

**“There’s a long way to go.” Educational psychologists’ perceptions of their
role in supporting schools to improve outcomes for trans*
students.**

Emma Sagzan

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Tavistock and Portman NHS Foundation Trust and University of Essex

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Abstract

Whilst the prevalence of the trans* community is difficult to estimate, the number of children and young people seeking medical support for struggles associated with gender identity has increased significantly over the last 5 years (The Tavistock and Portman NHS Trust, 2018). Trans* students are reportedly more likely to be victimised in school environments and more likely to experience poor academic and mental health outcomes (Stonewall, 2017; Nadin, Peel, Tyler and Rivers, 2015; Yunger., Carver, and Perry, 2004).

Educational Psychologists (EPs) are arguably well placed to support schools to improve outcomes for trans* students. They are able to work at a whole school, group and individual level helping schools develop policy and curriculum, providing training, consulting with staff members and other professionals and offering direct interventions to students (Fallon, Woods and Rooney, 2010)

Limited research was found considering the role of EPs with the trans* population, the majority of which was not conducted in the UK. This project sought to extend the existing evidence base and discover EPs perceptions of their role in supporting schools to improve outcomes for trans* students.

A relativist and constructivist ontological and epistemological position was taken. 8 practicing EPs working in an outer London, Local Authority were interviewed and a thematic analysis was conducted. This illuminated 6 interconnected themes. The first theme, the 'EP role with the trans* community,' encompasses participants' views as to how EPs may work to improve outcomes for trans* students. Their role was felt to be influenced by (as well as have influence on) four other themes: 'awareness, thought and discussion around gender identity;' 'knowledge and uncertainty,'

'beliefs and attitudes influencing practice' and factors that add 'complexity' to a situation. These 5 themes were considered grounded within a 6th theme, 'contextual factors,' describing individual, local and national factors that may change over time.

Findings are discussed in relation to previous research, the current national and local context and theoretical frameworks including Bronfenbrenner's (1979) Ecological Systems Model and psychodynamic theory. Strengths, limitations and directions for future research are outlined and potential implications for EP practice are discussed. Finally, self-reflections on the research journey producing this thesis are presented.

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Table of abbreviations

Abbreviations	Explanation
EP	Educational Psychologist
EPS	Educational Psychology Service
SEN	Special educational needs
SENCo	Special Educational Needs Co-ordinator
PSHE	Personal, social, health and education
SEMH	Social, emotional and mental health
UK	United Kingdom
LA	Local authority
DfE	Department for Education
DfH	Department for Health
NHS	National Health Service
CAMHS	Child and Adolescent Mental Health Service
BPS	British Psychological Society
GSA	Gay Straight Alliance
ANOVA	Analysis of variance
NA	Narrative Analysis
IPA	Interpretative Phenomological Analysis
DA	Discourse Analysis
TA	Thematic Analysis

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1.0. Introduction

1.1. Chapter overview

This chapter aims to provide relevant background information for this research project which explored Educational Psychologists (EPs) perceptions of their role in supporting schools to improve outcomes for trans* children and young people. It includes:

- a brief description of the linguistic debate around gender;
- a definition of the population that were studied;
- an outline of the ontological and epistemological position that was adopted;
- a description of the researcher's motivations that led them to study this area;
- a discussion of the perceived scope and purpose of the EP role;
- a summary of national and local contextual factors that were deemed to be relevant;
- a rationale for the study that was conducted.
- a description of the theoretical underpinings of the research project.

1.2. Terminology

1.2.1. 'Sex' and 'gender'

Diamond (2002) explained the terms 'sex' and 'gender' have often been used interchangeably in everyday language, however, much psychological literature published over the last 60 years has made a clear distinction between these two concepts. Muehlenhard and Peterson (2011) argued this is important because: it provides a way to understand individuals whose physical body and gender identity do not match, allows for rigid, biologically determined 'sex' roles to be rejected, and, for the purpose

of research, allows physiology and behaviour to be studied separately. Whilst Muehlenhard and Peterson's (2011) position was taken for the purpose of this research, it is important to acknowledge that some authors have suggested the 'sex'/'gender' distinction is an arbitrary one (e.g. Antony 1998; Butler, 1999; Gatens 1996; Grosz 1994; Prokhovnik 1999). Butler (1999) proposed the view that sexed bodies never exist outside social meaning and thus, our understanding of gender is inextricably linked to how we think about sex. Additionally, some writers have suggested the 'sex'/'gender' distinction is unhelpful as it reflects problematic dualist thinking (e.g. Grosz 1994; Lloyd, 1993; Prokhovnik, 1999). Lloyd (1993) argued that when two terms are placed in opposition to each other, one is usually considered more valuable than the other with the inferior concept associated with women. She suggested 'gender' is most often identified as a construct of the mind and 'sex' linked with the body; given that women are most often associated with their body, dualist thinking could be argued to devalue women as human agents.

Further complexity may be added to the 'sex'/'gender' debate by the fact the two terms are defined differently across modern literature (Diamond, 2002). Muehlenhard and Peterson (2011) summarised that some authors defined 'sex' as the categories which describe our chromosomes, hormones and reproductive organs; other talked about 'sex' as the traits which arise from these physiological factors. 'Sex' has often been assumed to be a binary male/female dichotomy (Diamond, 2006). However, it can be argued even at a biological level this is untrue (Fausto-Sterling, 2000). Kathrins and Kolon (2016) explained there is a wide range of genetic, anatomical and hormonal differences (present in an estimated 1 in every 4500 individuals globally) which mean internal and external bodily appearance does not fit with typical male/female definitions. Fausto-Sterling (2000) suggested the way 'sex' variation is viewed

has differed between people, cultures and across time with procedures to identify sex, language used to describe difference and management of those with atypical internal and external body parts continuously evolving. This arguably points to the idea that 'sex' is not a rigid, binary idea but a multi-faceted, fluid, construct.

Following a comprehensive literature review, Muehlenhard and Peterson (2011) reported that, like 'sex', 'gender' is defined in numerous ways across literature. These have included: traits derived from socialisation; categories defined by culture; and the way an individual expresses their masculinity or femininity. The common theme across these definitions could be considered to be the idea that gender is behavioural rather than biological. Gender is widely argued to be a construct; Lorber and Moore (2007) suggested gender is continuously created and re-created as an individual interacts with different aspects of their environment. However, some biological researchers have proposed evidence to support the argument that gender is innate and fixed (e.g. Taziaux, Swaab and Bakker, 2012; Ramachandran and McGeoch, 2008) and some psychological scholars (e.g. Zucker, 2008; Gregor, Davidson and Hinkley-Jones, 2014) have argued gender dysphoria is a symptom of another underlying condition or unresolved childhood issue.

In line with the ontology and epistemology of this research project (discussed below, see 1.3), the view that both 'sex' and 'gender' are constructs was adopted for the purpose of this study.

1.2.2. Gender Identity - 'cisgender' and 'trans*'

Gender identity can be defined as an individual's personal sense of their gender (Morrow, 2006). Much literature has acknowledged that gender identity is not fixed at birth and is influenced by a wide range of biological, psychological and social factors

(Golombok and Fivush, 1994). The Gender Identity Research and Education Society (2015) explained that whilst the majority of the population identified with a gender in line with their biological sex, others had an internal sense of being something other. At the time of this research, United Kingdom (UK) policy only permits individuals to legally identify as male or female; those who have medical re-assignment surgery are able to obtain recognition of their physiological change (Gender Recognition Act, 2004). Activists across the UK have been campaigning for legislation which permits a third gender (Stonewall, 2017); something already in place in countries such as Germany, New Zealand and Australia (Transgender Europe, 2017). In some parts of society, however, there is evidence to suggest the idea of multiple genders has already been accepted; for example, social media platform, 'Facebook,' currently permits users to select from 71 different gender choices (Kelly, 2016).

When conducting research, it is arguably important to clearly define the group of study. Shotwell and Sangrey (2009) highlighted the dangers of this with reference to gender identity. They explained that group definitions can lead to the 'othering' of those who do not conform to societal norms; this is known as 'cisgenderism' and is something this study sought to avoid. Ansara and Hegarty (2014) provided a set of recommendations aimed at reducing 'cisgenderism' in psychological research which were adhered to by this project.

For the purpose of this research, the term 'cisgender' was used to refer to individuals whose gender identity sits comfortably with their birth biological sex. The term 'trans*' was used as an umbrella term to refer to the diverse group of individuals who identify as anything other than their biological sex. Ryan (2014) explained the term 'trans*' is commonly used by lobby groups and in discussion forums and is more inclusive than 'transgender' because:

“by removing -gender, which instinctively brings to mind images of men or women, trans might help transcend the gender binary and provide more space for people who are in the middle, who move back and forth, or who don’t identify with the binary at all.”*

1.3. Ontology and epistemology

Crotty (1998) defined ontology as the study of being; the consideration of what reality is:

“a concept concerned with the existence of, and relationship between, different aspects of society such as social actors, cultural norms and social structures.”

(The SAGE online dictionary of social research methods, 2006).

This research adopted a relativist ontology taking the standpoint that absolute truths cannot be established. Extreme relativists such as the philosopher Feyerabend (1978) have argued that an objective external reality does not exist; knowledge of the world is solely created by individuals who make meaning using contextually bound constructs. Crotty (1998) proposed a more moderate relativism suggesting that an ultimate reality may well exist but cannot be known. He stated that thought and perception can be seen as independent from the external world - a view not incompatible with the realist standpoint that something does exist. A relativist position was deemed appropriate for this project as the research question concerned EPs personal perceptions - their beliefs about their role supporting schools to improve outcomes for trans* individuals. Different EPs viewed and described their reality in different ways, each of which was considered equally valid.

Snape and Spencer (2003) suggested epistemology is concerned with the nature of knowledge - how we can come to know about reality. Crotty (1998) argued this

concept encourages consideration of possibility (what we are able to learn), scope (the limits of knowledge) and legitimacy (how we can be sure of truth). The epistemological position of a research project must be in line with the espoused ontology (King and Horrocks, 2018). As such, perspectives that were deemed to fit with realist standpoints (e.g. positivism - the view that empirical evidence about the world can be obtained using reason and logic to interpret sensory experiences (Robson, 2011)) were not adopted.

Two stances that were described by Crotty (1998) as compatible with relativism are subjectivism and constructionism. In his discussions of constructionism, he highlighted a further distinguishable perspective, constructivism. It is important to note that these three positions have not been consistently described in literature as mutually exclusive. For example, Robson (2011) discussed both constructionism and constructivism as subjective epistemologies. Subjectivists have argued that individuals impose meaning on the world through their use of language and symbol (Crotty, 1998). Research from this perspective may aim to reveal how a person's experiences shape their understanding of external reality. Robson (2011) explained constructionists suppose that meaning is created through interaction between the interpreter and interpreted. As such, a constructionist study may look at how social interaction creates a perception of reality. Constructivists have argued that individuals mentally create a sense of the world when they integrate their personal constructs with their external encounters (Gergen, 1999). As this project aimed to gain knowledge about the EP role in schools with the trans* community, through the lens of EPs themselves, a constructivist epistemology was deemed to be fitting.

1.4. The researcher

Elliot, Fischer and Rennie (1999) emphasised the importance of researchers outlining their background, beliefs and motivations for conducting a project arguing that this information helps provide a context within which findings should be viewed. I will therefore briefly detail my own experiences which led me to undertake this project.

I attended an all-female girls school from the age of 4 to 18 where female empowerment was a dominant discourse. Attended by the daughters of pioneering suffragette Emiline Pankhurst, my teachers regularly delivered the message that my female gender was something to be proud of and was certainly no barrier to any dream I hoped to achieve. Whilst I have continued to consider being female as a strong, positive part of my identity, I look back on my education and note that I had little choice in the matter. The opportunity to learn and think about gender identity was never offered; heteronormative gender discourses were rife across the curriculum.

I first became interested in studying gender differences whilst working as a 'Learning Mentor' in a mainstream secondary school. A student joined the school who identified as gender non-binary; something neither I nor many staff members knew much about. I became overtly aware of the numerous ways gender stereotypes were reinforced throughout the school day as debates began about how gender divided toilets and physical education lessons could be negotiated. The student experienced high levels of victimisation from peers who had received close to no education on gender diversity. It is my opinion that the provision offered to the student could have been greatly improved if staff had appropriate expertise and were supported by external professionals.

My interest in researching gender variance was strengthened as I began my Child, Community and Educational Psychology Doctorate at The Tavistock and Portman National Health Service (NHS) Trust which is home to a gender identity clinic. Whilst on a placement in a Children and Adolescent Mental Health Service (CAMHS), I had the opportunity to observe a family therapy session where I heard the challenging experiences a trans* individual was negotiating in the school setting.

Since beginning my doctorate, I have become increasingly aware of societal expectations placed upon me as a 'female;' some of which I have rejected and others of which I have conformed to. I have noticed my own feminine expression change over time and across context leading me to believe that gender is a flexible construct influenced by both biological and environmental factors.

1.5. The Role of the EP

The role of the EP has been regularly debated and reviewed (Frederickson, Miller and Cline, 2008). Whilst a consensus may not have been reached on the unique contribution made by the profession, it is generally agreed EPs can provide 5 different functions (consultation, assessment, intervention, research and training) at three levels (organisational, group and individual) across all types of educational setting (Fallon, Woods and Rooney, 2010). Moreover, the Special Educational Needs (SEN) Code of Practice (DfE, 2017) described the EP role to include supporting pupils with needs in 4 areas: 'communication and language', 'cognition and learning', 'Social, Emotional and Mental Health (SEMH)' and 'physical and sensory'. Farrell (2010) suggested the way EPs perform their role likely varies as a result of individual and service level differences. Additionally, Winward (2015) discussed the influence of socio-political context explaining changes across time have arguably impacted EP practice. The

way the EP role is perceived more generally will perhaps have significant influence on practitioners' perception of their responsibilities with reference to the trans* community.

1.6. National context

1.6.1. The trans* population in the UK

At the current time, it may be difficult to obtain reliable data about the size of the trans* population as historically social science surveys have assumed all individuals identify within the cisgender, male/female binary (Wernick, Kulick and Chin, 2017). Furthermore, the trans* community can be considered diverse with variation in both individual's personal gender sense and the labels different members have used to define themselves (Toomey, Card and Casper 2014). Colin, Reisner, Tanguricha and Goodman (2016) conducted a systematic literature review of research exploring population size in Europe, Asia and America. He concluded that the estimates reported vary significantly dependent on the gender identity definition used and the study methodology. In the UK, the Government Equalities Office (2018) estimated there to be between 200,000 and 500,000 trans* adults. However, they acknowledged they were uncertain as to the accuracy of this statistic.

Estimating the number of trans* pupils in schools may be considered even more problematic at the present time. Butler, De Graaf, Wren and Carmichael (2018) argued that what could be perceived to be gender atypical behaviour is common in childhood and may be part of typical development for all people (regardless of their gender identity). Nonetheless, research has indicated that the majority of trans* pupils are aware of their gender variance before leaving primary school (Kennedy, 2008; Kennedy and Hellen, 2010). At the time of this study, there is only one NHS provider in the UK offering support to individuals under the age of 18 who are struggling with their gender

identity - The Tavistock and Portman NHS Trust (The Tavistock and Portman NHS Trust, 2018). Since 2010, the Trust has seen referrals increase annually by over 50%; in the 2017/2018 academic year, over 2000 new patients requested support.

1.6.2. UK legislation and advisory guidance

Two legislative documents that serve to protect the rights of trans* students are The Human Rights Act (1998) and The Equality Act (2010).

“The following Articles from The Human Rights Act 1998 support the rights and needs of Trans people to live their lives in their true gender.

Article 8: right to respect for private life and family life

Article 10: freedom of expression

Article 14: the prohibition of discrimination.”

(The Intercom Trust, 2015 p.11)

The Equality Act (2010) stipulated that any form of discrimination is illegal if it relates to a number of protected characteristics (one of which is gender). However, at the time of this study, it could be argued that there is no government legislation that has specified how schools should ensure trans* students are afforded their rights. In fact, in a post titled ‘Gender Identity in Schools’ published by the DfE (2016) on their ‘Education in the Media’ blog they stated:

“All schools should provide an inclusive environment that allows every pupil to fulfill their potential, whatever their identity or background. Fundamentally we trust schools to know how best to support their pupils. We do not tell them what they should do but we do offer a range of supportive measures to help tackle discrimination.”

