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| **THE SCHOOL AT THE HEART OF WALES****LGBTQ+ Inclusion Policy** |  |



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# LGBTQ+ Equality and Diversity

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| **Policy adopted by Board of Governors on (insert date):**  | **Policy issued to staff on (insert date):**  |

**Statement of Intent**

This policy has been written in consultation with ‘Stonewall Cymru’, ‘Just Like Us’ and partner school for LGBTQ+ Inclusion, Ysgol Pentrehafod School (Swansea). Ysgol Calon Cymru are very proud to show their support for LGBT inclusivity, we fully support Equality and Diversity for all.

The intent of this policy is: -

* To provide an inclusive environment in which Pupils and Staff who identify as LGBTQ+ are valued and respected;
* To understand the individual needs and support of our LGBTQ+ Staff and Pupils.
* To ensure that the school’s curriculum is LGBT Inclusive in line with Curriculum 2022 + RSE.
* To monitor and tackle HBT language and bullying.
* Ensuring that Powys children and young people are safe, healthy, resilient,
* learning, fulfilled and have their voices heard, valued and acted on

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| 1. **Context**
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| Life for lesbian, gay, bisexual and transgender young people in the UK is unacceptably tough: 40% contemplate suicide, 50% self-harm and 86% still hear homophobic language.Our duty is to create a safe space where LGBT+ young people can be themselves, an environment where straight and cisgender students can learn about LGBT+ identities and a group which will influence the whole school’s attitudes towards LGBT+ people. Indeed, research has shown that these groups improve LGBT+ young people’s wellbeing and reduce instances of homophobia, biphobia and transphobia at school.Discussions around Gender Identity can cause confusion for many, not because they have an issue with it, but more they don’t know how to address the language that’s appropriate and acceptable to use. Every child has a right to feel safe and supported at their school yet 45% of LGBT+ students are bullied for being LGBT+. Bullying can have a negative impact on mental. The Equality Act 2010 states that Being LGB or T is considered a protected characteristic under the act. Schools have a public sector equality duty to eliminate discrimination, advance the equality of opportunity and foster good relations within their school.*‘Schools are required to eliminate discrimination on the grounds of sexual orientation and gender reassignment. This includes tackling HBT bullying. Schools are also required to advance equality of opportunities and foster good relations. This means that schools should go beyond tackling HBT bullying and take proactive steps to promote respect and understanding of LGBT people and issues.’*(Equality Act 2010) *‘Schools have a duty to promote the safety and wellbeing of all children and young people in their care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic (HBT) bullying’.*(Education and Inspections Act 2006)  |

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| 1. **Roles and Responsibilities**
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| **Chair of Governors** * The role of the Chair of Governors is to approve the policy.

**Headteacher** The Headteacher will:* have the overall responsibility of the policy implementation in school;
* have responsibility for ensuring clear and separate roles and responsibilities for all;
* ensure consistent checks are being made in support of the inclusion;

**Senior Leadership Team**The Senior Leadership Team will:* support the promotion of LGBT through guidance and training opportunities for all staff;
* promote effective teaching and learning strategies that are LGBT Inclusive;

**ALNCo*** The ALNCo will work alongside the pastoral team to ensure that students are supported in lessons.
* To ensure that support staff are fully aware of Annex A.

**Learning Managers / Curriculum Leaders**Learning Managers / Curriculum Leaders will:* Ensure that SOW are LGBT Inclusive – in line with RSE and Curriculum for Wales 2022.
* Ensure staff and students are fully supported with relevant points from this policy, and to direct any concerns to the schools LGBT Lead (S Evans)

**Teaching Staff**All teaching staff will:* Familiarise themselves with Annex A;
* Ensure that lessons are LGBT Inclusive, where necessary, and to use appropriate language surrounding these topics;
* Ensure a safe and inclusive environment within the classroom and communal areas in school;
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| 1. **LGBT+ Inclusion Law**
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| The public sector Equality Duty requires all schools in England, Scotland and Walesto:* eliminate discrimination, including discrimination on the grounds of sexual orientation and gender reassignment.
* advance equality of opportunity.
* foster good relations between students with protected characteristics and those without.

