgender and non-binary people and acting, not just saying you are an ally.
7. An ally addresses the imbalance of visibility in our schools and helps make visible trans people and trans experiences. For example: using examples of gender diverse people in class or celebrating LGBTQI+ and transgender events and holidays.
8. Ask yourself if the community would consider you an ally and what you can do!

Identifying transphobic bullying

We all know what bullying looks like. Transphobic bullying can look like any other bullying of a transgender, non-binary or gender exploring person. It also includes:

- Deadnaming (calling them by a name they do not identify with),
- Purposely misgendering someone by using pronouns that are not their preferred pronouns to speak to or about them.
- Using transphobic language
- Laughing at the physical appearance or style of another student
- Teasing or aggressive behaviour toward someone because of their gender expression

How to speak up against transphobia

Speaking up as a transgender, non-binary or gender exploring student who is directly affected by bullying can be very difficult. Speaking up as an ally is a different experience and can be easier to do if you are not the object of bullying or insults. Although it is important that all teaching and non-teaching staff be equipped with training that gives them the language and understanding of trans and non-binary students' experience, an expertise on trans or LGBTQI+ experience is not necessary to speak out against transphobia.

Teaching and non-teaching staff should take all incidences of bullying seriously and not write them off as banter or misunderstanding. If in doubt if the bullying is transphobic, staff should still take it seriously. First address the instance of bullying, then reach out to a champion in the school or other professionals who can help address transphobia.

Here are some possible responses to addressing transphobic comments or behaviour

"That kind of language is transphobic and makes people feel unsafe. Therefore it is unacceptable."

"The school policy says that we are all responsible for making this a safe place for everyone and your behaviour affects anyone who is gender exploring or who identifies as transgender or non-binary."

"Do you realise that what you said is transphobic?"

"I'm really surprised and disappointed to hear you say that. I had hoped you would recognise that it is important to treat everyone, including your transgender, non-binary and gender exploring peers with respect. It is therefore wrong to use such language."



Making school facilities inclusive

Part of feeling safe is about feeling like you belong, like you're not only welcome but wanted. A great way of making sure people feel safe is by providing spaces and facilities for everyone of all gender identities. Ensuring people have options and the ability to choose is an important factor in making them feel happy at school.



Ensuring students have options when it comes to navigating the use of facilities in your school, communicating those options and empowering people to choose, will significantly improve their wellbeing and sense of belonging.

Making sure people are able to use facilities that align with their gender identity is vital to creating an inclusive and supporting culture at your school.

Where this isn't possible, we strongly suggest providing inclusive private spaces for individuals to use. Good practice in this area includes:

- Making all individual toilets inclusive toilets
- Providing all gender toilet options
- Providing individual changing spaces for students who do not feel comfortable with communal changing spaces

If individual spaces aren't available, communicate all other options with the individual which may include; time slots for smaller changing groups or individuals, using 'staff' spaces or even wearing their PE kit to school so changing isn't necessary

Communicate your commitment

Once your school has made the commitment to be more gender inclusive it is important that you communicate this with your wider school community and highlight any changes you have made as a result.

Celebrate inclusive changes

Celebrating making spaces and practises more gender inclusive is a great way of showing your commitment to your trans, non-binary and gender exploring school community. Communicating changes to facilities, practices or spaces will help trans, non-binary and gender-exploring students navigate previously challenging elements of school without having to repeatedly 'out' themselves.

