



## LORETO SECONDARY SCHOOL, CLONMEL

### Gender Identity and Gender Expression Guiding Principles and Procedures

**Ratified by  
The Board of Management  
on 11<sup>th</sup> December 2023**

*The staff, students, Parents Association and the Board of Management of Loreto Secondary School were consulted during the review and or formation of these guidelines.*

*These guidelines operate within the broader framework of other policies associated therein.*

*It is important to note that everyone will have a different approach to their transition, so each transition is unique.*

Contents

Introduction ..... 3

Purpose and Scope ..... 3

Legal Framework..... 3

    The Equality Act 2010 ..... 3

    Gender Recognition Act..... 4

    Data Protection Act ..... 4

Possible roles and responsibilities ..... 4

    Board of Management (BoM)..... 4

    SPHE ..... 4

    Senior Management Team (SMT) and In School Management Team (ISM) i.e. API and APII ..... 4

    All staff and students ..... 4

Key Principle ..... 4

Supporting transgender students..... 4

Information Sharing..... 4

School Based Transition Plan:..... 5

    Informing colleagues and students ..... 6

    Briefing of staff and students ..... 6

    Agreeing a procedure for adhering to a dress code..... 6

    Agreeing the point at which the individual will commence using facilities in their chosen gender..... 6

    Bathrooms and P.E. and changing facilities..... 6

    Identifying what all staff can do to make the transition easier: ..... 6

Commitment to Transgender Equality ..... 7

Student’s names, pronouns and school records ..... 7

Access to gender segregated activities..... 8

School overnight trips..... 8

Support for siblings in the school ..... 8

Appendix 1: Definitions and commonly used terms regarding Trans people ..... 9

Appendix 2A: Sources of and Advice and Support ..... 12

Appendix 2B: Other Resources ..... 13

Appendix 3: Guidelines for transgender students speaking with their class about their transition ..... 14

Appendix 3B: Procedures ..... 15

    P.E. and changing facilities ..... 15

Appendix 4 – Transcript to inform students..... 16

Appendix 5 – Information sheet for parents ..... 17

## Introduction

Loreto Secondary School is committed to ensuring that transgender students and staff receive equal treatment and protection from discrimination and should celebrate and value diversity in both its workforce and student population. All staff and students in the school should be able to be themselves, have equal access to services and facilities, reach their full potential and be treated with dignity and respect.

All staff and students work better if they can be themselves, and this is no different for trans members of the school community. An environment in which diversity is celebrated, allows staff to do their job effectively and efficiently and allows for students to obtain the best education possible – an approach that benefits everyone.

These guidelines are based on the principle that the school will ensure that no trans person will be treated less favourably on the grounds that they intend to undergo transition, are undergoing transition, or have at some time in the past undergone transition. Loreto respects an individual's rights to self-identify and commits to recognising all staff and students at our school, ensuring that transgender people are welcomed and respected and that our policies do not unintentionally operate in ways that discriminate against transgender students.

## Purpose and Scope

These guidelines are an attempt to set out how our school might try to create an inclusive culture that both welcomes and supports trans students and promotes an environment that is free from discrimination. Furthermore, the guidelines seek to further positive relations amongst staff, students and the broader community of which we are all a part by acting as an information resource for those who wish to gain a greater understanding of gender identity and expression.

The purpose of these guidelines is to:

- Ensure that students and staff who are at any stage of their transition are protected by the school.
- Ensure that all school practices support transgender people and that they are treated with dignity and respect.
- Ensure that relevant protocols and structures are in place to reasonably accommodate and facilitate an individual's transition at any time.
- Ensure that the school is in compliance with the Department of Education and Skills Anti-Bullying Procedures for Primary and Post-Primary Schools which is available at this [link](#) and also our own Anti-Bullying policies for staff and [students](#)
- See that staff are supported to ensure they can comply with legal requirements contained in the Equality Act 2010 in respect of the transgender protected characteristic and Gender Recognition Act 2004, as well as duties contained in the Data Protection Act 1998.

