



THE CONSORTIUM  
ACADEMY TRUST

# LGBTQ+ Policy

The Consortium Academy Trust (TCAT)  
An Exempt Charity Limited by Guarantee  
Company Number 07665828

Status:	Live
Policy Owner (Position)	Director of Education
Statutory / Recommended	Recommended
Date Adopted	December 2020
Review Period	12 months
Revision	0
Next Review Date	December 2021
Advisory Committee	Trust Board
JCNC Consultation Date	19 November 2020
Linked Documents and Policies	Attendance at Work Policy Anti-Bullying Policy Behavioural Policy Code of Conduct -staff Complaints Policy Uniform Policy Equal Opportunities at Work Policy Staff Leave of Absence Policy Grievance Policy

*\*NB – This document can only be considered valid when viewed on The Consortium Academy Trust website. If the copy is printed or downloaded and saved elsewhere the Policy date should be cross referenced to ensure the current document is referenced*

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## Statement of intent

The Consortium Academy Trust (the 'Trust') believes that all our learners 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 learners engage in 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 policy has been created with an aim to reduce stigmatisation, and improve the educational integration, of lesbian, gay, bisexual, transgender, queer, questioning, intersex, asexual, allies, and pansexual (LGBTQ+) individuals.

In all instances, the Trust will refer to transgender individuals as "trans\*" to prevent any form of labelling that may be incorrect or insensitive.

The Trust is committed to valuing, respecting and understanding individuals' differing sexual and gender identities, as well as providing continuous, personalised support.

This policy aims to:

- 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, learners and parents to support the successful education, development and wellbeing of every learner and member of staff.
- Provide a framework for engaging with third party organisations to support and promote gender and sexual equality
- Adhere to relevant statutory legislation concerning bullying, harassment and discrimination.

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

We endeavour to be supportive and sensitive but will be transparent with learners and parents and accept our limitations and acknowledge when we make a mistake relating to an individual.

## 1. Legal framework

1.1. This policy 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 policy operates in conjunction with the following Trust policies which can be found on the Trust website ([www.consortiumtrust.co.uk](http://www.consortiumtrust.co.uk)):

- Attendance Policy
- Anti-Bullying Policy
- Behavioural Policy
- Code of Conduct -staff
- Complaints Policy
- Uniform Policy
- Equal Opportunities at Work Policy
- Staff Leave of Absence Policy
- Grievance Policy

## 2. Definitions

- 2.1. **"Bisexual"** is defined as a man or woman who is romantically, sexually and/or emotionally attracted to people of both sexes.
- 2.2. **"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".
- 2.3. **"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".
- 2.4. **"Queer"** is an umbrella term for sexual and gender minorities that are not heterosexual or cisgender.
- 2.5. **"Trans\*"** is an umbrella term that refers to all identities within the gender identity spectrum other than cisgender men and cisgender women.
- 2.6. **"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 trans\* identity through a number of means, such as the following:
  - Behaviour
  - Clothing

- Hairstyles
  - Activities
  - Voices
  - Mannerisms
- 2.7. **“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
- 2.8. **“Coming out”** is 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.
- 2.9. We recognise that there are other gender fluid persons and sexual identities that may not be explicitly covered in the definitions above but by highlighting that, we hope to establish that all persons are valued.

### 3. Roles and responsibilities

- 3.1. The academy will be responsible for:
- Respecting all individuals’ right to privacy and not disclosing a person’s LGBTQ+ status without the individual’s permission at the academy to any other learners, staff members or third parties.
  - Developing a response for when a LGBTQ+ individual comes out, is outed, or experiences bullying.
  - Ensuring that appropriate counselling is made available for LGBTQ+ individuals who require immediate interventions, parental assistance (where appropriate) and/or personal counselling.
  - Ensuring that all practical and organisational elements relating to the individual’s daily life within the academy are discussed and out in place for example – preferred name, changing facilities, toilet facilities and external notifications
- 3.2. The Trust Board will be responsible for:
- Evaluating and reviewing the success of support available to LGBTQ+ individuals
  - Evaluating and reviewing this policy, and ensuring it is non-discriminatory on an annual basis, or earlier should something arise from its operation that warrants more urgent review.
  - Ensuring that other academy policies, e.g. the Academy Uniform Policy, are non-discriminatory either implicitly or explicitly.
- 3.3. The Headteacher (or other delegated senior member of staff) will be responsible for:
- Holding meetings, as appropriate and where requested with parents of LGBTQ+ learners and discussing the success of support in place. Similarly, meetings for members of staff.
  - Making any necessary and appropriate changes to the support available to ensure the happiness and development of the individual.

