



Beths Grammar School LGBTQ+ Guidance

Statement of Intent

We believe that scholars at Beths Grammar School are entitled to a full-time education that is free from discrimination and harassment, regardless of their sexual orientation or gender identity. The learning environment in which our students work should be supportive, safe and welcoming to gender diversity. Equally, all staff are entitled to a safe and welcoming workplace in which they are not discriminated against or treated unfairly.

This guidance has been created with an aim to consistently reduce stigmatization, and improve the educational integration, of lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, allies, and pansexual (LGBTQ+) individuals.

In all instances, the school will refer to transgender individuals as 'gender questioning' to prevent any form of labelling that may be incorrect or insensitive. This phraseology is also in line with Keeping Children Safe in Education (September 2nd, 2024) **although this section does remain under review.**

The school remains committed to valuing, respecting and understanding individuals' differing sexual and gender identities, and providing continuous support.

This guidance aims to:

- Help create and foster a learning environment that is free from harassment and discrimination, regardless of sex, gender, identity, sexual orientation or gender expression.
- Promote healthy communication between educators, students and parents to support the successful education, development and wellbeing of every student and member of staff.
- Adhere to relevant statutory legislation concerning bullying, harassment and discrimination.

All staff, parents and students will work together to eradicate any instances of discrimination, harassment or bullying, including any that relates to a person's gender identity, in the school.

The school provides appropriate tailored measures of support for any LGBTQ+ individual who should require it.

This guidance is subject to change and review should the school receive any additional guidance from the DfE or other relevant external bodies.

1. Legal framework

This guidance has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- Gender Recognition Act 2004
- Equality Act 2010

- Education Act 2011

This guidance operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Behaviour Policy
- Emotional Wellbeing and Mental Health Policy
- Equality Policy
- Safeguarding Policy
- School Uniform Policy
- Staff Code of Conduct
- Counselling Policy
- Sex and Relationships Education
- Whistleblowing Policy
- Privacy Notices for Students and Parents and Carers

2. Definitions

“Bisexual” is defined as a man or woman who is romantically, sexually and/or emotionally attracted to people of both sexes.

“Gay” is defined as a person who is romantically, sexually and/or emotionally attracted to people of the same sex and is usually used to describe a man being attracted to another man. This is also known as being “homosexual”.

“Lesbian” is defined as a person who is romantically, sexually and/or emotionally attracted to people

of the same sex and is usually used to describe a woman who is romantically, sexually and/or emotionally attracted to another woman. This is also known as being “homosexual”.

“Queer” is an umbrella term for sexual and gender minorities that are not heterosexual or cisgender.

“Trans*” is an umbrella term that refers to all identities within the gender identity spectrum other than cisgender men and cisgender women.

“Gender questioning ” is a term that has replaced the term ‘trans’ as per [KCSIE 2024](#) (2nd September publication)

“Transgender” is defined as an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. An individual may choose to express their 'gender questioning' identity through a number of means, such as the following:

- Behaviour
- Clothing
- Hairstyles
- Activities
- Voices
- Mannerisms

“Transition” is defined as the process during which a person transitions from one gender to their preferred gender. This does not always involve a medical procedure, but a ‘social transition’ whereby an individual begins to live with their preferred gender identity.

“Coming out” is the process through which an individual recognizes that they are a member of the LGBTQ+ community and may disclose this as their identity to others.

3. Roles and responsibilities

- **The School will be responsible for:**
 - Respecting all individuals' right to privacy and not disclosing a person's LGBTQ+ status without the individual's permission at school to any other students, staff members, parents or carers or third parties (where appropriate).
 - Supporting an LGBTQ+ individual who comes out, is outed, or experiences bullying.
 - Ensuring that appropriate counselling and support is made available for LGBTQ+ individuals who may require immediate interventions, parental assistance (where appropriate) and/or personal counselling, via the Mental Health Wellbeing Champion.

- **The Board of Trustees will be responsible for:**
 - Evaluating this guidance, and ensuring it is non-discriminatory as part of the review process of the Equality Policy.
 - Ensuring that other school policies, such as the Uniform Policy, are non-discriminatory.

