

# Out in School

with  
The Diversity Trust



Going to school can be as exciting as it can be challenging, especially for LGBTQ+ people. Students and staff alike can face multiple barriers, experience bullying and hate crime just for being themselves. But schools can also be a haven for people in the community, and provide supportive spaces where they can connect with peers and express themselves.

We've worked in collaboration with schools and our LGBTQ+ Team to produce this living document, based on our "Diversity in Practice: Engaging LGBT+ Communities" training, to provide schools with a Q&A resource to support staff development and create inclusive education spaces for people of all sexual orientations and gender identities. This resource is for staff working across years 7-11.

gender identity and / or spiritual identity. A '+' is used to include broader identities.

## HOW DO LGBTQ+ STAFF FIND BALANCE ACTING AS ROLE MODELS AND THE POTENTIAL FOR PERSONAL HARM THROUGH MICROAGGRESSIONS?

This is where staff networks come into play. Having an LGBTQ+ network within an organisation can provide a safe haven for members of the community and create a significant presence, at the same time. The more a community is represented and included in a space, the greater the resilience and impact for everyone.

Ensure staff have access to the right support networks and as much information available as possible around that support. Foster an environment where it's possible to challenge and call out microaggressions and micro-othering whenever they occur; the role of allyship is vitally important here. Everyone can challenge homophobia, biphobia and transphobia, and having a whole school approach and leading through school policy, championing the rights of LGBTQ+ people is foundational to that practice.



## WHAT DOES LGBTQIA+ STAND FOR?

LGBTQIA+ stands for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, and Asexual or Agender. You may also see LGBTAIQ2S, which includes Two-Spirit, an important term for indigenous peoples and cultures used to describe sexual orientation,

**"Everyone can challenge homophobia, biphobia and transphobia."**

Having those networks in place creates the capacity for LGBTQ+ staff to share and role model who they are, which helps to destigmatise being LGBTQ+, and it creates relationships within teams where allies to the community are equipped to support their LGBTQ+ colleagues.

DO YOU HAVE ANY ADVICE FOR CHALLENGING MICROAGGRESSIONS IN SCHOOL, WHILST AVOIDING ESCALATION AND CONSIDERING THE NEURODIVERGENCE OF OUR KIDS E.G. EMOTIONAL DYSREGULATION?

These issues become easier to manage when a whole school approach is taken. For example, establishing a zero tolerance policy for any forms of bullying (including homophobia, biphobia and transphobia), and having a robust policy in place.

Alongside staff training on bullying and LGBTQ+ topics, training on microaggressions and how to respond to them, and awareness and engagement around LGBTQ+ events and issues (e.g. LGBT History Month, IDAHOBIT, Pride Month and Trans Awareness Week) will all contribute to positive cultural change.

Having a good awareness of your student body is essential to combating microaggressions.



Photo by [Denin Lawley](#) on [Unsplash](#)

By identifying that there are students with support needs, you're taking the first step to managing issues that arise by having a better understanding of how those conversations need to happen based on an individual's needs, and not a blanket approach.

It's useful to bring people back to common ground. We're all human and if we can recognise that in one another, we start to see how our attitudes and behaviours can be harmful to others. Combining this with a zero tolerance approach to LGBTQ+ bullying, and embracing

the community, could be effective enough to mitigate issues that are arising. It may take time but the journey will pay off.

HOW DO WE AS EDUCATORS COMPETE WITH RIGHT WING MEDIA AND SOCIAL MEDIA THAT THE STUDENTS SEE ONLINE WHICH THEY THEN BRING INTO THE SCHOOL COMMUNITY?

Education is key. Having a firm understanding of equality laws and hate crime will serve you well with this issue. Education that is representative of the world we live in and that includes LGBTQ+ History Month, for example, provides more diverse perspectives. Presenting extreme right wing attitudes with facts can sometimes be enough to dispel the misinformation.