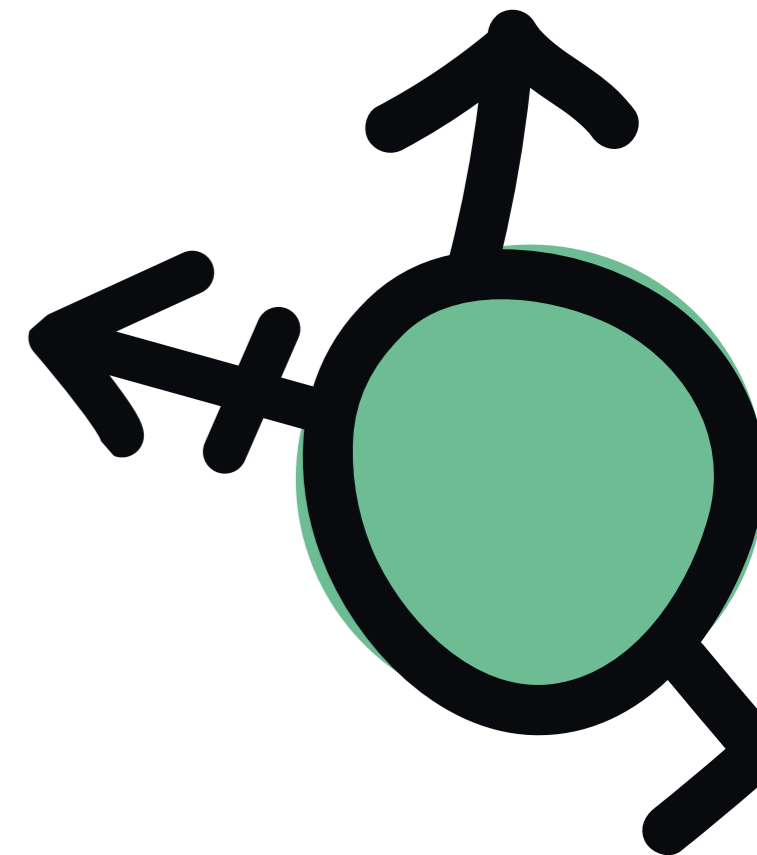
Be creative and gender sensitive when making groups

It is important that teachers avoid grouping students by their gender wherever possible. Where this is not yet possible, it is important students are able to work with the gender group that aligns with their gender identity without challenge.

Opportunities to address discomfort

Some students (or parents) may feel uncomfortable with a transgender student using gendered facilities. This discomfort is not a reason not to adopt the good practice approaches above. This is, however, an opportunity for the school to work with parents and students to communicate the importance of creating an inclusive culture of inclusion, as well as to educate on the importance of supporting trans, non-binary and gender-exploring students.

Please see our "Talking with Families" section on page 6 for more guidance on how to communicate with parents, guardians and wider families.



Inclusive Physical Education and Sport

Part of feeling safe is about feeling like you belong, like you're not only welcome but wanted. A great way of making sure people feel safe is by providing spaces and facilities for everyone of all gender identities. Ensuring people have options and the ability to choose is an important factor in making them feel happy at school.

At a glance

- Avoid gender-segregated activities when possible.
- Allow students to change groups depending on where they feel most comfortable.
- Use inclusive language!
- Always show a growth mindset and be open and accessible with your students.



Inclusive Physical Education and Sport

Inclusive Sport and Physical Education PE and sport have specifically been cited by trans, non-binary and gender exploring students as places where they feel excluded, uncomfortable and have had negative experiences.

Trans and non-binary youth often drop out of sport because of traumatic and negative experiences. Sport and PE could do more to contribute to the general wellbeing of students, rather than be a space where some students experience trauma and do not want to participate. It is up to PE teachers and coaches to set an example and create an inclusive environment where all students feel safe and have a positive experience with sport and activities.

Overall school policy for better trans inclusion is a start, but PE teachers and sport coaches need to take specific action to make sport and PE an experience that is positive, safe and inclusive for all trans, non-binary and gender exploring students.

The first step is for PE teachers and any sport coaches at the school is to attend LGBTQI+ and/or transgender or gender diversity training. Training can help prepare PE teachers and coaches to better understand what the needs are of trans, non-binary and gender exploring students and what they need to change to make PE classes and sport sessions more inclusive. Once teachers and coaches have been through training, as they begin to decide how to adjust their PE and sport sessions and facilities, it is important to remember:

1. Not all trans, non-binary and gender exploring students will have the same needs or want to participate in the same way. It is essential to give options and allow students ownership over how they would like to participate.

2. Not all schools are the same. Some schools may have more changing facilities available. Some schools may have limited resources and can only offer certain sport options. Thinking through possibilities for your school with other teachers and ideally with some trans, non-binary or gender exploring students is a good way to decide what will work best at your school.

3. Give options and be ready to be flexible! As stated above, every person is different and you may not create options that feel comfortable and safe for everyone with your first try, but this is why getting feedback from students and being open and creative to change is so important.

