

# A Critical Review of the Role of Educational Psychologists Engaging with Young People Who Identify as Transgender in the UK

Michael Doyle

Trainee Educational Psychologist

University of East London

**Aim:** Young people who identify as transgender experience a disproportionate amount of discrimination compared to their cisgender peers. The purpose of this study is to critically reflect on the role educational psychologists (EPs) have in engaging with young people who identify as transgender.

**Method:** A systematic literature review was conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. The EBSCOhost database was used to identify 4 studies. A narrative commentary approach was used for analysis.

**Findings and Conclusions:** The analysis of the identified studies highlights the unique position of EPs to work with young people, families and schools within a range of systems while using skills centred around advocacy, conciliation and psychological knowledge to challenge discrimination faced by young people who identify as transgender.

**Keywords:** transgender, young people, LGBTQIA+, diverse groups, educational psychologists

## Introduction

Diverse groups can be defined as those who show differences or identify differently from others within a community (Harrison & Klein, 2007). Some of these differences, or perceived differences can arise from visible and explicit factors, while others are invisible and can arise from the way individuals experience or are impacted by the dominant discourses within their community (Burnham, 2012; Triana et al., 2021).

This paper aims to explore the potential reasons why diverse groups can experience barriers and disadvantages within a community. Furthermore, to critically reflect on the role educational psychologists (EPs) have in engaging with diverse groups such as young people who identify as transgender.

## Diverse Groups

### Role of the EP

EPs support and facilitate the learning of all young people aged between 0 and 25 years old and fulfil a range of responsibilities through the practice, integration and application of psychological knowledge (Lindsay, 2017). EPs fulfil this responsibility within the core moral principles for health-care, identified as autonomy, beneficence, non-maleficence and social justice (Robson & McCartan, 2016), as well as through key legislation, such as HCPC standards (2016) and BPS codes of conduct (2018). All of which emphasise the primary responsibility of EPs to engage with diverse groups who experience barriers in accessing learning within all systems of education.

The EP's use of "bread and butter" activities, such as the implementation of research, assessment, consultation and the

delivery of psycho-educational resources can be used as opportunities for non-discriminatory practice, community development and facilitating social change (Schultze et al., 2017). For instance, sharing knowledge, advocating for vulnerable groups and critically appraising multiple viewpoints surrounding diverse groups produce opportunities to acknowledge diverse voices, promote social justice, challenge social exclusion and counter social oppression (Fox, 2015).

### Theoretical Underpinnings to Barriers and Difficulties

Being a member of a diverse group can carry several protective factors, such as in-group belonging, the reduction of isolation, and the sense of connection, sameness, and community (Blum, 2005; Diaz et al., 2010; Whitaker et al., 2016). However, differences, or perceived differences, can also increase the risk of diverse groups being marginalised or perceived to be incongruent with the sociocultural expectations of a community (Stevens, 2007). These barriers related to accessibility and inclusivity can lead to experiences of discrimination and prejudice (Messiou, 2006). There are different methods to understanding the way in which diverse groups experience barriers and difficulties within a social context that EPs can draw upon.

### Foucauldian Explanations of Oppression

Foucault considered discrimination through a post-modernist lens, focusing on concepts of discourse and power: discourse being the way people think, and power referring to the subjective knowledge of individuals and groups. A Foucauldian understanding of diverse groups identifies their truths within society as subjugated knowledge (Gallagher, 2008). This power imbalance can lead to the marginalisation and dis-

crimination of diverse groups. This is because their views are disregarded in decision-making related to their own circumstances and experiences in favour of decisions that would benefit the societal norm.

### ***Epistemic Injustice***

Although social injustice, for the most part, is demonstrated in a tangible and observable way in the environment, epistemic injustice refers to the way discrimination can occur through the construction of knowledge and describes a process of discrimination through a critical realist lens. Epistemic injustices focus on the way a majority group marginalises a diverse group's knowledge through a contrasting societal view that is deemed to be more knowing. (Sewell, 2023).

The first form of epistemic injustice is referred to as testimonial injustice, an unfairness that occurs when people from a diverse group are ignored or discredited within social interactions because of their differences. The second is hermeneutical injustice, an unfairness that occurs when a listener does not share the same concepts, information, or linguistic practices being spoken during a social interaction. Both forms of epistemic injustice disempower diverse groups and contribute to marginalisation and discrimination (Fricker & Jenkins, 2017).

### ***Psychological Frameworks Applicable to EP Practice***

The way in which EPs engage with diverse groups can fit within a range of different psychological frameworks.

A common type of framework that complements the EP values related to social justice and autonomy is the ecosystemic framework, as typified by Bronfenbrenner's ecological systems model (1979). This allows the EP to acknowledge and address each system surrounding the child and the way environments, groups and individuals, within those systems influence a child's opportunity to access an equitable learning environment. Although this framework is flexible enough to acknowledge theories based within a range of epistemologies, it is particularly compatible with methodologies that emphasise the social environment and social interaction between individuals and groups.

A critical psychology framework is an umbrella term for an approach to EP work that challenges the moral, ethical and political claims of previously embedded assumptions and practices that contribute to discrimination (Bennett, 2017). It works towards facilitating social change and taking an active emancipatory role in social justice. A framework that both compliments the codes and standards of EP practice and aligns with theoretical underpinnings to the discrimination of diverse groups EPs engage with.

