

Transitioning Pupils Policy

At The Brilliant Club, we are committed to ensuring that we recognise and respect the gender identity of the pupils and staff that we work with. As part of this commitment, we strive to create and promote an atmosphere in which individuals feel safe and able to disclose their gender identity if they wish to and feel supported if they have done so.

This policy sets out some specific guidance for how we can best support transitioning pupils who take part in our programmes.

In the case of pupils who are transitioning or exploring their gender identity, we expect tutors and Brilliant Club staff to respect the names and pronouns the pupil requests to be used.

Guidance for tutors

As a tutor you should:

- Ask pupils how they would like to be addressed at the start of each placement.
- Use the preferred names and pronouns of the individual, whether this be requested by the pupil themselves or a by a teacher on behalf of the pupil
- Take swift action on any issues that emerge during tutorials, ensuring that any negativity or inappropriate comments are addressed and passed onto your lead teacher. If you have any concerns about the welfare of the pupil please inform the designated safeguarding lead at the school and at The Brilliant Club immediately
- Discuss with the pupil the level of disclosure they feel comfortable with, e.g. if they would like an additional/alternative certificate printed, this would need to be passed onto The Brilliant Club staff
- Discuss with your Brilliant Club Programme Officer if you have any concerns about how best to support a pupil in this situation.
- As most Brilliant Club tutorials take place in a group setting ensure not to single out pupils who may be transitioning or exploring their gender identity. The questions below would be appropriate to use with all pupils at the start of you placement to provide a welcoming atmosphere.

‘What is your preferred name?’

‘How would you like to be addressed?’

Support and resources

[National Education Unions: Advice on Supporting Trans and Gender Questioning Students](#)

[NSPCC Learning: Gillick competence and Fraser guidelines](#)

[Stonewall: Best practice, toolkits and resources](#)

[Stonewall: Supporting a trans child or young person at school or college](#)

[Stonewall: Supporting trans children and young people](#)

Appendix A – Terminology

The concept of transitioning is something that not everyone is familiar with. We have defined some key terms below, [sourced from Stonewall](#), to help make this policy more accessible and to help support further discussions surrounding this topic.

Gender identity: This refers to a person's deeply felt internal experience of gender, which may or may not correspond to that associated with the sex they were assigned at birth.

Non-binary: This is a term for individuals who feel that their gender identity is outside the binary categories of 'man' and 'woman' or 'male' and 'female'. They may define themselves as both male and female, neither, or something different. They may or may not have medical interventions to align their body with their non-binary gender identity.

Transgender (trans): An umbrella term used to describe individuals who have a gender identity which differs from that associated with the sex they were assigned at birth. People under the trans umbrella may use one or more of a wide variety of terms to describe themselves. For example, an individual who was assigned female at birth, due to their physical characteristics, but who identifies as male would be referred to as a trans man.

Cisgender (cis): This is a term used to describe a person whose gender identity is the same as that associated with the sex they were assigned at birth. For example, an individual who was assigned female at birth, due to their physical characteristics, and who identifies as female would be referred to as a cis woman.

Gender dysphoria: A medical term used to describe when an individual experiences discomfort or distress because their gender identity does not align with that associated with the sex they were assigned at birth. Not all trans people will experience or have experienced gender dysphoria.

Transitioning: This is a term used to describe the process and steps an individual takes in order to live in the gender they identify as. Each person's transition will be unique to them and it does not necessarily include any aspect of medical intervention.

Pronouns: Personal pronouns are words we use to refer to people in conversation - for example, 'he/him', 'she/her', 'they/them' or 'ze/zir', I/we, you/me

Gender expression: This refers to the ways in which people manifest their gender identity, for example through their appearance and behaviour.

Coming out: When an individual first tells someone/others about their gender identity. If an individual's gender identity is disclosed to someone else without their consent, they have been 'outed'.

Transphobia: The fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it. An example of transphobia is deadnaming: calling someone by their birth name after they have changed their name.