One may be of the opinion that this lack of clarity could lead to discrepant treatment of trans* pupils across schools.

Transforming children and young people's mental health provision: A Green Paper (Department for Education (DfE) and Department for Health (DfH), 2017) (a preliminary report published by the government in order to provoke discussion) called for better support for trans* young people (under the umbrella category of 'LGBT') and proposed mental health reforms including incentives for schools to train a designated mental health lead, reduced NHS waiting times and specific mental health teams to work jointly in health and education.

At a local government level, some authorities have provided advisory guidance which details specific ways schools may go about protecting trans* students. However, following these policies is not currently obligatory. One such policy is the Devon and Cornwall 'Schools Transgender Guidance' Booklet (The Intercom Trust, 2015) which was recommended on the DfE (2019) website. The document has included advice on:

- the use of gender affirming and non-offensive language/terminology;
- the importance of education for students and training for staff;
- the need for school specific policy and practice aimed at reducing discrimination;
- practical considerations including toilets, changing rooms and uniform;
- the inclusion of trans* students in sports, work experience placements and school trips;
- advice on dealing with concerns from staff, parents and the media;
- issues for single sex schools;
- internet safety;

- vaccinations.

1.6.3. Guidance for EPs supporting trans* pupils

No specific guidance from UK Professional Psychological bodies could be found discussing EPs supporting schools with trans* pupils. Nonetheless, the British Psychological Society (BPS) (2012) has produced a document advising how any applied psychologist should approach therapeutic work with 'gender and sexual minority' clients; some of these recommendations are arguably applicable. Psychologists are encouraged to:

- have knowledge on the topic or seek relevant training;
- take an affirmative stance;
- carefully consider language; consult with the client to ensure their preferred terms are used;
- be mindful of the influence religion, culture or socio-economic status can have on the client's experiences;
- consider socio-political context;
- acknowledge the needs and difficulties individuals are at high risk of experiencing;
- recognise that gender identity develops differently for each individual and that people become aware at different times in life;
- acknowledge the difficulty associated with revealing gender identity to others;
- consider work at an institutional level to improve the psychological wellbeing of the entire population;

- reflect on their own biases and views and take steps to ensure they do not influence practice.

1.6.4. The national curriculum

The DfE (2019) outlined a reformed personal, social, health and economics (PSHE) curriculum which all schools will be required to adopt by September 2020. For the first time in UK legislative history, it will become compulsory to teach pupils about gender diversity:

“Pupils should be able to understand the world in which they are growing up, which means understanding that some people are LGBT, that this should be respected in British society...Schools should make decisions about what is appropriate to teach on this subject and when based on the age and development of their pupils.”

DfE (2019, p.8)

Nonetheless, parents have the right to withdraw their child, except in exceptional circumstances, up to the point in which the student is three academic terms from their 16th birthday (DfE, 2019).

In a document summarising the public response to the draft statutory guidelines, the DfE (2019) acknowledged that a large number of people disagree with their position on teaching gender and sexual diversity. They explained that some have argued it should not be part of the curriculum and others that the guidance should go further and more content should be compulsory in schools. Parents holding the former view have been protesting since January 2019 against a number of schools in the UK that have already adopted an LGBTQ+ inclusive curriculum - “No Outsiders” (Kotecha, 2019; Staples, 2019). Members of the wider community as well as public figures (e.g.

members of parliament) have joined this cause on both sides of the debate. Consequently, there have been reports of emotionally charged exchanges between protesters and educational professionals, schools seeking legal protection against protesters, negative implications on staff's mental health, parents refusing to allow children to attend school and the "No Outsiders" curriculum being suspended (Kotecha, 2019; Staples, 2019).

Both the government's standpoint on teaching children about gender diversity and the views held by parents, educational professionals and wider society may be considered likely to influence trans* pupil's experiences in schools.

1.6.5. The media

Yavuz (2016) explained gender variance has received much media coverage over the last few years and argued this has resulted in increased societal awareness and discourse. Alongside the aforementioned debate around a gender inclusive school curriculum, articles and television programmes have presented other controversies including whether or not under 18s should access hormone medication and whether trans* individuals should be allowed to participate in sports teams alongside those of a different biological sex but the same gender identity.

In her survey titled 'Breaking the binary: exploring the role of media representation of trans people in constructing a safer and more inclusive social environment,' Liu (2017) found that nearly half of the 409 individuals questioned believed coverage of the community was largely negative. However, she reported that this is a significant decrease since 2010 when over 70% of those surveyed expressed a similar view. One could hypothesise that negative media coverage may have had an unfavourable impact on people's reactions towards the trans* community.

1.6.6. Heteronormativity in schools

Toomey, Mcguire and Russell (2012) defined heteronormativity as:

“a societal hierarchal system that privileges and sanctions individuals based on presumed binaries of gender and sexuality; as a system it defines and enforces beliefs and practices about what is ‘normal’ in every day life.”

Zeeman, Aranda and Grant (2014) argued that these norms are embedded in western welfare systems including the UK education system. Szalacha (2003) suggested that the culture of heteronormativity is likely to vary across schools based on Local Authority (LA) guidance and individual school policies and practices. She summarised research which has suggested gender bias has a negative impact on the experiences of students and called for settings to proactively remove hidden heteronormative ideas from their curriculum and from school activities.

1.6.7. Trans* pupil’s experiences in UK schools

There is evidence to suggest trans* students have been at increased risk of being victimised in UK school (Whittle, Turner, Al-Alami and Thom, 2007; Youth Chances, 2014). In a recent survey conducted by Stonewall (2017) involving nearly 500 participants who identified outside the gender binary, 64% reported verbal/physical abuse, social isolation or theft/damage to their belongings and 69% believed their school did not think transphobic bullying was wrong.

Whilst only a small number of students in the Stonewall (2017) survey reported their school had a curriculum around gender identity, it was perceived to reduce incidences of bullying. Staff education was also seemingly lacking with 44% of pupils believing staff were either, not familiar with the term ‘trans’, or, were unsure of it’s meaning.

With reference to individual support in schools, 39% of pupils surveyed by Stonewall (2017) reported feeling unable to speak to a staff member about their gender identity and 60% believed they had not been provided with adequate support or signposted to relevant organisations. Whilst the majority of students questioned stated they could be known by their preferred name and wear uniform in line with their gender identity, 58% reported not being able to use toilets they felt comfortable with and 64% felt unable to join sports teams of their choice.

1.6.8. Outcomes of trans* pupils

Many authors have described trans* children and young people as being at increased risk of mental health difficulties including low self esteem, depression, self harm and suicide (e.g. Yunger et al., 2004; Nadin et al. 2015). Clements Nolle, Marx and Katz (2006) estimated the rate of attempted suicide amongst the population to be as high as 32%. Factors that have been described as negatively impacting the mental health of the trans* community include rejection by family members (Ryan, Huebner, Diaz and Sanchez, 2009), concealing one's gender identity publicly (Whittle, Turner, Al-Alami, Rundall and Thom, 2007) and exposure to bullying and abuse (Yunger et al., 2004). The Department for Children, Schools and Families (2009) added that students who experience high levels of victimization are more likely to have poor academic attainment, have low school attendance and have reduced aspirations.

1.7. Local context

This research was carried out within an outer London LA Educational Psychology Service (EPS) where I was on placement as a trainee EP. At the time of this study, the authority was one of the most diverse in the UK with a particularly high poverty

rate. The EPS operated a partially traded model meaning every state-funded school accessed a small amount of core time but had the opportunity to purchase additional support. The EPS serviced pre-school settings, primary schools, secondary schools and a number of specialist provisions. Neither the EPS nor the LA had guidance related to supporting trans* students in schools. However, the council did run an 'LGBT' youth centre that can support schools to educate students. Additionally, the centre offered clubs, residential camps, mentoring and literature to 13-19 year olds who identify as 'LGBT'.

1.8. Conclusion - rationale for this study

Research has suggested trans* students may be at greater risk of negative experiences and/or outcomes when compared to their cisgender peers (e.g. Nadin et al., 2015; Stonewall, 2017). Current legislation protecting the rights of the trans* population could be considered somewhat limited and unclear (Bowskill, 2017). Additionally, according to the 'Transforming children and young people's mental health provision: A Green Paper' (DfH and DfE, 2017), more needs to be done to improve outcomes for 'LGBT' children and young people. EPs are arguably well placed to support schools with trans* students as they can work across settings at an individual, group and organisational level considering a range of needs (including SEMH). The way EPs take up their role has been suggested to differ dependent on individual, service and socio-political factors (Farrell, 2010; Winward, 2015). As such this study asks the question:

'How do Educational Psychologists perceive their role in supporting schools to improve outcomes for trans pupils?'*

1.9. Theoretical Underpinnings

Participants' narratives about the EP role in supporting schools with the trans* community collected as part of this thesis are viewed through systemic and psychodynamic lenses. It is acknowledged that other, alternative psychological perspectives could have been drawn upon and that this choice was likely influenced by my, the researcher's, training at the Tavistock and Portman NHS Trust in which these frameworks are privileged.

Systemic theorists may argue individuals are part of complex networks of relationships that influence their thoughts, feelings and behaviours (Plas, 1986). As such, views participants' shared as part of this research project are considered to be influenced by their past and current interactions at home, at work and across society. Psychodynamic thinkers perhaps focus on the underlying motivations for beliefs and actions, considering both conscious and unconscious forces that might be at play (Hall, 1954). Drawing on this perspective, participants' narratives are perceived to be influenced by conflicting or anxiety provoking ideas possessed in the unknown part of their psyche.

2.0. Literature review

2.1. Chapter overview

In this chapter:

- pre-existing literature related to the role of the EP with the trans* population is described;
- research is critically appraised highlighting strengths and limitations;
- gaps in the existing evidence base are identified providing a rationale for this study.

2.2. Literature review question

This literature review sought to answer the following question:

‘What is already known about how EPs can support schools to improve outcomes for trans children and young people?’*

2.3. Search strategy

A systematic approach was taken in order to locate and review literature using the following structure:

- relevant journals were identified;
- search terms were selected;
- pilot searches were carried out resulting in the modification of initial search terms;
- a final search was conducted;
- limiters were applied;
- articles were considered against inclusion and exclusion criteria;
- the remaining studies were critically reviewed.

The search was conducted on the platform 'EBSCO Host' in November 2018.

1. Relevant journals were identified

Psychological and educational journals were selected as they were deemed most likely to contain information about the EP role with the trans* community: 'PsycINFO'; 'PsycARTICLES'; 'Psychology and Behavioural Sciences Collection'; 'PEP Archive'; 'Education Source' and 'ERIC'.

2. Search Terms were selected

The key terms 'trans*,' 'school' and 'psychologist' were selected from the literature review question. The thesaurus function in 'EBSCO Host' was used to identify words and phrases thought to closely relate to these three terms. However, synonyms for 'psychologist' were discarded as they were felt to represent distinctly different professions e.g. 'councillor' and 'therapist'. Furthermore, Carroll's (2010) literature review of gender related language was used to identify additional words and phrases related to 'trans*'. 'Table 1' provides a list of search terms that were used to represent each of the key terms.

Table 1: Search terms used to source articles of potential relevance

Key terms	Search terms
trans*	gender identity disorder transgender trans* gender dysphori* two spirit* gender variant gender non-binary gender non-conforming gender divers* gender variance two spirited gender queer gender fluid agender non-gender bi-gender neutrois
school	school educat* “alternative provision” “pupil referral unit” “PRU”
psychologist	psychologist

The Boolean operators “OR” and “AND” were used to find articles that contained some representation of all three terms (‘trans*,’ ‘school’ and ‘psychologist’) within the abstract. The truncation symbol (*) was employed to allow for word variations e.g. the use of “divers*” meant both “diverse*” and “diversity” were found.

3. Pilot search/ final search

A pilot search was carried out on ‘EBSCO Host’ using the search terms noted above. The truncation (*) attached to the term ‘trans*’ meant that irrelevant articles

were found containing words with this pre-fix e.g transition. The (*) was therefore removed for the final search. Additionally, numerous unrelated papers about nutrition (including the term “trans-fat”) and psychological models (involving the term ‘trans-theoretical’) were found. As such, the Boolean operator “NOT” was employed to exclude these terms.

4. Limiters

The following limiters were applied to the search:

- articles must be written in English (the language spoken by the author of this study);
- research must appear in academic journals (an initial quality control measure).

After duplicate articles were removed, 62 papers remained.

5. Inclusion and exclusion criteria

The 62 articles found were then considered against inclusion and exclusion criteria outlined in ‘table 2’. This process aimed to ensure all papers included in this review contained enough information related to the phenomena under study. See appendix A for further information about the number of papers that were excluded for different reasons.

Table 2: Inclusion and exclusion Criteria used to select articles

Inclusion criteria	Exclusion criteria
<p>Participants are questioned about the role of psychologists supporting schools to improve outcomes for trans* students.</p> <p>AND/OR</p> <p>The researcher(s) has explicitly focused on discussing the implications of results to psychologists working in schools to support trans* pupils.</p>	<p>Participants are not questioned about the role of psychologists supporting schools to improve outcomes for trans* students</p> <p>AND/OR</p> <p>The researcher(s) has not discussed findings with reference to psychological practice supporting trans* pupils in schools or mentions this only briefly.</p>
<p>Research contains a primary data source or novel analysis of secondary data.</p>	<p>Book reviews; opinion pieces; systematic literature reviews</p>

N.B 'School' was defined as any educational institution supporting pupils aged 4 to 18.

The idea that data should be collected within a UK context was originally noted as a criterion for inclusion. However, only 2 papers were found that satisfied this statement; 1 of which was later excluded for quality reasons (detailed below - see critical review). As such, the scope of the review was widened to include global studies. There are likely differences between psychological practice and school systems across countries due to variations in governance and culture. These contextual differences may well influence research projects carried out in the UK and those done abroad. Nonetheless, as noted above (see '1.3. Ontology and epistemology'), this study holds a relativist and constructivist position and thus argues no study is generalisable, even that which is conducted within the same country. The results of each project included

in this review must be considered with reference to the context in which it was conducted.

6. Critical review

9 papers were found to meet inclusion criteria and were thus critically reviewed in order to consider quality. Quantitative research was evaluated using Holland and Rees's (2010) appraisal tool and quantitative articles were subjected to critique with Walsh and Downe's (2006) framework (see 'appendix B' for examples). Mixed method studies were evaluated using both tools. Adaptations were made to the frameworks to ensure they fit in line with the relativist and constructivist stance of this research. For example, in Holland and Rees's (2010) framework, questions around sampling bias were edited to ask whether demographic information is noted to contextualise data. In Walsh and Downe's (2006) tool, a question around theoretical saturation was modified to ask how the amount/quality of data collected had been judged to be sufficient.

After considering each article with reference to evaluative frameworks, one study was excluded: Yavuz (2016) article titled 'Gender variance and educational psychology: implications for practice. The author did not detail how data was collected and there was no discussion of a systematic approach used for analysis. Due to the limited information provided, the quality of the article could not be meaningfully considered.

2.4. Review of literature

2.4.1. Broad critique

Some literature included in this review questioned participants about trans* individuals alongside the sexually diverse community (under the umbrella terms 'LGBT'

or 'LGBTQ') (see 'table 3'). One could argue gender identity is fundamentally different from sexual orientation:

'The issue is not whom they wish to be with, but whom they wish to be.'

(Solomon, 2012, p.596)

Participants thoughts or beliefs about sexual variation may significantly differ from their experiences of, or responses to, non-heteronormative gender identities. It could therefore be argued that studies questioning participants about 'LGBT' or 'LGBTQ' communities are fundamentally flawed.

Numerous articles included in this review, fail to provide a clear definition of the population under study (see 'table 3'). This is problematic for two reasons. Firstly, if participants are not provided with a clear description of the population for discussion, they are left to make their own interpretation which may impact views or opinions shared. Additionally, if the reader of an article is not clear as to the boundaries of the population under study, they cannot be sure who conclusions of the project have implications for.

