



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

LGBTQ+ Policy

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

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Linked Documents and Policies	Anti-Bullying Policy Behaviour Policy Uniform Policy RSHE Policy Child Protection and Safeguarding Policy Equal Opportunities or Equality Policy SEND Policy Data Protection/Records Policy Educational Visits Policy Online Safety Policy Complaints Policy Staff Code of Conduct Attendance Policy Supporting Learners with Medical Conditions Policy
Equality Impact Statement: The Trust uses Equality Impact Assessments to consider policies and processes focussing on fairness, access and inclusion and how different groups might be affected. This includes the requirement to make reasonable consideration and adjustments to account for the individual needs of employees. This is part of our duty under the Equality Act (2010)	

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. The linked policies can be viewed at www.consortiumtrust.co.uk

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Policy Statement

Why the Policy Is Needed

The Consortium Academy Trust is committed to ensuring that every learner is able to learn, work and participate in an environment that is safe, respectful, inclusive and free from discrimination, harassment and bullying. The Trust values the dignity of every individual and is committed to ensuring that learners who are lesbian, gay, bisexual, trans, queer, questioning, or who identify with other identities within the LGBTQ+ community are treated fairly, respectfully and sensitively.

The Trust recognises that being lesbian, gay or bisexual is not, in itself, a safeguarding concern. Similarly, questioning aspects of gender is not, in itself, evidence of a safeguarding concern. However, some LGBTQ+ learners, or learners who are perceived by others to be LGBTQ+, may experience bullying, harassment, discrimination, isolation or other vulnerabilities which schools must recognise and address appropriately.

This policy therefore establishes a consistent Trust-wide approach to:

- promoting dignity, respect and inclusion;
- preventing and responding to discrimination, prejudice and bullying;
- supporting learners who disclose or discuss their sexual orientation;
- supporting learners who are questioning aspects of their gender;
- responding appropriately to requests relating to social transition;
- protecting learners' safety, welfare and privacy;
- involving parents and carers appropriately;
- ensuring decisions are considered carefully and on an individual basis; and
- ensuring significant decisions are appropriately recorded, reviewed and accountable.

What the Policy is About

This policy applies across all schools within The Consortium Academy Trust. It is primarily concerned with the experiences, support and safeguarding of learners. The principles of dignity, equality, respect and freedom from harassment also apply to relationships between all members of the Trust community.

This policy should not be read in isolation. Safeguarding concerns must always be considered under the Trust's Child Protection and Safeguarding Policy and the school's established safeguarding procedures.

What the Policy Will Achieve

Through this policy, the Trust aims to create schools in which:

- learners feel safe, respected and able to participate fully in school life;
- prejudice, bullying, harassment and discrimination are challenged;
- diversity is understood and valued;
- learners are able to seek appropriate support from trusted adults;
- staff understand what to do when concerns or requests arise;
- parents and carers are appropriately involved;
- safeguarding remains central to decision-making;
- individual circumstances are considered carefully rather than assumptions being made;

- decisions are consistent, proportionate and clearly documented; and
- the rights, dignity, welfare and safety of all members of the school community are considered.

This Policy shall be reviewed in accordance with the above review date or earlier should there be a legal requirement, business requirement or any collective agreement that necessitates a change.

1 Principles

1.1 Dignity and respect

Every learner should be treated with dignity, sensitivity and respect. Staff should avoid assumptions about a learner's sexual orientation, gender identity, family circumstances or personal experiences.

1.2 Safeguarding

Safeguarding is everyone's responsibility. Being LGBTQ+, being perceived to be LGBTQ+, or questioning aspects of gender does not automatically constitute a safeguarding concern. Staff should, however, remain professionally curious about the learner's wider circumstances and be alert to vulnerabilities or harm

1.3 Equality and non-discrimination

Bullying, harassment and discrimination have no place within Trust schools. Schools will take reasonable and proportionate action to ensure that learners are able to access education and school life without unlawful discrimination.