The Education and Inspections Act (2006) means that schools must promote thesafety and wellbeing of the children and young people in their care. This includesLGBT+ young people, young people with LGBT+ parents/carers, and young peopleexperiencing homophobic, biphobic and transphobic (HBT) bullying.**Estyn** Included in section 4, Care, support and guidance, it states: “They should considerhow well the school develops pupils’ knowledge and understanding of harassment,discrimination, identity-based bullying and extremism.... They should consider how well the school’s arrangements foster a positiveapproach to managing pupils’ behaviour and an anti-bullying culture. They shouldconsider the extent to which the school’s provision challenges stereotypes inpupils’ attitudes, choices and expectations, and how well it promotes human rights.”**Wales – Curriculum for Wales 2022**By autumn term 2022, Welsh schools will deliver LGBT+ inclusive education acrossthe curriculum (including LGBT+ inclusive RSHE) to improve the learningenvironments of all children and young people.**Powys County Council**In April 2018 PCC launched Vision 2025: Powys County Council’s Corporate Improvement Plan which sets out their seven-year vision for the county and plans for how they would achieve it by committing to work towards these outlined statements, *“By 2025 Powys will be widely recognised as a fantastic place in which to work, live and play”*and:- *“Ensuring that Powys children and young people are safe, healthy, resilient, learning, fulfilled and have their voices heard, valued and acted on”*PCC recognise that under the Equalities Act 2010 (including the Socio-Economic Duty) which places a general duty on public sector organisations to have ‘due regard’ to the need to:* Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
* Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
* Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
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| 1. **Aims of Ysgol Calon Cymru**
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| Ysgol Calon Cymru are very proud to show their support for LGBT inclusivity, we fully support Equality and Diversity. We strive to ensure that Ysgol Calon Cymru is an inclusive experience by: - * Promoting and celebrating diversity of all students by improving services for LGBT+ students;
* Ensure that governors and teachers are able to deal and support with matters relating to LGBT+;
* Provide practical guidance to schools on specific issues;
* Challenge bullying and discrimination, especially surrounding HBT;
* Promote positive attitudes to gender diversity by including trans issues within activities relating to discrimination, hate crime, diversity, inclusion;
* Providing pupils with LGBT -inclusive Relationships and Sex Education (RSE), opportunities to discuss gender identity and sexuality, and including LGBT people and themes in PSE and wider curriculum where relevant;
* By maintaining a gender -neutral dress code and ensuring that unnecessarily gendered aspects of school life are avoided;
* Beginning the process of auditing and assessing the schools’ provision on gender neutral toilets and changing facilities;

In 2019, the West Glamorgan Safeguarding board have identified the following behaviours you may notice of a Transgender child or young person who may need additional support: * Lack of concentration
* Poor educational performance
* Or conversely, total immersion in school work
* Reluctance to use the school toilets
* Reluctance to do physical exercise especially if it is strongly associated to the birth gender, including a reluctance to use the showers and changing rooms
* Truanting
* Sickness and Absenteeism
* Self-harm
* Often at the receiving end of bullying, sometimes severe
* Often homophobically bullied
* Few friends
* Depression
* Eating Disorders

Some children may exhibit many of the above signs for other reasons than gender identity issues; however, they do show that the child may be very unhappy and needs further support. * Ysgol Calon Cymru will offer support to any transgender child or young person by identifying their individual needs through utilising its Pastoral Team.

 *It must be understood that some transgender people may not want any treatment. Some may choose to be known by a different name or to wear different clothes. However, most or all young transgender people (and their families) will need some expert/ specialist support as they grow up and develop.* |