Table 3: Terminology used by articles included in the literature review

Article	Term used	Definition Provided
Arora, Kelly and Goldstein (2016) Current and Future Psychologists Preparedness to Work with LGBT students: The role of Gay Straight Alliances	lesbian, gay, bisexual and transgender (LGBT)	none provided
Bowers, Lewandowski, Savage and Woitaszewski (2015) School Psychologists Attitudes Toward Transgender Students	transgender	<i>“A broad term describing the state of a person’s gender identity that does not necessarily match his/her assigned gender at birth.” p.2</i>
Bowskill (2017) How Educational Professionals can Improve the Outcomes for Transgender Children and Young People	transgender	<i>“A diverse group of people whose gender identity and/or expression diverts from prevailing societal expectations.” p.97</i>
Graybill, Varjas, Meyers and Watson (2009) Content-Specific Strategies to Advocate for Lesbian, Gay, Bisexual and Transgender Youth: An exploratory Study	lesbian, gay, bisexual and transgender (LGBT)	none provided

<p>Heck, Fientje and Cochran (2013) Offsetting Risks: High School Gay Straight Alliances and Lesbian, Gay, Bisexual, and, Transgender (LGBT) Youth</p> <p>Heck, Lindquist, Machek and Cochran (2014) School Belonging, School Victimization, and the Mental Health of LGBT Young Adults: Implications for School Psychologists</p>	<p>lesbian, gay, bisexual and transgender (LGBT)</p>	<p>none provided</p>
<p>Johnson, Sikorski, Savage and Woitaszewski (2014) Parents of Youth who Identify as Transgender: An Exploratory Study</p>	<p>transgender</p>	<p>none provided</p>
<p>McCabe, Dragowski and Robinson (2013) What is Homophobic Bias Anyway? Defining and Recognising Microaggressions and Harassment of LGBTQ Youth.</p>	<p>lesbian, gay, bisexual, transgender and questioning (LGBTQ)</p>	<p>none provided</p>

2.4.2. School Psychologists attitudes

Bowers, Lewandowski, Savage and Woitaszewski (2015) School Psychologists attitudes toward transgender students.

Bowers, Lewandowski, Savage and Woitaszewski (2015) used an online survey to discover School Psychologists attitudes towards 'transgender' pupils. Participants were recruited via email. 50 Psychological Associations across America were

requested to distribute information about the study to all their members. 248 potential participants initially responded, however 2 individuals did not complete the survey leaving 246 included in the study. The questionnaire consisted of 10 statements; School Psychologists rated their attitude towards each item on a 6 point Likert scale. This data collection tool was created by the researchers through the adaptation of a pre-existing measure and modified following a pilot study involving 20 participants. Descriptive statistics were calculated and multiple ANOVAs were conducted.

Participants reported highly positive views towards 'transgender' pupils. Females expressed more favourable attitudes than their male counterparts but age, ethnicity, work location and highest degree earned had no impact on results. Those who had encountered 'transgender' individuals and/or had received specific education about the population, reported more positive attitudes. Additionally, those with more favourable views, were more likely to state they were willing to address the needs of the population.

Bowers et al. (2015) cited a range of previous literature to arguably create a compelling rationale for their study. They seemingly provided a clear overview of the sampling procedures, data collection and analytical methods they employed. However, inclusion criteria used to determine an individual's eligibility to be part of the study are not explicitly discussed. Participants are all described as School Psychologists. However, looking at the demographic information, different individuals had different levels of education and some had no licence to practice. As such, it may not be considered completely clear who the results of the study have implications for.

Social desirability bias (a tendency to respond to questions in a manner believed to be seen as favourably by others) is a well documented phenomena associated with research involving surveys (Grimm, 2010). Bowers et al. (2015) explicitly

stated that measures were taken to try and minimise the impact of this bias (participants were promised anonymity and confidentiality). However, no tools seem to have been used to measure the effect of this phenomena meaning its influence on results remains unknown; the positive attitudes expressed by School Psychologists may not be a true reflection of their views.

Arora, Kelly and Goldstein (2016) Current and future Psychologists preparedness to work with LGBT Students: the role of Gay Straight Alliances (GSAs).

Like Bowers et al. (2015), Arora, Kelly and Goldstein (2016) carried out a quantitative questionnaire investigating the attitudes of School Psychologists. However, in Arora et al.'s study participants were asked about the 'LGBT' rather than the 'transgender' community, graduate students in training were questioned alongside qualified professionals, and measures of preparedness were taken as well as attitude. The recruitment technique, data collection method and analytical approach employed by the two studies was broadly similar. However, Arora et al.'s (2016) study involved 179 participants from New York only (rather than 246 from across America) and a pre-existing 28 item questionnaire was used rather than one adapted by the researchers.

The majority of current and future psychologists who took part in Arora et al.'s (2016) study endorsed positive attitudes towards 'LGBT' students and reported feeling moderately prepared to support them. Specific education about the 'LGBT' community and general experience as a practicing psychologist were judged to have a positive impact on reported attitude and level of preparedness. The presence of a GSA (a student led group that advocates and supports 'LGBT' pupils) in places of work was suggested to have a favourable impact on beliefs expressed by qualified professionals but not graduate students.

Arora et al.'s (2016) study may be considered advantageous when compared to Bowers et al.'s (2015) research in two ways. Firstly, Arora et al. (2016) provided a clearer understanding of credentials School Psychologists had to hold to be part of the study (all participants were members of a professional body and were currently in practice). As such, the reader is explicitly told who implications of the study may best relate to. Additionally, social desirability was measured in Arora et al.'s (2016) study. However, this bias was found to have a moderate impact on attitudes reported; this arguably limits the usefulness of findings. An alternative method of data collection could have been more beneficial. For example, an observational study where attitudes are determined through the consideration of professionals' interactions with 'LGBT' individuals.

As a survey was used by both Arora et al. (2016) and Bowers et al. (2015), their studies were arguably restricted; the influence of only a definitive number of pre-determined variables (e.g. level of education; amount of experience etc.) on attitudes could be measured. Should a qualitative design have been employed, participants may have been able to discuss a wider range of factors they perceived to impact their views towards the 'transgender' or 'LGBT' populations. This information may have provided greater insight into potential ways any negative or unhelpful views held by practitioners could be modified.

2.3.3. School Psychologists ability to recognise bias and harassment

McCabe, Dragowski and Robinson (2013) What is homophobic bias anyway? Defining and recognising microaggressions and harassment of LGBTQ youth.

Geographical stratified sampling across America was used to identify School Psychologist participants in McCabe, Dragowski and Robinson's (2013) study. 301

individuals completed one of two versions of the 'Behavioural Intention to Advocate for LGBTQ Youth' scales (McCabe, Rubison, Dragowski and Elizade-Utnick, 2013). Both surveys asked participants about the amount of bias, harassment or victimisation they had observed against 'LGBTQ' students in schools. However, one version had two additional questions; participants were asked whether they had observed two specific discriminatory types of behaviour. In addition, all participants were asked to provide a narrative response describing the types of victimisation they had observed; 52% (171 individuals) responded to this question. Quantitative data was analysed using descriptive statistics and ANOVA's. A constant comparative procedure (Creswell, 2006; Merriam, 1998) was used to analyse qualitative data.

McCabe et al. (2013) found that some participants responded to questions about the same idea (discrimination) in different ways when asked about the concept in different ways. For example, some participants reported witnessing all types of bias or harassment against 'LGBTQ' students less times than they stated they had heard specific examples of (arguably discriminatory) language. They concluded that School Psychologists who took part in their study, were not able to accurately identify discrimination and hypothesised this was due to internalised societal heteronormativity. They argued that their results highlight the importance of School Psychologists being reflexive to ensure their underlying assumptions do not lead them to unintentionally reinforce gender binary/heterosexual ideas, fail to address power dynamics which privilege those that conform to societal norms or fail to challenge discrimination in any form against 'LGBTQ' students. They argued that School Psychologists should receive input on initial training courses as well as be offered CPD opportunities to help them with this task.

McCabe et al. (2013) did not explicitly note their ontological or epistemological position. They did, however, discuss a drive to ensure data was 'objective.' This desire could be considered somewhat incompatible with the qualitative element of their study. Nonetheless, this aim did result in some seemingly positive measures being taken to promote research quality. For example, three researchers were involved in the data coding process.

Some information provided by participants in McCabe et al.'s (2013) study was excluded from analysis. This is arguably problematic with reference to equality; some participants' voices are potentially being valued at the expense of others. For quantitative measures, any incomplete surveys were excluded. With reference to qualitative data, any ideas that were only discussed once were not considered when developing categories or themes. Braun and Clarke (2006) stated that the amount a particular idea is discussed does not necessarily correlate with its importance; as such exclusion of items spoken about less may have led to valuable information being lost.

2.4.4. How educational professionals can support trans* pupils

Bowskill (2017) How educational professionals can improve the outcomes for transgender children and young people.

In the only UK study included in this review, Bowskill (2017) used opportunistic sampling to recruit 15 'transgender' adults (5 of whom had left school in the last 10 years) and 10 educational professionals (3 EPs, 1 Clinical Psychologist, 3 Teachers, 1 Teaching Assistant and 2 Youth Workers). Participants engaged in an 'intensive interview;' a face to face meeting where they were asked a series of flexibly determined, open ended questions. Qualitative data was analysed using Charmaz's (2014) guidelines and a constructivist grounded theory was developed.

Bowskill (2017) argued three key factors ('societal influence', 'understanding and awareness of transgender issues' and 'the availability of tailored systemic resources for stakeholders') may influence educational professionals' reactions to 'transgender' pupils and in turn impact students' outcomes. The former two factors ('societal influence' and 'understanding and awareness of transgender issues') were perceived to be closely connected; educational professionals who are aware and understand the experiences of 'transgender' pupils, were felt to be less likely to contribute to a prejudicial school environment. Sub-categories that make up each of the four themes are detailed in figure 1.

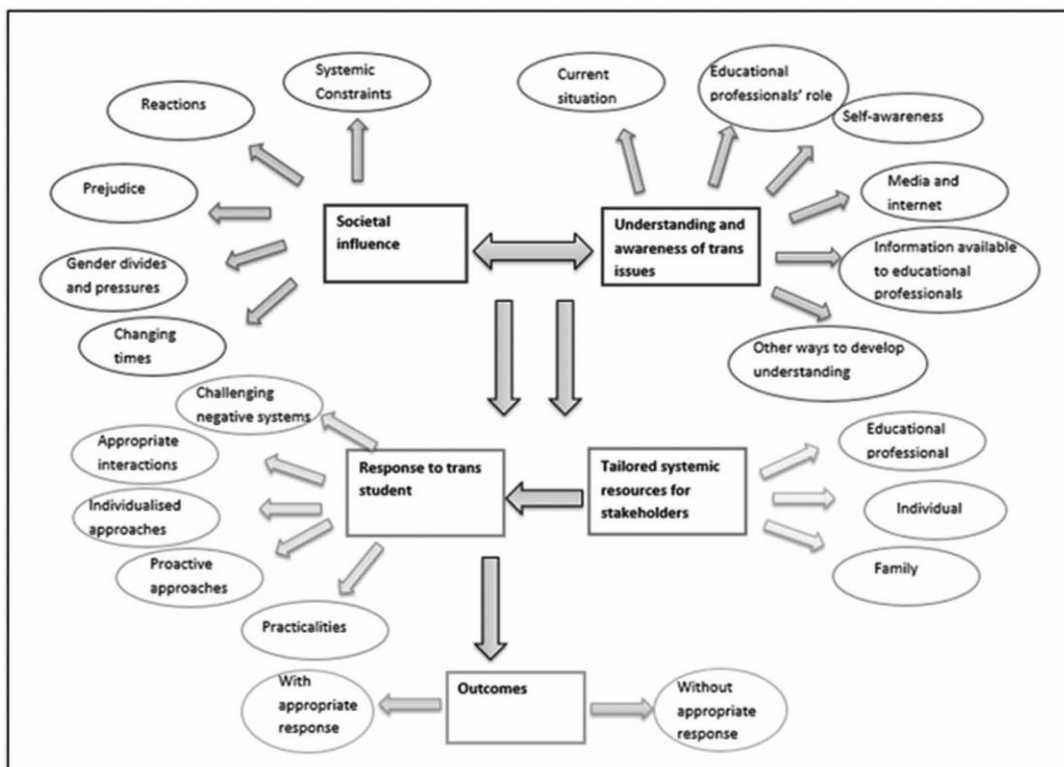


Figure 1: Themes and focused codes (Bowskill, 2017)

This study is advantageous in that 'transgender' adults and a range of professionals acted as participants. However, Bowskill (2017) did not present information

provided by different stakeholders disparately; this may mean the influence of a participants role or gender identity on their views cannot be known. More generally, the demographic information shared about individuals is arguably limited; for example, the ethnicity, religion and sexuality of participants is not noted. As such, the influence of these factors on constructs used to create data can seemingly not be considered. Additionally, Bowskill (2017) did not note when and where participants were recruited or the setting in which interviews were conducted. This may mean the influence of the external environment on data cannot be fully reflected upon.

One further critique of this study relates to reflexivity. Bowskill (2017) gave no information about her motivations for conducting the project, her views on the 'transgender' population or the reflections she had during the research process. As such, the lens through which Bowskill (2017) thought about and interpreted participants' narratives is arguably unknown.

Heck, Fientje and Cochran (2013) Offsetting risks: high school Gay Straight Alliances and lesbian, gay, bisexual, and, transgender (LGBT) youth;

Heck, Lindquist, Machek and Cochran (2014) School belonging, school victimisation, and the mental health of LGBT young adults: implications for School Psychologists

The benefits of GSAs in educational settings was considered by Heck, Fientje and Cochran (2013). 145, self identifying, 'LGBT', 18 to 20-year-old students acted as participants. Recruitment was done via email with information about the study distributed by 150 American colleges. Participants were asked to complete a quantitative online survey including questions about high school climate developed by the researchers themselves, questions developed by Rostoksy, Owens, Zimmerman and

Riggle about school belonging and items taken from various standardised tools including:

- the 'Outness Inventory' (Mohr and Fassinger, 2000);
- the 'Olweus' bullying and Victimization Scale' (Olweus, 1994);
- the 'Alcohol Use Disorder Identification Test' (Saunders, Aslant, Babor, de la Fuente and Grant, 1993);
- the 'Beck Depression Inventory-II' (Beck, Steer, Ball and Ranieri, 1996);
- the 'Brief Symptom Inventory' (Derogatis, 1993);
- the 'Childhood Trauma Questionnaire - Short Form' (Bernstein, Stein, Newcomb, Walker, Pogge, Ahluvalia, . . . Zule, 2003).

Chi squared calculations were carried out to consider the influence of demographic information on participants' responses. Numerous analyses of variance (ANOVAs) were also conducted aimed at identifying any potential relationships between variables under study. Heck, Lindquist, Machek and Cochran (2014) carried out secondary analysis on data collected by Heck et al. (2013) using bootstrapping techniques.

Heck et al. (2013) found that college students who had a GSA in their high school were more likely to report a retrospective sense of belonging, were less likely to believe they had been victimised as a result of their 'LGBT' identity and were less likely to be perceived to have mental health difficulties in college. Based on their secondary analysis, Heck et al. (2014) suggested that school victimisation may be a mitigating factor between participants reported levels of school belonging and their perceived mental health outcomes.

Heck et al. (2013) and Heck et al. (2014) both drew conclusions from their study with reference to practice. They stated that School Psychologists may be well placed to support educational settings to create a safe and inclusive environment for 'LGBT'

students. They argued this may include creating anti-discrimination policies, providing training, establishing a non-heteronormative curriculum and advocating for the establishment and maintenance of GSAs.

It could be argued that Heck et al.'s (2013) and Heck et al.'s (2014) studies are advantageous as what appears to be a clear outline of the procedure used to test hypotheses is provided. Results were seemingly presented in a comprehensive manner in both table form and through written description. Demographic information (including gender identity, ethnicity, age and education level) was presented which may allow findings to be contextualised.