- **A member of SLT who has delegated responsibility for LGBTQ+ will be responsible for:**
 - Being available to meet with LGBTQ+ members of staff to discuss support in place, if required.
 - Making any necessary and appropriate changes to the support available to ensure the happiness and development of the individual.
 - Conducting regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge of LGBTQ+ issues.
 - Reviewing and amending this guidance, considering new legislation and government statutory and non-statutory guidance, and previously reported incidents to improve procedures.
 - Ensuring that any reported incidents are recorded centrally in the Homophobic Log and work to put measures in place that prevent these reoccurring.
 - Ensuring that amendments are made to SIMS to reflect individuals' preferred names.
 - Ensuring that staff and students understand an individual's preferred names and the correct pronouns to use.
 - Adopting secure controls on sensitive personal data, ensuring all data is accurate, secure and is processed fairly and lawfully.

- **All staff will be responsible for:**
 - Being alert to possible harassment of students and staff, both inside and outside of the school, and dealing with incidents of harassment/discrimination as the highest priority.
 - Ensuring they meet the unique needs of LGBTQ+ students and colleagues and assess any measures put in place on a case-by-case basis.
 - Conducting themselves in a way to ensure LGBTQ+ individuals feel safe and comfortable at school, such as ensuring they use the correct pronouns.
 - Teaching students about diversity and difference and explaining that it is good to be understanding of others.

- **The DSL will be responsible for:**
 - Ensuring staff understand how to react to instances of prejudice-related bullying.
 - Reviewing the relevant school policies and procedures to ensure they cater for the individual needs of LGBTQ+ people, such as changing rooms.
 - Conducting meetings with LGBTQ+ students as often as the students feel necessary, to ensure they feel happy and safe at school.
 - Being a supportive and informative professional for LGBTQ+ students' families, to help them understand and help the students in question.

- **Key Stage Managers are responsible for:**
 - Complying with section 4 of this guidance, which outlines the main requirements of their role.
 - Incorporating and monitoring support for LGBTQ+ individuals in conjunction with the LGBTQ+ Lead SLT Member.
 - Being available to offer support to any LGBTQ+ individuals who require it.
 - Holding one-to-one meetings with LGBTQ+ individuals who ask for one.

- **Students will be responsible for:**
 - Treating their peers and teachers with respect.
 - Reporting any prejudicial incidents to a responsible adult.
 - Adopting an understanding and open-minded attitude to difference.

4. BACP School Counsellor

- Ms D Brett-Smith is the School Counsellor who is on-site 3 days per week.
- Members of Staff receive educational support through a confidential service provided by the London Borough of Bexley via Care First : helpline 08081682143 or online : username Bexsch19 , password : employee.
- Students will have priority in meeting the School Counsellor .
- If an individual ‘comes out’ in a one-to-one situation with a staff member, the staff member will encourage the individual to talk to the School Counsellor to ensure that appropriate support can be arranged.
- For LGBTQ+ students, the School Counsellor will discuss the support available with the student and involve the DSL and their parents where appropriate.
- For LGBTQ+ members of staff, the School Counsellor will work alongside the Headteacher and Chair of the Board of Trustees to ensure that the staff member’s needs are catered for.
- The School Counsellor will ensure meetings are confidential; however, where an individual’s safety is at risk, the relevant people will be informed, such as the DSL and Headteacher.
- Once support is in place, the School Counsellor will meet with the individual on an agreed upon basis to discuss the effectiveness of the support and any further support that is required. Feedback will be provided to the DSL and Headteacher and, for LGBTQ+ students, their parents where necessary.

5. Appropriate Measures

Absence

- In line with our Attendance and Policy and Conditions of Service for both Teaching and Support Staff, the school will make reasonable adjustments to accommodate absence requests for treatment and support of gender questioning individuals by external sources.
- All absences will be recorded accurately and sensitively to protect the individual’s privacy.

Prejudice-related bullying

- Any incidents that occur will be reported to the Headteacher and recorded in line with the Anti-Bullying and Equality Policy for students, the Equality Policy and Conditions of Service for both Teaching and Support Staff for staff.
- Teaching of gender identities, sexualities and the LGBTQ+ community will be incorporated into PSHCE lessons, age-appropriate RHSE and designated school assemblies to promote an accepting, understanding attitude and prevent prejudice-related incidents. Teaching will also be included elsewhere in the curriculum where possible, to ensure a whole-school approach.
- The school will ensure resources are available in the Learning Resources Centre regarding LGBTQ+, sexual orientation and gender identities that are relevant and appropriate for students of different school ages.
- Positive influence from peers is employed through student mentors from the Wellbeing Champions and LGBTQ+ Society Committee for LGBTQ+ students, who are available to offer additional support and a sense of security for these students.