- Ensuring that all practical and organisational elements relating to the individual's daily life within the academy are discussed and out in place for example – preferred name, changing facilities, toilet facilities and external notifications
- 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 recommending amends to this policy, considering new legislation and government guidance, and previously reported incidents to improve procedures. Including engaging with Internal Audit processes to respond to safeguarding elements of this policy.
- Keeping a record of any reported incidents and working to put measures in place that prevent these reoccurring.
- Ensuring that amendments are made to the management information system (SIMs) to reflect individuals' preferred names.
- Ensuring that staff and learners understand the individuals' 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.

3.4. All staff will be responsible for:

- Being alert to possible harassment of learners and staff, both inside and outside of the academy, and dealing with incidents of harassment/discrimination as the highest priority.
- Ensuring they meet the unique needs of LGBTQ+ learners 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, e.g. ensuring they use the correct pronouns.
- Teaching learners about diversity and difference and explaining that it is good to be understanding of others.
- Being aware of their own bias and possible prejudice and ensuring they do not represent these in a learning environment and seek to develop their understanding as part of their CPDL priority.

3.5. The DSL will be responsible for:

- Ensuring staff understand how to react to instances of prejudice-related bullying.
- Reviewing the relevant policies and procedures to ensure they cater for the individual needs of LGBTQ+ people, e.g. changing rooms.
- Conducting meetings with LGBTQ+ learners as often as the learners feel necessary, to ensure they feel happy and safe at school.
- Being a supportive and informative professional for LGBTQ+ learners' families, to help them understand and help the children and young people in question.
- Positively promoting the LGBTQ+ agenda across the academy during specific events or through learners' voice groups

- 3.6. The Trust Mental Health Support Worker is responsible for:
- Complying with Section 4 of this policy, which outlines the main requirements of their role.
  - Incorporating and monitoring support for LGBTQ+ individuals in conjunction with the Headteacher, as required
  - Being available to offer support to any LGBTQ+ individuals who require it and holding one-to-one meetings with LGBTQ+ individuals who ask for one.
  - Engaging with parents and other agencies as appropriate to support the individual
- 3.7. Learners 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. Mental Health Support Worker (MHSW)**

- 4.1. The Trust has a number of Mental Health Support Workers
- 4.2. Members of staff will have the same access to this support as learners.
- 4.3. 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 MHSW to ensure that appropriate support can be arranged.
- 4.4. For LGBTQ+ learners, the MHSW will discuss the support available and involve the Headteacher/DSL and their parents where appropriate.
- 4.5. For LGBTQ+ members of staff, the MHSW will work alongside the Headteacher to ensure that the staff member's needs are catered for. The Headteacher and the member of staff may seek advice from the Trust HR Team.
- 4.6. We recognise the MHSW are trained and informed individuals with their own professional skills and supporting body, for transparency in this policy the following may be discussed with the LGBTQ+ individual:
- Whether the individual has witnessed others talking about being LGBTQ+, including positive, negative or neutral messages
  - How the individual feels about their sexual identity
  - The individual's level of acceptance about their LGBTQ+ identity, exploring their concerns, thoughts, and offering reassurance
  - What support the individual has available, including any other LGBTQ+ people
  - Ways in which the individual can be supported by the academy and externally, if necessary
- 4.7. The MHSW will ensure meetings are confidential; however, where an individual's safety is at risk or there is deemed to be a safeguarding issue, the relevant people will be informed as soon as is practicable.

