D.1 Trans inclusion in ITE

Dr Lyndsay Muir (BGU)



Why are we discussing this?

A professional desire and obligation to meet the needs of all our students

In pursuit of the principle of inclusion, rather than exclusion

As resistance to the ideological weaponisation of minority groups

As counterpoint to mis-information, mis-representation and sensationalism around Trans and Non-binary (TNB) people

And…



What is the context?

Trans ‘visibility’ and mis-representation’

Lucy Meadows 2013

Women & Equalities select committee report 2016

Stonewall School Report 2017

Church of England guidance 2017

UK Gov guidance for schools 2020

Draft non statutory guidance on gender questioning children, 2023

The Cass Review – independent review of gender identity services for children and young people, 2024



Trans mis-representation and the production of ignorance

- Who is shaping the representations, the narratives, for what purpose and who is the audience?



Lucy Meadows

(1981 – 19 March 2013)

Trans teacher Lucy Meadow's death turns town against press | Transgender | The Guardian

New Year's Day, 2013 email to a friend

"I was lucky to have a supportive head," she wrote, "but I think I'd have done it here regardless as I couldn't put it off any longer and I have family and financial commitments as well. The guidance I've had from the trans community has been generally sound and very much appreciated, and I'd like to be able to say I've given something back. I suppose the best way for me to do this would be to educate the people around me and children at school – I am a teacher after all!"

"shame on all of you"

A coroner told the press "shame on all of you" as he ruled that a schoolteacher had killed herself after her gender reassignment became national news.

Michael Singleton, coroner for Blackburn, Hyndburn and Rossendale, singled out the Daily Mail as he accused the paper of "ridicule and humiliation" and a "character assassination" of Lucy Meadows, 32, who took her own life in March.

He urged the government to implement the recommendations of the Leveson report on press intrusion as he criticised the "sensational and salacious" press coverage. Delivering a verdict of suicide, he told the inquest into her death he was appalled at media reports about Meadows.

https://webarchive.nationalarchives.gov.uk/20140122175053/http://www.levesoninquiry.org.uk/wp-content/uploads/2012/02/Submission-by-Trans-Media-Watch.pdf

Response and responsibility: Mainstream media and Lucy Meadows in a post-Leveson context - Kat Gupta, 2019



Trans ‘visibility’

- Laverne Cox Time magazine cover, 2014
- Facebook provides 56 ‘custom gender’ options, 13 Feb 2014, to approx. 1.3 billion active users worldwide

Trans ‘visibility’

June 2015



INSPIRED BY THE EXTRAORDINARY TRUE STORY

THE DANISH GIRL

FIND THE COURAGE
TO BE YOURSELF.



Women & Equalities Select Committee Report January 2016

- More needs to be done to ensure that gender-variant young people and their families get sufficient support at school
- Schools must understand their responsibilities under the Equality Act 2010
- Schools must abide by their legal responsibility to ensure that all staff receive sufficient training…to ensure compliance across all protected characteristics, including trans people, especially gender variant young people
- The Committee recommends that 'Trans issues (& gender issues generally) ***should*** be taught as part of PSHE (para 361)
- https://publications.parliament.uk/pa/cm201516/cmselect/cmwomeq/390/390.pdf

Gender Diversity list 2016



[Gender diversity (GENDER DIVERSITY) | Jessica Kingsley Publishers - UK]

Stonewall School Report 2017

- First report to include research data on trans pupils
- Nearly 45% of trans pupils (secondary) have ***attempted*** suicide

- http://www.stonewall.org.uk/school-report-2017

NB: Research undertaken by Centre for Family Research at the University of Cambridge