Where possible, include LGBTQ+ themes and history in your teaching across subjects. Many of the attacks from the press rely on suggesting that LGBTQ+ people are unnatural or a new creation. Others suggest we are in denial of science (which is usually oriented towards their agenda). Some of this arises from the way we teach - starting with broad strokes and offering more information as learners progress. For example, at school level we typically teach that sex is a clear and distinct binary, but at higher levels of education it's taught that biology is more nuanced.

**"Education that is representative of the world we live in and that includes LGBTQ+ History Month provides more diverse perspectives."**

When teaching history, include the fact that Alexander the Great was bisexual, Emperor Hadrian was gay, as was Alan Turing. One of our most celebrated writers, Virginia Woolf, was bisexual. In talking about biology, take an inclusive approach and discuss the fact that intersex people exist.

The recent media attention given to Andrew Tate is a prime example of how educators have a role to challenge these characters in person by bringing the realities of people's lives off of social media and making them more realistic for young people. Having sometimes difficult conversations around biases and stereotypes can and does dispel myths. A recent BBC Radio 4 programme covered how a male role model

went into schools to work with boys and young men around sexist and misogynist attitudes towards girls and women, with great success; there are a lot of parallels in that for the LGBTQ+ community. Just having openly LGBTQ+ staff in school dispels the myths and stereotypes but the staff need the support of the whole school and zero tolerance approaches.

**HOW DO WE SUPPORT NEW STUDENTS WHO ARE ANXIOUS ABOUT BEING INTRODUCED TO OTHER STUDENTS AND MISTAKEN FOR A GENDER THEY DO NOT IDENTIFY WITH?**

Make sure you have a clear policy of not tolerating homophobic, biphobic, or transphobic behaviours in school to reassure LGBTQ+ students. Ensure they know who they can talk to and what action they can expect if they do encounter hostility.

Make pronouns part of introductions, and correct and challenge anyone misgendering

them. Accidents happen but if everyone is correcting then it creates an environment where it is expected of people to gender properly. As for the anxiety that comes with this, have support systems in place for young people to talk about this with people that can be understanding and empathetic.

**WHERE DO YOU START WITH A GROUP OF STUDENTS WHO ARE VERY ENTRENCHED IN THEIR HOMOPHOBIA?**

Start with education and then have open and honest discussions with students. Teach acceptance and respect because sometimes people aren't going to agree with opinions but can be taught that respecting people is different from agreeing.

Having an inclusive policy in place within the school is going to be very helpful with this issue. If it's made clear from the start for students that any discriminatory and/or abusive behaviour based



on someone's sexuality (or any characteristic) won't be accepted or tolerated, you'll be starting the process of change within the student body.



From there, modelling openness, acceptance, and inclusivity throughout your staff and your students will further address issues of homophobia, etc. The key is to be clear and consistent, and to foster a supportive environment.

#### WHAT ARE MASCULINE AND FEMINE IF NOT SEXIST STEREOTYPES?

Masculinity and femininity refer to groupings of traits including but not limited to: physical appearance e.g. height, clothing and adornments e.g. cosmetics and jewellery, tone of voice, emotional expression, occupation, and interests.

The expectation that you perform one "set" or the other, based on your sex, is the sexist aspect, not the labelling of traits as masculine or feminine in themselves. Women can be masculine, men can be feminine - the sexism emerges when we limit someone's freedom to be masculine/feminine on the basis of their perceived sex.

**"If you are unsure it is ok to ask someone their preferred terms."**

Traits have a place in our society but it's about not policing who can be masculine or feminine. Anyone can be masculine and anyone can be feminine, but the important thing is that we separate this from perceived sex. If we can eliminate the expectation for one person to be masculine or feminine then the concepts are helpful to some people.

#### DO YOU OFFER TRAINING/EDUCATIONAL PROGRAMMES FOR OUR STUDENTS?

Yes, as part of our Youth Services Team we can go in and talk to young people about things such as this. If you are interested then get in touch with us by email at [info@diversitytrust.org.uk](mailto:info@diversitytrust.org.uk), and check out the link to our Youth Services page in the resources.