Throughout this paper, both frameworks will be kept in mind

when considering the role EPs take in engaging with young people who identify as transgender.

## **Young People Who Identify as Transgender as a Diverse Group**

### **Current Context**

The term transgender encompasses a complex spectrum of gender presentations and has evolved considerably in the last 20 years. For the purpose of this paper, a young person who identifies as transgender is an individual whose gender identity does not correspond with the sex they were assigned at birth (Donatone & Rachlin, 2013; Hudson-Sharp, 2018; National Center for Transgender Equality, 2016). Transgender is an umbrella term within the sub-culture of the LGBTQIA+ community (lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual or ally, and other). In addition to trans-men and trans-women, transgender also includes individuals who identify as non-binary, genderqueer and gender non-conforming.

While transgender people have membership in the sub-culture and minority group of the LGBTQIA+ community, it is important to emphasise that the LGBTQIA+ community is not one homogeneous group. Although there have been attempts to estimate the populations within the LGBTQIA+ community in the United Kingdom, such as the *Transequality Survey* (Tavistock and Portman NHS Foundation Trust, 2018) and the *Gender Variance Report* (Gender Identity Research and Education Society, 2008), the first official recorded data regarding the transgender population was documented in the 2021 Census. According to this data, 0.5 per cent of the UK population and 1 per cent of those between 16 and 24 years old have a different gender identity from the one they were assigned at birth (Office for National Statistics, 2023).

### **Rights to Protection and the Law**

The rights of young people who identify as transgender are protected under the recognition of the Equality Act (2010) and the legislation within the UN Convention on the Rights of the Child Act (1989). The acts provide a legal framework to protect the rights of transgender people under the protected characteristic of gender, emphasise the human right for transgender people's freedom of expression (Article 3), as well as highlighting the right for all children's views, including young people who identify as transgender, to be respected (Article 12).

## Risk Factors

### *Representation of Transgender-Related Decision-Making in the Media*

The steady increase in the transgender population among young people is a testament to the increased visibility, representation and growing awareness of the challenges faced by transgender people within the media (Maheshwari-Aplin, 2023). However, recent high-profile sociocultural and political decision-making have opened the rights of transgender people to negativity within the public domain. For example, the exclusion of transgender people from the Conversion Therapy Bill (Mind, 2022), the closure of the Tavistock Gender Identity Clinic (Gender Identity Development Service [GIDS], n.d.), and the British Government's blocking of the Scottish Gender Recognition Reform bill (Scottish Government, n.d.), have given traction to "gender critical" discrimination and raised questions related to transgender equality in the UK (Hughto et al., 2021). This is particularly pertinent, considering that the voice of transgender people has been largely invisible in these processes.

Furthermore, as transgender rights and inclusion navigate the traditionally cis-gender and binary norms of society, the media depiction of transgender rights, such as *The Care and Management of Individuals Who are Transgender Guidelines* (Ministry of Justice & HM Prison and Probation Service, 2020) and *The UK's Sports Councils Guidance for Transgender Inclusion in Domestic Sport* (Equality Standard for Sports, 2021), have placed transgender people's rights into the forum of public debate in the form of controversy. Sadly, these stories often provide a counter-narrative to transgender equality.

Although the education setting has been well credited for supporting diversity, equality and social justice (Grossman & D'Augelli, 2006), for young people in school, transgender people are still faced with curriculums and expectations that are mapped onto traditionally cisgender and binary norms, e.g., segregated physical education lessons, non-inclusive relationship and sex education curriculums, and sex-specific school uniforms (Epps et al., 2023; Frohard-Dourlent, 2016).

### *School Experience*

Although there is a growing amount of research that focuses on the school experiences of transgender young people, there is still an under-representation in educational research (McGuire et al., 2010; Russell & Fish, 2016). However, research related to the LGBTQIA+ community demonstrates large academic disparities and deleterious outcomes when compared to their non-LGBTQIA+ peers. This includes lower rates of attainment, academic self-concept and higher rates of absenteeism, safety fears, and emotional-based school avoidance (Guss et al., 2017; Kosciw et al.,

2016; Reisner et al., 2015; Ullman, 2017). Prejudice and discrimination within school have consistently been linked with higher levels of student depression, self-harm, as well as a low sense of school connectedness, self-esteem and wellbeing (Bluth et al., 2021; Peterson et al., 2017).

Although research related to the LGBTQIA+ community consistently highlights the hostile school environments faced by the community, less research has been undertaken to further explore transgender young people as an independent group (Saewyc & Homma, 2017). Nonetheless, large-scale studies from the United States, such as Kosciw et al. (2016), found that transgender young people faced the highest levels of harassment and physical assault compared to any other group within the school population.

Transphobic bullying, as well as exposure to transphobic language, has been identified as one of the largest problems faced by transgender young people within the school context. Experiences of transphobic bullying, school-based bullying and harassment significantly amplify the relationship between gender identity and both the risk of suicide and future substance use (Day et al., 2017; Perez-Brumer et al., 2017).