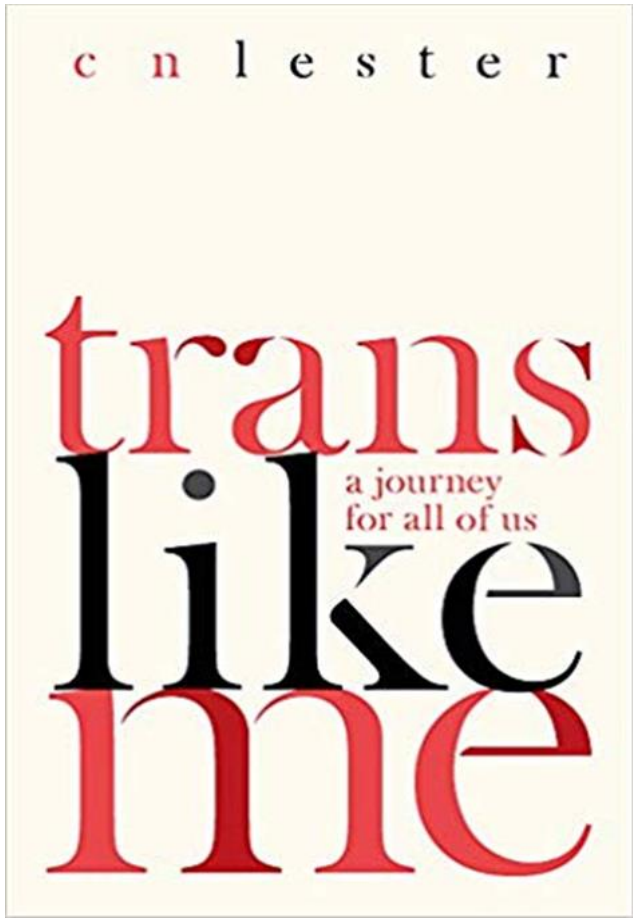
‘Trans visibility’ - Worlds Apart?