## Legal Framework

### **The Equality Act 2010**

The Equality Act 2010 (The Act) protects people based on gender transition from direct and indirect discrimination and harassment. This includes discrimination by association and discrimination against people perceived to have the protected characteristic of being transgender.

## **Gender Recognition Act**

The Gender Recognition Act 2015 provides transgender people with the opportunity to obtain legal recognition in their true gender by being issued with a gender recognition certificate (GRC). Anyone with a GRC will be legally recognised '*for all purposes*' as their true gender, this means holders of a GRC are given specific protection in law (see section 7.1). When someone has a GRC any disclosure, without consent, of information about that person's gender history, which has been obtained in an official capacity is an offence.

## **Data Protection Act**

For the purposes of the Data Protection Act 1998, gender transition and any information appertaining to an individual's gender history would constitute '*sensitive data*' which can only be processed for certain specified reasons, as set out in the Act.

## **Possible roles and responsibilities**

### **Board of Management (BoM)**

- ✓ will prepare transgender guidance and policy in line with best practice and relevant legislation, in consultation with stake holders.

### **SPHE**

- ✓ ensure that LGBTQI+, identity and RSE are covered as a general topic in SPHE class.

### **Senior Management Team (SMT) and In School Management Team (ISM) i.e. API and APII**

- ✓ have a duty to establish and maintain a safe working and learning environment, free from discrimination, for all staff and students.
- ✓ will ensure that staff and students are aware of any transgender guidance developed by the school.

### **All staff and students**

- ✓ are responsible for their own behaviour, are expected to be aware of and to comply with any transgender guidance developed by the school and for ensuring they treat transgender students and staff with dignity and respect.

### **Key Principle**

All members of the school community should ensure that they have a respectful and flexible approach towards people who are considering undergoing, are in the process of undergoing, or have undergone transition.

### **Supporting transgender students**

The process of transition can be incredibly stressful requiring support and sympathetic handling from all concerned, and there is an obvious need to adopt the right approach within a school where the transition can have significant impact both upon the individual and upon colleagues and the whole student cohort. Important to remember that transition is unique to each individual.

### **Information Sharing**

If a student shares/discusses information with a staff member it is important to approach this in a respectful manner.

Reassure the student that they will be supported.

- Respect their privacy: they may not want others to know this information yet. They may not want their parents to know yet. However child protection guidelines apply and, depending on the situation, confidentiality may not be possible.
- If a student wants to move forward with a social transition e.g., name and/or pronoun changes and they have consented, then the next steps are:
  - to arrange a meeting with the parents.
  - is to tell the appropriate people within the school.
- Sometimes parents need time to adjust to their new family dynamics and in some cases, they may not initially be ready to consent to a social transition in school, or may allow some accommodations and not others. However, there are still ways that a school can provide support to the student such as:
  - Trying to engage with the parents on a regular basis and letting them know how their young person is getting on and whether anything has changed since the last time they spoke.
  - Recognising that parents will often change their mind over time, that this is a journey for the whole family and timelines can be different for each family member.
- It may help to link in with other agencies to see how the young person might best be supported.

#### School Based Transition Plan:

It is important to note that each individual will have a different approach to their transition so each transition will need to be considered individually. If a student has consented to move forward with a transition, then it will be necessary to consider what actions and additional supports are required within the school to create a positive and smooth transition. A well-developed transition plan will require careful planning and active consultation with the student, parents and relevant professional bodies.

The considerations listed below are provided as guidance only when developing a school-based transition plan and ***are not prescriptive***.