Single-gender activities

- The School will limit the number of single-gender activities unless completely necessary, such as during some PE lessons.
- Where possible, LGBTQ+ students will be encouraged to attend the class that represents their preferred gender identity.
- The School will avoid providing activities that are only specific for one gender, such as only providing dance classes for female students. The School will ensure that varied extra-curricular offer is available and suitable for all.

Terminology and language

- Students will be educated on how not to use inappropriate language and name-calling, and instances of such will not be tolerated.
- Staff members will be given training regarding LGBTQ+-friendly language, and discrimination will never be tolerated.
- Students and staff will be encouraged to be sensitive when enquiring about an individual's sexuality, sexual orientation or gender identity where appropriate.
- The School will establish which pronouns and terms each LGBTQ+ individual would prefer, and any terms or pronouns that makes them uncomfortable.
- If any member of the school has difficulty in adjusting to a change of terminology, appropriate training will be arranged, and they will be encouraged to use terms that the individual is comfortable with.
- A list of LGBTQ+-friendly terms can be found in Appendix 1.

Sports and PE

- LGBTQ+ students will be encouraged to engage in PE and sports in a manner consistent with their preferred gender identity.
- The School will carefully manage all PE lessons to prevent any discomfort or discrimination.
- For classes of students who are entering the latter stages of puberty, the school will assess the appropriateness of full-contact sports prior to the delivery of the lesson – this will be discussed with the student and their parents where appropriate.

Use of Toilets, Changing Rooms and general School Environment

- The school will ensure that 'gender questioning' individuals are able to access the toilet and changing facilities that correspond with their preferred gender identity.
- The school will ensure that there are unisex toilets and changing facilities available on-site that are accessible for all members of the school, should they wish to use them.
- Students who are undergoing a transition will be made aware of their new toilet facilities by the LGBTQ+ Lead SLT Member, to ensure they are familiar with their surroundings.
- Staff members who are undergoing a transition can contact the LGBTQ+ Lead SLT Member for support.
- Any student who faces discomfort using a shared changing space will be provided with a safe and non- stigmatized alternative, such as curtains or a separate changing schedule.

- There will be designated safe spaces within the school where LGBTQ+ individuals can discuss their issues of gender and sexuality without fear of discrimination.

School Uniform and Regulations

- In accordance with the School Uniform Policy, the uniform is gender neutral and can be adapted.

School Trips, Exchanges and Overnight Stays

- The school will prepare relevant risk assessments prior to any trip. Identified risks to health or wellbeing will be discussed with the LGBTQ+ student, LGBTQ+ Lead SLT Member and School Counsellor, to establish any necessary measures or adjustments to accommodate for the student's needs and address any concerns. Parents will also be invited to join discussions if appropriate.
- The School will assess the toilets and washing facilities available on a case-by-case basis to accommodate for 'gender questioning' students' needs.
- Before any trip, staff will establish with students their expectations concerning how students support, treat and include each other, regardless of sexual orientation or gender identity.
- The school will ensure that any kit lists will be gender neutral.
- The school will discuss participation in physical activities with LGBTQ+ students prior to a trip. Parents will also be invited to join discussions where appropriate. If the student cannot or does not want to participate, the School will make alternative arrangements where possible.
- The following steps will be taken prior to residential trips:
 - The school will consider the general hygiene needs of 'gender questioning' students, including washing and reusing binders.
 - Sleeping arrangements will be established by 'gender questioning' students, the LGBTQ+ Lead SLT Member and the School Counsellor, with all parents being informed in advance of the trip. Wherever possible, the School will ensure 'gender questioning' students are able to sleep in rooms appropriate to their gender identity. In the event where students may not feel comfortable doing this, the School will look to provide alternative sleeping and living arrangements if at all possible.
 - The school will make reasonable accommodations for LGBTQ+ where at all possible.
- The following steps will be taken prior to trips abroad:
 - The School is aware that some countries have differing laws and attitudes towards the LGBTQ+ community. If an LGBTQ+ student is required to travel abroad, a full risk assessment and investigation will be carried out to accommodate their needs.
 - The School will ensure that any relevant border control or agency and accuracy of risk assessments is carried out by the company organizing the trip.
 - As passports will be required for travel abroad, the School will ensure that 'gender questioning' students are provided with any relevant preparation or support.
 - The School will prepare for, and make reasonable accommodations for, the movement of medication, including steroids or hormone blockers, across different countries. If necessary, this may result in the school changing the location of the trip.