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| 1. **Terminology and language**
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| The correct terminology and language should be used and in order to do this there may need to be some education in lessons around sexual orientation and gender so that staff and pupils have a clear understanding that sexual orientation and gender identity are two completely different things. For the matter of fairness and inclusion it is extremely important that the correct gender, name and pronouns are used correctly to address transgender pupils.* Ysgol Calon Cymru will respect a young person’s request to change name and pronoun is crucial in supporting and validating that young person’s identity. Individuals have the right to choose the name by which they are known to by staff and fellow pupils. This will be completed in partnership with the parents and carers of the young person.
* Ysgol Calon Cymru has a robust anti-bullying policy. In line with this policy, transphobia incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or homophobic incidents. Please refer to the anti-bullying policy for further information.
* A pupil Identity Passport will be designed to give the opportunity for all students at Ysgol Calon Cymru to celebrate their identities.
* Appendix A has been attached to give support to all staff and students surrounding key terminology and language.
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| 1. **The Curriculum**
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|  The issues connected to LBGT+ equality and will be visited for all students, during relationship and sexuality education. The aim of these lessons is to raise awareness of LGBT issues. In addition to this, lessons should include diverse issues, where relevant and purposeful. * AOLE Leads must ensure there is a wide range of diversity when planning lessons for all key stages. The School website will have a designated area which will have wide range of support for both staff and students.
* Ysgol Calon Cymru will Celebrate LGBT+ History month with a full calendar of events and ensure there is array of displays which include positive LGBT+ role models around the school.
* Sports and Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical Education develops pupil’s competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.
* A young Transgender person has the same right to Physical Education as other young people. With regard to young Transgender people at school, there should be reasonably few, if any, issues regarding participation within the sports of their true gender.
* There may be sports where, as puberty develops, male to female (M2F) Transgender participants may have a physical advantage over other girls but this should not present a problem within a carefully and sensitively managed lesson context.
* The issue of physical risk within certain sports should also be managed properly within the lesson context rather than preventing young Transgender people from participating (which would be discriminatory). It may be that due to the nature of contact and physicality of sports such as rugby, the school would consider whether a Transgender person participating in full contact lessons is appropriate towards the latter stages of puberty. These decisions will be taken in consultation on an individual basis and a full risk assessment completed, if need be.
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| 1. **Other matters**
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| **Changing Room and toilet Facilities** * Facilities for transgender pupils will be sensitive to their needs and also recognise the needs and sensitivities of other students.
* At Ysgol Calon Cymru we will consult with both the child and parents when discussing toilet facilities.
* Ysgol Calon Cymru will audit the toilet facilities in the school building and will identify a way forward with gender neutral facilities.

**School Uniform** * Transgender students will be expected to follow the School Uniform Policy, which covers uniform, make-up and jewellery and hairstyles. Students will be able to wear the correct uniform which is associated with their gender identity.