- 4.8. Once support is in place, the MHSW will meet with the individual on a regular basis to discuss the effectiveness of the support and any further support that is required. Feedback will be provided to the parents where necessary and consented.
- 4.9. Victims of prejudice-related bullying will be referred to the MHSW or other internal support mechanisms, to discuss the issue with all learners involved and develop any support plans for the affected learner.
- 4.10. We recognise that the individual may not engage in the support available, in these circumstances we will ensure that they know how to seek the internal support at a later date and signpost to other agencies and support groups which they may feel more comfortable to access.

## **5. Appropriate measures**

### **Absence**

- 5.1. In line with our Attendance Policy, Attendance at Work Policy and Staff Leave of Absence Policy, the academy will make reasonable adjustments to accommodate absence requests for treatment and support of trans\* individuals by external sources.
- 5.2. All absences will be recorded accurately and sensitively to protect the individual's privacy.

### **Prejudice-related bullying**

- 5.3. Any incidents that occur will be reported to the Headteacher and recorded in line with the Anti-Bullying Policy for learners or the Grievance Policy for staff.
- 5.4. Teaching of gender identities, sexualities and the LGBTQ+ community will be incorporated into PSHE (other appropriate lesson delivery) lessons, age-appropriate RSE and designated assemblies and events 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.

### **Single-gender activities**

- 5.5. The academy will limit the number of single-gender activities unless completely necessary, such as during some PE lessons.
- 5.6. Where possible, LGBTQ+ learners will be encouraged to attend the class that represents their preferred gender identity.
- 5.7. The academy will avoid providing activities that are only specific for one gender, e.g. only providing dance classes for female learners which may exclude LGBTQ+ learners and promote gender stereotyping

### **Terminology and language**

- 5.8. Learners will be educated on inappropriate language and name-calling, and instances of such will not be tolerated.



- 5.9. Staff members will be given training regarding LGBTQ+-friendly language, and discrimination will never be tolerated.
- 5.10. Learners and staff will be encouraged to be sensitive if enquiring about an individuals' sexuality, sexual orientation or gender identity where appropriate.
- 5.11. The academy will establish which pronouns and terms each LGBTQ+ individual would prefer.
- 5.12. A list of LGBTQ+-friendly terms can be found in Appendix 1.

### **Staff training**

- 5.13. All members of staff will undergo regular training with a well-informed professional, which will:
- Ensure all staff are aware of, and comply with, current legislation and government recommendations.
  - Ensure all staff are aware of their responsibilities and how they can support LGBTQ+ individuals.
  - Provide support for teachers incorporating gender identity into the curriculum.
  - Ensure that the academies are aware of, and celebrate, a variety of LGBTQ+ awareness days, e.g. Transgender Day of Remembrance, PRIDE.
  - Provide support for teachers responsible for managing any discrimination towards gender identity or sexual orientation.
  - Provide up-to-date information on terms, concepts and current understandings of gender identity, gender expression, gender diversity and sexual orientation, including in children.
  - Develop appropriate strategies for communication between parents, staff members and learners about any issues related to gender identity, gender expression and sexual orientation.

### **Sports and PE**

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

### **Use of toilets, changing rooms and general environment**

- 5.17. The academy will ensure that trans\* individuals are able to access the toilet and changing facilities that correspond with their preferred gender identity and give them a choice.

- 5.18. The academy will ensure that there are unisex toilets and changing facilities available on-site that are accessible for all members of the academy, should they wish to use them.
- 5.19. Learners who are undergoing a transition will be aware of their new toilet facilities to ensure they are familiar with their surroundings.
- 5.20. Any learner who faces discomfort using a shared changing space will be provided with a safe and non-stigmatised alternative, such as curtains or a separate changing schedule.

### **Relationships and Sex Education**

- 5.21. the academy will implement a Policy and curriculum in line with the phase specific statutory requirements of the July 2019 document. This will include education on elements related to this policy. Parents will be informed of the content and where relevant their right to withdraw their child. In the primary phase this right must be exercised. In the secondary phase a conversation should take place with the parent and where appropriate the learner to highlight the benefits of such education. There is no right of withdrawal from statutory elements of this provision.