How to make PE sessions more inclusive

Here are different ways that PE teachers and sport coaches can make sessions that are inclusive:

1. Avoid gender-segregated activities when possible because students may not feel comfortable choosing to play with the boys or the girls. For example, what would a non-binary student choose? You can have mixed groups or teams and use colors or team names to divide the group. You can also allow students to organize themselves into groups they will often base this on those less/more experienced on a specific activity. This also helps reduce gender stereotypes in sport.

2. If you must have gender-segregated groups, then allow students to change groups depending on where they feel most comfortable and talk to the other students in the group about welcoming all students and creating a safe and inclusive environment, if this seems impossible you could allow differentiated roles and responsibilities.

3. Use inclusive language! Anytime you are addressing students, use inclusive and gender-neutral language such as "Welcome, everyone" instead of saying "Welcome, boys and girls" or "ladies and gentlemen."

Do Say:	Do Not Say:
Welcome everyone	Welcome boys and girls
Listen team	Listen ladies
Listen players	Listen Gentlemen
You've got this	Man up
Just keep trying	Don't be a girl

4. Give ALL students positive encouragement using gender neutral language. For students who have had negative experiences in sport and PE in the past, getting positive encouragement can create a positive experience.

5. Provide gender-neutral clothing options for PE and sport participation. All students should be given the option to wear the gym uniforms they feel most comfortable and safe in, and this should not be dependent on gender.

6. Respect how individual students want to participate. This may be that a student who has had negative experiences in certain sports wants to play a different sport, or play in a way that is more comfortable, for example touch rugby instead of contact rugby. Speak with students individually about what they want to do in PE.

7. Whenever possible, talk about positive representations of trans, non-binary and LGBTQ+ people in sport. This helps raise visibility and shows your support for inclusion and awareness.

Examples of trans and LGBTQI+ athletes

Cardiff Lions RFC are Wales' first Gay inclusive Rugby club who welcome players of all abilities and backgrounds. The club stands against banning trans girls and women from rugby and advocates for more inclusive rugby.

Quinn is a trans, non-binary athlete who plays for the Canadian women's national football team. They helped the Canadian women's team win gold at the 2020 Tokyo Olympics.

Jess Fishlock is a Welsh professional footballer who plays for OL Reign in the USA and for the Wales national football team. She has won multiple championships and been named Welsh footballer of the year numerous times. She identifies as lesbian and is an outspoken advocate for LGBTQI+ athletes.

Laurel Hubbard is a New Zealand weightlifter. Selected to compete at the 2020 Summer Olympics, she was the first openly transgender woman to compete in the Olympic Games.

8. Respect your students by using the name and pronouns they choose to go by at all times. The most inclusive practice is to ask ALL students which names and pronouns they use, not just those students you suspect might be trans or nonbinary. If you single out a particular student in front of the rest of the class, you could potentially be putting them at risk for harassment from other students.

Pronouns are not a preference

When someone shares with you the pronouns they want you to use for them, it is important to respect this.

Having individual conversations with students from the beginning of the school year and checking in with them throughout the year is a good way to know how all students are doing, if they feel comfortable and safe in PE and sport sessions, and if they are gender exploring or experiencing changes or new challenges related to their gender. But, as PE teachers and coaches will learn in training, you should never assume a student's gender or call them by names or pronouns that they have not asked you for. There are some simple ways to ask questions that can lead to better understanding of how you can support a student to have a more positive experience in PE or sport. Some of these are:

"Is there anything specific you are struggling with in this class?"

"How can I support you to do your best in this class?"

It is also important to give students time to answer, they may not be ready to talk about what is going on with them, but it will give them space to give you feedback about how PE is going for them.

Addressing bullying in PE and sport classes is also really important. See the section of the guide called "Being an Ally" for guidance on how to address bullying.

You may get things wrong from time to time. Always show a growth mindset and be open and accessible with your students, creating an inclusive environment for all develops the leaders of tomorrow. Be the teacher they remember for making a positive difference in their life.

How to Improve Visibility

Part of feeling safe is about feeling like you belong, like you're not only welcome but wanted. A great way of making sure people feel safe is by providing spaces and facilities for everyone of all gender identities. Ensuring people have options and the ability to choose is an important factor in making them feel happy at school.

At a glance

- Create safe spaces where LGBTQI+ students can be themselves.
- Use posters and other forms of visual communication to signal support.
- Make Relationships and Sexuality Education (RSE) inclusive.
- Celebrate Pride month!