**Residential Trips** * Careful consideration and preparation are needed where a transgender / non-binary pupil is taking part in a residential trip. The sleeping arrangements will need to be thought about carefully before the trip takes place. Risk assessments should be carried out prior to residential trips so that reasonable adjustments can be made to allow the pupil to participate.
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| 1. **Confidentiality**
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| All people have a right to privacy. This includes the right to keep private one’s trans status or gender non- conforming presentation at school. Information about a child, young person or staff member's trans status, legal name, or gender assigned at birth also constitutes confidential medical information; * School staff should not disclose information that may reveal a child or young person's transgender status or gender non-conforming presentation to others, including parents/carers and other members of the school community unless legally required to do so or because the child or parent/carer has given permission for them to do so.
* Staff need to be careful about discussing the trans gender child beyond the confines of the school. Trans children and staff have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share information.
* When contacting the parent or carer of a trans child or young person, school personnel should use the child or young person's legal name and the pronoun corresponding to their gender assigned at birth unless the child, young person, parent, or carer has specified otherwise.
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| **agender** | *adj.* | a person with no (or very little) connection to the traditional system of gender, no personal alignment with the concepts of either man or woman, and/or someone who sees themselves as existing without gender. Sometimes called gender neutrois, gender neutral, or genderless. |
| **ally** | *noun* | a (typically straight and/or cisgender) person who supports and respects members of the LGBTQ community. |
| **androgyny/ous** | *adj.* | a gender expression that has elements of both masculinity and femininity. |
| **androsexual / androphilic** | *adj.* | being primarily sexually, romantically and/or emotionally attracted to some men, males, and/or masculinity. |
| **aromantic** | *adj.* | experiencing little or no romantic attraction to others and/or a lack of interest in romantic relationships/behaviour. Aromanticism exists on a continuum from people who experience no romantic attraction or have any desire for romantic activities, to those who experience low levels, or romantic attraction only under specific conditions, and many of these different places on the continuum have their own identity labels (see demiromantic). Sometimes abbreviated to “aro” (pronounced like “arrow”). Not all aromantic people are asexual. |
| **asexual** | *adj.* | experiencing little or no sexual attraction to others and/or a lack of interest in sexual relationships/behaviour. Asexuality exists on a continuum from people who experience no sexual attraction or have any desire for sex, to those who experience low levels, or sexual attraction only under specific conditions, and many of these different places on the continuum have their own identity labels (see demisexual). Sometimes abbreviated to “ace.” Asexuality is different from celibacy in that it is a sexual orientation whereas celibacy is an abstaining from a certain action. Not all asexual people are aromantic. |
| **bigender** | *adj.* | a person who fluctuates between traditionally “woman” and “man” genderbased behaviour and identities, identifying with both genders (and sometimes a third gender). |
| **bicurious** | *adj.* | a curiosity about having attraction to people of the same gender/sex (similar to questioning). |
| **binding** | *verb* | a F2M adolescent that is developing breasts may strap down their chest so that it is less obvious. This can be hot, uncomfortable and restrictive but very important to their psychological and emotional wellbeing. It might make certain PE lessons difficult for them to participate in and could sometimes lead to breathing difficulties, skeletal problems and fainting. |
| **biological sex** | *noun* | a medical term used to refer to the chromosomal, hormonal and anatomical characteristics that are used to classify an individual as female or male or intersex. Often referred to as simply “sex,” “physical sex,” “anatomical sex,” or specifically as “sex assigned at birth.” Often seen as a binary but as there are many combinations of chromosomes, hormones, and primary/secondary sex characteristics, it’s more accurate to view this as a spectrum (which is more inclusive of intersex people as well as trans-identified people). – Is commonly conflated with gender. |
| **biphobia** | *noun* | a range of negative attitudes (e.g., fear, anger, intolerance, invisibility, resentment, erasure, or discomfort) that one may have or express towards bisexual individuals. Biphobia can come from and be seen within the LGBTQ community as well as straight society. |
| **Biphobic** | *adj.* | a word used to describe an individual who harbours some elements of this range of negative attitudes towards bisexual people. Example of bi-invisibility and bi-erasure would be the assumption that any man in a relationship with a woman is straight or anyone dating someone of the same gender means you’re gay. In neither case do we assume anyone could be bisexual. Really important to recognize that many of our “stereotypes” of bisexual people – they’re overly sexual, greedy, it’s just a phase – have harmful and stigmatising effects (and that gay, straight, and many other queer individuals harbour these beliefs too). |
| **bisexual** | *adj.* | 1. a person who is emotionally, physically, and/or sexually attracted to males/men and females/women.
2. a person who is emotionally, physically, and/or sexually attracted to people of their gender and another gender. This attraction does not have to be equally split or indicate a level of interest that is the same across the genders or sexes an individual may be attracted to. Can simply be shortened to “bi”. Many people who recognize the limitations of a binary understanding of gender may still use the word bisexual as their sexual orientation label, this is often because many people are familiar with the term bisexual (while less are familiar to the term pansexual).