Changing names and gender on documents

- The School cannot change the name or gender of an individual on any official documents, e.g. payslips or exam papers, until legal confirmation of the change has been provided to the School.
- On unofficial documents, such as registers, the school will use individuals' legal name unless legal confirmation has been provided to the school.
- Upon receipt of legal confirmation, e.g. a new passport, the school will change the name of a 'gender questioning' individual on official school documents.
- The LGBTQ+ Lead SLT Member and school counsellor will hold a discussion with the 'gender questioning' individual as to how they would like to notify others about their preferred name and gender.
- At no point will any member of staff disclose information regarding an LGBTQ+ person's gender identity, gender expression or sexuality, unless instructed to do so by the individual, or in the interest of their safety.
- The School will do everything it can to ensure LGBTQ+ individuals feel safe and welcome at the School.

Local community

- The School will work with local LGBTQ+ groups and engage with them to ensure information is available to LGBTQ+ individuals.
- The School will encourage every LGBTQ+ individual to become involved in an LGBTQ+ group/support network outside of school.
- The details of the LGBTQ+ groups/support networks will be shared with the LGBTQ+ Lead SLT Member and School Counsellor.

Changing schools

- The School will employ effective communication when an LGBTQ+ student is changing schools.
- The LGBTQ+ student will be introduced to the new school's support team to ensure their wishes are accommodated for, and they can raise any concerns.
- The School will ensure that the new school works closely with the LGBTQ+ student and their family to establish and implement their wishes around confidentiality and adjustments.

6. Transition plans

- When a 'gender questioning' individual discloses that they wish to attend the school in their preferred gender identity, the school will put a Transition Plan in place to support the individual.
- 'gender questioning' members of staff will refer to the Conditions of Service at Work for Teaching and Non-Teaching Staff.
- For students, any Transition Plan will be created by the LGBTQ+ Lead SLT Member and School Counsellor, in conjunction with the student and their parents. If preferred, the student may request that their parents are not involved.
- The School will seek support from external, professional advisors when devising the Transition Plan, if necessary.

- Students' Transition Plans will include the following items:
 - Procedures for each stage of the student's transition, including a time frame for each aspect of transition and the support required, to ensure they are happy with the school

environment.

- How the student wants their transition to be communicated to the school community – particular consideration will be given to preventing transphobic bullying and ensuring a positive culture is created
- Whether it is necessary to communicate the student’s transition to parents of other students at the school
- The date of the transition as identified by the student – this is the first day of the gender presentation, pronoun usage and name
- The student’s wishes for use of toilet and changing facilities
- The processes that will ensure the student’s preferred pronoun and name will be in place on required documents on the date of their transition
- Any arrangements for additional staff and student training
- If relevant, how the Uniform Policy will be adhered to