#### WHY IS HOMOSEXUAL NOT PREFERRED BUT WE STILL USE BISEXUAL AND HETEROSEXUAL?

Some gay men do use the term "homosexual" but most gay men use the term gay by preference. In the same way some gay women use the term gay and some use Lesbian. If you are unsure it is ok to ask someone their preferred terms.

To understand why some people don't use the word "homosexual" to describe their sexual orientation, we need to look at how it's been used.

"Homosexuality", historically, has been considered a mental illness. The term was coined in the mid-1800s and was taken up, along with the term heterosexual, by the psychiatrist Richard von Krafft-Ebing in his book *Psychopathia Sexualis [Diseases of Sex]*, 1886.



Portrait of psychiatrist, Richard von Krafft-Ebing

The word made its way into common parlance and was adopted as a medicalised descriptor for viewing diverse sexualities as a medical issue or disease, whilst heterosexual was established as 'natural' and the 'norm'.

In 1952, the American Psychiatric Association published the first edition of the DSM (Diagnostic and Statistical Manual of Mental Disorders) which included homosexuality as a mental illness. The 'treatments' for homosexuality have ranged from electroshock therapies, aversion therapies, conversion therapies (yet to be banned in the UK), chemical castration, and lobotomies. Homosexuality was delisted from the DSM in 1972 but it took until 2013 for any reference to homosexuality being referred to as a psychiatric disorder, to be removed.

sometimes see it being missed out entirely in things like data monitoring.

All of this is a brief snapshot of the pathologising and criminalising of a person's sexual orientation; the issue reaches much further back in our culture and history, but after this quick trip, it will hopefully be evident as to why the word homosexual is often rejected.

#### ARE THERE ANY LGBTQ+ YOUTH SERVICES TO REFER YOUNG PEOPLE TO?

Yes! The Diversity Trust offer Youth Services, and there are national organisations that you can contact to get support and more information around supporting young people, including FFLAG (Families and Friends of Lesbians and Gays), Mermaids, Stonewall, and Gendered Intelligence. For LGBTQ+ Youth Groups local to your area, The Proud Trust provides a good directory to explore.

Links to these organisations and additional signposting can be found at the end of this document. For information about our Youth Services, email us at [info@diversitytrust.org.uk](mailto:info@diversitytrust.org.uk).

#### WE COULD REALLY DO WITH MORE OF THIS EDUCATION BEING ADDED INTO THE CURRICULUM, HOW SHALL WE DO THIS?

Stonewall offer several resources that could be helpful in establishing an LGBTQ+ inclusive curriculum. Healthy Schools Cambridge and Peterborough also have a good model of best practice around LGBTQ+ education.

One of the best ways to integrate LGBTQ+ issues into the curriculum would be to look at the social history of the community. Civil rights may well already be a part of your teaching so it's a useful avenue for looking at events such as the Stonewall Riots, the HIV/AIDS pandemic, and contemporary activism and campaigning for trans rights.



The World Health Organisation included homosexuality as a mental illness in the ICD-9 (International Classification of Diseases) in 1977; this was removed from the ICD-10 in May 1990.

In the UK, homosexuality was not only classed as an illness but also a criminal act.

The Buggery Act of 1533 was the first piece of legislation to outlaw sodomy, which became punishable by death. The death penalty was removed with the passing of the Offences Against the Person Act in 1861 but in 1885, the Criminal Law Amendment Act classed any male homosexual act as illegal.

Homosexuality in the UK was partially decriminalised in the 1967 Sexual Offences Act and it took until 2001 for the age of consent (set at 21 years old in 1967, and 18 years old in 1994) to be made equal with that of heterosexual people (16 years old). Even after this, the then Conservative Government instigated Section 28 of the Local Government Act in 1988, which banned local authorities from promoting homosexuality and prohibited councils from funding educational materials and projects perceived to promote homosexuality.

In addition to the medical and legal usage, "homosexual" can also be used as a slur e.g. "homo". The word bisexual, even though we can use it comfortably enough in most settings, also comes with a history of misuse, and we

**"Education is key."**

Councils across the country have released Inclusive Schools Toolkits, which outline best practice around supporting diversity in schools and educational settings. Contact your local council to find out more about what is available.