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| **butch** | *noun & adj.* | a person who identifies themselves as masculine, whether it be physically, mentally or emotionally. ‘Butch’ is sometimes used as a derogatory term for lesbians, but is also claimed as an affirmative identity label. |
| **cisgender** | *adj.* | a person whose gender identity and biological sex assigned at birth align (e.g., man and assigned male at birth). A simple way to think about it is if a person is not transgender, they are cisgender. The word cisgender can also be shortened to “cis.” • “Cis” is a latin prefix that means “on the same side [as]” or “on this side [of].” cissexism – noun : behaviour that grants preferential treatment to cisgender people, reinforces the idea that being cisgender is somehow better or more “right” than being transgender, and/or makes other genders invisible. |
| **closeted** | *adj.* | an individual who is not open to themselves or others about their (queer) sexuality or gender identity. This may be by choice and/or for other reasons such as fear for one’s safety, peer or family rejection or disapproval and/or loss of housing, job, etc. Also known as being “in the closet.” When someone chooses to break this silence they “come out” of the closet. (See coming out) Coming Out – 1 the process by which one accepts and/or comes to identify one’s own sexuality or gender identity (to “come out” to oneself). 2 The process by which one shares one’s sexuality or gender identity with others (to “come out” to friends, etc.). This is a continual, life-long process. Everyday, all the time, one has to evaluate and re-evaluate who they are comfortable coming out to, if it is safe, and what the consequences might be. |
| **cross-dresser** | *noun* | someone who wears clothes of another gender/sex. |
| **demisexual** | *adj.* | little or no capacity to experience sexual attraction until a strong romantic or emotional connection is formed with another individual, often within a romantic relationship. |
| **drag king** | *noun* | someone who performs masculinity theatrically. |
| **drag queen** | *noun* | someone who performs femininity theatrically. |
| **Dyke** | *noun* | referring to a masculine presenting lesbian. While often used derogatorily, it can be adopted affirmatively by lesbians (both more masculine and more feminine presenting lesbians) as a positive self-identity term. |
| **emotional attraction** | *noun* | a capacity that evokes the want to engage in romantic intimate behaviour (e.g., sharing, confiding, trusting, interdepending), experienced in varying degrees (from little-to-none, to intense). Often conflated with sexual attraction, romantic attraction, and/or spiritual attraction. |
| **fag(got)** | *noun* | derogatory term referring to a gay person, or someone perceived as queer. Occasionally used as a self-identifying affirming term by some gay men, at times in the shortened form ‘fag’ but this hasn’t been embraced by the whole community. |
| **feminine-presenting; masculine-presenting** | *adj.* | a way to describe someone who expresses gender in a more feminine/masculine way. |
| **fluid(ity)** | *adj.* | generally with another term attached, like gender-fluid or fluid-sexuality, fluid(ity) describes an identity that may change or shift over time between or within the mix of the options available (e.g., man and woman, bi and straight). |
| **FtM / F2M; MtF / M2F** | *abbreviation* | female-to-male transgender or transsexual person; male-to-female transgender or transsexual person. |
| **gay** | *adj.* | 1. individuals who are primarily emotionally, physically, and/or sexually attracted to members of the same sex and/or gender. More commonly used when referring to men who are attracted to other men, but can be applied to women as well.
2. An umbrella term used to refer to the queer community as a whole, or as an individual identity label for anyone who does not identify as heterosexual. “Gay” is a word that’s had many different meanings throughout time. In the 12th century is meant “happy,” in the 17th century it was more commonly used to mean “immoral” (describing a loose and pleasure-seeking person), and by the 19th it meant a female prostitute (and a “gay man” was a guy who had sex with female prostitutes a lot). It wasn’t until the 20th century that it started to mean what it means today.
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| **gender binary** | *noun* | the idea that there are only two genders and that every person is one of those two. gender expression – noun : the external display of one’s gender, through a combination of dress, demeanour, social behaviour, and other factors, generally made sense of on scales of masculinity and femininity. Also referred to as “gender presentation.” |
| **gender fluid** | *adj.* | gender fluid is a gender identity best described as a dynamic mix of boy and girl. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more man some days, and more woman other days. |
| **gender identity** | *noun* | the internal perception of one’s gender, and how they label themselves, based on how much they align or don’t align with what they understand their options for gender to be. Common identity labels include man, woman, genderqueer, trans, and more. Often confused with biological sex, or sex assigned at birth. |
| **gender neutrois** | *adj* | : see agender. gender non-conforming – adj. : 1 a gender expression descriptor that indicates a nontraditional gender presentation (masculine woman or feminine man) 2 a gender identity label that indicates a person who identifies outside of the gender binary. Often abbreviated as “GNC.” |
| **gender normative / gender straight** | *adj.* | someone whose gender presentation, whether by nature or by choice, aligns with society’s gender-based expectations. |