- What will be the timeline of transition?
- Which identifications/ records need to be changed?
- What will be the date for name/pronoun changes?
- What changing facilities might be required?
- What will be the date for the change of use of facilities (toilets, changing rooms)?
- What will be the date for the change of records/change of name on internal documentation?
- What will be the date for the change of uniform? What options are available?
- Who will need to be informed, and what level of information should be provided, to offer support and arrangements during the transition process?
- Have safe-guarding issues been discussed and necessary plans been put in place to address any issues that arise?
- What whole staff training has been provided or might be necessary to support staff?
- What educational opportunities have been arranged for students. This might be done primarily by the school staff with support from external organisations who have expertise in this area.

### **Informing colleagues and students**

With the agreement and consent of the transgender individual it is good practice for management to take responsibility for informing staff, unless the individual going through the process would prefer to do this. If the transgender individual prefers to inform people themselves, then ideally management and the student support team should be advised when the disclosure is to take place and in what detail, so that they can provide appropriate support. It is advisable that any information being given to students should be given by the staff member whom students are used to receiving information from. Here in Loreto this could be the Principal, the Career Guidance Counsellor, the Year Head, the Tutor or the Teacher.

### **Briefing of staff and students**

A plan for support both during and after the transition will be needed to address such questions as what information will need to be provided for colleagues and students.

Education should take place on two levels (**See Appendix 4**):

- general information on gender identity and gender expression and
- specific information on the individual concerned to enable people to understand the needs of the person involved.

This is on a need-to-know basis and always with the agreement and consent of the individual concerned.

### **Agreeing a procedure for adhering to a dress code**

It is good practice to allow flexibility regarding the dress code during transition, and to respect the individual's wishes as to when he or she is comfortable to change into the form of dress appropriate for their true gender. In Loreto there is flexibility, following discussion, to use the trouser uniform or the pinafore uniform and also a PE uniform.

### **Agreeing the point at which the individual will commence using facilities in their chosen gender.**

Loreto, Clonmel has allocated the use of the wheelchair accessible toilet to be used as our 'Gender Neutral' toilet near Room 13.

### **Bathrooms and P.E. and changing facilities**

Loreto, Clonmel has allocated the accessible toilet *only* across from Room 13 only to be used as our 'Gender Neutral' toilet near Room 13.

Loreto, Clonmel has allocated the use of the wheelchair accessible toilet in the Sports Hall to be used as our 'Gender Neutral' toilet and changing area.

The school understands that a transgender student may be 'binding' so the school and PE teachers will consult with the student regarding the safety of participating in the PE class.

### **Identifying what all staff can do to make the transition easier:**

All members of staff should refer to the transgender person by their new name and use pronouns appropriate to their true gender. In the early days it is recognised that people may occasionally get mixed up and use the former name and/or gender pronouns. School Management should discuss the potential for this with the

trans person in the planning meeting. The transgender person should be aware that this could happen and be prepared to make allowances.

Deadnaming, occurs when someone, intentionally or not, refers to a person who is transgender by their birth name (given name). Repeated deadnaming can be damaging to a student's wellbeing.

Management must also be aware of the genuine concerns that members of staff and students may have, and resolve any issues quickly through sympathetic guidance, support, information and education. In such instances though, the trans person's right to be themselves should not be compromised or questioned.

Unfortunately, no matter how much preparation is made, and support given, there may still be people who do not understand the situation or who are unsympathetic. It is advisable to discuss this in advance with the transgender person and agree informally how they would prefer this to be managed. Any repeated incidents of misconduct, harassment, bullying or victimisation should be dealt with quickly and in accordance with the school's bullying policy and/or disciplinary procedure.

### Commitment to Transgender Equality

Loreto, Clonmel is committed to actively promoting good relations and an inclusive and supportive environment for all students. The following points might be considered in relation to promoting transgender equality:

- Transgender students to receive fair and equal treatment during their programme of study and should not be denied access to programme or progression to further programmes of study.
- Transgender students should always be accommodated according to their full-time gender expression unless they choose otherwise. Concerns or issues that are raised by trans students should be handled sensitively and fairly.
- Students who wish to disclose their trans history or give notification of their intention to transition should be supported sensitively and *if desired* be allocated a staff mentor.
- The school should respect the confidentiality of transgender student and will not reveal/share this information without the prior agreement of the individual concerned.
- Where a student needs to take time off study because of their transition, they should not be treated any less favourably than if the absence were due to another cause such as medical treatment, sickness or injury.