Heck et al. (2013) seemingly attempted to ensure data collection tools employed were of a certain quality; they reported the reliability and validity of each standardised measure that made up their survey. Additionally, internal consistency across the items that contributed to each dependent variable was calculated. However, there are two potential issues with this quality assurance process. Firstly, the concepts of reliability and validity make assumptions that arguably do not fit with the relativist, and constructivist position taken by this research project (discussed further in section '1.3. Ontology and epistemology'). Secondly, Heck et al. (2013) did not discuss the standard of the survey as a whole (only the quality of its parts); completing various different scales together may well yield different results from responding to questionnaires in isolation.

Graybill, Varjas, Meyers and Watson (2009) Content-Specific Strategies to Advocate for Lesbian, Gay, Bisexual and Transgender Youth: An exploratory Study

Graybill, Varjas, Meyers and Watson (2009) developed a grounded theory aimed at explaining how professionals can effectively advocate for 'LGBT' students in

schools. They chose to sample GSA advisors stating that this allowed them to be sure all participants had relevant experience. They discussed their findings with reference to School Psychologists using the rationale that:

- School Psychologists may receive limited training around the 'LGBT' population;
- 'LGBT' students are arguably under represented in psychological textbooks and other publications;
- School Psychologists could be considered to have an ethical obligation to support 'LGBT' pupils;
- School Psychologists could be considered to have a unique set of skills that may enable them to create change at an individual and systemic level.

Participants were recruited from across America by 4 researchers using convenience, targeted and snowball sampling strategies. 21 individuals agreed to a 1 hour phone interview. The semi-structured interview schedule was reportedly developed based on analysis of pre-existing literature. A constant comparative approach, as outlined by Corbin and Strauss (1990), was used to analyse data. Three main themes emerged:

1. Advisor responses to students: participants primarily described reactive ways they dealt with issues raised by pupils, although, some proactive strategies to support or protect the 'LGBT' community were also discussed.
2. Advisor responses to school personnel: participants explained they provided knowledge to other professionals and helped to develop their competency.
3. Recommendations for other school personnel: participants explained that practitioners who wish to advocate for the 'LGBT' community may benefit

from educating themselves, engaging in self reflection and carefully considering effective ways to communicate their message to others.

For a summary of the sub-themes which were described to make up these three themes see figure 2.

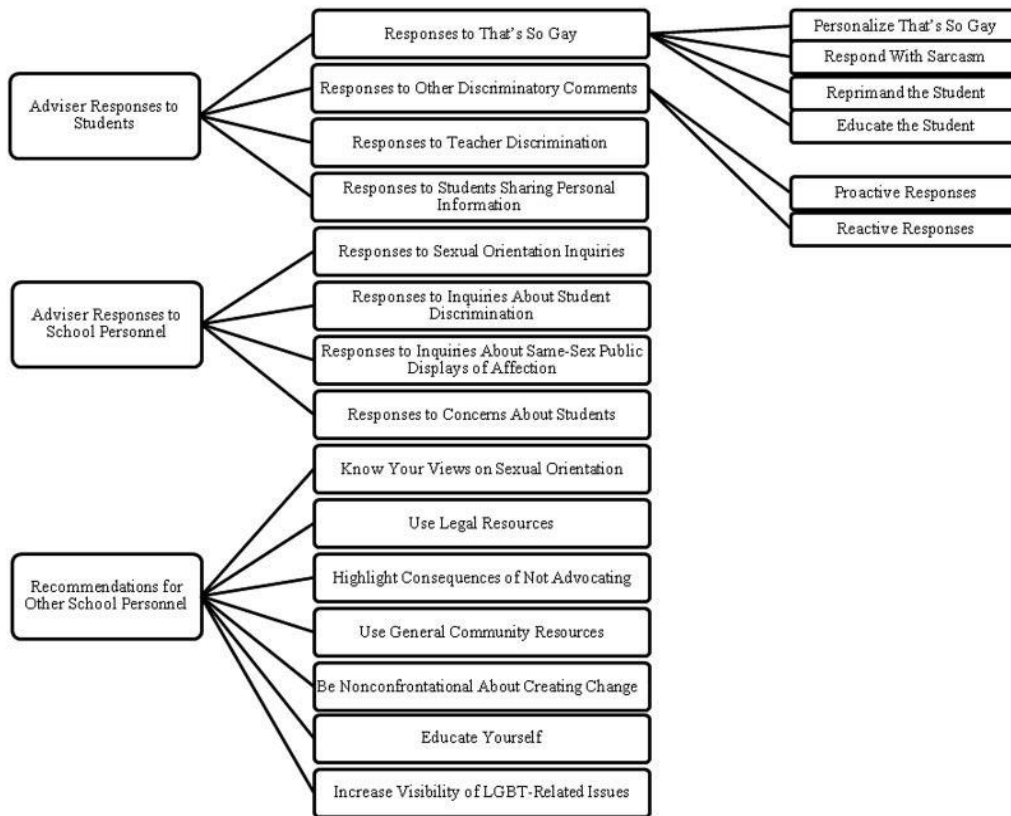


Figure 2: Themes and sub-themes (Graybill et al., 2009)

As noted above, Graybill et al. (2009) provided a rationale for their choice to collect data from GSA advisors yet draw implications for School Psychologists. However, arguably, the role of these two professionals significantly differs in scope, educational background and responsibility. As such, the applicability of findings from one group to the other may be considered somewhat questionable. Gathering data from School Psychologists directly may have been a more intuitive design choice.

Key demographic information about participants (including age, location, education level and sexuality) is noted by Graybill et al. (2019) which could be considered helpful to contextualise findings. However, the gender identities of the GSA advisors do not appear to be mentioned; this omission is arguably particularly important given that interviews focused on support professionals might offer to those with gender differences (alongside those in sexual minority groups).

Graybill et al. (2009) explicitly stated that their study was conducted using Glasser and Straus's (1967) grounded theory approach. However, their methodology does not appear to be fully in line with this framework; data collection and analysis was seemingly completed in a linear rather than simultaneous fashion. Nonetheless, their procedure is detailed in what could be considered a comprehensive manner allowing the reader to follow their 'audit trail.'

Unlike Bowskill (2017), Graybill et al. (2009) provided reflective information which may offer some level of insight into their experiences of the research process. They wondered whether language used by the interviewer to ask questions influenced the responses provided by participants. They described debates between multiple coders who worked together to produce, a mutually agreed, thematic map. They also stated that extensive field and process notes were used throughout the research project. However, no examples of these reflective memos are provided and there is no discussion of any specific assumptions researchers may have held that influenced the study. As such, it may be considered difficult to fully ascertain the lens through which findings should be viewed.

Johnson, Sikorsky, Savage and Woitaszewski (2014) Parents of Youth who Identify as Transgender: An Exploratory Study

6 mothers and 1 grandmother were interviewed by Johnson, Sikorsky, Savage and Woitaszewski (2014) and asked to discuss their 'transgender' child/grandchild's school experiences. Participants volunteered for the research in response to adverts placed with 'transgender' parent support groups across America. A consensual qualitative methodology was employed; according to Johnson et al. (2014) this constructivist approach allowed '*in depth and intimate*' (p.72) data to be gathered about individuals' perceptions of reality. Analysis was deductive and involved four independent researchers.

Johnson et al. (2014) reported that participants discussed significant challenges they believed their 'transgender' child/grandchild faced at school. This was perceived to be due to a lack of policy and appropriate provision; children were described as requiring high levels of resilience to negotiate heteronormative school environments. According to Johnson et al. (2014), participants emphasised a belief that they needed to advocate for their child/grandchild at school educating staff and providing them with resources. They also described the benefits of being supported by other families who had similar experiences (often through online mediums). Johnson et al. (2014) drew implications from this study for School Psychologists expressing a belief that practitioners are well placed to develop policy and provision in a manner described as necessary by participants in this study.

Unlike numerous other studies included in this review, Johnson et al. (2014) made explicit mention of ethics. They detailed discussions with participants around

informed consent, confidentiality and the right to withdraw. They stated that every participant was subjected to the same research process and all data was analysed and reported upon; this arguably demonstrates commitment to equality principles.

A limitation of Johnson et al.'s (2014) study may be considered to lie in the analytical approach. No rationale appears to have been provided for the deductive method used. It could be argued that an inductive approach where themes emerge from data is more logical for an exploratory, constructivist piece of research. Additionally, the author stated:

“A start list of working domains was initially used to code data.” (p.61).

However, no information seems to have been provided about how these working domains were determined. Nonetheless, according to Johnson et al. (2014), initial working domains were repeatedly modified over time and an independent auditor checked all final themes and sub-themes against raw data; this arguably increases the likelihood that participants' voices could be considered well represented by findings.

2.4.5. Themes across reviewed literature

The EP/ School Psychologist role

Studies included in this review have outlined various roles psychologists working in schools may take up to improve outcomes for 'transgender', 'LGBT' or 'LGBTQ' students including:

- acting as an advocate to ensure pupils voices are heard;
- raising awareness of students rights and/or their potential needs;
- supporting schools to ensure gender difference is represented in the curriculum, resources and literature;

- ensuring all children are taught about gender difference from a young age;
- acting as a resource to other educational professionals providing knowledge and consultation to build competence;
- signposting professionals and families to other services that may provide resources, education or support;
- developing LA or school specific policies particularly those aimed at reducing discrimination;
- challenging heteronormative bias that may be embedded within school systems;
- building resilience amongst students by, for example, promoting school belonging and ensuring all pupils access mental health education;
- supporting to create, improve and maintain GSA's;
- advocating for gender free uniform and toilets.

Based on her research, Bowskill (2017) argued EPs should take a proactive rather than reactive approach to supporting 'transgender' pupils and provide intervention (primarily but not exclusively) at a systemic level. Other studies echoed the call for psychologists to engage in organisational work (Arora et al., 2016; Graybill et al., 2009; Heck et al., 2013; Johnson et al., 2014).

With reference to EPs completing work around individual children, Bowskill (2017) expressed a view that every student is different and therefore should receive a personalised package of support based on need. Additionally, she emphasised the importance of pupils views being ascertained and respected when provision is developed.

Facilitators and barriers

Arora et al. (2016) and Bowers et al. (2015) both argued professionals' attitudes towards 'LGBT' or 'transgender' students may impact whether they provide support and/or the quality of intervention they offer. Psychologists who are not heterosexual or cisgender, those who have a GSA in their work place, those with a high level of experience and those who have received specific training were argued to be more likely to hold positive beliefs.

3 other studies talked of the need for psychologists to receive education around the 'LGBT', 'LGBTQ' or 'transgender' populations (Bowskill, 2017; Graybill et al, 2009; McCabe et al., 2013) arguing this will improve the likelihood that practitioners are able to provide effective intervention. Graybill et al. (2009) suggested that training should focus on issues 'LGBT' students face in schools and their legal rights. Bowskill (2017) noted, however, that government policy is currently unclear making the exact rights of 'transgender' students open to interpretation. Additionally, she stated that information/research available on the population is currently limited making good quality training difficult to access. She added, financial constraints within LA's may impact the likelihood of professionals being able to attend paid courses.

Graybill et al. (2009) argued that the way School Psychologists communicate their ideas to others may impact whether (or not) they are able to create positive change. They highlighted the importance of being non-confrontational, educating others who hold different opinions rather than arguing with them, informing others of the legal rights pupils hold and raising awareness around the negative outcomes students may experience if they are not appropriately supported.

McCabe, Dragowski and Robinson (2013) discussed the importance of School Psychologists being able to accurately recognise bias and harassment directed at

'LGBTQ' individuals. They argued that professionals must be reflexive (enabling them to recognise their own underlying assumptions) and reflective on their practice. They suggested this may reduce the likelihood that practitioners will: unintentionally reinforce heteronormative ideas, fail to address power dynamics which privilege cisgender individuals or miss opportunities to challenge discrimination in any form against 'LGBTQ' students. Greybill et al. (2009) also argued that a professionals' own beliefs can influence their practice and described self awareness as necessary for any practitioner hoping to effectively advocate for the 'LGBT' community.

2.5. Conclusion

This review set out to answer the question:

'What is already known about how EPs can support schools to improve outcomes for trans children and young people?'*

8 studies were included in this review. However, only 1 article, Bowskill's (2017) study, was conducted in a UK context. Furthermore, only 3 articles (Bowskill, 2017; Arora et al., 2016; Bowers et al., 2015) involved psychologists as participants; all other studies drew implications for the profession based on data gathered from other stakeholders (e.g. school staff or parents).

Arora et al. (2016) and Bowers et al. (2016) questioned School Psychologists about their attitudes towards the 'transgender' or 'LGBT' communities. Bowskill's (2017) asked numerous educational professionals (3 of whom were EPs) and 'transgender' adults about how any school practitioner (not only EPs) could improve outcomes for 'transgender' students. As such, one could argue there is a clear gap in the UK literature for a study exclusively questioning EPs about their perception of role with the trans* community.

It must be noted, however, that Yavuz's (2016) article titled 'Gender variance and educational psychology: implications for practice' was conducted in the UK and does include 3 case studies that describe EPs supporting 'gender variant' students in schools. However, this study was excluded for quality reasons. Thus, a project with what could be considered to be a more transparent methodology and analytical procedure is still arguably required.

Only 4 articles included in this review contained qualitative data and thus perhaps were able to offer in depth information about participants' views. These studies could all be considered to have methodological limitations. Notably, most researchers did not discuss how they carried out their projects reflexively. As such, the impact their assumptions or biases may have had on findings could be considered unclear potentially undermining trustworthiness. This study adopted a qualitative methodology with a strong focus on researcher reflection.

3.0. Methodology

3.1. Chapter overview

In this chapter:

- the purpose and design that was adopted for this study is outlined;
- the sampling procedure, data collection technique and analytical approach that was employed is described and justified;
- mechanisms that were adopted to ensure research quality are stated;
- steps that were taken to ensure this project was ethical are discussed.

3.2. Purpose and design

The purpose of this study was exploratory i.e. to explore EPs perceptions of their role in supporting schools to improve outcomes for trans* children and young people. Robson (1993) explained that exploratory studies are most appropriate when there is deemed to be little previous research surrounding a particular phenomenon; as was felt to be true for this area of study (as outlined in '2.0 Literature Review'). He added that studies with this purpose are valuable in that they seek new insights and may provide a greater or different understanding of a particular idea.

This study adopted a qualitative design and thus sought to gain a rich and in depth understanding of a particular issue (Robson, 2011) - EPs perception of role. Qualitative approaches have been criticised for their subjective nature (Mays and Pope, 1995). The researcher's emotions and perspectives have been widely acknowledged to inevitably influence the process of data collection, analysis and interpretation. However, it can be argued that if one reflexively considers their own biases and discusses them with transparency, the researcher's unique perspective can add a val-

uable extra dimension to the study (Leung, 2015). For further information about researcher reflexivity and transparency in this project, refer to section '3.6 'Research Quality'.

In contrast, Robson (2011) argued that quantitative approaches give data numerical value; variables are manipulated in order to test pre-determined hypotheses. He suggested results are seen as generalisable i.e. findings drawn from sample participants are seen as applicable to a wider, target population. However, from a constructivist perspective all data is considered to be person, time and context specific (Crotty, 1998). As such, generalisation is perhaps not considered an aim. Results of this study, therefore, are viewed as grounded within the sample.

3.3. Sampling

3.3.1. Sampling approach

A purposive sampling approach was used to identify participants for this study; this means:

“selected according to the criteria of relevance to the research question.”

(Willig, 2013, p. 91).

The following eligibility criteria were applied:

- participants had to be practicing EPs as their perspective was the focus of study;
- participants had to be fully qualified EPs; training was deemed likely to inform perspective;
- participants had to currently work in the UK; this criterion hoped to ensure interviewees had up to date awareness of school policies and practices.

3.3.2. Sample size

Braun and Clarke (2006) argued that an optimum sample size is one where there is enough data to make meaning and recognise patterns but not too much rendering the analytical process unmanageable. They noted that no definitive decisions about participant number should be made until data collection has begun; a researcher should critically reflect on the richness of information gathered from initial interviews to decide whether a larger sample size is required. Nonetheless, they estimated that between 6 and 10 participants is appropriate for a small scale project such as this one. Braun and Clarke (2016) suggested a small data set can in fact be advantageous as the researcher is able to spend extended time understanding the nuance of all transcripts analysed.