| **genderqueer** | *adj.* | a gender identity label often used by people who do not identify with the binary of man/woman; or as an umbrella term for many gender non-conforming or nonbinary identities (e.g., agender, bigender, genderfluid). may combine aspects man and woman and other identities (bigender, pangender); not having a gender or identifying with a gender (genderless, agender); moving between genders (genderfluid); third gender or other-gendered; includes those who do not place a name to their gender having an overlap of, or blurred lines between, gender identity and sexual and romantic orientation. |
| **gender variant** | *adj.* | someone who either by nature or by choice does not conform to gender-based expectations of society (e.g. transgender, transsexual, intersex, gender-queer, cross-dresser, etc). |
| **gynesexual / gynephilic** | *adj.* | being primarily sexually, romantically and/or emotionally attracted to some woman, females, and/or femininity. |
| **hermaphrodite** | *noun* | an outdated medical term previously used to refer to someone who was born with some combination of typically-male and typically-female sex characteristics. It’s considered stigmatising and inaccurate. See intersex. |
| **heterosexism** | *noun* | behaviour that grants preferential treatment to heterosexual people, reinforces the idea that heterosexuality is somehow better or more “right” than queerness, and/or makes other sexualities invisible. |
| **heterosexual** | *adj.* | a person primarily emotionally, physically, and/or sexually attracted to members of the opposite sex. Also known as straight. |
| **homophobia** | *noun* | an umbrella term for a range of negative attitudes (e.g., fear, anger, intolerance, resentment, erasure, or discomfort) that one may have towards members of LGBTQ community. The term can also connote a fear, disgust, or dislike of being perceived as LGBTQ. |
| **Homophobic** | *adj.* | a word used to describe an individual who harbours some elements of this range of negative attitudes towards gay people. The term can be extended to bisexual and transgender people as well; however, the terms biphobia and transphobia are used to emphasise the specific biases against individuals of bisexual and transgender communities. May be experienced inwardly by someone who identifies as queer (internalised homophobia). |
| **homosexual** | *adj. & noun* | a person primarily emotionally, physically, and/or sexually attracted to members of the same sex/gender. This term is slightly outdated and due to its history as a category of mental illness can be considered stigmatising, other options would be gay and/or lesbian. • Until 1973 “Homosexuality” was classified as a mental disorder in the DSM Diagnostic and Statistical Manual of Mental Disorders. This is just one of the reasons that there are such heavy negative and clinical connotations with this term. |
| **intersex** | *adj.* | term for a combination of chromosomes, hormones, internal sex organs, and genitals that differs from the two expected patterns of male or female. Formerly known as hermaphrodite (or hermaphroditic), but these terms are now outdated and derogatory. |
| **lesbian** | *noun & adj.* | women who have the capacity to have sexual, romantic, physical, and/or spiritual attraction primarily or exclusively to other women. |
| **LGBTQ; GSM; DSG** | *abbreviations* | shorthand or umbrella terms for all people who have a non-normative (or queer) gender or sexuality, there are many different initialisms people prefer. LGBTQ is Lesbian Gay Bisexual Transgender and Queer and/or Questioning (sometimes people at a + at the end in an effort to be more inclusive); GSM is Gender and Sexual Minorities; DSG is Diverse Sexualities and Genders. There is no “correct” initialism or acronym — what is preferred varies by person, region, and often evolves over time. |
| **Mx. / “mix” /** | *an honorific* | (e.g. Mr., Ms., Mrs., etc.) that is gender neutral. It is often the option of choice for people who do not identify within the gender binary: Mx. Smith is a great teacher. |
| **outing** | *verb* | involuntary or unwanted disclosure of another person’s sexual orientation, gender identity, or intersex status. |
| **Packing** |  | a F2M person may wear a prosthetic item in their pants that will give a „bulge‟ in their trousers so as to appear more male. |
| **pansexual** | *adj.* | a person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions. Often shortened to “pan.” |
| **passing** | *adj. & verb* | 1. trans people being accepted as, or able to “pass for,” a member of their self-identified gender identity (regardless of sex assigned at birth) without being identified as trans.
2. An LGB/queer individual who is believed to be or perceived as straight. Passing is a controversial term because it often is focusing on the person who is observing or interacting with the individual who is “passing” and puts the power/authority in observer rather than giving agency to the individual. While some people are looking to “pass” or perhaps more accurately be accepted for the identity that they feel most aligns with who they are “passing” is not always a positive experience. Not all trans people will want to ‘pass’. Some individuals experience a sense of erasure or a feeling of being invisible to their own community when they are perceived to be part of the dominant group.
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| **PGPs** | *abbreviation* | preferred gender pronouns. Often used during introductions, becoming more common in educational institutions. Many suggest removing the “preferred,” because it indicates flexibility and/or the power for the speaker to decide which pronouns to use for someone else. |
| **queer** | *adj.* | used as an umbrella term to describe individuals who don’t identify as straight/cisgender. Also used to describe people who have a non-normative gender identity, or as a political affiliation. Due to its historical use as a derogatory term, it is not embraced or used by all members of the LGBTQ community. The term “queer” can often be used interchangeably with LGBTQ (e.g., “queer folks” instead of “LGBTQ folks”). If a person tells you they are not comfortable with you referring to them as queer, don’t. Always respect individual’s preferences when it comes to identity labels, particularly contentious ones (or ones with troubled histories) like this. Use the word queer only if you are comfortable explaining to others what it means, because some people feel uncomfortable with the word, it is best to know/feel comfortable explaining why you choose to use it if someone inquires. |