Recent surveys that give a voice to transgender young people, such as The Stonewall School Report (Bradlow et al., 2017) showed that 64 per cent of transgender students who participated in the survey experienced regular transphobic bullying in school. Furthermore, transphobic harassment is less likely to be taken seriously by teachers and less likely to be understood by staff. Only 29 per cent of participants felt that teachers would intervene when transphobic harassment was witnessed. Studies that focus on teacher views further reflect this position, suggesting that teachers want more training to support disclosures and support young people who experience transphobic discrimination (Pullen-Sansfaçon et al., 2015).

## Summary

Identifying as transgender exposes young people to a number of situations in which they might experience prejudice and discrimination within the school context. Due to the cis-binary constructs that exist within the microsystems that surround the young person, such as school and home, the peers and staff within those systems might not share the language and skills to understand transgender identities, leading to hermeneutical injustices. Due to the size of the transgender population within schools, and the sociocultural and political factors that have been internalised within the macrosystems of the education system, it is important to consider the lack of representation within those who hold power within schools. Transgender young people's experiences are often invisible and their knowledge related to gender and identity,

subjugated. This puts transgender young people at risk of testimonial injustices.

As agents of hope and advocates of social justice, it is important to consider how EPs can engage with young people who identify as transgender.

### Systematic Literature Review

The aim of this study is to critically review the literature that focuses on the role of EPs in engaging with young people who identify as transgender.

### Search Strategy

An initial search was made on EBSCOhost using Boolean operators to focus the search (Booth et al., 2022). A systematic screening was conducted to explore the research related to the EP's role in engaging with young people who identify as transgender ( $n = 153$ ). Duplicate studies were removed (leaving  $n = 124$ ). The abstracts of the remaining studies were assessed using the inclusion and exclusion criteria listed in Table 1. Studies that did not meet these criteria were removed and the remaining studies were screened for review ( $n = 4$ ). Please see Figure 1 for a flow chart, adapted from the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) Guidelines* (<http://prisma-statement.org/>).