1.4 Individual circumstances

Decisions should not be made solely because a particular course of action has been requested. Each learner's individual circumstances must be considered carefully, taking account of their age, maturity, welfare, wishes and feelings, safeguarding needs and the impact of any proposed arrangements.

1.5 Parents and carers

Parents and carers have a leading role in the lives of their children. Schools will therefore seek to work constructively with parents and carers when significant support or changes are being considered, unless doing so would give rise to a safeguarding concern.

1.6 Professional curiosity

Staff should seek to understand the full range of factors that may be affecting a learner rather than making assumptions or focusing on one aspect of their identity or circumstances.

1.7 Privacy and confidentiality

Information relating to sexual orientation, gender questioning or social transition will be handled sensitively.

Information should only be shared with those who have a legitimate reason to know it, subject always to safeguarding requirements.

1.8 Maintaining flexibility

Schools should avoid unnecessarily placing learners under pressure to make fixed or permanent decisions about their identity. Where arrangements are agreed, these may be reviewed as the learner's needs or circumstances change.

2 Legal Framework

This policy has due regard to relevant legislation and guidance including, but not limited to:

- Human Rights Act 1998
- Gender Recognition Act 2004
- Equality Act 2010
- Education Act 2002, including sections 157 and 175
- Education Act 2011
- Children Act 1989
- Children Act 2004
- Data Protection Act 2018
- UK GDPR
- DfE guidance on gender separation in mixed schools
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- RSHE Statutory Guidance 2026
- relevant Equality and Human Rights Commission guidance

Schools must also have regard to relevant Trust policies and any subsequent statutory guidance, legislation or case law.

3 Creating an Inclusive School Environment

All Trust schools are expected to maintain an environment in which learners are treated with dignity and respect. Schools should promote a culture in which difference is neither stigmatised nor used as a basis for bullying, harassment or discrimination.

Schools should:

- establish clear expectations for respectful behaviour;
- challenge discriminatory language and behaviour;
- avoid unnecessary gender stereotyping;
- ensure that learners are able to raise concerns with trusted adults;
- respond appropriately to prejudice-related incidents;
- ensure relevant aspects of the curriculum are delivered in accordance with the Trust's RSHE Policy and applicable statutory guidance; and
- consider whether policies, procedures or practices inadvertently create unreasonable barriers for individual learners.

The Trust recognises that inclusion does not mean that every request made by an individual learner must automatically be agreed.

Inclusion requires schools to consider individual circumstances carefully and reach decisions which balance dignity, safeguarding, equality, practicality and the rights and welfare of others.

4 Bullying, Harassment and Prejudice

Being lesbian, gay or bisexual is not, in itself, a safeguarding risk factor. However, learners who are LGBTQ+, or who are perceived by others to be LGBTQ+, may experience discriminatory bullying, harassment or other forms of harm.

The Trust and its schools will:

- maintain an environment in which bullying, harassment and discrimination are unacceptable;
- respond promptly to homophobic, biphobic, transphobic or other discriminatory behaviour;
- challenge inappropriate or discriminatory language;
- apply appropriate sanctions in accordance with the school's Behaviour Policy;
- consider whether an individual learner has additional vulnerabilities or safeguarding needs; and
- ensure concerns about a learner's safety or wellbeing are managed through established safeguarding procedures

Schools should recognise the potential impact of bullying on attendance, wellbeing, relationships, attainment and a learner's ability to thrive. Where bullying or harassment takes place online, this should also be considered in accordance with the school's safeguarding, behaviour and online-safety procedures.