At The Diversity Trust, we provide education and training as a traded offer to schools through our LGBTQ+ and Youth Teams, and we have links to other groups and organisations on our website. You can find links to this at the end of this document in the Resources section.

HOW DO OTHER STAFF MEMBERS WHO DON'T IDENTIFY WITH THE LGBTQ+ COMMUNITY SUPPORT OUR FELLOW STAFF MEMBERS TO NOT FEEL OVERWHELMED AND IN THE LINE OF FIRE?

Challenge all microaggressions, homophobia, biphobia and transphobia no matter whether or not you are LGBTQ+ or not. Support other staff members in their challenges too and be there to listen to staff members that may need support from you and their needs.

**"Leading by example sets the bar for everyone. Model acceptance and normalise inclusive behaviours and attitudes within your networks."**

Become an upstander (active bystander). This is someone who speaks out against bullying and harassment, and/or acts in support of an individual experiencing an attack. Upstanders understand when something is wrong and seek to make it right. By being an upstander, you create an environment where your colleagues can feel safe and supported.

We provide active bystander training called Speak Up, Speak Out, the link to which is in the

Resources section at the end of this document.

**WE'RE CHALLENGING DEROGATORY AND DISCRIMINATORY COMMENTS, HOWEVER WE'RE NOT SEEING ANY CHANGE IN THIS FOR SOME STUDENTS DUE TO INGRAINED AND FAMILIAL VIEWS.**

If challenges aren't working, then first of all don't stop challenging. Keep going with it. But secondly, have some open and honest conversations with them about where their views come from.

Teach students about accepting other people for who they are, if they don't agree that's okay. However, derogatory and discriminatory comments are not respectful and that is not okay. If this persists then it has to be treated like any other discriminatory comment.

Sometimes it takes time for change to happen and as already stated, it's important to maintain interventions and challenges to discriminatory behaviour. Leading by example sets the bar for everyone. Model acceptance and normalise inclusive behaviours and attitudes within your networks.

It's worth remembering, and accepting, that sometimes people's attitudes and beliefs can't be changed because the views are so prevalent. When this happens, other steps will need to be taken to resolve the issue and this will be something that comes in line with school policy on bullying and harassment.

Having a zero tolerance and whole school approach, with a robust policy, will contribute to the change in culture. Culture change takes time and requires all of the measures, cited above, to be in place.



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**THE SHUTTING DOWN TECHNIQUES DO NOT WORK. WE CAN CALL OUT HOMOPHOBIC COMMENTS ALL DAY LONG. BUT LITTLE CHANGE OCCURS. HOW DO WE CHANGE THIS?**

The same principles in the previous question apply here. Keep going. We know how exhausting it can be, especially when it feels like all efforts have been futile, but it's vital that homophobia, biphobia, transphobia - any form of LGBTQ+ bullying and discrimination - is dismantled. If people feel that sort of behaviour is the norm, work to reverse that norm. It will pay off.

## **What challenges have you faced in working with your young people?**

### **LACK OF REPRESENTATION IN SCHOOL FOR OUR STUDENTS**

Staff champion models, an inclusive curriculum, and visible LGBTQ+ displays and information will make an immediate difference here. Create LGBTQ+ notice boards in different areas of the campus and keep them up to date with information around healthcare and wellbeing, school groups, and community events. Celebrate key community events with class or group projects that can then be displayed. If you have an LGBTQ+ staff network, invite staff to wear a lanyard or pin that creates community visibility, and invite other staff to display symbols

of allyship.

Get young people involved in creating campaigns and other assets, such as multimedia, to celebrate LGBTQ+ history, stories, themes and events, and to challenge stereotypes and discrimination.. Make use of the annual calendar of events such as February's LGBT History Month, IDAHOBIT in May, and Pride Month in June/July.

### **STAFF USING TRANSPHOBIC COMMENTS RE CHANGING NAMES**

This could be a result of staff not understanding much around trans lives and experiences. If that's the case, training in the topic will go a long way to supporting staff.