Fugard and Potts (2015) criticised Braun and Clarke's (2006) approach to determining sample size arguing that it is unclear and thus unhelpful for ensuring consistent robustness across research. They instead suggested a quantitative model based on probability distributions. Braun and Clarke (2016) responded to this critique arguing that Fugard and Potts's (2015) model has:

“great intuitive appeal” but is “based on flawed assumptions...steeped in a quantitative logic at odds with the exploratory and qualitative ethos.”

(p.739)

It could be argued that Fugard and Potts's (2005) perspective is based upon a realist ontological view i.e. that there is an absolute truth; an agreed right or wrong way to determine sample size. As such, their approach may be considered incompatible with the relativist and constructivist position that was taken by this research. Braun and Clarke (2006; 2013; 2016), however, acknowledged the complexity and subjectivity involved in making decisions around sample size and provided discussion that

could perhaps support a researcher navigating this journey. Their approach was felt to be compatible with the underlying assumptions of this project and was thus adopted.

Data was gathered from 6 participants initially. Interviews were then transcribed and the written information was brought to supervision. Whilst reflecting on the transcripts, it seemed that some participants may have found the topic difficult to discuss; the length of some of the interviews was short and characterised by a large number of pauses. Whilst the information gathered from the 6 participants was still deemed to be rich, it was decided that additional recruitment could be beneficial to further enhance the data set. As such, 2 further participants were recruited.

Demographic information about all 8 participants can be found in ‘table 4 and 5’. It is important to note, that some information gathered about participants is not listed in these tables, notably, their place of EP training, highest degree obtained and ethnicity. It was felt that this information may compromise anonymity. For the same reason, information provided about age, number of years qualified, religion and past/current EP roles has been made less specific.

Table 4: Personal information about participants

Pseudonym	Age	Gender identity	Religion
Alexis	30-40	Female	No
Barbara	30-40	Female	Yes
Colette	40-50	Female	No
Emily	50-60	Female	No
Josephine	40-50	Female	No
Kate	50-60	Female	Yes

Laura	60-70	Female	Yes
Sophie	30-40	Female	Yes

Table 5: Educational and work related information about participants

Pseudonym	No. of years qualified	Roles held within EP teams (past or current)	Received training around gender identity
Alexis	0-10	Principal; Senior; Maingrade	No
Barbara*	Information not provided	Maingrade; Specialist EP (16-25)	Yes
Colette	10-20	Maingrade; Specialist EP (Early Years)	No
Emily	20-30	Maingrade; Specialist EP (Looked After Children)	No
Josephine	10-20	Principal; Senior; Maingrade	No
Kate	information not provided	Senior; Maingrade	No
Laura	20-30	Senior; Maingrade	No
Sophie	0-10	Maingrade; Specialist EP (Social, Emotional and Mental Health)	No

3.3.3. Recruitment: 'insider research'

Participants were recruited from an outer London, LA EPS for convenience purposes; the same team I, the author of this research, was on placement as a trainee EP. Thus, when carrying out this project, I had knowledge and understanding of the organisation in which the study was conducted as well as pre-existing relationships with the participants. This project could therefore be considered an example of 'insider research,' something Mercer (2007) argued brings a unique set of advantages and challenges that are explored in this section.

Mercer (2007) noted that individuals studying their own organisation are likely to be well placed to identify the research needs of the setting. In my experience of the LA in which I carried out this research, the trans* population were rarely discussed both within schools and amongst the EP team. As such, I wondered whether this study would be beneficial in drawing attention to this minority community.

O'Donnell, Porter, McGuire, Garavan, Heffernan and Cleary (2003) suggested that 'insider' knowledge can assist the researcher in gathering and interpreting data in the most meaningful way; one that is sensitive to context. However, Drake (2010) disputed this claim and argued that 'insider' information may restrict a researcher's ability to be open and curious during interviews as they are riddled with assumptions. As noted above (see '3.2. Purpose and Design'), Leung (2015) argued that a researcher's biases can play a role in any project even when the interviewer and interviewee are not known to each other. Nonetheless, this is a potential risk that I acknowledged and attempted to manage through: critical reflection in supervision, measures to ensure research quality (refer to 'section 3.6') and adherence to a systematic and transparent model of data analysis (refer to 'section 3.5').

It could be argued that assumptions made by participants can have a unique negative impact on data collection during 'insider research.' Participants may answer interview questions giving vague or incomplete information as they presume the researcher can fill in the gaps; this may be on a conscious or unconscious level (Kanuha, 2000). I attempted to overcome this by explicitly raising this issue during the introductory discussion with participants. Additionally, I 'reflected in action' during interviews hoping to notice if this was occurring allowing me to ask clarifying questions where appropriate.

Josselson (2007) emphasised the importance of trust and rapport when collecting data describing a correlation between interviewer/interviewee relationship and participant self-disclosure. Mercer (2007) explained that having a pre-existing relationship with a participant can be advantageous if it is characterised by these positive qualities. However, should it not be, this can have a negative impact on data gathered. Additionally, if participants feel their researcher colleague has a hidden agenda when collecting data, the information they share may be limited. Whilst I can only speak from my own perspective, it is my understanding that I had a sound working relationship with all colleagues who took part in the project. Additionally, I adhered to strict ethical guidelines (refer to section 3.7) during recruitment meaning participation was entirely voluntary; it could be assumed that those who harboured any negative feelings towards me or felt I had a hidden agenda may have been less likely to agree to take part in the study. Furthermore, I made clear to participants both in written and verbal form ways in which data collected would be used promoting trust and honesty within our relationship. Nonetheless, the impact of my relationship with each colleague I interviewed was something I continued to consider and reflect on throughout the entire research process.

On a more pragmatic level, Mercer (2007) argued that insider research can make data collection an easier and less time-consuming process. Given that the researcher and participants work in the same location, the need for travel is reduced and the capacity to offer flexibility with reference to interview times is increased. However, Mercer (2007) argued greater access to participants also has a downside, notably, that it can be difficult to determine where research related interactions end and other professional dialogues begin; research can easily become all consuming. In hope of overcoming this issue and in order to support myself in separating out my trainee EP role from my position as a researcher, I scheduled all interviews on Thursdays (my allocated research day) meaning my EP placement days (Monday to Wednesday) were less likely to be affected by my study.

3.3.4. Recruitment: the process

The Principle EP of the LA EPS was first approached for consent to carry out this project. Information was given about the title and aims of the study, what participation would involve and how data would be analysed and disseminated. The Principle EP was given sight of the consent form (see 'appendix D') and information sheet (see 'appendix C') participants would be shown. Following agreement, an announcement was made at the EPS team meeting where a brief summary of the project was shared. Those who were interested were encouraged to volunteer via email or in person. Interest was expressed by 6 EPs all of whom were given the written information ('appendix C' and 'appendix D') as well as a face to face opportunity to ask questions. All 6 EPs consented to participation in the study.

As noted above (see '3.3.2. Sample size') after conducting the initial round of interviews a decision was made to recruit further participants; an e-mail was sent to

all EPs in the service stating this intention. 2 practitioners expressed an interest in being part of the study. They were provided with the same written information and opportunity for face to face discussion as the initial 6 volunteers.

No EP chose to withdraw themselves or their data at any point in the research process.

3.4. Data collection

3.4.1. Approach

Semi-structured interviews were used to collect data. This approach was selected so a framework could be employed to ensure information about relevant issues was systematically gathered (Lindsay and Dockrell, 2004). However, a degree of flexibility was available during interviews to modify the line of enquiry or probe for further information enabling in depth and rich data to be collected (Robson, 2011).

Langdridge (2004) discussed bias with reference to semi-structured interviews; he argued that a researcher's assumptions and emotions are more likely to impact data collected than when fully structured or paper based methods are employed. As previously noted (see '3.6 Research Quality'), measures were taken by this project to mitigate this potential risk.

Robson (2011) highlighted the need for interviewers to be skilled in developing a rapport with participants and asking effective questions when conducting semi-structured interviews. This is a skill set that I, the interviewer, had been explicitly taught as part of my Professional Doctorate in Child, Community and Educational Psychology. Additionally, as a trainee EP, I had had multiple experiences carrying out consultations

where I was required to create a trusting relationship with consultees and use questions as a tool to gather information. I hope I was able to utilise this teaching and experience when collecting data.

3.4.2. Developing the interview schedule

Robson (2011) outlined a structure for conducting interviews that was utilised to develop the schedule for this project. This included:

- a warm up question: a fairly straightforward question that cues participants into the topic under discussion;
- the main body: questions covering the research area under consideration;
- an ending question: a less demanding or emotionally charged question that brings the discussion to a conclusion.

Zorn (2010) argued that semi-structured interview questions must elicit information from participants without leading them to answer in a preconceived manner. He developed the following criteria which were drawn upon to design questions:

- questions should be open to elicit lengthy and descriptive answers rather than closed which support a yes/no response;
- leading questions, which set a positive or negative frame e.g. What do you like about X?, should be avoided;
- questions should use language that is likely to be understood and considered appropriate by participants;
- questions should be concise.

The interview schedule used by this project can be found in 'appendix F'

3.4.3. Pilot study

A pilot interview was conducted with a third year student on the Child, Community and Educational Psychology Doctoral training course to test, practice and, if necessary, modify the interview schedule before beginning the data collection process. This was not audio-recorded or analysed.

The language used during the interview was described as easily understandable and appropriate. Questions were seen as exploratory with the exception of the first that was felt to be somewhat closed. This originally read 'Have you ever had any experience supporting schools to improve outcomes for trans* children or young people?' and was modified to 'Can you tell me about any previous work you have had supporting schools to improve outcomes for trans* children or young people?'

The trainee noted the benefits of allowing extended pauses during the interview. She explained this gave her time and space to reflect upon and extend her answers. This was held in mind when interviewing participants.

3.4.4. Conducting the interviews

Participants were offered a choice as to where their research interview took place. All EPs opted for the LA civic centre citing reasons of convenience. The building has multiple levels; interviews took place on a different floor to that of the EPS decreasing the likelihood that participants would be seen by other members of the EP team. Nonetheless, they were made aware that conducting the interview within the civic centre may result in their involvement being known to their EP colleagues. The interviews were carried out in a closed, sound proof room to preserve participant confidentiality.

When the interviewee arrived they were welcomed and thanked for coming. They were given a copy of the information sheet and offered the opportunity to ask questions. This was the second chance they had had to do this the first being prior to giving consent. Participants attention was drawn to the definition of trans* detailed on the information sheet; a discussion ensued to ensure participants had a clear understanding of the population under study. The pre-existing relationship between the interviewer and interviewee was then acknowledged. Participants were encouraged to try to answer questions in a full and descriptive manner making no assumptions about what, I, the interviewer may already know about them or their practice. Finally, participants were reminded of their ethical rights including their right to withdraw from the research at any point.

Demographic information was then obtained; participants were asked to complete a paper based questionnaire (see 'appendix E') providing background information that could be considered relevant to contextualise findings. The audio recorder was then turned on and the semi-structured interview began. As recommended by Robson (2011), interviews lasted a maximum of 45 minutes with 15 minutes reserved for the debrief procedure. This time boundary meant that participants were less likely to experience fatigue during the interview process and that the research did not place too high a demand on their time.

Debriefing involved participants having space to discuss how the interview felt for them as well as an opportunity to ask any further questions. No participant felt they required further support following the interview despite being offered the opportunity. Interviewees were reminded how their data would be handled and reported; their right to withdraw their interview transcript was also reiterated. Finally, participants were

thanked for their involvement and reminded they could make contact via email should they have any further (research-related) comments or queries.

3.5. Data analysis

Various methods of data analysis could be considered to fit with the qualitative methodology and relativist, constructivist stand point that was taken by this project. They include Narrative Analysis (NA), Interpretative Phenomenological Analysis (IPA), Discourse Analysis (DA) and Thematic Analysis (TA). Larkin and Thompson (2012) argued that IPA is an approach concerned with how individuals make sense of their experience. Mischler (1995) suggested NA allows the examination of a persons own story. As both these analytical frameworks require participants to have first hand experience of the phenomena being investigated (something which is not a criterion for this study) these approaches were excluded from consideration. Georgaca and Avdi (2012) explained that DA is concerned with the use and function of language. Whilst the words EPs used to describe their role supporting schools to improve outcomes for trans* pupils was one facet this project considered, it was not the sole focus of study. As such, an approach with a broader scope, TA, was selected for use.

3.5.1. Thematic analysis (TA)

Boyatzis (1998) argued that, historically, TA was a commonly used but poorly demarcated method of qualitative analysis; projects using this method seemed to conceptualise and apply the approach differently. Attride-Stirling (2001) explained that some studies claimed to be using TA when in fact an NA or DA had been conducted whereas others seemed to be using the approach without naming it explicitly. She

argued this is problematic as clarity and transparency are crucial for a reader attempting to evaluate the value of a study or consider a project in the context of other available literature. Hoping to provide a clear outline of the theoretical underpinnings, uses and evaluation of TA, Braun and Clarke (2006) wrote the paper 'Using thematic analysis in Psychology.' Drawing on Boyatzis's (1998) definition, they argue TA is:

“a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail. However, it also often goes further than this, and interprets various aspects of the research topic.”

p.6

3.5.2. Theoretical underpinnings

Many methods of data analysis could be considered to be born from specific positions. For example, in order to conduct an IPA, one arguably must wed to interpretivist, phenomenological and heuristics theories (Smith and Osborn, 2003). TA perhaps differs from other approaches in that it is more flexible. Braun and Clarke (2006) argued researchers can espouse a wide range of theoretical ideas (although not all). For example, data can be seen from a realist perspective meaning emerging patterns are reported as objective truths or a constructivist perspective (as in this project) where themes are considered to be subjective ways participants make meaning of particular phenomena. Braun and Clarke (2006) highlighted, however, that a 'good' thematic analysis will clearly state the assumptions upon which data is based. Assumptions that have been made by this project including the conceptualisation of gender and the ontological and epistemological position, can be found in the first chapter of this thesis (see '1.0. Introduction').

3.5.3. Considerations prior to conducting a TA

Numerous authors have proposed a method of conducting TA including Alho-jailan, (2012), Braun and Clarke (2006), Boyatzis (1998) and Javadi and Zarea (2016). Maguire and Delahunt (2017) argued that Braun and Clarke's (2006) approach is the most influential in the domain of social science and is advantageous in that it is both systematic and pragmatic. As such, their framework was adopted for the purpose of this research.

Braun and Clarke (2006) explained that a number of important decisions must be made prior to conducting a TA. They emphasised the idea of flexibility, however, and argued that researchers should continually reflect on their choices throughout the research process making modifications if necessary. Some of these decisions have already been discussed with reference to this project; the epistemological position of the research (see section 1.3) and the question which was asked of the data (see section 1.8). Other choices that Braun and Clarke (2006) argued a researcher must make are outlined below:

1. What counts as a theme?

Braun and Clarke (2006) suggested that a 'theme':

“captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set.”

p.82

They dismissed the idea of creating a rigid set of criteria that can systematically be applied to determine which data patterns constitute themes. However, they advocated producing some guidance that can be flexibly applied when analysing data. In doing

this, they suggested considering the prevalence of data patterns and their relevance to the research question.

The prevalence of data patterns across participants was not deemed important for this study; the relativist and constructivist stance meant every individual's unique perception of reality was considered equally important. Some consideration, however, could have been given to the prevalence of a particular idea within a participant's transcript. Braun and Clarke (2006) highlighted the challenges of this explaining it can be difficult to determine where a participant's thought starts and ends. Additionally, they stated that the amount of time an individual talks about something does not necessarily correlate with its level of importance. As such, the idea of using prevalence as a criterion to determine themes was dismissed. Instead, data was coded, categorised and themed by considering its relevance to the research question.

2. Does analysis attempt to provide a rich description of the entire data set or a detailed account of one specified aspect?