### **School uniform and regulations**

- 5.22. All learners have the right to dress in accordance with their preferred gender identity within the constraints of the Academy's Uniform Policy
- 5.23. Learners will be encouraged to coordinate their PE kit in accordance with their preferred gender identity, where possible.
- 5.24. Should a trans\* learner be required to participate in a swimming activity, sensitive consideration will be given to swimwear options, which will be discussed beforehand.
- 5.25. Members of staff will be encouraged to wear professional clothing that they are comfortable in – no gendered uniform policy will be implemented for staff.

### **School trips, exchanges and overnight stays**

- 5.26. The academy will prepare relevant risk assessments prior to any trip. Identified risks to health or wellbeing will be discussed with the LGBTQ+ learner, Headteacher and MHSW or other support service member of staff to establish any necessary measures or adjustments to accommodate for the individual's needs. Parents will also be invited to join discussions if appropriate.
- 5.27. The academy will assess the toilets and washing facilities available on a case-by-case basis to accommodate for trans\* individual's needs.
- 5.28. Before any trip, staff will establish with learners their expectations concerning how learners support, treat and include each other, regardless of sexual orientation or gender identity.
- 5.29. The academy will ensure that any kit lists will be gender neutral.

5.30. The academy will discuss participation in physical activities with LGBTQ+ learners prior to a trip. Parents will also be invited to join discussions where appropriate. If the individual cannot or does not want to participate, the academy will make alternative arrangements where possible.

5.31. The following steps will be taken prior to residential trips:

- The academy will consider the general hygiene needs of trans\* learners, including washing and reusing bindings.
- Sleeping arrangements will be established by trans\* learners, the Headteacher and MHSW or other support services member of staff with parents being informed in advance of the trip. Wherever possible, the academy will ensure trans\* learners are able to sleep in rooms appropriate to their gender identity. In the event where learners may not feel comfortable doing this, the academy will provide alternative sleeping and living arrangements. No additional costs to the activity should be passed on to parents of a \*trans learner

5.32. The following steps will be taken prior to trips abroad:

- The academy is aware that some countries have differing laws and attitudes towards the LGBTQ+ community. If an LGBTQ+ learner is required to travel abroad, a full risk assessment and investigation will be carried out to accommodate their needs.
- The academy will contact any relevant border control or agency to ensure the accuracy of risk assessments and academy policies.
- As individual passports will be required for travel abroad, the academy will ensure that trans\* learners and their parents are provided with any relevant preparation or support.
- The academy will prepare for, and make reasonable adjustments for, the movement of medication, including steroids or hormone blockers, across different countries. Where this is not possible the parents and the academy may have a duty of care to the child/young person to safeguard them.

### **Changing names and gender on documents**

5.33. The academy 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 academy.

5.34. On unofficial documents, e.g. registers, the academy will use individuals' preferred names.

5.35. Upon receipt of legal confirmation, e.g. a new passport, the academy will change the name of a trans\* individual on official academy documents.

5.36. The Headteacher or MHSW or other support services member of staff will hold a discussion with the trans\* individual as to how they would like to notify others about their preferred name and gender.

5.37. 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 staff member will inform the relevant person in school of their actions and reasons for doing so.

5.38. The academy will do everything it can to ensure LGBTQ+ individuals feel safe and welcome at the academy.

### **Local community**

5.39. The academy recognises the need for support out of the school environment and will encourage every LGBTQ+ individual to become involved in an LGBTQ+ group/support network.

5.40. The details of the LGBTQ+ groups/support networks will be shared with the Headteacher (or other delegated senior member of staff).

### **Changing schools**

5.41. The academy will employ effective communication when an LGBTQ+ learner is changing schools.

5.42. The LGBTQ+ learner will be referred to the new school's support team to ensure their wishes are accommodated for, and they can raise any concerns.