There might be some instances, however, where a member of staff isn't ignorant of these issues, and may have some hostility towards trans and non-binary people. When trying to identify if someone is making the comments because they don't understand, or if they're making them on purpose, we need to assess the behaviour. How long has this been happening? Is it consistent? Is it directed at one person in particular, or to a small group? Is the language being used repetitive and frequent? Is the behaviour also intimidating for staff? Are other students being influenced by the behaviour? Does the behaviour happen outside of the school, in social spaces, for example? Has there been a previous intervention on the same issue with the staff member, and has the behaviour continued despite it?

Malicious behaviours towards LGBTQ+ people aren't always obvious but they do have an identifiable pattern. Knowing what this looks like is the first step in addressing it.

## DIFFICULTY MENDING A REALTIONSHIP WHEN WE USE THE WRONG PRONOUNS

If you make a mistake, acknowledge, apologise, correct, and move on. If the person you misgendered is distressed, don't over apologise or get defensive.

Making the incident about your feelings will push that person away. Instead, ask them to correct you on their pronouns and let them know that you will do better in the future. In cases of extreme distress, ask a colleague for support and give the person some space. Invite them to discuss the incident with you in a supportive space, perhaps with their friends present, and let them know that they can tell the truth about how it made them feel and what could be done to support them going forward.

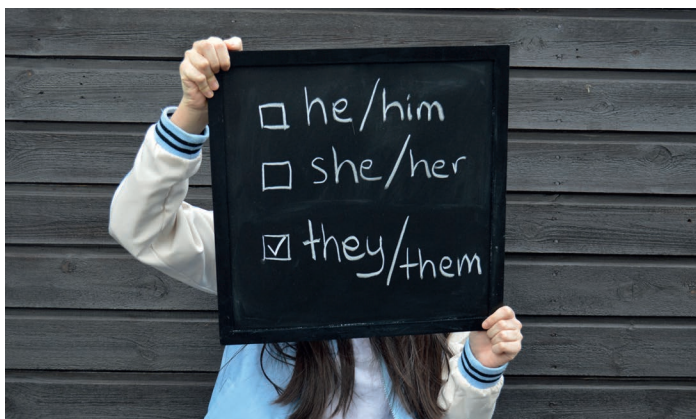
**"If you make a mistake, acknowledge, apologise, correct, and move on."**

Trans and non-binary people experience misgendering on a regular basis so it's vital that they are listened to and understood. Providing that support helps develop trust and that is the foundation for healing relationships.

Use your time to reflect on the mistake and why or how it happened, talk to a trusted colleague about how it made you feel. Sometimes the biggest impact of misgendering someone is on our own self esteem. This can lead to anxiety and additional mistakes, so it's important to work through your emotions around any mistakes you might make or witness.

Keep in mind, too, some trans and non-binary people understand that things go wrong at times and an apology goes a long way.

If you can do this, you'll have more confidence and also better awareness around any problems that might come up.



## YOUNG PEOPLE CHANGING THEIR NAMES AND PRONOUNS FREQUENTLY WHICH PUTS OTHER YOUNG PEOPLE ON EDGE AND ISOLATES THE PERSON

Exploring our gender identity is normal. We do it throughout our lives in the ways that we play as kids, to the way we choose new clothing or cologne as adults. A young person exploring their identity through their name and pronouns is no different but it feels like it has a massive impact on us. We think it's important, firstly, to ask ourselves why this makes us so uncomfortable. Does it make us feel like we no longer know that young person? Are we scared that we might make a mistake and hurt them? Are we frightened that they won't be happy?

It can take time for someone to discover who they truly are and it might be that the young person can only explore their identity in the school environment. They might not have a supportive home life, and they may also be under pressure to 'settle' on an identity, even if they feel uncomfortable. They might be genderfluid or have a non-binary identity but feel like they can't embody this because people expect them to be either 'a girl or a boy'.

The same ideas can be applied to a person's sexuality; it's not always about options A or B, and sexuality can be fluid throughout a person's life. The point is to support young people in their exploration and try to understand what it means to them to experience different names and pronouns.