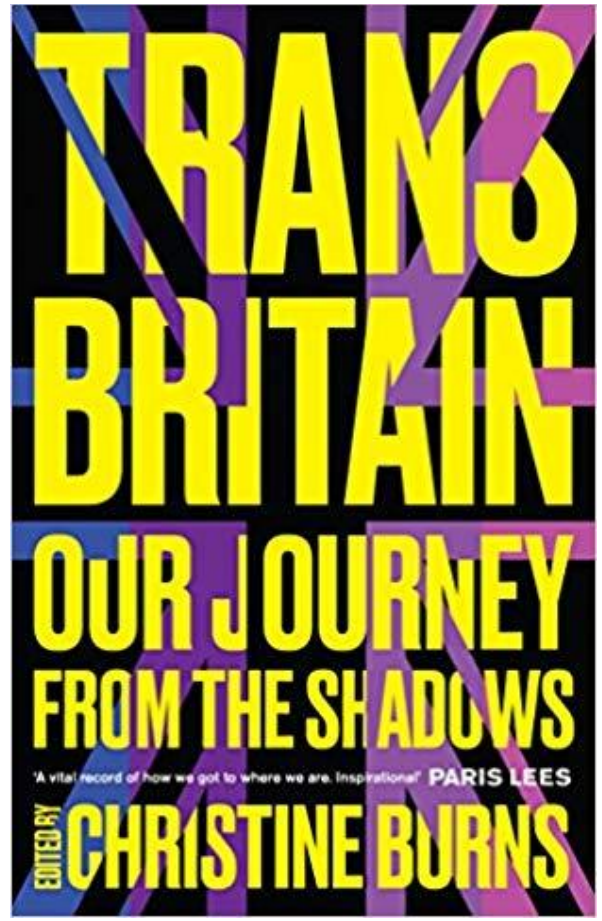
- https://vimeo.com/214839985

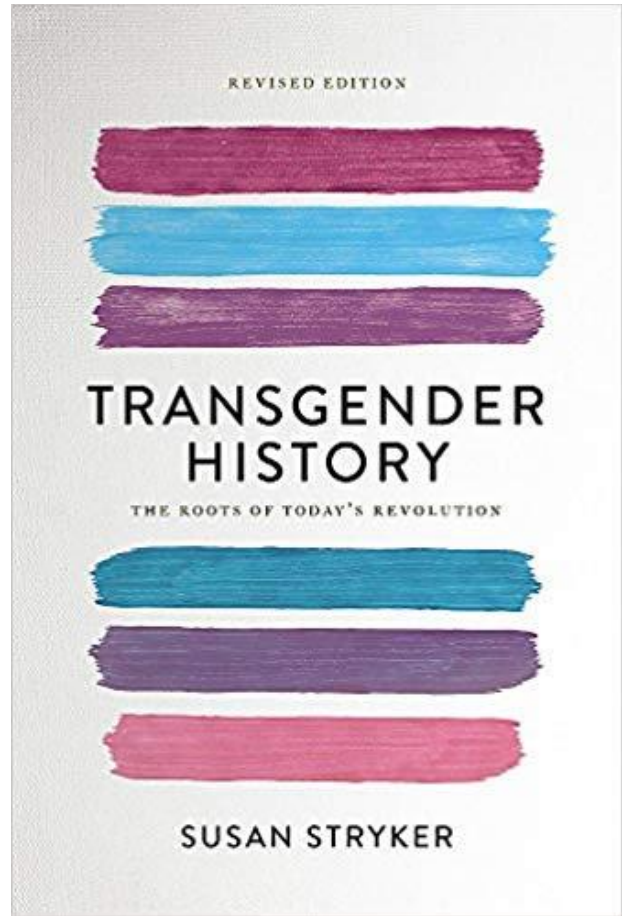
Launched online in April 2017, in just 3 months, by July 2017 the advert clocked over 40 million views worldwide

Insight & Strategy: Worlds Apart | Contagious




c n l e s t e r
trans
a journey
for all of us
like
me


TRANS
BRITAIN
OUR JOURNEY
FROM THE SHADOWS
'A vital record of how we got to where we are. Inspirational' PARIS LEES
EDITED BY CHRISTINE BURNS


REVISED EDITION
TRANSGENDER
HISTORY
THE ROOTS OF TODAY'S REVOLUTION
SUSAN STRYKER

Church of England Guidance (22.07.2019)

- School leaders should present a clear message that HBT (homophobic, biphobic or transphobic) bullying will not be tolerated and that ***there can be no justification for this negative behaviour based on the Christian faith or the Bible***.
- Justin Welby, Archbishop of Canterbury: 'This updated version of ***Valuing all God's Children*** seeks to offer further guidance and support, and places it within this vision. All bullying, including homophobic, biphobic and transphobic bullying causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide.'
- Layout 1
- Valuing All God's Children - response to recent claims | The Church of England

UK guidance 2020 (updated 2022 and then April 2024)

- All pupils should receive teaching on lesbian, gay, bisexual and transgender (LGBT) relationships during their school years. ***Secondary schools should include LGBT content in their teaching.*** Primary schools are strongly encouraged, and enabled, when teaching about different types of family, to include families with same sex parents.
- https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum 24.09.2020

- Provisions to support gender-questioning children in schools - House of Commons Library (April 2024)
- Welsh Government consultation on draft trans guidance for schools | Education Wales (Jan 2024)
- Welsh Government consultation on draft trans guidance for schools – update | Education Wales (May 2024)

UK guidance 2020

https://commonslibrary.parliament.uk/research-briefings/cbp-9078/ 10.12.2020

We are aware that topics involving gender and biological sex can be complex and sensitive matters to navigate. You should not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear.

Resources used in teaching about this topic must always be age-appropriate and evidence based. Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity should not be used and you should not work with external agencies or organisations that produce such material.

While teachers should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing, ***teachers should always seek to treat individual students with sympathy and support.***

Suella Braverman’s divisive rhetoric will not help LGBTQ+ pupils

The parent of a trans teenager says that the attorney general’s remarks betray a lack of empathy and understanding . The attorney general, Suella Braverman, said schools should not have to accommodate pupils’ gender wishes.