5 Sexual Orientation, Disclosure and Privacy

5.1 Learners speaking to staff

A learner may choose to speak to a member of staff about their sexual orientation or about feelings or questions relating to it. Staff should listen appropriately, sensitively and without judgement. A learner disclosing that they are lesbian, gay or bisexual does not, in itself, create a safeguarding concern and should not automatically result in information being shared more widely. Staff should nevertheless remain alert to any wider concerns, including:

- bullying or harassment;
- coercion or exploitation;
- difficulties in family or peer relationships;
- emotional distress;
- threats or intimidation;
- inappropriate sexual behaviour;
- harmful online interactions; or
- any other indication that the learner may be at risk of harm

Where safeguarding concerns arise, normal safeguarding procedures must be followed.

5.2 Coming out

Coming out is a personal process. Schools should not pressure a learner either to disclose or to conceal their sexual orientation.

Where a learner seeks support in communicating with parents, carers or others, an appropriate member of staff may support them to consider how this could be managed safely and constructively.

5.3 Outing

Information about a learner's sexual orientation should not be unnecessarily disclosed to other learners, staff, parents or third parties without an appropriate reason. Where disclosure is required for safeguarding purposes, the school should share information in accordance with its safeguarding procedures.

6 Learners Questioning Their Gender

The Trust recognises that some learners may question aspects of their gender. Gender-questioning learners should be treated with dignity, sensitivity and respect. Questioning gender is not, in itself, evidence of a safeguarding concern.

Staff should remain professionally curious about the full range of the learner's experiences and should be alert to possible vulnerabilities, including:

- discriminatory bullying;
- difficulties within family relationships;
- difficulties within peer relationships;
- mental health and psychosocial needs;
- wider health issues;
- SEND or neurodiversity;
- social isolation; and
- other safeguarding or welfare concerns.

Schools should avoid unnecessary or rigid rules based upon gender stereotypes and should provide appropriate flexibility where this is consistent with safeguarding, equality and other legal responsibilities. The school will not initiate action relating to a learner's social transition. The procedures below apply where a learner, parent or carer asks the school to consider changes or support relating to social transition.

7 When a Learner Speaks to a Member of Staff

Where a learner discusses feelings relating to gender but does **not** ask the school to make changes to how they are treated, staff should listen respectfully and maintain appropriate confidentiality. Staff should not assume that such a conversation represents a request for social transition. Staff must not promise absolute confidentiality where the conversation gives rise to a safeguarding or wellbeing concern. If concerns arise about the learner's safety or welfare, staff must follow the school's safeguarding procedures and consult the DSL without delay. Where the learner is requesting a change in school arrangements relating to social transition, the member of staff should explain that they cannot make or agree such arrangements independently and that the request will need to be considered by an appropriate senior leader and the DSL.

8 Responding to Requests Relating to Social Transition

RESPONDING TO REQUESTS TO SOCIAL TRANSITION

A step-by-step process for schools



**SAFEGUARDING
EVERY LEARNER**

1



STEP 1 – REFERRAL

- Any request relating to social transition must be referred to an appropriate Senior Leader and the Designated Safeguarding Lead (DSL).
- The DSL will ensure that relevant safeguarding considerations are identified.

KEY MESSAGE

Safeguarding considerations must be identified from the outset.

2



STEP 2 – UNDERSTAND THE REQUEST

The school should establish clearly:

- what the learner or family is requesting;
- the reasons for the request;
- the learner's wishes and feelings;
- how long the learner has been considering the request;
- which aspects of school life the request may affect; and
- whether there are any immediate safeguarding or welfare concerns.

REMEMBER

The purpose of these conversations is to understand the learner's circumstances rather than to interrogate or challenge them.

3



STEP 3 – PARENT AND CARER INVOLVEMENT

- In most cases, the school will seek to work with the learner's parents or carers.
- Parents' and carers' views should be actively sought and given appropriate weight.
- The school may support constructive communication between the learner and their parents or carers, including with a member of staff present if appropriate.

SAFEGUARDING EXCEPTION

Where involving parents or carers may place the learner at greater risk of harm:

Consult the DSL before information is shared.

Safeguarding considerations take priority. Decisions will be made on an individual basis.