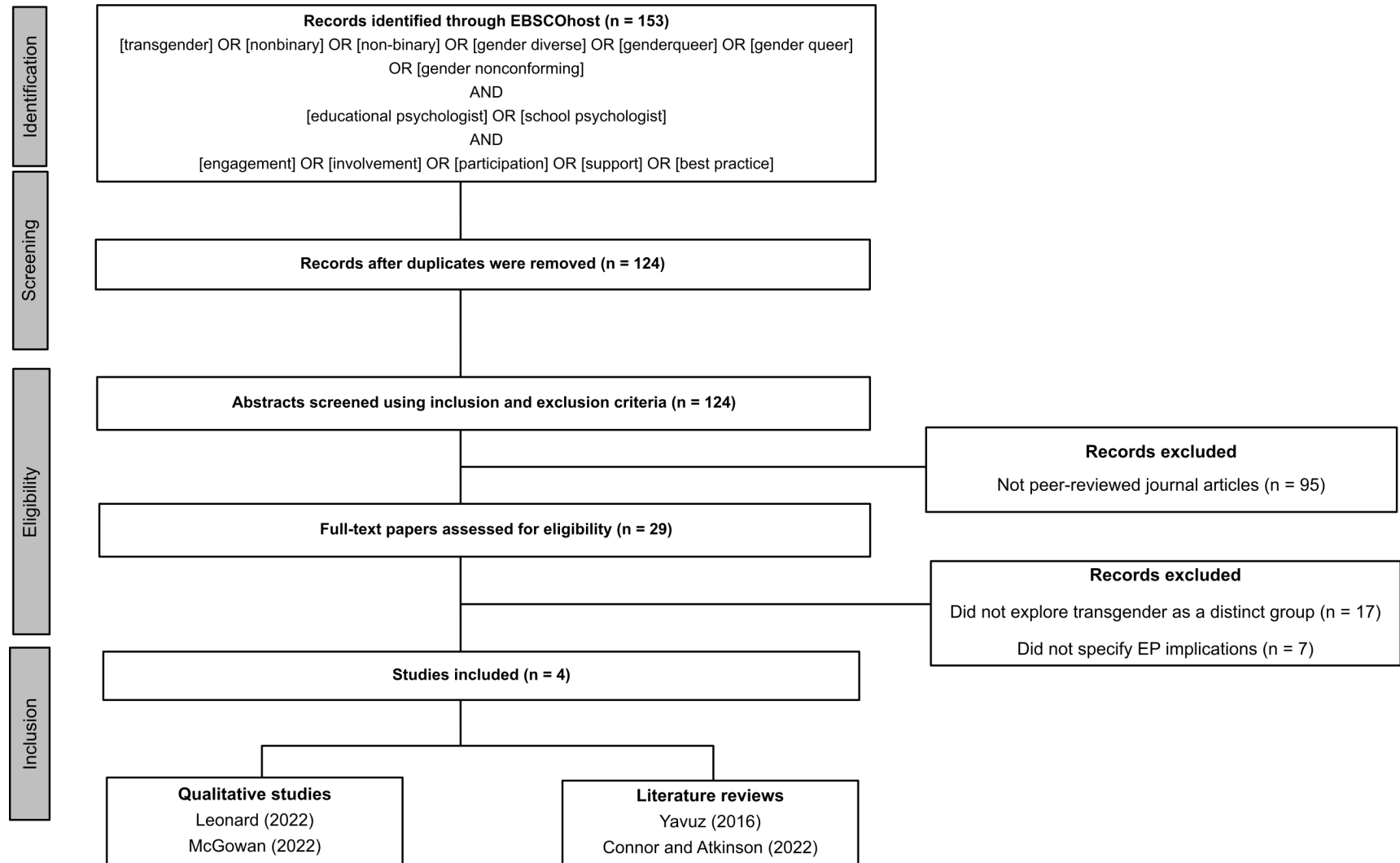
**Table 1**

#### *Inclusion and Exclusion Criteria for the Systematic Literature Review*

Inclusion	Exclusion
<ul style="list-style-type: none"> <li>• Peer-reviewed research</li> <li>• Written in English</li> <li>• Focused within the UK education system</li> <li>• Identifies transgender as a distinct community (transgender, genderqueer, gender non-conforming or non-binary)</li> <li>• Focuses on transgender young people (14 to 18 years old)</li> <li>• Focuses on the role of the EP in supporting</li> </ul>	<ul style="list-style-type: none"> <li>• Non-peer-reviewed research</li> <li>• Research that does not focus on transgender as a distinct group</li> <li>• Focuses on participants who are younger than 14 years old (adolescents) or above 18 years old</li> <li>• Does not include implications for EPs or does not inform the practice of EPs engaging with transgender young people</li> </ul>

**Figure 1**

*A Flow Chart for the Selection Process for the Systematic Literature Review*



## Findings

Table 2 summarises the studies identified from the search and their findings related to implications for EP practice. The use of the *Critical Appraisal Skills Programme* (<https://casp-uk.net/>) allowed for a systematic determination of the quality of each study included in the review. Each study was considered against the statements within the checklist and scored with a scale (Yes, cannot tell, no) and then translated into quantitative values (1, 0.5, 0, respectively). The total score of each item was calculated and converted into a percentage score. Studies that scored “high” were included in the review (please see Tables 3 and 4).

**Table 2***A Review of the Literature Identified in the Systematic Review*

Author	Title	Research design	Summary of method and findings	Implications for EP practice
Leonard (2022)	“It was probably one of the best moments of being trans*, honestly!”: Exploring the positive school experiences of transgender children and young people	Qualitative, interpretive approach	<p>Semi-structured interviews with 3 young people who identify as transgender (Aged 16 to 18 years old).</p> <p>Interpretive phenomenological analysis.</p> <p>This study built on the literature base exploring how transgender young people are experiencing the school setting by highlighting positive experiences and current support.</p> <p>Five superordinate themes were constructed from the young people’s narratives. Themes related to the importance of language to affirm their own identities within the school context, trusted teaching staff within the school setting, whole-school approaches to encourage awareness and representation, emphasis of school community, and individual strengths and skills.</p>	<ul style="list-style-type: none"> <li>• EPs are uniquely placed to work with young people who identify as transgender to support SEMH and advocate their voice to their school and family regarding their transition hopes and fears.</li> <li>• EPs are well positioned to share recent and relevant psychological research to schools to influence inclusive practice.</li> <li>• EPs can work within a community level and signpost families to support regarding transition.</li> <li>• EPs can work with families to explore their own discomforts regarding gender identity to build empathy.</li> <li>• EPs can work with policy makers to influence local authority and school level legislation to build more trans-equal policies.</li> </ul>
McGowan et al. (2022)	Living your truth: Views and experiences of transgender young people in secondary education	Qualitative, reflexive thematic analysis	<p>Semi-structured interviews with 10 young people who identify as transgender aged 11 to 16 years old.</p> <p>This research studied the views of transgender young people to help explore the factors that help or hinder overall school experiences at secondary school.</p> <p>The findings centred around receiving validation versus invalidation and seeking acceptance versus rejection within the school setting.</p>	<ul style="list-style-type: none"> <li>• EPs can work with policymakers to shape curriculums that actively teach about gender equality, gender diversity and alternative models of gender.</li> <li>• EPs are well positioned to co-produce new school policies implementation plans with schools.</li> <li>• EPs can facilitate problem-solving meetings between school, families and young people to support transgender young people with their conciliation skills, psychological knowledge and advocacy skills to support transgender awareness and equality in schools.</li> </ul>