### Student's names, pronouns and school records

Every student until the age of 18 has the right with parental consent to be addressed by a name and pronouns that correspond to their gender identity. Regardless of whether a transgender or gender nonconforming student has legally changed their name or gender, schools will allow such students to use a chosen name and gender pronouns that reflect their identity.

It is recommended that school management inform staff about how transgender or gender nonconforming students want to be addressed in class and in the school's communication with the student's parents. Some transgender and gender nonconforming youth may feel most comfortable being addressed by gender-neutral pronouns such as "they" or "ze" or just referred to by their names (without pronouns). If the student has previously been known at school by a different name, the school management will direct school personnel to use the student's chosen name and appropriate pronouns.

To ensure consistency among administrators and staff, every effort will be made to immediately update student education records (such as VShare attendance reports, class lists for substitutes, school IDs, transcripts, electronic records, etc.) with the student's chosen name and appropriate gender markers. Records with the student's birth name and gender will be kept in a separate, confidential file.

School staff or administrators may be specifically required by law to report a student's legal name or gender, in those instances, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

As per the Gender Recognition Act 2015, students under the age of 18 must have parental consent to change their name and gender marker. There are exceptions between the ages of 16 year and 18 years where students can legally take action to have their name changed. Under 16s are not recognised in the act. A student can legally change their name by deed poll at any age with parental consent.

In situations where parents are consenting the school will facilitate a name change for the student concerned. In situations where parents do not consent, Loreto will work with the student and the family to support the student here in school.

#### Access to gender segregated activities

The school will endeavour to consider all gender-based activities, rules, policies and practices.

Students should, where possible, be allowed to participate in any activities that are consistent with their gender identity.

#### School overnight trips

The sleeping arrangements will need to be thought about before a trip is undertaken. Each individual case and trip need to be thought of separately and in-depth discussions with the young person and their parent(s) should happen well in advance.

Passport/passport controls: the school should consider that all students may be searched at borders and other places. Different countries will have policies and procedures that they will follow. Contacting the relevant border control or agency in advance will ensure that any policy or risk assessment completed by Loreto is accurate for that visit or trip.

#### Support for siblings in the school

The school should support any siblings/family members should this be requested or needed.



## Appendix 1: Definitions and commonly used terms regarding Trans people

Word	Description
Non-binary/gender nonconforming	Umbrella terms for gender identities that fall outside of the binary of male and female.
Gender	<p>This is a term commonly used to describe the characteristics of women and men that are socially constructed, while sex refers to those that are biologically determined. People are born female or male, but learn to be girls and boys who grow into women and men.</p> <p>There are more than two genders and a person's gender does not necessarily fit the binary concept of male or female.</p>
Deadnaming	Deadnaming occurs when someone, intentionally or not, refers to a person who is transgender by the name they used before they transitioned. You may also hear it described as referring to someone by their "birth name" or their "given name."
Gender dysphoria	Term used to describe the discomfort and distress caused by the incongruence between a person's true gender and the sex they were assigned at birth.
Gender Fluid	Gender fluid individuals may experience different gender identities, and or, gender expressions, at different times. A gender fluid person may experience multiple genders at once, or move between single gender identities. They may experience one gender identity and a different gender expression.
Gender identity	A person's deeply felt identification as male, female, another gender or no gender at all. This may or may not correspond to the sex they were assigned at birth.
Gender Recognition Act	<p>Irish government passed the Gender Recognition Act 2015 which provides a process enabling transgender people to achieve full legal recognition of their preferred gender and allows for the acquisition of a new birth certification that reflects this change.</p> <p>The Gender Recognition Act allows all individuals over the age of 18 to self-declare their own gender identity. Young people aged 16 – 17 can also apply to be legally recognised with the consent of their parents.</p>
Gender Expression	An external manifestation of a person's gender identity. This can include grooming, physical characteristics, mannerisms, the way a person chooses to dress etc.