How to Improve Visibility

Schools and teachers need to be taking action in all of the other areas described in this guide alongside action to increase visibility. The reason for this is that increasing visibility is an important piece of the inclusion effort, but it should not be tokenism*

If a school is increasing visibility and representation of transgender, non-binary and gender exploring people and experiences, then the school also has to have in place, policy, inclusive facilities and resources for transgender, non-binary and gender exploring students.

Here are some ways that we have seen schools in Wales effectively improving visibility of transgender, non-binary and gender exploring people in order to better support students:

1. Creating LGBTQI+ student groups where students have a safe space to be themselves. These groups can give feedback to the school about inclusion of LGBTQI+ students, in particular transgender, non-binary and gender exploring students.

Example: One of the schools who participated in the creation of this guide has a student group called *Skittles* who meet regularly and have a supervising teacher who helps plan activities.

2. Teachers and staff can show support for transgender, non-binary and gender exploring students in different ways, one of them is visible signalling of support. This can be done in ways such as:

- Lanyards that are in LGBTQI+ pride, transgender pride or other pride colours.
- Wearing pins with pride flags or your pronouns on them.
- Teachers putting stickers or signs on their doors or in their classrooms to show support for transgender, non-binary or gender exploring students.
- Posters across the school that show transgender and non-binary pride or represent LGBTQI+ people. These should be throughout the school, not limited to one hallway or classroom.

Example: Students at some of the schools have mentioned that they do not know if there are any LGBTQI+ teachers or staff at their schools, and they have no way of knowing which teachers will be open and supportive of them. At one school, the wellbeing lead has pride flags in her office and in the hallway around her office, which signals to the students that she is a safe person to talk to.

3. Teachers and staff can also improve visibility by amending curricula and lessons to include examples and stories that represent transgender, non-binary and gender exploring people.

Example: math problems that include a character who is non-binary, reading books with transgender characters, history assignments that include gender diverse and LGBTQI+ historical figures and events, etc.

4. Supporting teachers who themselves identify as transgender, non-binary or gender exploring to feel comfortable to be out to students and the school community if they choose to be.

5. Making Relationships and Sexuality Education (RSE) inclusive is also VERY important to making transgender, non-binary and gender exploring experiences visible. If RSE is not inclusive of the experiences of LGBTQI+ and diverse genders then students will not ask important questions about safety and leading full and healthy lives.

View Stonewall guide to making RSE inclusive

Scan QR code below.



<https://www.stonewall.org.uk/resources/lgbtq-inclusive-rse-putting-it-practice-guide>

6. Celebrating the transgender, non-binary and gender exploring, as well as the wider LGBTQI+ community is another great way to improve visibility in schools. Although this can be done throughout the year on a daily basis, as suggested by the previous points, Pride month, which is June every year, is a good time to do even more to make transgender, non-binary and gender exploring youth feel represented and celebrated. Pride events at school or special lesson topics about prominent transgender or non-binary people are ideas that can raise visibility during pride month.

Example: One of the schools who is participating in the creation of this guide hosts a pride event for students in June which is a celebration where students can dance and be themselves. This was mentioned by students and staff at the school as a joyous and powerful event and they hope that it will continue.

*tokenism is the practice of making a symbolic action or effort that gives the appearance of equality, but does not include deeper practice of actions to ensure equality. An example would be hiring one trans person in order to appear diverse, while not making any changes to practices or policies to ensure inclusion and gender equality.



Talking with Families

Part of feeling safe is about feeling like you belong, like you're not only welcome but wanted. A great way of making sure people feel safe is by providing spaces and facilities for everyone of all gender identities. Ensuring people have options and the ability to choose is an important factor in making them feel happy at school.



Supporting transgender, non-binary and gender exploring students means recognising that they also need family support and perhaps support to talk to their families. The role of a school and teachers is to look out for the wellbeing of students and ensure that they have the best support possible to thrive.

Teachers and schools do not have to be experts on gender diversity and inclusion in order to effectively support all students.

The key actions that schools and teachers can take that will help students with conversations with their families are:

- 1.** Have a school policy that clarifies that all transgender, non-binary and gender exploring students will be welcome, included and respected at school. This should include statements about equality, safeguarding and anti-bullying. Make sure that this policy is available to families and that a member (or members) of staff at school are available to answer any questions or to explain the policy to families.
- 2.** Conversations about gender identity might be very difficult for families and cause stress for students. Therefore students may need a safe space at school where they feel accepted and can be themselves. This would ideally be the entire school, but might also be a specific group or teacher who students can go to and talk to about how they are doing.