7. Prejudicial bullying

- “Transphobia” refers to is an irrational fear, hatred or abuse of 'gender questioning' individuals, which is based on actual or perceived gender identity. Any individual who is described as being transphobic may deliberately and directly harass or disrespect someone who is 'gender questioning' , such as purposely using the incorrect pronoun. Transphobic incidents are often emotionally harmful and must be dealt with as seriously as other bullying incidents. All transphobic incidents should be centred on supporting the victim and managing any future transphobic behaviour.
- “Homophobia” refers to an irrational fear, hatred or abuse of an LGBTQ+ individual. Similar to transphobic bullying, homophobic bullying involves another individual who may deliberately and directly harass or disrespect someone who is an LGBTQ+ individual. Homophobic bullying is often based on an actual or perceived sexual orientation.
- “Biphobia” refers to an irrational fear, hatred or abuse of an individual who identifies as bisexual. Bisexual people may face stigmatisation and invalidation in the forms of bullying from both heterosexual and homosexual people. Biphobia is often based on an actual or perceived sexual orientation. The biphobia sentiment can often be that bisexual individuals are “confused” or “going through a phase”.
- The school will not tolerate prejudice-related bullying of any description.
- Bullying someone based on their perceived or actual sexual or emotional identity, gender, behaviours or preferences is discriminatory and will be handled in accordance with the school’s Anti-Bullying Policy and Behaviour Policy for students and Conditions of Service at Work for Teaching and Non-Teaching Staff.
- The school recognises that those who are victims of prejudice-related bullying may not identify as an LGBTQ+ individual.
- Any occurrence of prejudice-related bullying will be reported to a member of staff, who will raise a concern using the Conditions of Service at Work for Teaching and Non-Teaching Staff.
- The Headteacher will decide in consultation with the DSL whether it is appropriate to notify agencies outside of the School of any incident.
- Students and staff will understand that prejudicial language will not be tolerated inside or outside of the School.
- The School will ensure that there are private spaces available within the school for LGBTQ+ individuals to discuss concerns.
- Should an incident occur, the perpetrator will be informed that this behaviour will not be tolerated, and will be encouraged to reflect on the way their behaviour affects others.

- Staff will be expected to act professionally according to using the Conditions of Service at Work for Teaching and Non-Teaching Staff
- If a student persists with prejudicial bullying in a classroom, the classroom teacher should follow the School's Behaviour Policy. The School Counsellor will hold a meeting with the victim to discuss any support they feel appropriate. If necessary, external support will be sought.
- The School Counsellor will discuss with the victim if they would like any. Sensitivity will be given to whether the victim has disclosed their LGBTQ+ status.
- Feedback will be provided to the Headteacher regarding the outcomes of the meeting between the School Counsellor and the LGBTQ+ individual.
- All incidents will be formally recorded in the Homophobic Log, which is kept with Jenny Owen, the Head's PA – records will be kept in accordance with the GDPR.

8. Communicating with stakeholders

- The School will regularly communicate any changes to policies and procedures to the School's stakeholders via the School Bulletin for Staff, the School Website and school Comms for other stakeholders.
- The School will communicate any planned educational lessons, assemblies or sessions relating to LGBTQ+ issues to parents, to enable parents to request that their child is withdrawn from non-statutory lessons.
- Before granting a withdrawal request, the Headteacher will discuss the request with the student, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- If parents wish to withdraw their child, the Headteacher will explain the school's responsibility to implement anti-bullying prevention strategies, including LGBTQ+ issues.
- The School will ensure that parents are aware of, and know how to identify, the signs of bullying, and understand their responsibility to stop their child bullying others, should this occur.
- Parents will be informed of the procedure to follow if they wish to raise a concern with the school, as well as the procedures for issuing complaints, in line with the school's Complaints Policy.
- The school will endeavour to ensure that all parents feel actively involved in school life through regular school-to-home communication and participation in decision-making.
- The school will ensure parents are aware of how they can seek additional support and information if their child is an LGBTQ+ student.
- Members of staff will be consulted on school policies to ensure policies are non-discriminatory and cater for all peoples' needs.
- Members of staff will be consulted on the planning of events and trips to ensure they are LGBTQ+ inclusive.
- Where appropriate, the School will consult LGBTQ+ members of staff in regard to planning LGBTQ+ lessons into the curriculum, including the correct terminology.

9. Monitoring and review

- This guidance will be reviewed every 3 years by the Headteacher in conjunction with the equality policy.
- When reviewing this guidance, the Headteacher will consider any incidents and the effectiveness of the procedures currently in place, as well as any recent government or societal changes.
- Any changes made to this guidance will be communicated to all members of staff, students and parents