Some studies have utilised TA with the aim of providing a summary of important themes that arise from a data set; others have sought to give a focused, in depth discussion of one particular aspect. As previously noted, there is little existing literature on the ways EPs can support schools to improve outcomes for trans* students. As such, in line with Braun and Clarke (2006) recommendation, a TA was conducted with the former aim.

3. Inductive vs deductive TA

Braun and Clarke (2006) explained that inductive approaches can be characterised as 'bottom up;' themes emerge from data and thus are closely connected to

participants' words. They argued that this contrasts to deductive 'top down' methods where data is coded with reference to pre-determined, theoretical ideas. Braun and Clarke (2006) suggested whether an inductive or deductive approach is taken should be heavily influenced by the aims of the analysis. As this study sought to provide a rich description of the entire data set and hoped to obtain a nuanced understanding of participants' unique perspectives, an inductive approach was used. Furthermore, as there was deemed to be limited previous research in this area of study (see chapter '2.0 Literature review'), it would have arguably been difficult to create a theoretical framework from the outset (as is necessary for a deductive approach).

4. Semantic vs Latent themes.

Semantic themes can be argued to pertain to the meaning of words shared by participants; latent themes may be considered to refer to the underlying ideas or assumptions that inform responses (Braun and Clarke, 2006). Data in this project was coded both semantically and latently. This was felt to be in line with the constructivist epistemology of this project; participants' words could not only be described but the underlying constructs that may have influenced their narratives could be considered.

3.5.4. The Thematic analysis process

Braun and Clarke (2006) outlined a 6 step process that was used as a framework in this project to conduct the TA:

1. Familiarisation with the data

- After conducting each interview, points of interest were noted;
- data was transcribed by hand verbatim;

- transcriptions were checked multiple times listening to the recording whilst reading aloud; any errors were corrected;
- data was then read through repeatedly in an 'active' way looking for meaning and patterns. Points of interest were again noted.

2. Generating initial codes

- Max-QDA (a Computer Assisted Qualitative Data Analytic Software) was used to support the process of analysis;
- interview transcripts were transported into the programme;
- meaningful chunks of data were highlighted and assigned a 'code' (a label to describe the data);
- words/phrases were coded with surrounding data to maintain context and the same data chunks were coded as many times as relevant;
- codes were then revised and refined multiple times and checked alongside data.

3. Searching for themes

- Relationships between initial codes were considered; similar codes were grouped together;
- grouped codes were linked to produce sub-themes;
- related sub-themes were joined to create potential overarching themes.

4. Reviewing themes

- Data extracts that made up particular grouped codes, sub-themes or themes were read to determine whether they were well described by that label;
- the entire data set was then revisited to determine if themes maintained the context of data;
- this process resulted in some themes being collapsed together and others being broken down further.

5. Defining and Naming Themes

- Each theme was given a title; a few sentences were written to detail the scope and context of each theme;
- a final review was carried out to ensure all themes represented distinct ideas but still fit together to provide an answer to the research question;
- a thematic map was produced.

6. Producing a report

- A structured narrative of the data was created (chapter 5 'Analysis') responding to the research question;
- data extracts were used to highlight themes and sub-themes under discussion.

An example interview transcript can be found in 'appendix H'. A screenshot taken from 'MaxQDA' during the initial coding process can be found in 'appendix I'. 'Appendix J' shows the relationship between grouped codes, sub-themes and themes. Finally, in appendix K, an example of the entire analytical process can be found showing how segmented text was coded and then repeatedly grouped with other linked ideas to create a theme.

3.6. Research quality

Smith et al. (2009) highlighted the difficulties of evaluating qualitative research using quantitative principles such as reliability (the likelihood the same results would be obtained across context, time and participants) and validity (whether a study measures the concept it intends to consider). They argued that these ideas make assumptions that objective, universally agreed, truths exist; something which is perhaps at odds with the ontological and epistemological position of this study. Through a relativist and constructivist lens, every individual may be seen to create their own reality based on their internal world and external experience (Crotty, 1998). As such, different participants may be expected to respond to interview questions in varying ways. Furthermore, the same participants may be assumed to respond to the same question somewhat differently should data be collected at a different time or in a different context.

Yardley (2000) outlined four alternative principles for assessing qualitative studies which are seen as more compatible with the philosophical stance taken by this project. As such, they were applied to ensure research quality. Each of the four principles ('sensitivity to context', 'commitment and rigour', 'transparency and coherence', and 'impact and importance') is described below and information is given as to how this study adhered to them.

3.6.1. Sensitivity to context

This study was completed with consideration of context at a national, local and individual participant level. Prior to beginning this project, the UK and LA landscape was researched (see chapter '1.0. Introduction') and a literature review was conducted

(as detailed in chapter 2.0); this information was used to develop the research rationale, question and design. Following analysis, data was interpreted with reference to these external, environmental factors and the existing evidence base (as detailed in chapter '5.0 Discussion').

At an individual level, participants were asked to provide demographic information (see 'appendix E') which was used to contextualise findings. In line with Riessman's (1993) suggestions, member checking was incorporated into the research design. Participants were provided with a verbatim transcript of their interview and encouraged to offer feedback. This measure was taken to ensure participants felt the data they had provided reflected their views.

This research was also carried out with sensitivity to methodological context. Literature on the data collection method (semi-structured interviews) employed and the analytical framework (thematic analysis) used, was reviewed in hope of ensuring all important facets of these approaches were incorporated into the research design. Throughout this chapter, the assumptions and decisions made within these methodological frameworks are outlined; it is recommended that the findings of this study are viewed within the context of these choices.

3.6.2. Commitment and rigour

Yardley (2000) discussed the importance of commitment to the topic under study. Both prior to, and whilst completing this project, I, the researcher, had experience supporting trans* students in schools, attended training sessions on the topic, conversed with NHS specialist and read literature about gender identity.

Alongside the topic, dedication was also shown to the methodology. Literature was reviewed about all research approaches employed to ensure they were implemented with integrity. During data collection, commitment was shown to participants by: offering them opportunities to discuss the nature and purpose of the project, ensuring all information participants shared was listened to in an open and active manner and providing interviewees with a debrief space to share thoughts and feelings about the study. During analysis, each interview was transcribed by hand and participants' words were repeatedly read through allowing immersion in the data. Having a small number of participants (8) provided the time and space to explore each transcript in depth.

Measures were also taken to promote rigour (thoroughness of study (Smith et al., 2009)) during the data collection stage. These included:

- I, the researcher, receiving explicit training on effective communication and questioning prior to interviewing participants;
- using a semi-structured interview schedule meaning all participants were asked the same pre-developed questions targeting key areas of study, yet, flexibility was afforded allowing exploration of ideas shared;
- developing the interview schedule by drawing on advice from literature (Robson, 2011; Zorn, 2010);
- conducting a pilot interview to practice and test the interview procedure.

Further detail about each of these measures has been discussed in aforementioned sections of this chapter.

At the data analysis stage, rigour was promoted by using a widely known analytical framework for which guidelines can be found in literature; that of Braun and

Clarke (2006) (described in section '3.5.1. Thematic analysis'). Codes, sub-themes and themes were checked and re-checked against data numerous times.

At all stages of the research process, rigour was promoted in supervision. A monthly space was used to continually and critically reflect on the implementation of espoused theoretical ideas and evidence based approaches.

3.6.3. Transparency and coherence

Yardley (2000) described transparent research as that which offers sufficient detail to enable methodological, analytical and interpretative choices to be understood. This research aimed to be transparent at two levels. Firstly, information was provided to participants about the study; this included a verbal and written description of the nature and purpose of the project, what participation would involve, how analysis would be conducted and how findings would be disseminated. Secondly, this thesis was written in the hope of providing the reader with transparent information about the project. All parts of the research process are described throughout this document including information about recruitment, data collection and analysis. Appendices include written information given to participants, an example interview transcript and Max QDA screenshots/exports which demonstrate how data was coded and grouped into sub-themes and themes during analysis.

Yardley (2000) argued all research must be coherent (i.e. logical and consistent). Both the purpose of this study (exploratory) and the ontological and epistemological position (relativist and constructivist) were carefully considered in order to develop the research question. Additionally, these stances were continuously thought

about and used to justify all research design decisions (detailed throughout this chapter). Finally, these factors dictated the way in which findings were viewed and interpreted (as noted in chapter '5.0. Discussion').

3.6.4. Impact and importance

The impact and importance of this study is described in detail throughout the first chapter of this thesis ('1.0 Introduction'). There is evidence to suggest that trans* students may be more likely to experience poorer outcomes than their cisgender peers (e.g. Stonewall, 2017; Nadin et al., 2015; Yunger. et al., 2004); EPs could be considered well placed to support this group with the aim of dispelling this imbalance (Yavuz, 2016).

By conducting this study, I, the researcher, feel that I have enhanced my understanding of the trans* population and used it to improve my own practice. Additionally, it could be hypothesised that the interview process was in some way valuable for participants; some stated the experience may prompt them to seek training, engage in further thought or begin discussions in schools about the trans* community (discussed further in chapter 4.0. Findings). Finally, it is hoped that those who read this thesis, will be more informed as to others perspectives about the EP role in supporting schools to improve outcomes for trans* children and young people.

3.7. Ethical considerations

Ethical approval for this study was sought from the Tavistock and Portman NHS Foundation Trust's research committee (see 'appendix G').

The BPS outlined a range of principles in their Code of Human Research Ethics (2010) and Code of Ethics (2019) policies that I adhered to when conducting this project. Some key issues are discussed in more detail below:

3.7.1 Informed consent

Participants were provided with an information sheet (see appendix C) which explained the aims and purpose of the study, what participation would involve and how data would be analysed and reported. They were also given the opportunity to ask questions should they not understand or wish to clarify anything about the project. Participants were required to sign a consent form (see appendix D) before being interviewed within which they were asked to confirm understanding and agreement to stipulations on the information sheet.

3.7.2. Right to withdraw

Participants were informed that they had the right to withdraw consent at any point prior to or during the interview. Additionally, they were told of their right to withdraw their data up to the point of analysis (3 weeks after collection). Participants were reminded of their rights both orally (during the introductory conversation and debrief section of the interview) and in written form (via the information sheet and consent form).

3.7.3. Confidentiality

Kaiser (2009) argued that maintaining participant confidentiality is particularly challenging and complex for 'insider research' i.e. studies that take place in the work context of the researcher. Colleagues may be able to determine a participant's identity

based on information given in the research write up even when attempts are made to remove anything that could be defined as 'personally identifiable'. Participants were informed of this risk both orally prior to providing consent and in written form on the information sheet.

Precautions were taken to protect the privacy of participants as far as possible. Interviews took place in a private, sound proof space. Participants were asked where they would like to conduct the interview (at the workplace or offsite). All interviewees chose to be interviewed within the LA building; they were reminded of the risk this could pose to anonymity and all confirmed they were still happy with this choice. Interviews were conducted on a different floor to that in which the EP team were located limiting the likelihood colleagues would see the interview in progress.

The principles detailed in the Data Protection Act (1998) were adhered to. During the research process, all physical documents containing personally identifiable information were locked in a secure cupboard and electronic files were stored on a secure, password protected computer system. Once interviews were transcribed, participant's real names were removed and replaced with pseudonyms. Moreover, in the reporting of the research, all identifying details of the LA and EP participants were anonymised. Once the research process was completed and the results were written up, identifiable electronic files were deleted and hardcopies shredded.

3.7.4. Power

Imbalances of power must arguably be considered in any type of research. One might suggest participants hold power in that they choose whether to involve themselves in a study and have the right to withdraw at any time. They also perhaps decide

what knowledge they share and when. However, the researcher arguably chooses what questions are asked as well as holds a level of control over interpretation and reporting. Floyd and Arthur (2010) suggested that when researchers and participants hold similar roles in the same organisation (as was the case in this study) there is an increased likelihood of exploitation; researchers may hold more information about participants than others in the team which could be misused. By acknowledging this risk, maintaining awareness, and discussing it during supervision, the impact of this perceived power imbalance was limited.

McDonnell-Henry, James, Chapman and Francis (2009) highlighted issues related to power with reference to recruitment in 'insider research.' They argued that participants may feel obliged to give data as they have a pre-existing relationship with the researcher or as they feel it is an expectation of the organisation. Mercer (2007) emphasised the importance of strictly adhering to ethical principles with reference to participants' rights in order to safeguard against this risk. Information about how this study ensured participants were afforded of their rights can be found throughout this section - '3.6. Ethical Considerations'.

3.7.5. Protection from harm

According to Robson (1993), participating in a research project should put individuals at no greater risk than they are likely to encounter in their every day life. Given the role of an EP supporting children, families and professionals with a range of issues (including gender identity), it was felt that this project met Robson's criteria. Nonetheless the following measures were taken to protect participants from distress:

- Participants were made aware of the topic of discussion prior to giving consent and were able to withdraw at any time without giving reason;

- I, the researcher, tried to remain attuned to the participants' feelings during interviews and looked for any negative changes in emotional state.
- A debrief conversation occurred with each participant following their interview in which they were asked about their thoughts and feelings and if they wanted any additional support. This could include a further interviewer/interviewee conversation, or, signposting to other services.
- Following the debrief procedure, participants were reminded they could get in touch via email should they feel the experience had impacted them in any undesirable manner.

No participant indicated significant emotional distress during or after the interview and thus required additional support.

3.8. Conclusion

This chapter provided an outline of the research design that was used to conduct this project. The relativist and constructivist position taken by this study as well as the exploratory purpose of the research formed the basis of all subsequent design choices. A qualitative approach where 8 EP participants were interviewed was deemed the most fitting methodology; data was systemically considered using a semantic and latent thematic analysis. Steps taken in hope of ensuring research was ethical and of a high enough quality are described throughout this chapter.

4.0. Findings

In this chapter:

- An overview of the themes identified through the process of TA is provided;
- thematic maps (created using the visual tool on MaxQDA) are presented allowing the relationships between themes and sub themes to be illustrated;
- detailed descriptions of codes, sub themes and themes are provided supported by quotations from participant's interviews.

It is important to note that analysis presented in this chapter is both semantic (aimed at describing) and latent (drawing implications from participants' words). This chapter hoped to present data in a manner that remained close to participants' voices; interpretation with reference to previous literature and theory can be found in chapter '5.0 Discussion'.

4.1. Overview of themes

This section will begin by presenting the overall thematic map (Figure 3) which was developed through analysis of participant interviews. A brief description of each theme accompanied by a pictorial representation displaying sub-themes (Figures 4-9) will then be provided.