Letters Thu 2 Jun 2022 17.56 BST

Re your article about trans children at school (Attorney general says schools do not have to accommodate children’s gender wishes, 27 May), I am the parent of a teenager who came out to us about being trans. Our local secondary school – both the staff and pupils – have been incredibly supportive for all LGBTQ+ students. They have fostered a welcoming educational environment that puts the wellbeing of students at the heart of what they do.

To suggest that being trans is a type of “wish” shows a lack of empathy and understanding of the difficulties that young LGBTQ+ students face. We accommodate students’ cultural, religious, mental health and physical needs – why are trans children so different?

The positive experiences of our child contrast markedly with those of friends who grew up gay, lesbian, bisexual or trans in the 1980s and 1990s. We must not go back to those dark days. We are facing a mental health crisis in schools and divisive rhetoric suggesting that schools are encouraging gender dysphoria helps no one, least of all vulnerable teens who need our acceptance and support.
Name and address supplied





Draft for consultation on non-statutory guidance for schools and colleges in England (Dec 2023)

- Gender Questioning Children - non-statutory guidance (education.gov.uk)
  - NB: ***Non-statutory*** guidance for schools and colleges in ***England*** – *draft for consultation* issued Dec 2023
- Trans guidance: Schools risk breaking law, say DfE lawyers (schoolsweek.co.uk)
- Webinar Summary (tnb.org.uk)

Summer & Josh reflective conversations

- EDI Week student perspectives – fully edited - Bishop Grosseteste University - Powered by Planet eStream

Cass Review
(Final Report, April, 2024)

- Does ***not*** ban social transitioning
- Advocates a ***holistic*** approach for children and young people who are questioning their gender
- Accepts that a medical pathway ***may*** be the right option for some young people
- Does not propose a ‘ban’ on puberty blockers, but does advocate for more and longer-term research
- Proposes opening regional centres to support children and young people

- Final Report – Cass Review

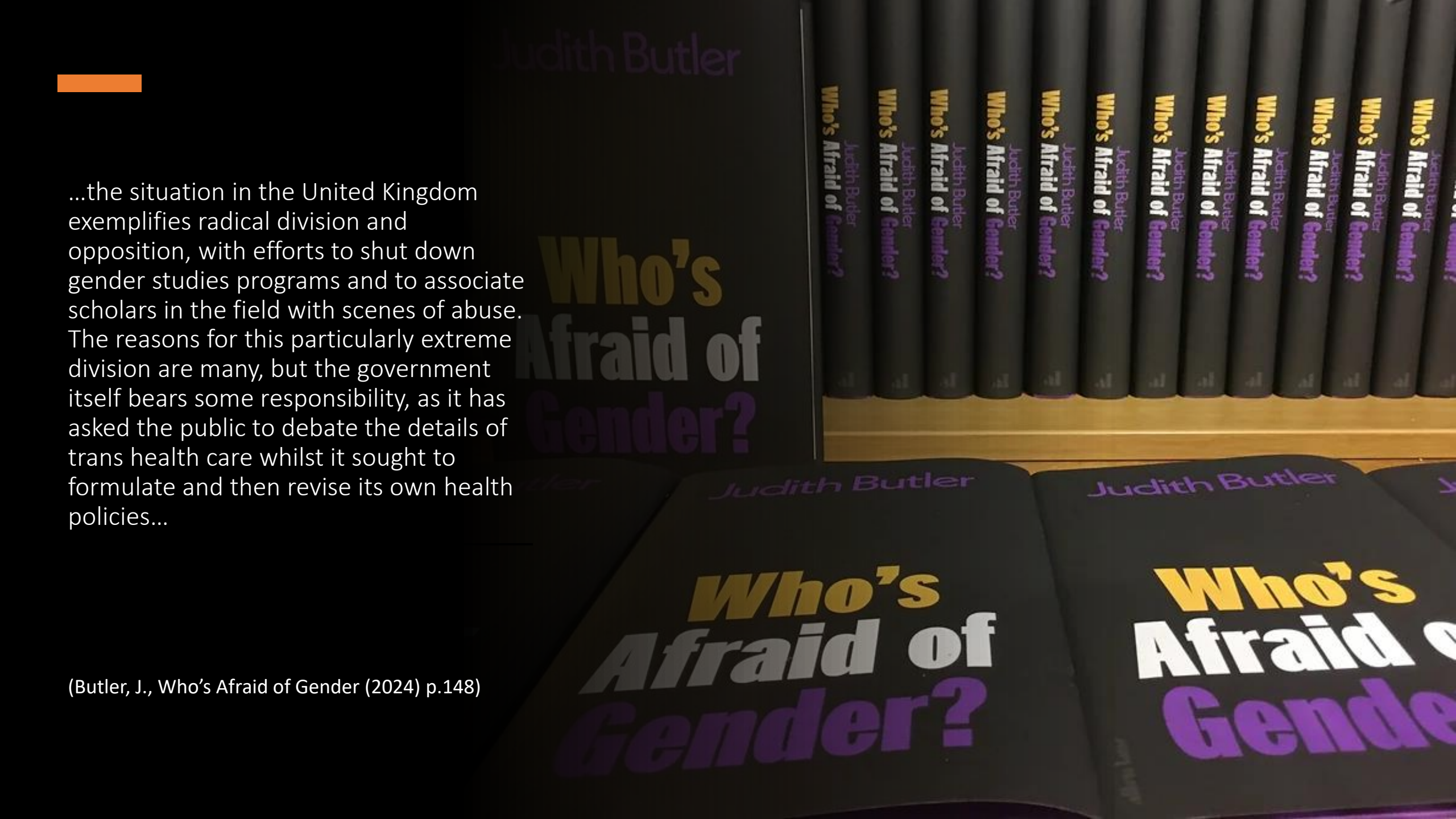
Judith Butler Who’s Afraid of Gender (2024)