Author	Title	Research design	Summary of method and findings	Implications for EP practice
Yavuz (2016)	Gender variance and educational psychology: Implications for practice	Literature review	The literature surrounding gender variance and the role of EPs is discussed in relation to their position to support young people, families and schools using worked examples.	<ul style="list-style-type: none"> <li>• EPs are well positioned to support transgender young people by actively challenging the pathologising of gender variance as a disorder by highlighting the interactional factors related to transgender people's mental health.</li> <li>• Advocating for a young person if their voice is not being heard within decision-making and support plans.</li> <li>• Educating school staff regarding gender theory, terminology and best practice.</li> <li>• To support whole-school policies related to equality and inclusion that challenge cis-gender binary norms in the classroom.</li> <li>• Offer training and policy advice at a local authority level. Offering support in the development of local authority guidance regarding transgender equality and discrimination.</li> </ul>
Connor and Atkinson (2022)	Contemporary practice for supporting transgender and gender diverse students: A framework synthesis	Systematic literature review and framework synthesis	<p>A systematic literature review was conducted to identify and review recent studies that explored best practice in supporting transgender young people within the school setting.</p> <p>Thirteen studies were identified that spanned a number of contexts, countries and settings.</p> <p>The studies that were identified in the screening and search were mapped onto an existing framework of best practice, the gender facilitative school framework (Luecke, 2018). Analysis focused on the importance of climate, leadership, language and narratives, curricular and extracurricular inclusion, professional development, and policy.</p>	<ul style="list-style-type: none"> <li>• EPs can utilise their experience of working at an organisational level to help implement the developed framework from the study to help reflect on their current practice through the use of appreciative inquiry tools and teacher training.</li> <li>• EPs can facilitate the inclusion of stakeholders who identify as transgender within the decision-making across different organisational levels, such as schools and the local authority.</li> </ul>



**Table 3**

*CASP Analysis Exploring the Quality of Qualitative Studies Identified by PRISMA*

Authors & Publication	CASP criteria score*										Total score %	Overall quality of the study (high, medium or low) <sup>†</sup>
	Clear statement of research aims?	Is the methodology appropriate?	Was the research design appropriate to address research aims?	Was the recruitment strategy suitable to the aims of the research?	Was the data collected in a way that addressed the research issue?	Has the relationship between researcher and participants been adequately considered?	Have ethical issues been considered?	Was the data analysis sufficiently rigorous?	Is there a clear statement of findings?	How valuable is the research?		
Leonard (2022)	1	1	1	1	1	1	1	1	1	1	100%	High
McGowan et al. (2022)	1	1	1	1	1	1	1	1	1	1	100%	High

Note: \*1 = Yes, 0.5 = Unclear or ambiguous, and 0 = No †0–33% = low, 34–66% = medium, and 67–100% = high

**Table 4**

*CASP Analysis Exploring the Quality of Literature Reviews Identified by PRISMA*

Authors & Publication	CASP criteria score*									Total score %	Overall quality of the study (high, medium or low) <sup>†</sup>	
	Did the review address a clearly focused question?	Did the authors look for the right type of papers?	Do you think all the important, relevant studies were included?	Did the review's authors do enough to assess quality of the included studies?	If the results of the review have been combined, was it reasonable to do so?	What are the overall results of the review?	How precise are the results?	Can the results be applied to the local population?	Were all important outcomes considered?			Are the benefits worth the harms and costs?
Yavuz (2016)	1	1	1	1	1	1	1	1	1	1	100%	High
Connor and Atkinson (2022)	1	1	1	1	1	1	1	1	1	1	100%	High

Note: \*1 = Yes, 0.5 = Unclear or ambiguous, and 0 = No †0–33% = low, 34–66% = medium, and 67–100% = high

### **Descriptive Commentary of the Findings**

Four studies were identified in the systematic literature review that specifically discussed the role of the EP or implications for EP practice in relation to supporting transgender young people. All the studies identified were recent, published between 2016 and 2022.

Two studies used a qualitative approach to elicit the views of transgender young people (1, 2). Both studies highlighted the positive experiences of transgender young people and explored what support was valued in schools to inform future EP practice. Two studies reviewed the research base to offer EPs a summary of contemporary research related to transgender young people and EP involvement (3, 4). Yavuz's review (2016) presented their findings in the context of worked examples to allow EPs to critically reflect on their current and future practice. While Connor and Atkinson's systematic review (2022) combined key themes of the identified literature together to form a trans-inclusive framework that EPs can use and share. A commentary of the shared findings is below.

#### ***Language***

The way in which language is used within the class context was highlighted by all four studies as a protective factor for supporting transgender young people. When staff and peers were encouraged to use young people's chosen names and competently used the correct pronouns, young people felt higher levels of connectedness, belonging and respect within their school environment (1,2). Having agency over how a transgender young person is identified can lead to validation and counter oppression (1,2,3). All studies identified how the role of the EP can support the child's views and advocate for their choices in transgender-inclusive language, through the delivery of staff training and pupil voice work.

#### ***Organisational Change***

All studies identified the barriers that existed within school policies that centre around a cisgender binary expectation of their students. Some studies highlighted the influence EPs can have in shaping and co-producing inclusive policies within schools by sharing recent and relevant psychological research (1,4), as well as actively advocating for the teaching of gender theory and gender diversity within curriculums (2, 3). Studies, such as Yavuz's (2016) and Connor and Atkinson's (2022), emphasised the way EPs can influence systems outside of the school context, such as local authorities, to advise policymakers and develop guidance that can be used at a regional level.

#### ***Problem-Solving, Reframing and Consultation***

All studies identified implications for EP practice that emphasised their position to collaborate and facilitate a shared environment with all stakeholders who care for the young

person. Although school staff and families can be supportive and knowledgeable of gender theory, EPs are well-positioned to facilitate consultations that help families explore their own discomforts regarding gender identity, promote problem-solving and encourage open discussion within a safe space (1, 2). Connor and Atkinson's (2022) study offers an adapted framework EPs can use as a tool to prompt reflection and guide school staff in supporting transgender awareness and equality in schools.