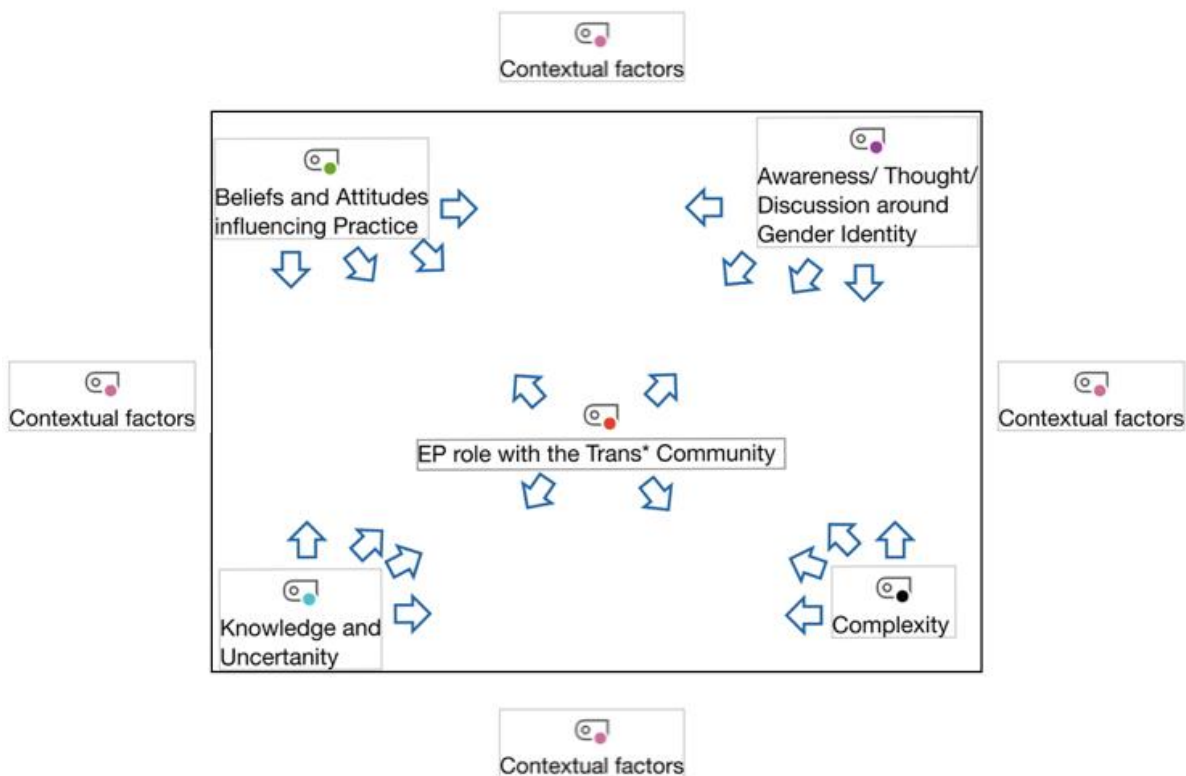


Figure 3: Overall thematic map

‘Figure 3’ displays the 6 themes that emerged through the TA process and depicts the relationship between themes. The themes ‘awareness, thought and discussion around gender identity’, ‘knowledge and uncertainty’, ‘beliefs and attitudes influencing practice’, ‘complexity’ and the ‘EP role with the trans* community’ were seen to mutually impact on one another. Each of the themes was considered grounded by a sixth theme - ‘contextual factors’.

Theme 1: Awareness, thought and discussion around gender identity

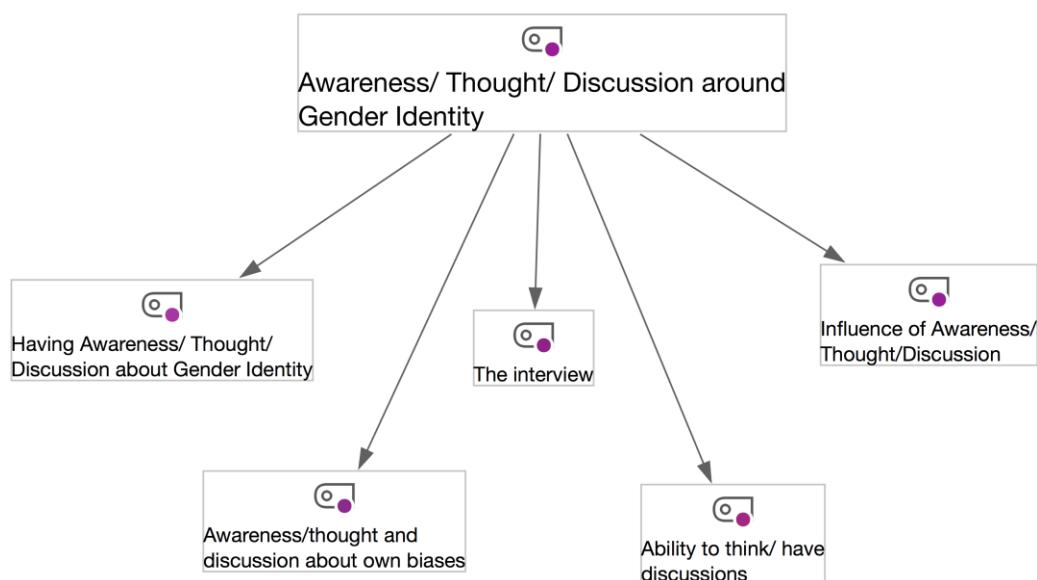


Figure 4: Thematic map for the theme 'Awareness, thought and discussion around gender identity'.

This theme encompasses participants' perceptions of how much awareness, thought and discussion key stakeholders may have about both gender identity and their own related stereotypes. Additionally, this theme includes participants' views about peoples ability to think and discuss the trans* community as well their experience of the interview (an example of a discussion about gender identity). Finally, codes are captured that describe the influence increased awareness, thought or discussion may have on stakeholders.

Theme 2: Knowledge and uncertainty

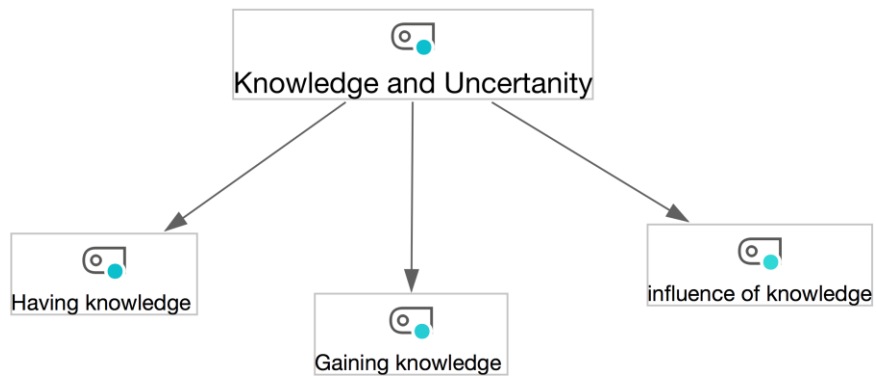


Figure 5: Thematic map for the theme 'Knowledge and uncertainty'.

This theme captures participants' views about: the quantity and types of knowledge different people may hold, information professionals may need to effectively support trans* students, and, the influence knowledge may have on key stakeholders.

Theme 3: Beliefs and attitudes influencing practice

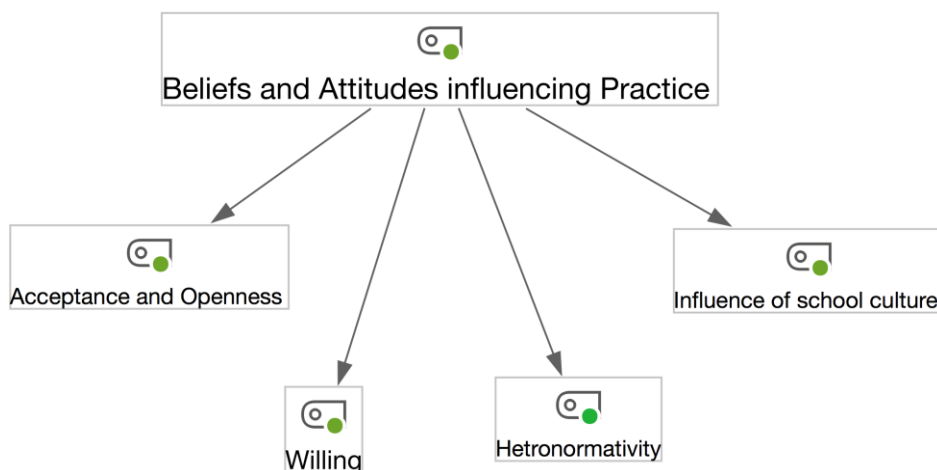


Figure 6: Thematic map for the theme 'Beliefs and attitudes influencing practice'.

Codes in this theme relate to participants' views about how accepting or open individuals may be of the trans* community; their ideas about key stakeholders' willingness to both offer and receive support are also included. Finally, this theme encompasses discussion about the influence both supposed gender stereotypical beliefs, and, school culture, may have on stakeholders' reactions to trans* children and young people.

Theme 4: EP Role with the trans* community

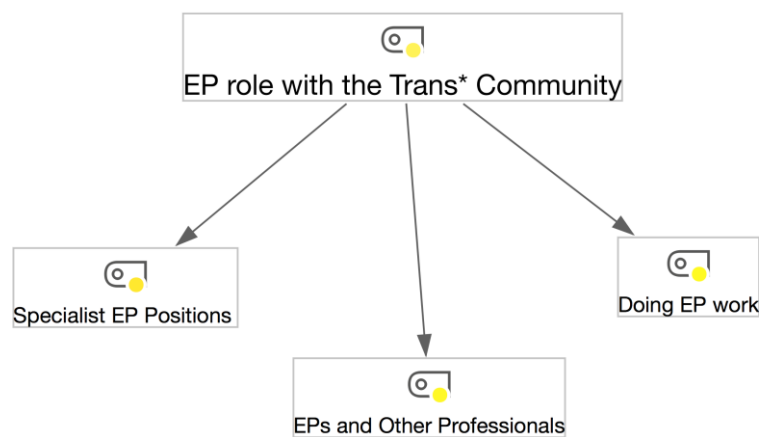


Figure 7: Thematic map for the theme 'EP role with the trans* community'.

This theme includes participants' descriptions of how EPs may go about supporting schools to improve outcomes for trans* pupils. Additionally, codes that capture specialist roles practitioners may take up are included as well as debate related to when EPs may be well placed to support schools and when other professionals may be afforded the role.

Theme 5: Complexity

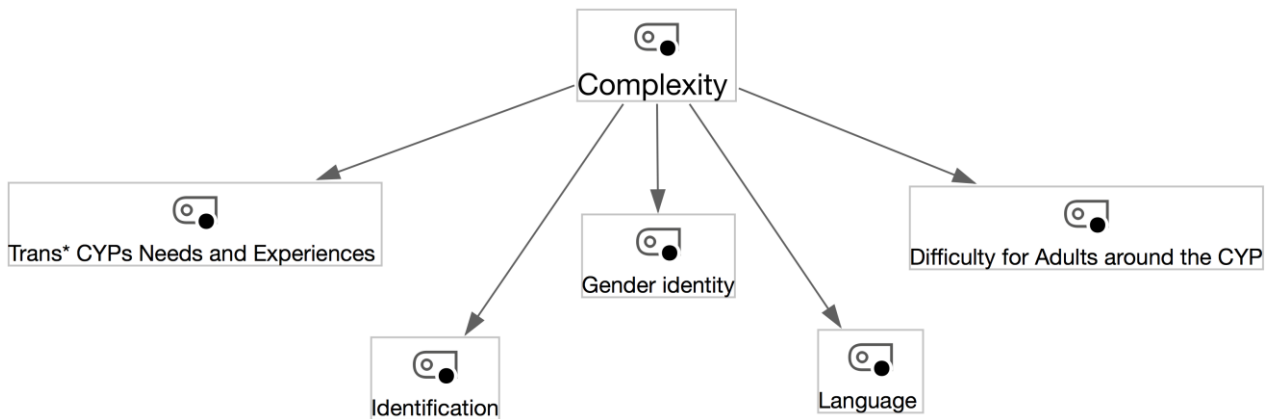


Figure 8: Thematic map for the theme 'Complexity'.

This theme encompasses ways in which participants conceptualised gender as well as their views about how trans* pupils may (or may not) be identified in schools. Codes related to the complexities around language are included. Additionally, codes describing difficulties or experiences that may be encountered by trans* students, or adults hoping to offer support, are captured.

Theme 6: Contextual factors

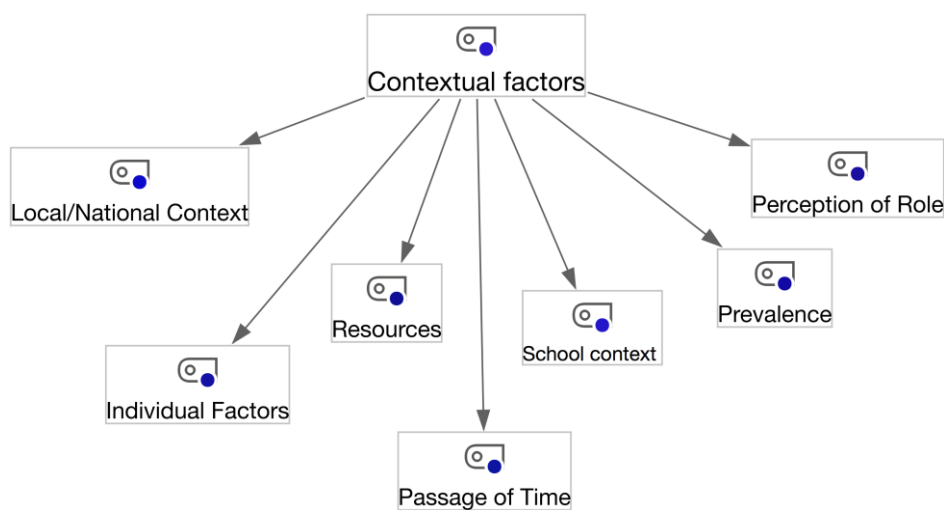


Figure 9: Thematic map for the theme 'Contextual factors'.

This theme is made up of participants views about the size of the trans* population as well as perceived biological, psychological and environmental differences between individuals. Codes are captured that relate to the types of school’s participants felt EPs may support and their beliefs about current practice and provision within settings. Also included are descriptions of local and national contextual factors (including the agenda, policy and the media) and resources that were perceived to facilitate or restrict the EP role. Finally, this theme encompasses codes related to school staff and EPs perceptions of each others job responsibilities as well as participant’s views on the scope of the EP role more generally (not just that related to gender identity).

4.2. Detailed descriptions of themes

A detailed description of the codes that were considered to make up each theme/sub-theme will now be provided. Quotes offered to illustrate the ideas discussed will be done so using the transcription style described in ‘table 6’.

Table 6: Guide to transcription style

Punctuation/Code	Meaning
plain text	participants voice
bold text	researchers voice
...	some material has been emitted from the middle of a quote
(pause)	participant paused
(laughs)	participant laughs
(school)	Name of a specific school that was mentioned by a participant

Ideas from the theme “contextual factors” will not be presented separately but intertwined throughout the discussion of the other 5 themes. This decision was made in the hope that a nuanced but concise description could be provided as to how these contextual factors influenced elements found in the other 5 themes.

4.2.1. Awareness, thought and discussion around gender identity

Having Awareness/Thought/Discussion about Gender Identity

Awareness:

Some participants suggested stakeholders having awareness would be beneficial for EPs hoping to support schools with trans* students. Sophie named awareness as a facilitator, Alexis as “*the first step*” and Josephine stated having gender “*in mind*” would be helpful in her work. Barbara explained:

“some old school psychologists...don’t have that same awareness...of how most modern day EPs have.”

Barbara, Laura and Sophie all suggested school staff may lack awareness of trans* individuals in their settings. Laura added this may be a particular problem in secondary schools where class sizes are large. However, Emily stated “*people are more aware*” now than in the past.

Factors that were considered to promote awareness were spoken about by 2 participants. Barbara explained that many schools she supports have a poster advertising an LGBTQ+ charity in their reception area. Additionally, she suggested schools may hold assemblies to raise awareness. Emily spoke of the influence the media; she discussed a television documentary that drew her attention to the topic.

Discussion:

Emily and Sophie reported that gender identity is not a topic they have ever conversed with schools about. Kate largely agreed although noted a secondary school had once mentioned a pupil *“in passing”* who they felt might be trans*. Josephine expressed a view that gender is discussed less in schools than other parts of identity (including race and family status). Alexis implied that conversations she has been privy to had been limited when she said:

“the one time I've heard this ever being mentioned in different conversations is around particularly where its single sex say secondary schools...where there are then no say...no girls alternative toilets.”

With reference to ‘contextual factors’ that might prompt discussion, Alexis felt having a staff member with a related personal experience may be grounds for a conversation to begin. Additionally, time was mentioned by 2 participants. Kate stated *“people are talking about it more now”* than they have in the past and Barbara suggested that, as time passes, it is becoming increasingly safe to discuss gender difference with more *“vessels”* for conversation becoming available.

Thinking:

Sophie, Laura, Colette and Emily suggested trans* students were not a population they had much considered. Barbara hypothesised she had given more thought to the group than some of her EP colleagues; she described reflections she had had on professional report writing practice (discussed below, see ‘4.2.3. Beliefs and attitudes influencing practice: heteronormativity’) and proactive consideration she had given to the provision available in schools she works with. She stated that her thoughts

on the latter topic had been prompted when she came across a trans* individual who was not known about or appropriately supported by a setting.