## DISCRIMINATION THAT IS EMBEDDED FROM FAMILY AND GENERATIONAL

This one can be hard to unpack but having a model of best practice when it comes to inclusivity and LGBTQ+ acceptance and celebration sends a clear message. Behaviour change takes time and isn't experienced from one single intervention. It requires multiple interventions using a range of methods.

Think of this issue in a holistic way. Families aren't the only social group a young person



will experience in their lives, and some of those groups - friends, colleagues, partners - will be bigger and more impactful than the group of people they were born into. Support them, listen to them, help them untangle the harmful things they've heard, experienced or witnessed in their family life. Demonstrate healthier behaviours and relationships. Make a good first impression.

### IT'S HARD TO EXPOSE SOME OF OUR STUDENTS WITH EXTREME VIEWS TO STUDENTS FROM OTHER COMMUNITIES WITHOUT PUTTING THAT GROUP AT RISK OF DISCRIMINATION

The odds are, young people within marginalised communities are already experiencing the discrimination you're seeking to keep them safe from. This isn't to say you should dive in, however. Finding the balance between education and safeguarding is a discussion that all staff should be having; any topic within your curriculum has the potential to expose students to information that can be distressing or be used against them e.g. teaching about the holocaust can trigger distress and potentially unearth antisemitism in your student body; teaching around animal ethics can expose vegetarian students to backlash.

**"Behaviour change takes time and isn't experienced from one single intervention."**

You start with policy and best practice. Any person within a school demonstrating extreme beliefs against a person from a marginalised community needs to be managed with care, sensitivity and confidence. Zero tolerance is part of the approach that needs to be taken; abusive behaviours around LGBTQ+ identities must be challenged and tackled immediately. With this in place, you start to make an environment where it is safer to talk about LGBTQ+ experiences.



### OVERHEARING DISCRIMINATING LANGUAGE BETWEEN STUDENTS AND WHEN CHALLENGED IT IS CLEAR THE STUDENTS REALLY LACK EDUCATION AND UNDERSTANDING

Having an inclusive curriculum will help with this but there's also room here for 1:1 work exploring the language and lack of understanding, and facilitated peer support work.

### SHOULD WE REMOVE SIGNAGE FROM MALE AND FEMALE TOILETS?

Gender diversity doesn't mean the erasure of binary genders, but the inclusion of other gender identities. It's counterproductive then, to remove signage denoting gender, and this will likely lead to more problems. Instead, develop more gender-inclusive spaces.



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### WE HAVE GENDER NEUTRAL TOILETS FOR STUDENTS BUT THE ONES IN RECEPTION ARE GENDERED ONLY

Have a discussion around gender inclusive spaces on the campuses. Some trans and non-binary people are fine with using gendered toilets and it's important to recognise and uphold the fact that there are no 'toilet laws' which prohibit a person of any gender using either toilet. People should feel comfortable using bathroom facilities and this is where it can become complex. What if a student, member of staff, or parent of a student, becomes uncomfortable with using a gendered toilet because a trans or non-binary person also uses it? We need to understand the

reasons behind the feelings. Has there been an incident? It's more likely that a gender diverse person has experienced an incident in a toilet. Is the discomfort coming from misinformation? And what about gender diverse people - would they actually prefer a neutral toilet?

There's a lot to take into account and you can't please everyone. Toilets should be accessible to all, so if you feel there needs to be a gender neutral toilet in the reception area, explore how this could be achieved. Take care, however: disabled toilets should not become the 'default' neutral space (even though they have been gender neutral spaces for years) because this detracts from the needs of disabled people, makes those needs invisible, and has a long-term impact on their access to disabled toilets.

**"Gender diversity doesn't mean the erasure of binary genders, but the inclusion of other gender identities."**

**IT'S DIFFICULT TO SEE WHAT A STUDENT'S CURRENT NAME IS AS THEY HAVE DIFFERENT NAMES IN DIFFERENT DOCUMENTS, LEGAL VS PREFERRED. THERE'S NO CLEAR NAMING FORMAT FOR PAPERWORK**

Having clear internal paperwork can help tackle this. Until a person changes their name by deed poll, they will have to have their given name displayed on official documents. However, this doesn't prevent you from creating inclusive intake systems and documents which clearly display a person's preferred names and pronouns.