#### ***Reframing to an Interactional Approach***

EPs are well-positioned to challenge the pathologising of gender variance and promote narratives of empowerment and positive experiences to shape an inclusive community ethos (1). EPs can work with school staff through the use of psycho-education and the use of relevant psychological research in order to influence inclusive practice and place focus on the systemic factors that contribute to the negative experiences of being transgender in a school environment (2,3,4). EPs have the capacity to work individually with young people to develop strength-based skills, resilience and self-esteem, to help build protective factors against poor mental health (1, 2, 3, 4).

#### **Conclusions**

This study set out to explore the way EPs engage with transgender young people through the systematic review of recent research conducted in the UK. The identified studies demonstrate the unique position of EPs who are able to interact with young people, families and school staff within a range of systems to challenge discrimination experienced within schools, services and local authorities. Skills related to advocacy, conciliation, reframing and psychological knowledge enable EPs to actively promote positive change for young people who identify as transgender.

#### **Limitations**

Although the methodology adopted in this study both increased the transparency and replicability of the literature reviewed, it is important to note a number of key limitations to this approach. While the eligibility criteria focused on peer-reviewed studies to increase robustness and reduce the risk of bias, grey literature such as doctoral theses, dissertations and reports that may have included findings applicable to EP practice were not included. Furthermore, the omission of research outside of the EP profession as well as studies that explored transgender young people within wider samples of the LGBTQIA+ community may have included transferable findings appropriate for EPs working with transgender young people.

## Implications

Although EPs are uniquely positioned to challenge the discrimination and marginalisation experienced by transgender young people, this can only be effective if the EPs and TEPs are competent in the relevant psychology related to the experiences of transgender young people.

While the recency of the identified studies provides hope for further research in the future, the research gap that existed prior to 2022, along with the small sample of studies identified that specifically focused on EP involvement and EPs reflecting on their involvement with this vulnerable group, highlight the need for further research in the future.



*Copyright: © 2023 by the authors.  
This article is an open access article  
distributed under the terms and  
conditions of the Creative Commons  
Attribution (CC BY) license ([https://  
creativecommons.org/licenses/by/4.0/](https://creativecommons.org/licenses/by/4.0/)).*

## References

- Bennett, P. (2017). Thinking critically about professional ethics. In A. Williams, T. Billington, D. Goodley, & T. Corcoran (Eds.), *Critical educational psychology* (pp. 79–87). John Wiley & Sons.
- Blum, R. W. (2005). A case for school connectedness. *Educational Leadership*, 62(7), 16–20.
- Bluth, K., Lathren, C., Clepper-Faith, M., Larson, L. M., Ogunbamowo, D. O., & Pflum, S. (2021). Improving mental health among transgender adolescents: Implementing mindful self-compassion for teens. *Journal of Adolescent Research*, 38(2), 271–302. <https://doi.org/10.1177/07435584211062126>
- Booth, A., Sutton, A., Clowes, M., & Martyn-St James, M. (2022). *Systematic approaches to a successful literature review* (3rd ed.). SAGE Publications.
- Bradlow, J., Bartram, F., Guasp, A., & Jadva, V. (2017, June). *School report: The experiences of lesbian, gay, bi and trans young people in Britain's schools in 2017*. Stonewall. <https://www.stonewall.org.uk/resources/school-report-2017>
- British Psychological Society. (2018). *Code of ethics and conduct*. <https://www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press. <https://doi.org/10.2307/j.ctv26071r6>
- Burnham, J. (2012). Developments in the social GRRAAACCEEESSS: Visible–invisible and voiced–unvoiced [Routledge]. In I.-B. Krause (Ed.), *Culture and reflexivity in systemic psychotherapy: Mutual perspectives* (pp. 139–160). <https://doi.org/10.4324/9780429473463-7>
- Connor, J., & Atkinson, C. (2022). Contemporary practice for supporting transgender and gender diverse students: A framework synthesis. *Educational and Child Psychology*, 39(1), 88–104. <https://doi.org/10.53841/bpsecp.2022.39.1.88>
- Day, J. K., Fish, J. N., Perez-Brumer, A., Hatzenbuehler, M. L., & Russell, S. T. (2017). Transgender youth substance use disparities: Results from a population-based sample. *Journal of Adolescent Health*, 61(6), 729–735. <https://doi.org/10.1016/j.jadohealth.2017.06.024>
- Diaz, E. M., Kosciw, J. G., & Greytak, E. A. (2010). School connectedness for lesbian, gay, bisexual, and transgender youth: In-school victimization and institutional supports. *The Prevention Researcher*, 17(3), 15–17. <https://doi.org/10.1037/e597072010-005>
- Donatone, B., & Rachlin, K. (2013). An intake template for transgender, transsexual, genderqueer, gender non-conforming, and gender variant college students, seeking mental health services. *Journal of College Student Psychotherapy*, 27(3), 200–211. <https://doi.org/10.1080/87568225.2013.798221>
- Epps, B., Markowski, M., & Cleaver, K. (2023). A rapid review and narrative synthesis of the consequences of non-inclusive sex education in UK schools on lesbian, gay, bisexual, transgender and questioning young people. *Journal of School Nursing*, 39(1), 87–97. <https://doi.org/10.1177/105984052111043394>
- Equality Act 2010 (2010). [https://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](https://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)
- Equality Standard for Sports. (2021, September). *The UK's sports councils guidance for transgender inclusion in domestic sport*. <https://equalityinsport.org/resources/>
- Fox, M. (2015). “What sort of person ought I be?” Repositioning EPs in light of the Children and Families Bill (2013). *Educational Psychology in Practice*, 31(4), 382–396. <https://doi.org/10.1080/02667363.2015.1079700>
- Fricker, M., & Jenkins, K. (2017). Epistemic injustice, ignorance, and trans experiences. In A. Garry, S. J. Khader, & A. Stone (Eds.), *The Routledge companion to feminist philosophy* (pp. 268–278). Routledge. <https://doi.org/10.4324/9781315758152-23>
- Frohard-Dourlent, H. (2016). *Muddling through together: Educators navigating cisnormativity while working with trans and gender-nonconforming students* [Doctoral dissertation, University of British Columbia]. University of British Columbia. <https://doi.org/10.14288/1.0228782>
- Gallagher, M. (2008). Foucault, power and participation. *International Journal of Children's Rights*, 16(3), 395–406. <https://doi.org/10.1163/157181808X311222>
- Gender Identity Development Service. (n.d.). *Q and A on the new model of care*. Retrieved August 10, 2022, from <https://gids.nhs.uk/about-us/q-and-a-on-the-new-model-of-care/>
- Gender Identity Research and Education Society. (2008). Gender variance (dysphoria). <https://www.gires.org.uk/wp-content/uploads/2014/09/gender-dysphoria.pdf>
- Grossman, A. H., & D'Augelli, A. R. (2006). Transgender youth: Invisible and vulnerable. *Journal of Homosexuality*, 51(1), 111–128. [https://doi.org/10.1300/J082v51n01\\_06](https://doi.org/10.1300/J082v51n01_06)
- Guss, C. E., Williams, D. N., Reisner, S. L., Austin, S. B., & Katz-Wise, S. L. (2017). Disordered weight management behaviors, nonprescription steroid use, and weight perception in transgender youth. *Journal of*