| **questioning** | *verb, adj.* | an individual who or time when someone is unsure about or exploring their own sexual orientation or gender identity. |
| **sex assigned at birth (SAAB)** | *abbreviation* | a phrase used to intentionally recognize a person’s assigned sex (not gender identity). Sometimes called “designated sex at birth” (DSAB) or “sex coercively assigned at birth” (SCAB), or specifically used as “assigned male at birth” (AMAB) or “assigned female at birth” (AFAB): Jenny was assigned male at birth, but identifies as a woman. |
| **sexual attraction** | *noun* | a capacity that evokes the want to engage in physical intimate behaviour (e.g., kissing, touching, intercourse), experienced in varying degrees (from littleto-none, to intense). Often conflated with romantic attraction, emotional attraction, and/or spiritual attraction. |
| **sexual orientation** | *noun* | the type of sexual, romantic, emotional/spiritual attraction one has the capacity to feel for some others, generally labelled based on the gender relationship between the person and the people they are attracted to. Often confused with sexual preference. |
| **sexual preference** | *noun* | the types of sexual intercourse, stimulation, and gratification one likes to receive and participate in. Generally when this term is used, it is being mistakenly interchanged with “sexual orientation,” creating an illusion that one has a choice (or “preference”) in who they are attracted to. |
| **sex reassignment surgery (SRS)** | *noun* | used by some medical professionals to refer to a group of surgical options that alter a person’s biological sex. “Gender confirmation surgery” 30 is considered by many to be a more affirming term. In most cases, one or multiple surgeries are required to achieve legal recognition of gender variance. Some refer to different surgical procedures as “top” surgery and “bottom” surgery to discuss what type of surgery they are having without having to be more explicit. |
| **stealth** | *adj.* | a trans person who is not “out” as trans, and is perceived by others as cisgender. |
| **straight** | *adj.* | a person primarily emotionally, physically, and/or sexually attracted to people who are not their same sex/gender. A more colloquial term for the word heterosexual. |
| **They/them** | *pronouns* | alternate pronouns that are gender neutral and preferred by some trans people. They replace “he” and “she” and “his” and “hers” respectively. Alternatively some people who are not comfortable/do not embrace he/she use ze / zir / “zee”, “zerr” or “zeer”/ |
| **third gender** | *noun* | for a person who does not identify with either man or woman, but identifies with another gender. This gender category is used by societies that recognise three or more genders, both contemporary and historic, and is also a conceptual term meaning different things to different people who use it, as a way to move beyond the gender binary.  |
| **top surgery** | *noun* | this term refers to surgery for the construction of a male-type chest or breast augmentation for a female-type chest. |
| **trans** | *adj.* | An umbrella term covering a range of identities that transgress socially defined gender norms. Trans acts as an abbreviation but is also used to specifically include nonbinary identities, as well as transgender men (transmen) and transgender women (trans women). |
| **transgender** | *adj.* | A person who identifies (and often lives) as a member of a gender other than that assigned at birth based on anatomical sex. A trans person can be straight, gay, bisexual, queer, or any other sexual orientation as being trans refers to gender identity and not sexual orientation. |
| **transition / transitioning** | *noun, verb* | this term is primarily used to refer to the process a trans person undergoes to live as the gender they know they are deep down. Social transition refers to the steps taken to be recognised as the gender they are (e.g. changing name, pronouns, appearance, gender on birth certificate and official documents etc.). Medical Transition refers to taking steps to align ones’ body and sex characteristics with ones’ gender identity. This can involve taking cross hormones and/or surgery. o NB each person’s transition will be different and not all trans people medically transition. |
| **transman; transwoman** | *noun* | 1. An identity label sometimes adopted by female-to-male transgender people or transsexuals to signify that they are men while still affirming their history as assigned female sex at birth. (sometimes referred to as transguy)
2. Identity label sometimes adopted by male-to-female transsexuals or transgender people to signify that they are women while still affirming their history as assigned male sex at birth.
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| **transphobia** | *noun* | the fear of, discrimination against, or hatred of trans people, the trans community, or gender ambiguity. Transphobia can be seen within the queer community, as well as in general society. Transphobia is often manifested in violent and deadly means. While the exact numbers and percentages aren’t clear, it’s safe to say that trans people are far more likely than their cisgender peers (including LGB people) to be the victims of violent crimes and murder. |
| **transphobic** | *adj.* | a word used to describe an individual who harbours some elements of this range of negative attitudes, thoughts, intents, towards trans people. |
| **transsexual** | *noun and adj.* | a person who identifies as a gender/sex other than the one to which they were assigned at birth. Transsexuals often wish to transform their bodies hormonally and surgically to match their inner sense of gender/sex. Some trans people do not like this term as it often brings about confusion due to the use of ‘sexual’ in it. Other do not like the focus it brings on biological sex and medical transition rather than gender identity. |
| **transvestite** | *noun* | a person who dresses as the binary opposite gender expression (“cross-dresses”) for any one of many reasons, including relaxation, fun, and sexual gratification (often called a “cross-dresser,” and should not be confused with transsexual). |