3. Be ready to signpost parents to more resources and information. There are organisations who are experts in supporting transgender, non-binary and gender exploring youth and their families and who can give them the information and support they need to learn more.

Schools should recognize that some families of students who are transgender, non-binary or gender exploring may be scared for their child, disappointed or concerned that their child will be bullied or have a difficult life. These are among the many reasons that families may not immediately be supportive of a student who identified as transgender, non-binary or who is gender exploring. This is why it is important to signpost families to information and resources, and also why it is so important that schools are supportive of students with unsupportive families.

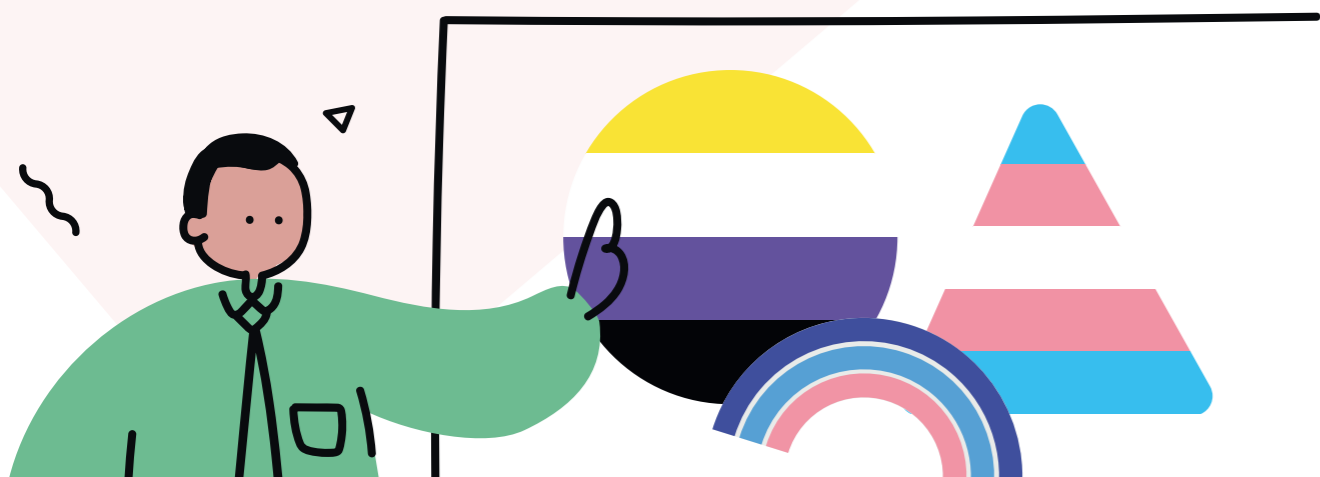
Another way to build understanding and support from families is by involving some of them in the development of policy, or inviting them to give feedback about policy in order to open a conversation about inclusion. Sharing with families any changes the school is making to be more inclusive and making sure that families can access the information sent by the school are also good ways to support families to get on board with inclusion at school.

Most importantly, provide students and families with information about organisations where they can learn more and get support. These four organisations are the first place that families of transgender, non-binary or gender exploring students should be sign-posted to the resources on page 26 of this guide.

Making Changes to Your School Policy



Want to find out how your school can improve the experiences of trans, non-binary and gender exploring young people? Scan the QR code to download our good practice policy template or use the example here as a starting point.



Example school policy

Our school policy guidance is in line with the Equality Act, 2010 and serves to create a positive experience for Trans, non-binary and gender exploring people who are a part of our school community.

This policy will reference the School of Hard Knocks Inc project good practice guide which was developed with Trans non-binary and gender exploring pupils and school staff in SOHK partner schools in Wales.

Teaching and learning/behaviour

Our school actively discourage unnecessary grouping or seating by gender, whilst making clear how single gender groupings will be sensitively managed when deemed necessary to support learning or needs of a particular group.