4



STEP 4 – GATHER RELEVANT INFORMATION

Depending upon the circumstances, the school may consider:

- the learner's age and maturity;
- the learner's individual circumstances;
- the learner's wishes and feelings;
- the views of parents or carers;
- the learner's welfare and best interests;
- the welfare and best interests of other learners;
- safeguarding concerns;
- relevant clinical evidence or advice;
- relevant professional advice;
- SEND or neurodiversity considerations;
- wider health and developmental considerations;
- the potential effect upon peers and staff;
- the impact upon the school environment;
- privacy and dignity;
- practical implications; and
- the Trust's safeguarding, equality and human-rights responsibilities.



Relevant professional advice may be sought where appropriate.

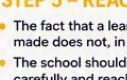


School staff are not expected to provide clinical advice or undertake assessments for which they are not appropriately qualified.



The SENCO should be involved where SEND or neurodiversity is relevant to understanding or meeting the learner's needs.

5



STEP 5 – REACH A DECISION

- The fact that a learner wishes a particular change to be made does not, in itself, determine the outcome.
- The school should consider the available information carefully and reach a proportionate decision based upon the circumstances of the individual learner and the welfare and rights of others.

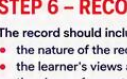
DECISIONS SHOULD BE:

- Individual
- Proportionate
- Evidence-informed
- Based on welfare and rights

AGREEMENTS SHOULD BE CLEARLY DEFINED

so that the learner, parents or carers and relevant staff understand what has and has not been agreed.

6



STEP 6 – RECORD THE DECISION

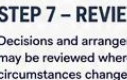
ALL SIGNIFICANT DECISIONS MUST BE RECORDED ON CPOMS

The record should include:

- the nature of the request;
- the learner's views and feelings;
- the views of parents or carers;
- relevant safeguarding considerations;
- relevant professional or clinical advice;
- relevant SEND or health considerations;
- the impact upon the learner;
- the impact upon other learners;
- relevant equality and human-rights considerations;
- the decision reached;
- the reasons for the decision;
- any agreed arrangements; and
- arrangements for review.

CPOMS

7



STEP 7 – REVIEW

Decisions and arrangements may be reviewed where circumstances change.

A review may be appropriate where there is:

- a material change in the learner's circumstances;
- new safeguarding information;
- a change in the learner's wishes;
- concerns about the learner's welfare;
- a request from the learner or parents/carers;
- new relevant professional advice; or
- evidence that an agreed arrangement is having an unintended impact.

SAFEGUARDING ALERT

The DSL must be involved immediately where a review arises from safeguarding concerns.


Safeguarding.

Equality.

Respect.

Inclusion.

Every learner, every day.

The Consortium Academy Trust

LGBTQ+ Policy

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9 Age and Developmental Considerations

A learner's age, maturity and stage of development are relevant factors when schools consider requests for social-transition support. Particular caution should be exercised in relation to primary-aged and pre-pubertal learners. Support for full social transition within a primary school would be expected to be very rare.

Where such a request is made, the school should carefully consider:

- the learner's age;
- development and maturity;
- individual circumstances;
- safeguarding needs;
- family circumstances;
- SEND or neurodiversity where relevant; and
- any appropriate professional advice.

Where families are considering social transition for a pre-pubertal learner, schools should encourage appropriate clinical involvement and seek to ensure that decisions are informed by the best available evidence and relevant professional advice. Schools should maintain flexibility and avoid placing learners under pressure to make decisions which may unnecessarily limit future options.

10 Practical Arrangements

Any practical arrangement must be considered within the decision-making framework set out in this policy.

An agreement in relation to one aspect of school life should not automatically be interpreted as agreement to every other aspect of social transition.

10.1 Names and forms of address

Where a learner is questioning their gender, the school may consider appropriate options for addressing the learner respectfully, including the use of a requested name. Any decision relating to pronouns or other forms of address must be considered within the learner's wider circumstances. Consideration should include:

- safeguarding;
- the learner's welfare;
- the views of parents or carers;
- the rights of other learners;
- the rights of members of staff;
- respect for religion and belief; and
- the school's legal duties.