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| **Annex B. Acknowledgements + Support** |
| **Acknowledgments** As Ysgol Calon Cymru adapts in preparation for Curriculum for Wales 2022, LGBT Inclusivity will now be apart of those adaptations. We as a school believe that this policy will not only give support to our LGBT+ staff and students, but support our students in becoming safe, healthy, resilient, learning, fulfilled and have their voices heard, valued and acted on. A personal thank you goes to Pentrehafod school for allowing us to work with them with our LGBT Pride Project and giving us the opportunity to see what an LGBT policy looks like. We would like to extend a thank you to ‘Just like Us’ and Stonewall Cymru for their fantastic resources that are now available to our students and staff, and we very much look forward to future collaborations. **Support + Sightings** * [Just Like Us | Pride Groups](https://www.justlikeus.org/pridegroups)
* [Stonewall Cymru | Acceptance without exception](https://www.stonewallcymru.org.uk/)
* [Powys 2025 - Our vision for the future - Powys County Council](https://en.powys.gov.uk/vision2025)
* [transgender-guidance-for-schools-and-other-youth-settings-final.pdf (wgsb.wales)](http://www.wgsb.wales/media/13574/transgender-guidance-for-schools-and-other-youth-settings-final.pdf?v=20200604104646)
* [Microsoft Word - HSF 1. LGBT Policy 2018-19 .docx (bryanston.co.uk)](https://www.bryanston.co.uk/_site/data/files/files/policy%20documents/LGBT%20Policy%20.pdf)
* Press for Change- The UK's Leading Expert in Transgender Law [www.pfc.org.uk](http://www.pfc.org.uk)
* Gender Identity Research and Education Society (GIRES) [www.gires.org.uk](http://www.gires.org.uk)
* Mermaids- Family and Individual Support for Teenagers and Children with Gender Identity Issues [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)
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