[Who's Afraid of Gender? Judith Butler and Jack Halberstam in Conversation - YouTube]



…the situation in the United Kingdom exemplifies radical division and opposition, with efforts to shut down gender studies programs and to associate scholars in the field with scenes of abuse. The reasons for this particularly extreme division are many, but the government itself bears some responsibility, as it has asked the public to debate the details of trans health care whilst it sought to formulate and then revise its own health policies…

(Butler, J., Who's Afraid of Gender (2024) p.148)



TNB padlet: resources, policy, materials

- https://bishopg.padlet.org/lyndsaymuir/supporting-tnb-people-in-ite-dm7k2gs8tr4gab50

Reviewing policy, protocols & signposting resources



BISHOP GROSSETESTE UNIVERSITY

Trans+ inclusion in Secondary PE, School Sport and Dance: game on?

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What do we know from research?

School is a setting and period in which TGD adolescents can be identified as particularly vulnerable group, at high risk of suffering violence and harassment (Devis-Devis et al., 2017)

Teacher positivity is shown to have significant impact on TGD students' sense of connection to their school environment and becoming more confident and motivated learners, whose academic self-concept is higher (Ullman, 2017).

The provision of a positive school climate in which young LGBTQ+ people can feel physically, emotionally and socially safe is vital for them to thrive (Wilson & Cariola, 2019 systematic review of qualitative research on LGBTQI+ youth and mental health)

Four interconnected themes emerge from existing research:

1. The intimidating nature of the changing/locker room environment;
2. The impact of alienating experiences at school; the fear of public space and how this drastically constrains the ability to engage in sport and physical activity
3. The negative effects of being denied the social, health and well-being aspects of sport (Hargie, Mitchell, & Somerville, 2017)
4. TGD children who are supported by *both* their parents *and* their schools show beneficial academic and emotional outcomes that are crucial to their overall well-being (Davy & Cordoba, 2020)

Questions, Comments, Observations…professional dialogue

- Next steps ?