5.43. The academy will endeavour to ensure that the new school works closely with the LGBTQ+ learner and their family to establish and implement their wishes around confidentiality and adjustments.

## **6. Transition plans**

6.1. When a trans\* individual discloses that they wish to attend the academy in their preferred gender identity, the academy will put a transition plan in place to support the individual.

6.2. The transition plan will be created by the Headteacher (or other delegated senior member of staff) in conjunction with the learner and their parents. If preferred, the learner may request that their parents are not involved.

6.3. The academy will seek support from external, professional advisors when devising the transition plan, if necessary.

6.4. Transition plans may include the following items:

- Procedures for each stage of the transition, including a timeframe for each aspect of transition and the support required, to ensure they are happy with the academy environment.
- How the learner wants their transition to be communicated to the academy community – particular consideration will be given to preventing transphobic bullying and ensuring a positive culture is created
- Whether it is necessary to communicate the learner's transition to parents of other learners

- The date of the transition as identified by the learner – this is the first day of the gender presentation, pronoun usage and name
- The learner’s wishes for use of toilet and changing facilities
- The processes that will ensure the learner’s preferred pronoun and name will be in place on required documents on the date of their transition
- Any arrangements for additional staff /learner training
- If relevant, how the Uniform Policy will be adhered to

## 7. Prejudicial bullying

- 7.1. **“Transphobia”** refers to is an irrational fear, hatred or abuse of trans\* 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 trans\*, e.g. by 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.
- 7.2. **“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.
- 7.3. **“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”.
- 7.4. The Trust will not tolerate prejudice-related bullying of any description.
- 7.5. 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 Trust’s Anti- Bullying Policy and the Academy’s Behaviour Policy.
- 7.6. Staff have the responsibility to discipline learners who misbehave either inside or outside the academy premises, in line with the school’s behaviour policy.
- 7.7. The academy recognises that those who are victims of prejudice-related bullying may not identify as an LGBTQ+ individual.
- 7.8. The Headteacher will decide whether it is appropriate to notify the police.
- 7.9. Learners and staff will understand that prejudicial language will not be tolerated inside or outside of the academy.
- 7.10. The academy will ensure that there are private spaces available for LGBTQ+ individuals to discuss concerns, if they feel that they are, or someone else is, being

bullied because of their gender, gender expression, gender identity or sexual orientation.

- 7.11. 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, in line with the Academy Behaviour Policy.
- 7.12. Learners will be reprimanded according to the Academy Behaviour Policy and staff will be reprimanded in accordance with the Trust Grievance Policy
- 7.13. The MHSW or other support services member of staff will hold a meeting with the victim to discuss any support they feel appropriate. If necessary, external support will be sought. Sensitivity will be given to whether the victim has disclosed their LGBTQ+ status.

## **8. Communicating with stakeholders**

- 8.1. The Trust will communicate any changes to policies and procedures to the stakeholders, e.g. parents and staff, to ensure that they are fully aware of the systems in place to prevent prejudicial bullying.
- 8.2. The academies 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.
- 8.3. [Secondary schools] Before granting a withdrawal request, a pastoral member of staff will discuss the request with the learner, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- 8.4. If parents wish to withdraw their child, the Headteacher will explain the academy's responsibility to implement anti-bullying prevention strategies, including LGBTQ+ issues. Parents will be notified if their request cannot be granted as the lesson is statutory.
- 8.5. The academy 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.
- 8.6. Parents will be informed of the procedure to follow if they wish to raise a concern with the academy, as well as the procedures for issuing complaints, in line with the Trust's External Complaints Policy
- 8.7. The academy will ensure parents are aware of how they can seek additional support and information if their child is LGBTQ+
- 8.8. Members of staff will be informed of any changes to policies that have an implication on LGBTQ+ issues.
- 8.9. Members of staff will be consulted on the planning of events and trips to ensure they are LGBTQ+ inclusive.

8.10. Where appropriate, the academy will consult LGBTQ+ members of staff in regard to planning LGBTQ+ lessons into the curriculum, including the correct terminology.