Staff should not make unilateral arrangements relating to social transition.

10.2 School uniform and appearance

School uniform contributes to a consistent, inclusive and purposeful school environment. Uniform requirements will be applied in accordance with each school's published Uniform Policy. Uniform policies should avoid unnecessary gender stereotyping and provide clear, reasonable and consistent expectations. Where a learner who is questioning their gender

requests an adjustment to school uniform, the school will consider the request sensitively. Consideration should include:

- the learner's welfare and best interests;
- safeguarding;
- fairness;
- practicality;
- the impact upon other learners;
- the legitimate aims of the school's uniform requirements; and
- consistent application of school expectations.

Schools may provide flexibility where this can be achieved without compromising safeguarding, fairness, practicality or the consistent application of school expectations. Decisions should be proportionate and should not be based solely upon gender stereotypes.

10.3 Toilets, changing facilities and residential accommodation

In accordance with the principles set out within Keeping Children Safe in Education 2026, schools must ensure that learners do not access toilets, changing rooms or boarding or residential accommodation designated for the opposite sex. Any arrangements made to support an individual learner must operate within these safeguarding and legal requirements. Schools should explain relevant constraints sensitively to learners and their families when considering requests for support. Where appropriate facilities are available, alternative arrangements may be considered as part of the individual decision-making process.

10.4 Sport

Where single-sex sport has been implemented because this is necessary for safety reasons, learners must not participate in sport designated for the opposite sex. Schools should consider participation carefully and sensitively, taking account of the nature of the activity and relevant safeguarding and legal requirements

10.5 Educational visits, residential visits and overseas travel

When planning educational visits, residential activities or overseas travel, schools must consider the safety, welfare, dignity and privacy of learners and staff. Different countries and communities may have different legal, cultural, religious and social approaches towards sexual orientation and gender. These differences should be considered sensitively and objectively and should not, in themselves, be treated as an automatic reason to restrict a learner's participation.

A suitable risk assessment should consider, where relevant:

- the destination;
- applicable local laws;
- local requirements and expectations;
- accommodation;
- sleeping arrangements;
- toilets and changing facilities;
- transport;
- planned activities;
- supervision;
- safeguarding arrangements; and
- any additional vulnerability relating to an individual learner.

Where necessary, advice should be sought from the DSL, parents or carers and relevant professionals.

Schools will seek to put proportionate measures in place to safeguard all learners and staff. For overseas visits, staff and learners should be appropriately briefed on relevant local laws, cultural expectations and safeguarding considerations before travel.

11 Safeguarding, Confidentiality and Records

11.1 Confidentiality

Learners should be able to speak to trusted adults. Information about a learner's sexual orientation, gender questioning or arrangements relating to social transition should be handled sensitively and should not be shared unnecessarily. Staff must not, however, promise absolute confidentiality where there may be a safeguarding concern. Where a conversation raises concerns about a learner's safety or wellbeing, staff must consult the DSL and follow safeguarding procedures.

11.2 Accurate safeguarding information

Accurate information about learners is essential for effective safeguarding. Schools will maintain accurate records in accordance with legal and Trust requirements. Relevant staff must have access to information necessary to fulfil their safeguarding responsibilities, including information relating to a learner's biological sex where this is required for safeguarding purposes. Access to information should be proportionate and based upon professional need. All information will be handled sensitively and in accordance with applicable data-protection, confidentiality and safeguarding requirements.

11.3 Where information is not widely known

There may be circumstances in which a learner has socially transitioned from an early age and information relating to their biological sex is not known to peers or to some members of staff. Where such circumstances are identified, the DSL must be involved.

The school will consider any potential safeguarding vulnerabilities on an individual basis, including those associated with:

- puberty;
- disclosure;
- privacy;
- relationships with peers;
- relationships with staff;
- residential or changing arrangements; and
- emotional wellbeing.