Coming Out	The process of accepting and telling others about one's gender identity, gender expression or sexual orientation. Many trans people will 'come out' as a different gender to the sex assigned to them at birth. They may begin to socially, legally or medically transition (see definition of transition).
Gender Recognition Panel (GRP)	<p>You can apply for a Gender Recognition Certificate if you are at least 18 years of age and you are:</p> <ul style="list-style-type: none"> <li>• registered in the register of births <b>or</b></li> <li>• registered in the adopted children register <b>or</b></li> <li>• registered in the register of intercountry adoptions <b>or</b></li> <li>• recorded in a foreign birth's entry book or in the foreign births register</li> </ul> <p>You can also apply if you were born outside the State but are ordinarily resident in the State. Evidence of your birth is required.</p> <p>You can apply for a Gender Recognition Certificate if you are 16 and 17 with the consent of your parents.</p> <p>Under 16s are not currently recognised in the act and so cannot apply for a GRC</p>
Transgender/Trans	An umbrella term which refers to any person whose gender identity, and or expression, differs from the sex assigned to them at birth. This includes non-binary identities.
Cisgender	A person whose gender identity aligns with the sex they were assigned at birth.
Intersex People / Intersexed	An umbrella term used to refer to a variety of conditions involving individuals whose anatomy, reproductive organs, chromosomes, and or hormones do not fit the typical definition of male or female. There are a wide variety of intersex variations which may be identified at any point in life. Most intersex individuals do not identify as trans and do not consider themselves covered by the trans umbrella, although some do.
Surgery/Gender affirming surgery	Various surgical procedures that change a person's secondary sex characteristics. Not all transgender people will undergo surgery. The number of surgeries a person may or may not have undergone does not define their identity but can help them feel that their body is more aligned to how they feel about themselves internally.
Trans person / people / man / woman	A general term commonly used only as an adjective by those who identify themselves as transgender. Where Trans people have transitioned, many (but not all) prefer to be regarded simply as men and women.

Transition/Transitioning	Transition is the process through which some transgender people will begin to live as the gender with which they identify rather than the one assigned to them at birth. A transition can include social, legal, and or medical changes such as coming out, changing one's gender expression, changing one's name and or pronoun, legally changing one's gender marker through a Gender Recognition Certificate, and medical intervention via hormones and or surgeries.
Trans FtM	A person who was assigned female at birth but who identifies as male.
Trans MtF	A person who was assigned male at birth but who identifies as female
Transphobia	A fear and strong dislike of Transgender people, which can lead to hatred resulting in verbal or physical attacks and abuse. This includes challenging of the right of the transgender person to self-identify.
Sex	The designation of a person at birth as male or female based on their anatomy (genitalia and or reproductive organs).
Stealth	A person living in 'stealth' is a person who is living in their true gender and has not shared their transgender history. It is important to respect the privacy of people who do not want others to know their history. You must never share information about a person without their consent.

<b>Non-binary identities:</b>	
<b>Androgynous</b>	A person who expresses their gender in an ambiguous or undeterminable way, often presenting with a mixture of masculine and feminine characteristics.
<b>Bigender/multi-gender</b>	Individuals who experience more than one gender identity. Multi-Gender can be used as a gender identity in its own right or as an umbrella term for some of the following identities <ul style="list-style-type: none"> <li>• <b>Bigender</b> (two genders)</li> <li>• <b>Trigender</b> (three genders)</li> <li>• <b>polygender</b> (many genders)</li> <li>• <b>Pangender</b> (all genders)</li> <li>• <b>Genderfluid</b> (variable gender)</li> </ul>
<b>Demigender</b>	A gender identity that involves feeling a partial, but not full, connection to a particular gender identity, such as demigirl and demiboy
<b>Agender/Neutrois/Gender Neutral</b>	A person who has no identification with any gender and considers themselves to be a neutral or genderless. They exist outside of the binary of gender