Designing these systems and forms is best achieved through a process of codesign; engage

**Application Form**  
Please fill in ALL the boxes below in BLOCK CAPITALS, using black ink.  
If you miss something out it might delay your application.  
Remember to read the Agreement conditions booklets enclosed and the

**Step 1 – Your personal details**

Title	Surname	Middle name
First name	Date of birth	
Are you? Male <input type="checkbox"/>	Female <input type="checkbox"/>	
Nationality		
Mother's maiden name		
Home phone (outside dialling code)		

students and staff who will be impacted by these new forms and ask them to help support their creation. If in doubt during a decision making process, remember: nothing about us, without us.



Outside of a formal data system, knowing your students can go a long way. It's improbable to expect every member of staff to know every single student but having an open means of communicating the needs of students between departments will be beneficial. And if that doesn't address every instance, listen to your students.

If you get something wrong, ask for the person to help you get it right and understand what that means for them. These conversations not only help establish good relationships, it also helps to make you and the student memorable to one another: the student becomes a fully realised individual in your mind, and you become the member of staff who took the time to listen to and respect them.

**EXAM PAPERS HAVE TO INCLUDE LEGAL NAMES; IT CAN BE TRIGGERING FOR STUDENTS TO SEE THEIR DEADNAMES**

Until official systems develop a way to be more inclusive, deadnames will continue to be used on legal and official documents. Having inclusive internal systems, as described above, will help



students feel seen and accepted, but it'd be advantageous to have a discussion with them about their given names appearing on exam papers.

Create a space for students to explore how that makes them feel, and reinforce the fact that having their 'legal name' displayed on papers does not detract from who they are to themselves, to each other, and to you. Explain that it's an unfortunate but necessary process at this time and reassure them that systemic and societal change is possible.

#### **CAN YOU OFFER ANY ADVICE ON A PUPIL CHANGING THEIR NAME JUST BEFORE SITTING AN EXAM?**

First of all, respect the student's wishes around their name. It's likely taken a lot of time and courage to make that decision, and to tell you. It's possible that they've also done this hoping that it will be reflected on any official paperwork ahead of the exam.

As with the suggestions above, it will be important to support the student in acknowledging the reality of their situation: official data systems aren't always inclusive and people are required, by law, to change their name in an official capacity in order for it to be

recognised on legal documents, including the school systems and exam certificates.

**"... become the member of staff who took the time to listen to and respect them."**

The next step is to reassure them that their name (and pronouns) will be respected within the context of the school, so far as possible, beyond official data reporting. For example, a sixteen year-old student has taken the name Eli and their pronouns are he/they; staff will support Eli going forward and refer to them as they wish to be referred to, and Eli will understand that at the time of their exams, their given name of 'Jess' will appear on their documents out of legal necessity.

Eli will be able to legally change their name upon their 18th birthday and any exam certificates can be reissued at this stage with the relevant supporting evidence.

# Resources



[THE DIVERSITY TRUST'S YOUTH SERVICES](#)

[DIVERSITY IN PRACTICE TRAINING](#)

[TRANS AWARENESS TRAINING](#)

[SPEAK UP, SPEAK OUT TRAINING](#)

[FURTHER SUPPORT](#)

# Organisations

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[STONEWALL EDUCATION RESOURCES](#)

[HEALTHY SCHOOLS CAMBRIDGE AND](#)

[PETERBOROUGH](#)

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[GENDERED INTELLIGENCE](#)

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[2023 LGBT CALENDAR](#)

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Developed in collaboration  
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**Get in  
Touch**

A: 124 City Road, London, EC1V 2NX

E: [info@diversitytrust.org.uk](mailto:info@diversitytrust.org.uk)

M: 07720 294 991

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Registered in England & Wales.

Company Number: 08141031

VAT Number: 378 3131 85