Information should only be shared with those who require it in order to fulfil an appropriate professional or safeguarding responsibility.

12 Changing or Reversing Previous Arrangements

A learner's circumstances, wishes and understanding may change over time. Arrangements agreed under this policy should therefore not be treated as irreversible. Where a learner wishes to change, withdraw or partially or fully reverse a previous arrangement relating to social transition, the school will respond sensitively and provide appropriate support. The school will work, as appropriate, with:

- the learner;
- their parents or carers;
- the DSL;
- relevant school staff; and
- relevant professionals.

The learner's welfare and best interests will remain central to the response. Schools should avoid attaching stigma or judgement to a learner who changes their wishes or asks for previous arrangements to be reconsidered. Any significant changes should be documented and reviewed in accordance with this policy.

13 Roles and Responsibilities

13.1 All staff

All staff have a responsibility to contribute to a safe, respectful and inclusive school environment. Staff must:

- treat learners with dignity and respect;
- challenge bullying, harassment and discriminatory behaviour;
- follow safeguarding procedures where concerns arise;
- listen appropriately when learners seek support;
- maintain appropriate confidentiality;
- avoid promising absolute confidentiality;
- refer requests relating to social transition to the appropriate senior leader and DSL;
- avoid initiating or independently agreeing social-transition arrangements;
- avoid providing clinical advice for which they are not qualified; and
- act consistently with this policy and other Trust policies.

Where staff are uncertain about the appropriate course of action, they must seek advice from the DSL or an appropriate senior leader.

13.2 Designated Safeguarding Lead

The DSL has a key role in ensuring that safeguarding considerations are appropriately identified, assessed, recorded and reviewed. The DSL should:

- provide safeguarding advice to staff;
- contribute to significant decision-making under this policy;
- consider risks associated with sharing information with parents or carers;
- ensure safeguarding information is appropriately recorded;
- ensure relevant safeguarding information is available to those who need it;
- support reviews where circumstances change; and
- identify where further advice may be required.

13.3 Headteacher and senior leaders

The Headteacher is responsible for ensuring that this policy is implemented consistently within the school.

The Headteacher may delegate aspects of the operational implementation of this policy to an appropriate senior leader. Senior leaders should ensure that:

- staff know how to respond to concerns and requests;
- significant decisions are appropriately considered;
- the DSL is involved where required;
- parents and carers are appropriately engaged;
- agreed arrangements are understood by relevant staff;
- decisions are recorded; and
- the policy is applied consistently alongside other Trust policies.

13.4 The Trust

The Trust will support schools in responding to complex or significant matters arising under this policy.

Where appropriate, schools should seek Trust-level advice before making arrangements which raise particularly significant legal, safeguarding or operational considerations. The Trust will review this policy in response to relevant changes in legislation, statutory guidance, case law or professional guidance.

14 Staff Training and Support

Staff will have access to appropriate information and training to support their understanding of this policy and their responsibilities. Training should support staff to understand:

- the Trust's expectations regarding dignity, equality and inclusion;
- the importance of challenging discriminatory behaviour;
- safeguarding responsibilities;
- confidentiality and information sharing;
- how to respond appropriately when a learner makes a disclosure;
- the distinction between a learner discussing feelings and requesting changes to school arrangements;
- the requirement not to make unilateral arrangements relating to social transition; and
- when matters should be referred to the DSL or a senior leader.

The DSL will support staff to understand the safeguarding elements of the policy.

15 Concerns, Complaints and Escalation

Where a learner, parent or carer has concerns about how this policy has been applied, schools should seek to resolve concerns constructively and at the appropriate level. Where concerns cannot be resolved informally, the Trust's Complaints Policy should be followed.

Where a matter raises safeguarding concerns, safeguarding procedures take priority and the DSL must be consulted. Complex matters involving significant safeguarding, legal or equality considerations may be escalated for Trust-level consideration.