Glossary of Terms

Appendix 1

Term	Definition
Ally	A person who considers themselves a friend to the LGBTQ+ community.
Asexual	The lack of sexual attraction to anyone, or low or absent interest in sexual activity – also known as “non-sexuality”.
Agender	People who identify as having no gender or being without a gender identity.
Assigned sex	The sex that an individual is assigned at birth.
Bigender	A gender identity where the person moves between feminine and masculine gender identities and behaviours, often depending on the situation that they are in. Some bigender individuals express two distinct “female” and “male” personas, feminine and masculine respectively; while others find that they identify as two genders simultaneously.
Biphobia	Is the irrational fear, hatred or abuse of an individual who identifies as bisexual. Bisexual people can face bullying from both heterosexual and homosexual people. Biphobia is often based on an actual or perceived sexual orientation. The biphobia sentiment can often be that bisexual individuals are “confused” or “going through a phase”.
Bisexual	A man or a woman who is romantically, sexually and/or emotionally attracted to people of both sexes.
To ‘come out’	The process through which an individual recognises that they are a member of the LGBTQ+ community and may disclose this as their identity to others.
Cisgender	An individual whose sense of personal identity and gender corresponds with their birth sex.
FTM/F2M/trans* man/transsexual man	An individual who was assigned female at birth but whose identity is male.
FAAB	Female assigned at birth.
Gay	A person who is romantically, sexually and/or emotionally attracted to people of the same sex and is usually used to describe a man being attracted to another man – this is known as being “homosexual”.
Genderqueer	A person who identifies their gender identity as being neither female or male, a combination of female and male, or is between or beyond genders.
Gender dysphoria	A medical term to describe the social/mental/physical difficulties that most trans* people experience.

Gender questioning	The term now in use to replace 'trans' as outlined in KCSIE (September 2024)
Gender expression	The way in which a person expresses their gender to others through behaviour, clothing, hairstyles, mannerisms, etc.
Gender fluid	The way in which a gender identity changes over time. An individual who is gender fluid may switch between male, female, gender neutral, or any other non-binary identity, or a combination of more than one.
Gender identity	A person's internal feeling of being male or female, regardless of the sex listed on their birth certificate.
Gender Recognition Certificate	A certificate issued to an individual who requests to have their preferred gender recognised – these can only be issued when a person is 18 years and older.
GIC	Gender identity clinic.
Gender variant	Behaviours or gender expression that does not match masculine or feminine gender norms.
Homophobia	An irrational fear, hatred or abuse of an LGBTQ+ individual. Homophobic bullying is often based on an actual or perceived sexual orientation.
Intersex	An umbrella term for when an individual is born with a reproductive or sexual anatomy that does not conform to those of a male or female.
Lesbian	A woman who is romantically, sexually and/or emotionally attracted to another woman – this is also known as "homosexual".
LGBTQ+	An acronym to describe lesbian, gay, bisexual, transsexual, queer, questioning, intersex, asexual, allies, and pansexual individuals.
MTF/M2F/trans* woman/transsexual woman	An individual who was assigned male at birth but whose identity is female.
MAAB	Male assigned at birth.
Non-binary	An individual who does not conform to the societal norms of female and male.
Pangender	People who feel they identify as all genders. This term overlaps somewhat with the term "gender queer", which is an umbrella term for gender identities that are not exclusively masculine or feminine.
Pansexual	Otherwise known as omnisexuality, refers to sexual attraction, romantic love or emotional attraction towards people of any sex or gender identity.
Preferred gender	An individual's internal gender identity, not considering the sex assigned to them at birth.
Queer	An umbrella term for sexual and gender minorities that are not heterosexual or cisgender.
Questioning	The questioning of one's gender, sexual identity, sexual orientation, or all three.
Sexual orientation	A common pattern of emotional, romantic and/or sexual attractions to men, women, both or neither.

Stealth	A transgender individual who lives as their transgender identity but who sees not reveal their transgender status.
To 'gender'	To assign a gender to an individual based on their behaviour and appearance.
To 'misgender'	To assign a gender to an individual based on the gender they were assigned at birth rather than their gender identity.
To 'transition'	The process during which a person transition from one gender to their preferred gender. This does not always involve a medical procedure, but a 'social transition' whereby an individual begins to love with their preferred gender identity.
Trans*	An umbrella term that refers to all identities within the gender identity spectrum other than cisgender men and cisgender women.
Transgender	An inclusive term describing individuals whose gender identity, or gender expression, is different from the sex assigned to them at birth.
Transphobia	An irritation fear, hatred or abuse of trans* individuals, which is based on actual or perceived gender identity.
Transsexual	Somebody who has medically transitioned.
True gender identity	An individual's preferred gender, irrespective of the sex assigned to them at birth. An individual may prefer to be a male, female, neither, in-between, or both.

Reviewed: Summer 2024
Next Scheduled Review Date: Autumn 2027