## Appendix 2A: Sources of and Advice and Support

TENI: <http://www.teni.ie>

BeLonG To: <http://www.belongto.org>

A Guide to Stand Up Awareness Week – BelonG To publication

BeLonG To Youth Services – The 2019 School Climate Survey Key Findings– BelonG To publication

Being LGBT in School – A Resource for Post-Primary Schools to Prevent Homophobic and Transphobic Bullying and Support LGBT Students.

[Being LGBT In School - Dept of Education and GLEN](#)

Being LGBT in school: <https://www.education.ie/en/Publications/Education-Reports/Being-LGBT-in-School.pdf>

[file:///C:/Users/Shay%20Bannon/AppData/Local/Packages/microsoft.windowscommunicationsapps\\_8wekyb3d8bbwe/LocalState/Files/S0/87423/Attachments/Sexual%20Orientation%20Acceptance\[148788\].pdf](file:///C:/Users/Shay%20Bannon/AppData/Local/Packages/microsoft.windowscommunicationsapps_8wekyb3d8bbwe/LocalState/Files/S0/87423/Attachments/Sexual%20Orientation%20Acceptance[148788].pdf)

[file:///C:/Users/Shay%20Bannon/AppData/Local/Packages/microsoft.windowscommunicationsapps\\_8wekyb3d8bbwe/LocalState/Files/S0/87423/Attachments/trgh.2021.0079\[148787\].pdf](file:///C:/Users/Shay%20Bannon/AppData/Local/Packages/microsoft.windowscommunicationsapps_8wekyb3d8bbwe/LocalState/Files/S0/87423/Attachments/trgh.2021.0079[148787].pdf)

Trans: A Practical Guide for the NHS:

<https://www.gires.org.uk/wp-content/uploads/2017/03/doh-trans-practical-guide.pdf>

A guide to Hormone Therapy for Trans People:

<http://www.gires.org.uk/assets/DOH-Assets/pdf/doh-hormone-therapy.pdf>

A Guide for Young Trans People in the UK:

<http://www.safeschoolscoalition.org/guide4young-trans-inUK.pdf>

Transgender Experience: Information and Support

<https://www.beaumontsociety.org.uk/documents/nhs/doh-transgender-experiences.pdf>

Bereavement: A Guide for Transsexual, Transgender People, and their Loved Ones:

<https://www.scottishtrans.org/wp-content/uploads/2013/06/NHS-Bereavement-A-guide-for-Transsexual-Transgender-people-and-their-loved-ones.pdf>

Guidance for GP's, Other Clinicians and Health Professionals on the Care of Gender Variant people:

<https://www.gires.org.uk/wp-content/uploads/2017/03/doh-guidelines-for-clinicians.pdf>

## Appendix 2B: Other Resources

University of Limerick: “Gender Identity and Gender Expression E Resource for Second Level Schools”  
<https://www.ul.ie/gender-identity-school-resources>

Living My Life:

<http://www.nhs.uk/Livewell/Transhealth/Documents/LivingMyLife.pdf>

Interim Gender Dysphoria Protocol and Service Guideline:

<https://www.gendergp.com/wp-content/uploads/2016/03/NHS-Gender-Protocol.pdf>

Gender Spectrum:

Gender Spectrum works with educators and educational professionals to help further their understanding of gender and its intersections in their work. <https://genderspectrum.org/>

### Research

Transgender Euro study: Legal Survey and Focus on the Transgender Experience of Health Care

[https://www.researchgate.net/publication/242527943\\_Transgender\\_EuroStudy\\_Legal\\_Survey\\_and\\_Focus\\_on\\_the\\_Transgender\\_Experience\\_of\\_Health\\_Care\\_Written\\_by](https://www.researchgate.net/publication/242527943_Transgender_EuroStudy_Legal_Survey_and_Focus_on_the_Transgender_Experience_of_Health_Care_Written_by)