- Adolescent Health*, 60(1), 17–22. <https://doi.org/10.1016/j.jadohealth.2016.08.027>
- Harrison, D. A., & Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review*, 32(4), 1199–1228. <https://doi.org/10.5465/amr.2007.26586096>
- Health and Care Professions Council. (2016). *Standards of conduct, performance and ethics*. <https://www.hcpc-uk.org/globalassets/resources/standards/standards-of-conduct-performance-and-ethics.pdf>
- Hudson-Sharp, N. (2018). *Transgender awareness in child and family social work education: Research report*. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/706344/Transgender\\_awareness\\_in\\_child\\_and\\_family\\_social\\_work\\_education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706344/Transgender_awareness_in_child_and_family_social_work_education.pdf)
- Hughto, J. M. W., Pletta, D., Gordon, L., Cahill, S., Mimiaga, M. J., & Reisner, S. L. (2021). Negative transgender-related media messages are associated with adverse mental health outcomes in a multistate study of transgender adults. *LGBT Health*, 8(1), 32–41. <https://doi.org/10.1089/lgbt.2020.0279>
- Kosciw, J. G., Greytak, E. A., Giga, N. M., Villenas, C., & Danischewski, D. J. (2016). *The 2015 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools*. <https://www.glsen.org/sites/default/files/2019-10/GLSEN%202015%20National%20School%20Climate%20Survey%20-%20NSCS%29%20-%20Executive%20Summary.pdf>
- Leonard, M. (2022). “It was probably one of the best moments of being trans\*, honestly!” Exploring the positive school experiences of transgender children and young people. *Educational and Child Psychology*, 39(1), 44–59. <https://doi.org/10.53841/bpsecp.2022.39.1.44>
- Lindsay, G. (2017). Ethics and value systems. In B. Kelly, L. M. Woolfson, & J. Boyle (Eds.), *Frameworks for practice in educational psychology* (2nd ed., pp. 61–77).
- Luecke, J. C. (2018). The gender facilitative school: Advocating authenticity for gender expansive children in pre-adolescence. *Improving Schools*, 21(3), 269–284. <https://doi.org/10.1177/1365480218791881>
- Maheshwari-Aplin, P. (2023, January 12). *Five things you might have missed from the 2021 Census*. Stonewall. <https://www.stonewall.org.uk/about-us/news/5-things-you-might-have-missed-2021-census>
- McGowan, A., Wright, S., & Sargeant, C. (2022). Living your truth: Views and experiences of transgender young people in secondary education. *Educational & Child Psychology*, 39(1), 27–43. <https://doi.org/10.53841/bpsecp.2022.39.1.27>
- McGuire, J. K., Anderson, C. R., Toomey, R. B., & Russell, S. T. (2010). School climate for transgender youth: A mixed method investigation of student experiences and school responses. *Journal of Youth and Adolescence*, 39(10), 1175–1188. <https://doi.org/10.1007/s10964-010-9540-7>
- Messiou, K. (2006). Understanding marginalisation in education: The voice of children. *European Journal of Psychology and Education*, 21(3), Article 305. <https://doi.org/10.1007/BF03173418>
- Mind. (2022, February 4). *Banning conversion therapy consultation*. <https://www.mind.org.uk/media/12216/202202-banning-conversion-therapy-consultation-response-final.pdf>
- Ministry of Justice & HM Prison and Probation Service. (2020). *The care and management of individuals who are transgender*. <https://www.gov.uk/government/publications/the-care-and-management-of-individuals-who-are-transgender>
- National Center for Transgender Equality. (2016, July). *Frequently asked questions about transgender people*. <https://transequality.org/issues/resources/frequently-asked-questions-about-transgender-people>
- Office for National Statistics. (2023, January 6). *Gender identity, England and Wales: Census 2021*. <https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/genderidentity/bulletins/genderidentityenglandandwales/census2021>
- Perez-Brumer, A., Day, J. K., Russell, S. T., & Hatzenbuehler, M. L. (2017). Prevalence and correlates of suicidal ideation among transgender youth in California: Findings from a representative, population-based sample of high school students. *Journal of the American Academy of Child and Adolescent Psychiatry*, 56(9), 739–746. <https://doi.org/10.1016/j.jaac.2017.06.010>
- Peterson, C. M., Matthews, A., Copps-Smith, E., & Conrad, L. A. (2017). Suicidality, self-harm, and body dissatisfaction in transgender adolescents and emerging adults with gender dysphoria. *Suicide and Life-Threatening Behavior*, 47(4), 475–482. <https://doi.org/10.1111/sltb.12289>
- Pullen-Sansfaçon, A., Robichaud, M.-J., & Dumais-Michaud, A.-A. (2015). The experience of parents who support their children's gender variance. *Journal of LGBT Youth*, 12(1), 39–63. <https://doi.org/10.1080/19361653.2014.935555>
- Reisner, S. L., Greytak, E. A., Parsons, J. T., & Ybarra, M. L. (2015). Gender minority social stress in adoles-