## 9. Monitoring and review

This policy will be reviewed every year.

### Appendix: Glossary of Terms

<b>Term</b>	<b>Definition</b>
<b>Ally</b>	A person who considers themselves a friend to the LGBTQ+ community.
<b>Asexual</b>	The lack of sexual attraction to anyone, or low or absent interest in sexual activity – also known as “non-sexuality”.
<b>Agender</b>	People who identify as having no gender or being without a gender identity.
<b>Assigned sex</b>	The sex that an individual is assigned at birth.
<b>Bigender</b>	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.
<b>Biphobia</b>	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”.
<b>Bisexual</b>	A man or a woman who is romantically, sexually and/or emotionally attracted to people of both sexes.
<b>To ‘come out’</b>	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.
<b>Cisgender</b>	An individual whose sense of personal identity and gender corresponds with their birth sex.
<b>FTM/F2M/trans* man/transsexual man</b>	An individual who was assigned female at birth but whose identity is male.
<b>FAAB</b>	Female assigned at birth.
<b>Gay</b>	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 attached to another man – this is known as being “homosexual”.

<b>Genderqueer</b>	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.
<b>Gender dysphoria</b>	A medical term to describe the social/mental/physical difficulties that most trans* people experience.
<b>Gender expression</b>	The way in which a person expresses their gender to others through behaviour, clothing, hairstyles, mannerisms, etc.
<b>Gender fluid</b>	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.
<b>Gender identity</b>	A person's internal feeling of being male or female, regardless of the sex listed on their birth certificate.
<b>Gender Recognition Certificate</b>	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.
<b>GIC</b>	Gender identity clinic.
<b>Gender variant</b>	Behaviours or gender expression that does not match masculine or feminine gender norms.
<b>Homophobia</b>	An irrational fear, hatred or abuse of an LGBTQ+ individual. Homophobic bullying is often based on an actual or perceived sexual orientation.
<b>Intersex</b>	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.
<b>Lesbian</b>	A woman who is romantically, sexually and/or emotionally attracted to another woman – this is also known as “homosexual”.
<b>LGBTQ+</b>	An acronym to describe lesbian, gay, bisexual, transsexual, queer, questioning, intersex, asexual, allies, and pansexual individuals.
<b>MTF/M2F/trans* woman/transsexual woman</b>	An individual who was assigned male at birth but whose identity is female.
<b>MAAB</b>	Male assigned at birth.
<b>Non-binary</b>	An individual who does not confirm to the societal norms of female and male.
<b>Pangender</b>	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.
<b>Pansexual</b>	Otherwise known as omnisexuality, refers to sexual attraction, romantic love or emotional attraction towards people of any sex or gender identity.



<b>Preferred gender</b>	An individual's internal gender identity, not considering the sex assigned to them at birth.
<b>Queer</b>	An umbrella term for sexual and gender minorities that are not heterosexual or cisgender.
<b>Questioning</b>	The questioning of one's gender, sexual identity, sexual orientation, or all three.
<b>Sexual orientation</b>	A common pattern of emotional, romantic and/or sexual attractions to men, women, both or neither.
<b>Stealth</b>	A transgender individual who lives as their transgender identity but who sees not reveal their transgender status.
<b>To 'gender'</b>	To assign a gender to an individual based on their behaviour and appearance.
<b>To 'misgender'</b>	To assign a gender to an individual based on the gender they were assigned at birth rather than their gender identity.
<b>To 'transition'</b>	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 live with their preferred gender identity.
<b>Trans*</b>	An umbrella term that refers to all identities within the gender identity spectrum other than cisgender men and cisgender women.
<b>Transgender</b>	An inclusive term describing individuals whose gender identity, or gender expression, is different from the sex assigned to them at birth.
<b>Transphobia</b>	An irritation fear, hatred or abuse of trans* individuals, which is based on actual or perceived gender identity.
<b>Transsexual</b>	Somebody who has medically transitioned.
<b>True gender identity</b>	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.