### Appendix 3: Guidelines for transgender students speaking with their class about their transition

If a student chooses to tell their class that they are transgender it is usually after a process of coming to terms with the change themselves, with their family and friends prior to informing their class. The student will usually have someone within the school with whom they can link in with (e.g., a teacher they are familiar with who may also be a member of the student support team). Often students do not want to give their peers this information and may prefer their Year Head or a teacher they are familiar with to do this instead.

The following advice may be useful when supporting a transgender student wishing to speak with their class about their transition:

1. A member of the student support team will meet with the student. They will discuss together what the student wishes to inform their class. The student will practice with the student support team member what they will say to their class.
2. Student support team may conduct a role play with the student prior to telling their class to help them deal with tough questions or responses.
3. The teacher familiar with the class will be present in the class as the student informs their class. This is to give additional support to the student.
4. Open respectful dialogue to be encouraged.
5. Students should be encouraged not to ask questions at this time. A teacher might be appointed whom students can direct their questions to at a separate time. It should not be expected that the student who is transitioning would educate their peers.
6. Follow up meetings might be held with the student and a member of the student support team or another teacher identified by the student to check in with them and to see how things are going.
7. LGBTQI+ issues, identity and RSE are covered in as a general topic to all students in our SPHE class.

Appendix 3B: Procedures

<b>Documentation</b>	<b>Please Tick when submitted</b>
The relevant supporting documentation required by the school are:	
A meeting is arranged with parent(s)/guardians regarding their child's gender. This meeting is documented.	
A statement by the child themselves (if they wish to do this) confirming that they wish to be treated as having their acquired gender rather than their birth gender	

<b>Topic</b>	<b>Decision and Timeline Agreed</b>
<b>Talk to class - year group</b> ( <i>see scripts in appendix</i> ) Is this required? If so: Student or Staff Member?	
<b>School Uniform</b> What school uniform	All students can choose trouser or pinafore uniform.
<b>Toilets:</b>	Accessible toilet <u>only</u> to be used as our 'Gender Neutral' toilet near Room 13.
<b>P.E. and changing facilities</b> Note: The school understands that a transgender student may be 'binding' so the school and PE teachers will consult with the student regarding the safety of participating in the PE class.	The wheelchair accessible toilet in the Sports Hall to be used as our 'Gender Neutral' toilet and changing area.
<b>Gender Pronouns to be used</b>	

<b>Student's signature</b>		<b>Date</b>	
<b>Parent's signature</b>		<b>Date</b>	
<b>Staff Member's signature</b>		<b>Date</b>	

#### Appendix 4 – Transcript to inform students.

It is suggested that with when initially informing students the teacher does all the talking with no opportunity for questions/interruptions being given.

The tone of the talk should be light, open and positive. The talk should be short and factual.

The student you have known as X has been experiencing some strong feelings about how they feel about themselves for quite some time and has made the decision to transition and wishes to be known from today as X and wants us to use X pronouns.

Transitioning is when someone decides to begin to live in the gender, they identify with rather than the one assigned to them at birth.

It must be really difficult to come to school every day and pretend to be someone you are not, to feel like you have to cover up something about yourself, hide and try to fit in.

Student X (using new name) has been so brave, showing so much courage, and now feels ready to let us all know who they truly are.

The focus then should shift to the whole class, praising them for being kind, inclusive and caring towards each other and how fortunate they are to be so supportive of one another, looking out for each other when something important is going on in any one of their lives.

Important to reinforce collective responsibility and how it is their class that would largely determine how the school community would respond to the news that Student X has transitioned.

Need to set out what behaviour is and is not acceptable.

“It will be a challenge for us all to get used to a new name, and or, pronoun. This will take time and we may make mistakes from time to time. If you make a mistake and use the previous name or pronoun, can you please apologise, correct yourself and move on. Myself and the other teachers will do the same.