- cence: Disparities in adolescent bullying and substance use by gender identity. *The Journal of Sex Research*, 52(3), 243–256. <https://doi.org/10.1080/00224499.2014.886321>
- Robson, C., & McCartan, K. (2016). *Real world research* (4th ed.). John Wiley & Sons.
- Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12(1), 465–487. <https://doi.org/10.1146/annurev-clinpsy-021815-093153>
- Saewyc, E., & Homma, Y. (2017). School safety and connectedness matter for more than educational outcomes: The link between school connectedness and adolescent health. In S. T. Russell & S. S. Horn (Eds.), *Sexual orientation, gender identity, and schooling: The nexus of research, practice and policy* (pp. 39–57). Oxford University Press. <https://doi.org/10.1093/med:psych/9780199387656.003.0003>
- Schultze, J., Winter, L. A., Woods, K., & Tyldesley, K. (2017). Investigating the significance of social justice in educational psychology practice: A systematic literature review. *Educational and Child Psychology*, 34(3), 57–73. <https://doi.org/10.53841/bpsecp.2017.34.3.57>
- Scottish Government. (n.d.). *LGBTI and gender recognition* [Policy brief]. Retrieved February 22, 2022, from <https://www.gov.scot/policies/lgbti/gender-recognition/>
- Sewell, A. (2023). *Diverse voices in educational practice*. Routledge. <https://doi.org/10.4324/9781003165842>
- Stevens, P. A. J. (2007). Researching race/ethnicity and educational inequality in English secondary schools: A critical review of the research literature between 1980 and 2005. *Review of Educational Research*, 77(2), 147–185. <https://doi.org/10.3102/003465430301671>
- Tavistock and Portman NHS Foundation Trust. (2018, May 17). *GIDS referrals increase in 2017/18*. <https://tavistockandportman.nhs.uk/about-us/news/stories/gids-referralsincrease-201718/>
- Triana, M. d. C., Gu, P., Chapa, O., Richard, O., & Colella, A. (2021). Sixty years of discrimination and diversity research in human resource management: A review with suggestions for future research directions. *Human Resource Management*, 60(1), 145–204. <https://doi.org/10.1002/hrm.22052>
- Ullman, J. (2017). Teacher positivity towards gender diversity: Exploring relationships and school outcomes for transgender and gender-diverse students. *Sex Education*, 17(3), 276–289. <https://doi.org/10.1080/14681811.2016.1273104>
- United Nations Convention on the Rights of the Child, November 20, 1989, <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- Whitaker, K., Shapiro, V. B., & Shields, J. P. (2016). School-based protective factors related to suicide for lesbian, gay, and bisexual adolescents. *Journal of Adolescent Health*, 58(1), 63–68. <https://doi.org/10.1016/j.jadohealth.2015.09.008>
- Yavuz, C. (2016). Gender variance and educational psychology: Implications for practice. *Educational Psychology in Practice*, 32(4), 395–409. <https://doi.org/10.1080/02667363.2016.1205475>