16 Decision Review

Circumstances and learners' needs may change over time. A decision made under this policy may therefore be reviewed where appropriate. A review should consider:

- the original request;
- the original decision and rationale;
- the learner's current wishes and circumstances;
- the views of parents or carers;
- any new safeguarding information;
- any relevant professional advice;
- the operation and impact of existing arrangements; and
- whether those arrangements remain proportionate and appropriate.

A review should not be used simply to reopen a decision without a reasonable basis. Where safeguarding concerns have prompted the review, the DSL must be involved without delay. The outcome and rationale of any significant review should be recorded on CPOMS.

17 Policy Monitoring and Review

This policy will be reviewed regularly and updated where necessary to reflect changes in:

- legislation;
- statutory guidance;
- safeguarding requirements;
- case law;
- relevant professional guidance; and
- Trust policy or practice.

The Trust will seek to ensure that its approach remains consistent with Keeping Children Safe in Education, its safeguarding duties and applicable equality and human-rights legislation.

Appendix 1 – Definitions

Term	Definition
Lesbian	Used to describe a person who is romantically, sexually and/or emotionally attracted to people of the same sex or gender as themselves, and is usually used to describe a woman who is attracted to women.
Gay	Used to describe a person who is romantically, sexually and/or emotionally attracted to people of the same sex or gender as themselves, and can be used to describe a man who is attracted to men or a woman who is attracted to women.
Homosexual	Used to describe a person who is romantically, sexually and/or emotionally attracted to people of the same sex or gender as themselves. This term is usually only used in formal contexts. Please note that "homosexual" should only be used as an adjective; using "homosexual" as a noun can be considered offensive due to its social and historical connotations.
Bisexual	Used to describe a person who is romantically, sexually and/or emotionally attracted to people of more than one sex or gender.

Trans	Used to describe several identities within the gender identity spectrum other than cisgender men and cisgender women. "Trans" is often used as an umbrella term referring to transgender people, including trans men and trans women, non-binary people, and other non-cisgender identities.
Transgender	Used to describe a person whose gender identity is different from the sex they were assigned at birth, usually including a trans man who was assigned female at birth (AFAB), a trans woman who was assigned male at birth (AMAB), or a non-binary person who was AFAB or AMAB.
Queer	Used as an umbrella term to describe several sexual and gender identities that are not heterosexual or cisgender. Please note that, as the term "queer" can also be used derogatorily, additional sensitivity may be required when using this term.
LGBTQ+ plus (+)	Used to represent other identities under the LGBTQ+ umbrella. Examples include asexual, pansexual and intersex identities.
Asexual	Used to describe a person who does not experience sexual attraction or has low interest in sexual activity.
Pansexual	Used to describe a person who is romantically, sexually and/or emotionally attracted to people regardless of sex or gender.
Intersex	Used to describe a person born with variations in sex characteristics such as chromosomes, hormones, or genitalia that do not fit the definitions of 'male' or 'female'.
Heterosexual / straight	Used to describe a person who is romantically, sexually and/or emotionally attracted to people of a different sex or gender to themselves, and is usually used to describe a man who is attracted to women or a woman who is attracted to men. "Straight" is the more informal term.
Transition	Refers to the process during which a person transitions from the sex they were assigned at birth to the gender with which they identify. This may involve living openly as their gender, using a different name or pronouns, wearing clothing consistent with their gender, or undergoing medical treatment or procedures. Transition does not have to involve medical procedures, nor any specific actions, to be valid or complete, and is defined by the needs and wishes of the individual transitioning.
Coming out	The process through which an individual, after recognising that they are a member of the LGBTQ+ community, chooses to disclose their identity to others. This can range from coming out to a limited number of people to expressing their identity openly across their whole life.
Outed	Refers to the process in which an individual's identity as an LGBTQ+ person is disclosed without their consent. This can happen accidentally or deliberately and may involve explicitly or implicitly revealing the information to individuals or on a public platform.