Mistakes are acceptable but deliberate use of the birth name or deliberately mispronouncing someone may be deemed as bullying and appropriate actions will be taken in line with school procedures to address any inappropriate behaviour”.

Constant praise, affirmation and reaffirmation of the high expectations the school has of them – reference the SPHE lessons here on this topic and how open and respectful the students always are. Remind the students how their parents and they themselves had all chosen the school for particular, specific reasons – that the school places a strong focus on values such as respect and diversity, kindness, understanding and making sure that everyone feels welcome in the school and has the opportunity to flourish.

Remind the class that they set the standard as to how student X will be treated as they are the base/core group.

“I am sure you will all need time to digest everything and if anything comes up later, please feel free to direct your questions to **me (i.e. not to the student)**.”

However, we would ask you not to ask student X any questions, unless you are their close friend and feel it is appropriate. You can use the following as a general rule of thumb...Would you ask that particular question to any other student in the class? If the answer is no, then do not ask it.”



## Appendix 5 – Information sheet for parents

### Information sheet for parents

- Schools are governed by the Education Act (1998), the Education (Welfare) Act (2000) and the Equal Status Acts (2000 to 2008) in which the promotion of equality is embedded. Schools are required to prepare a Code of Behaviour along with other policies that specifies the standards of behaviour which must be observed by students. Schools have a responsibility to address homophobic and transphobic bullying in their anti-bullying policies and to ensure education and prevention strategies to prevent and tackle such bullying.
- Research has shown the value that parents place on Relationships and Sexuality Education (RSE) being addressed in schools<sup>1</sup>. Further research reveals an overwhelming percentage (82% of parents) felt that issues related to sexual orientation should be addressed, while 90% of parents felt that negative attitudes to LGBT people should be addressed in schools<sup>2</sup>.
- It is highly likely that every school and every classroom will have lesbian, gay or bisexual students even if they have not ‘come out’ while in school. The latest research and statistics show that 6-10% of young adults in Ireland identify as LGBTQ+. Here’s the source- <http://www.myworldsurvey.ie/full-report> Dooley, B, O’Connor, C, Fitzgerald, A, & O’Reilly, A (2020) *My World Survey 2: National Study of Youth Mental Health in Ireland. Jigsaw and UCD School of Psychology*. Homophobic, biphobic and transphobic bullying and anti-gay name-calling are serious issues that impact on LGBT students. They also impact on any student who is considered different and who is targeted for this type of bullying. By addressing sexual orientation and gender identity topics, homophobic and transphobic bullying and anti-gay name-calling, the whole school population benefits from the promotion of inclusion and respect for difference.
- No parent wants his or her child, or any child, to be bullied or to be involved in bullying behaviour. It is in the interest of all parents to support the school in carrying out its legal obligations to protect all pupils and to eliminate bullying.
- Some parents may assume that if a school is preventing homophobic and transphobic bullying, they are therefore discussing sexual activity, or encouraging pupils to be lesbian, gay, bisexual or transgender. This is not the case, and this needs to be made clear for parents. Strategies and discussions to prevent homophobic, biphobic and transphobic bullying cannot make someone become lesbian, gay, bisexual or transgender.
- All parents will be informed of the school’s policies, including the anti-bullying policy, before their child is enrolled. It is important in this regard that the Department’s procedures in relation to ensuring that all parents, especially those of incoming pupils are informed of school policies.

<sup>1</sup> Mayock et al, 2007

<sup>2</sup> Gleeson & McCormack, 2006 Unpublished.

This procedure was read by the Board of Management on the date noted below.

**Signed:** Mary Ryan **Date:** 11/12/2023  
Ms. Mary Ryan, Chairperson of Board of Management

**Signed:** Anne Mc Grath **Date:** 11/12/2023  
Ms. Anne Mc Grath, Principal