Our practice will encourage approaches which are:

1. inclusive
2. representative of the community
3. prevent and challenge:
 - sexism
 - homophobia
 - biphobia
 - transphobia

Our school will provide safe spaces for the school's LGBTQI+ community and its allies. Our school will also invite feedback from our LGBTQI+ community about their experiences in school. We will listen and make changes where possible, based on feedback

from our trans, non-binary and gender exploring community.

Our school will appoint an inclusion champion (or champions) from within our student body who will have allocated time to feedback to a senior member of the school leadership team who is the named staff member with responsibility for inclusion.

Anti-Bullying Policy

All incidents of transphobic or homophobic bullying will be identified, addressed and recorded in line with the schools anti-bullying policy. This data will be monitored and used to inform further action and learning to improve the experiences of trans, non-binary and gender exploring students at the school.

All school staff will receive training on how to challenge LGBTQI+, in particular transphobic bullying and are committed to taking action in line with the anti-bullying policy when incidents are reported or witnessed.

Specific sessions on LGBTQI+ and transphobic bullying will be included in the PSE programme.

Physical Education/Sport Activity Policy

Our school is committed to ensuring trans, non-binary and gender exploring students have access to inclusive, informed and safe PE sessions.

Our approach to PE will always be to centre the needs of the individual and ensure they feel empowered and safe to take part.

Our school will work with individuals on a case by case basis to discuss and present options for them in terms of participation, grouping and changing facilities and empower them to choose how they participate in PE.

Our school will communicate our intention and approach to creating inclusive PE provisions where possible to the school community, as is outlined in the INC Guide.

Our school will use the SOHK INC guide, training and signposting to ensure we maintain good practice.

Visibility

Our school will use the good practice outlined in the INC Guide to ensure trans visibility throughout the school community and curriculum. When we need further support, we will work with local partner organisations to ensure best practice in representing trans and non-binary experiences.

We will take every appropriate opportunity to celebrate the LGBTQI+ community, which will include but not be limited to Pride month, Trans Visibility Day, LGBT History month.

Uniform Policy

We will ensure our school uniform policy meets the need of our trans, non-binary and gender exploring students as per Welsh policy.

Facilities

We will ensure inclusive facilities are available at our school wherever possible i.e. non gendered toilets, toilets for all genders, private changing spaces.

Where inclusive non gendered spaces are not available we will provide and communicate options with the students and empower them to choose the most suitable option.

please see the INC guide section on Making school facilities inclusive.

Safeguarding, Confidentiality, Data Protection

We are committed to:

4. Not 'outing' trans or non-binary members of the community without their permission
5. Ensuring space on school registers to include chosen pro nouns and preferred name
6. Understanding that being trans is not a safeguarding issue
7. Providing a named, informed LGBTQI+ champion staff member
8. Not dead naming students
9. Calling out bad practice, discrimination or bullying

Intersectionality

We will not make assumptions that all Trans experiences are the same. We Believe it is equally important to understand and address all factors that could be contributing to each individuals' experience at our school.

Please see the Inc guide for more information and good practice on intersectionality.

Training for staff

We will ensure all staff receive training on the School of Hard Knocks INC guide.

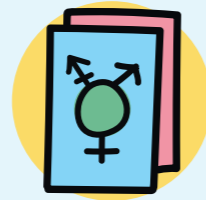
Engaging with parents

We will engage with parents as per the good practice set out in the 'Engaging with parents' section of the INC guide.

Links to Useful Resources



**PDF Version of
this Guide**



**Poster & Flyer
Pack**

Gendered Intelligence: *Is a UK wide charity that has been working since 2008 to improve the lives of trans people and increasing understanding of gender diversity. They provide support for youth as well as families. They also have a guide for Young Trans People and their families available.*



[genderedintelligence.co.uk/
projects/kip](https://genderedintelligence.co.uk/projects/kip)

FFLAG: *A voluntary organization dedicated to supporting LGBTQI+ people and their families. They have a branch in Wales. Started by parents and families. They have a guide for families of someone who is transgender.*



fflag.org.uk/my-childs-transgender

Umbrella Cymru: *A specialist organisation that provides tailored support with gender and sexual identity, diversity, equality and inclusion.*



umbrellacymru.co.uk

Stonewall Cymru: *Campaigning and supporting LGBTQI+ people and communities in Wales. Stonewall can provide resources and information to families and schools.*



stonewallcymru.org.uk



inc-project.cymru

S O H K
SCHOOL OF HARD KNOCKS

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