Josephine suggested an EPs perception of their role may determine the level of thinking they give to gender identity. She said:

“if their concept is we deal with learning (laughs) (yeh) they’ve never kind of erm f f felt the need to erm necessarily think about these kind of SEMH issues.”

Some participants described their perceptions of current thinking about the trans* population in schools. Sophie suggested staff may have never considered gender identity and Barbara expressed a view that more thinking is needed. Josephine stated:

“I think schools are better at thinking about identity when it comes to race and with regard to erm kind of family status...when it comes to gender...their (pause) way behind.”

Barbara suggested thinking across society has increased in recent times and described some ‘contextual factors’ she believed to have prompted this change. She explained that more representation of trans* individuals has encouraged the general public to question their views on the topic. Additionally, she stated that the appointment of representatives within LA’s and NHS trusts has promoting thought amongst professionals.

Influence of awareness/thought/discussion

Influence on EP work contracted:

Alexis suggested EPs who are conscious of a topic “for whatever reason” are more likely to contract work in that area. Colette stated her own lack of awareness may partly explain her limited experience with the trans* population. Emily expressed

a view that gender identity will “*come up more*” in the future due to increased awareness. Josephine discussed the influence of societal discourse suggesting a correlation between the amount of discussion about a topic and the quantity of EP work delivered in that area.

Influence on outcomes:

With reference to the influence of societal discourse on outcomes for trans* students, Josephine hypothesised that, due to increased conversation around gender identity, EPs can have a greater impact today supporting trans* students than the “*tentative shift*” she observed in her own work “*8 or 9 years ago*”. However, Emily seemingly expressed a less optimistic view; that conversations in the wider community may be negative and thus could act as a barrier to practitioners trying to create positive change.

Barbara implied that EPs may need to give significant thought to an idea in order to positively change practice and improve outcomes for trans* pupils. She stated that whilst she had done “*a lot of thinking*” about the problematic use of gender pronouns in pre-school EP reports (discussed further below, ‘4.2.3. Beliefs and attitudes influencing practice: heteronormativity’), she hadn't done enough “*to actually do anything about it.*”

Emily described a “*thoughtful*” staff member as a facilitator to EP work and discussed the benefits of pre-emptively conversing with them about the trans* population:

“if you do some thinking before the event (hmm) perhaps you erm a approach it if something real happens in a more considered careful thoughtful way.”

Alexis seemingly implied that conversation about gender identity with all students may have a beneficial impact on outcomes for trans* pupils. She explained:

“what you would be doing would be educating and demystifying and supporting.”

However, she suggested some parents may disagree with her perspective as they hold:

“a prejudice most likely (laughs) around don't talk about it or else that might be my child because talking about things makes things happen.”

Kate expressed her own concerns about conversations with all pupils in schools:

“its not something that i would want to be (pause) encouraging the young people to be thinking about (laughs)...i don't want to be sewing the seeds of doubt (ok)...i wouldn't want them to be starting all sorts of scenarios around could this be an issue for me.”

However, she also suggested that discussion may be necessary if there is an individual trans* student in a school. She stated that the current lack of conversation may lend itself to:

“a lot of misinterpretation actually (ok) for er the young person.”

Influence on beliefs/attitudes:

Emily and Josephine both suggested an EPs confidence may be boosted if they think together with their professionals' colleagues about the trans* community before engaging in work in this area.

Colette implied that societal discourse may have implications for acceptance when she said:

“maybe the time that autism kind of (pause) became (pause) became a diagnosis word that people used more frequently in the general population you know (yeh) i

don't know whether whether the trans population...whether you could draw parallels...but you know the way the way society has to kind of get used to words and ideas.”

Influence on knowledge:

Sophie stated gender identity was not covered in her EP initial training hypothesising this may be due to limited awareness at the time.

Josephine discussed the influence societal awareness, discourse and the media may have on professional development completed by EPs:

“the discourse in the general population and media coz you know ASD kind of a long time ago would be kids that are just a bit odd (yeh)... then obviously you know general awareness and better kind of information and erm diagnostic procedures if you like and whatever meant that there was ...the need for training (yeh) getting everyone up to date.”

Awareness/thoughts/discussions about own biases

Laura stated that in order to effectively support trans* students, both EPs and school staff must:

“look at ourselves...where are we with our own sexuality and our own identity (yeh) erm (pause) and what our are thoughts about about trans issues.”

Barbara echoed Laura’s sentiment and spoke of the need for staff to be aware of any gender related biases they hold to ensure they do not respond differently to males and females exhibiting the same behaviour (discussed further below, see ‘4.2.3. Beliefs and attitudes influencing practice: heteronormativity’).

Sophie emphasised the importance of EPs thinking and discussing beliefs in supervision; to bring biases to conscious awareness and recognise the impact they could have on practice. She suggested the interview had facilitated her thinking about her own biases grounded in her Christian belief - that gender is given at birth and cannot be changed. She said:

*“I’m just thinking o i wonder whether thats why i haven't thought about it because thats my narrative so i just assume you know maybe **(yeh)** others you know its having its having these discussions because yeh otherwise its having blind spots and you don't know that there there unless you name and think about them.”*

Ability to think/have discussions

Barbara suggested people’s ability to consider gender identity has changed over time. She said:

*“I think people are more able to think about it and talk about it even if its debating it even if there not there in really understanding it or being sensitive about it **(uhmm)** just feeling its something to think about you know.”*

Sophie stated that in order for an EP to engage with a group whose identity is not the same as their own, they must be able to talk about that difference. She felt this was a skill she had developed explaining:

“I think what links with my ability to that is being being BME in a majority white middle class erm profession and i think being that difference has enabled me to 1 understand it and 2 to be able to name an elephant that can often be quite difficult for people to name.”

The interview

Difficulty during the interview:

Numerous participants could be considered to have had difficulty thinking or expressing their views; Colette, Emily and Kate paused regularly, stuttered or repeated words. Sections of text containing this phenomenon could also be found sporadically across Barbara's and Sophie's narratives and once in Alexis's interview. Alongside these implicit assumptions of struggle, some participants made explicit mention of difficulty. Kate suggested that answering questions about the EP role with the trans* community was *"quite difficult when you haven't worked erm in that situation,"* Emily explained she found the interview "hard" and, on one occasion, Josephine said she was finding it *"difficult to think."*

It could be suggested that some participants may have lacked confidence in the responses they gave during the interview. Josephine repeatedly used the phrase *"kind of"* before describing past or potential EP work and Colette caveated many of her views by first stating *"I don't know"*. Before responding to a question about ways schools currently support trans* pupils, Sophie said:

"can i just say because i don't even know because i don't know much about the literature or perhaps some of the difficulties the community experiences...when you say improve outcomes for (yeh) trans to me it that was indicative of perhaps there is something for that community that they experience that may be negative but again i don't even know what that is."*

Barbara, Colette and Kate asked questions as to whether their answers made sense or were relevant which may suggest they were seeking reassurance. Laura ended numerous statements with a question seemingly seeking confirmation. For example:

"I think theres so much in the media it's so fashionable isn't it."

At the end of her interview, Emily stated she should have answered the questions *“better.”*

On 50 occasions throughout the interviews, participants laughed which may indicate they were uncomfortable in some way. This occurred regularly for Alexis, Colette, Josephine and Kate, occasional for Laura and Emily and once for Sophie.

Throughout large chunks of their interviews, Colette, Emily and Kate seemed to avoid using gender related terms instead using generic language such as *“that,” “it,” “the population”* or *“the situation.”* Whilst Barbara, Josephine and Sophie explicitly said trans or trans* throughout much of their interview, there were a few prolonged occasions where they adopted a similar linguistic style.

Impact of the interview:

Sophie noted on numerous occasions the interview had heightened her awareness of the trans* population and may prompt her to engage in conversations with schools. Both she and Colette implied the interview had provided them with a space to reflect to think about a topic they had previously not considered.

The interview highlighted a need for Josephine to think more about gender identity and for Emily and Laura to seek knowledge. Emily said with emphasis:

*“in our job it could be next week thats this is erm a a **(yeh)** that this is something that you need to bloody do something about and i **(yeh)** i i don't know very much at all.”*

4.2.2. Knowledge and uncertainty

Having knowledge

EPs Knowledge about Gender Identity:

Alexis, Colette, Emily, Kate and Sophie all explained they knew little about gender identity. Josephine felt her understanding was “*out of date*” but implied she knew more than some of her colleagues when she described a “*massive knowledge and skill shortage within the profession*”. Similarly, Barbara stated:

“I think i might be possibly have a little bit more training and understanding than (uhmm) than some colleagues.”

Some participants made note of different aspects of knowledge related to gender identity they felt they lacked. Alexis implied she was unsure how prevalent the trans* population are in the UK. Colette and Sophie felt they lacked knowledge of the evidence base and Josephine and Kate reported uncertainty around best practice supporting trans* students. Alexis and Josephine suggested their understanding of language was limited. Emily, Laura and Sophie knew the Tavistock Clinic provided help for trans* young people although Sophie acknowledged she wasn't sure what that support looked like. Additionally, Sophie perceived herself as knowing little about trans* individual's experiences or outcomes.

Considering ‘contextual factors’ that may have influenced their knowledge, Emily and Kate spoke of information they had gained from the media. Kate added that due to her lack of contact with the trans* population:

“its quite difficult to imagine what the world might be like.”

Barbara and Colette made mention of age; Colette suggested her children may hold more knowledge than she does explaining:

“the younger generations might be erm i couldn't be sure maybe they have a lot more knowledge you know.”

Barbara hypothesised that “modern” EPs might have a better understanding than their “old school” colleagues.

Own knowledge of LA/government guidance:

Alexis stated she was unsure whether schools required consent from parents to include gender identity in the curriculum. Additionally, both she and Emily questioned whether the government or LA provided schools with guidance as to how to support trans* students. Emily stated:

“I haven't got a clue that's a bit bad isn't it.”

Own knowledge of practice in schools:

Barbara explained schools she currently works in provide support for trans* pupils on an individual basis as well as signpost students to an LGBTQ+ charity. Laura reported the need for provision “hasn't arisen” within settings she supports. Although, she noted a past incidence of a school placing a trans* student in a nurture group.

Alexis, Colette, Emily, Kate and Sophie all expressed uncertainty when asked how schools they currently work in support trans* students. Josephine initially expressed a view that schools were not providing provision before caveating her statement by saying:

“well I've never come across it anyway (ok) i mean it might be happening but I've never come across it and its never been in any of the local authorities I've worked in.”

Kate discussed information gathered from the media around provision in an out of borough school:

“theres been headlines I've come across for other schools (school) have changed its toilets or (school) has allowed boys to wear skirts...but actually erm and even that I'm not even to sure what the school are trying to get to we're missing the story.”

Own knowledge of other topics:

Alexis, Colette, Josephine and Kate explained some of their thoughts about gender identity by comparing the issue to Autistic Spectrum Disorder, Attention Deficit Hyperactive Disorder, gang affiliation, radicalisation, race or sexuality. Participants may have compared gender identity to other topics in order to support them in developing and expressing ideas.

Schools knowledge:

Colette and Josephine suggested that schools have more understanding today of the trans* population than they did in the past but that knowledge is still in short supply. Alexis described school's uncertainty discussing gender identity:

“schools feel like erm i don't we don't know where to begin or kind of how to start this conversation or when we should or with whom.”

and Barbara highlighted an incidence where she felt staff lacked understanding around language:

*“the pronouns that they used and and erm understanding which contexts their ready to (pause) say he in and which contexts there still saying she in (**uhu**) and to understand the nuance of that.”*

Gaining knowledge

With the exception of Barbara, all participants stated they and/or their EP colleagues likely require professional development to improve their knowledge around the trans* community. Josephine said:

“I think erm its something that we need regular (pause) kind of reminders about briefings or trainings about or within service development about because it’s it’s something that is so erm (pause) in a state of flux at the moment.”

As well as a need, Colette, Emily, Laura and Sophie indicated a desire to learn more stating they were ‘*curious*,’ ‘*interested*’ or ‘*fascinated*’ by the topic.

Some participants made specific mention of the types of knowledge they would like to gain. Alexis stated she may require psycho-education, support to better understand the needs and experiences of the trans* community (also noted by Sophie) and to get to grips with language (also mentioned by Josephine). Sophie expressed a desire to learn more about potential EP roles including how to go about raising awareness of the trans* population. Emily, Kate and Laura implied a similar sentiment when they discussed the possibility of learning from others experiences. Emily said:

“I suppose it would be really fascinating to get somebody from who worked in this area to say you know this stuff is helpful (pause) you know these are key moments or key things to think about.”

Discussing ‘contextual factors’ that may influence whether EPs are afforded the opportunity of training, Laura, Josephine and Sophie indicated that the professional development courses they attend are typically dependent on the prevalence of a particular group in their work. Josephine added that until schools request support:

“it’s hard to then find time or the need to skill yourself up.”

Kate also spoke about time; she described having enough time to read literature about the trans* community as a facilitator to work in that area. Josephine discussed the influence an EPs perception of role may have on the knowledge they seek explaining if gender identity is not a topic a practitioner believes to be within the scope of their job they would not seek training.

With reference to other stakeholders, Colette and Barbara spoke about school staff's need for training and Alexis mentioned parents benefiting from education about gender identity.

Influence of knowledge

On Awareness/Thought/Discussion:

Josephine discussed the positive influence understanding can have on discourse and Barbara explained that EPs without training “*wouldn't think or look for*” trans* students in schools.

On EP support in schools:

Colette said:

*“you know the knowledge and the experience of the EP obviously plays a big role
(pause) in terms of of erm how they can help a school.”*

She, along with Barbara and Sophie suggested lack of understanding amongst professionals and/or families could act as a barrier to EP work. Implying a similar view, Josephine hypothesised that a past project aimed at supporting trans* students in schools may have a greater impact in today's context as knowledge of gender identity has improved.

Colette perhaps suggested a school's level of knowledge may determine the way an EP goes about their role; she stated, in the current context, a practitioner may need to do a significant amount of explaining when hoping to improve outcomes for trans* pupils as school staff are likely to lack understanding.

Emily suggested more knowledge across society will likely result in trans* students becoming more prevalent in EP work.

On who is best placed to support a school (the EP or another professional):

Emily explained EPs who lack knowledge may simply gather information about a situation before signposting to other professionals who:

“could offer something (pause) erm you know that's based on some research that has shown to be supportive and effective.”

Josephine described an incidence of a charity providing school with training rather than herself explaining:

*“they sort training actually from a diff from a charity (**right**) so a kind of specialist... because erm it was beyond my expertise I felt (**yeh**) I mean I could of done something.”*

Kate stated that EPs knowledge of “*practicalities*” and “*pressures*” of school life may mean they are better placed than psychotherapists to support trans* students.

On beliefs:

Numerous participants perhaps suggested a link between knowledge and cis-genderism. Barbara explained lack of understanding can lead to prejudice amongst professionals. Alexis stated education for students may result in destigmatisation and Colette argued that teaching is one way to reduce discrimination.

Some participants appeared to suggest a professionals' level of understanding could influence their willingness to offer support. Barbara stated:

“a lot of people are scared of getting it wrong like oo i don't understand that i don't almost hot potato-ing it to someone else.”

Alexis stated school staff who lack knowledge may be encouraged to think:

“it's not my role to do this this is something that should be dealt with at home as opposed to at school.”

Additionally, she suggested EPs who have received specific training may be more likely to undertake work with the trans* community. Emily explained that EPs who have not read literature about gender identity may feel ill-equipped to support schools.

Kate suggested her current understanding may influence her beliefs about reasons students may wish to change gender. She said:

*“maybe its my lack of knowledge and experience or personal experience erm (pause) but i think it would be very easy for a young women or young man to feel that there are (yeh) that they've been classified in the wrong gender as an answer to other (**uhmm**) issues that they're having.”*

Emily suggested information obtained from the media could impact beliefs. She said:

“the er person who was making the film had felt when she was a little girl that she she felt very much like a boy erm but then erm (pause) as she grew up she she felt

con she felt that it was right that you know that she had grown into a women...so i suppose people might be thinking to themselves well is this really (pause) is this genuine.”

4.2.3. Beliefs and attitudes influencing practice

It is important to note that, as this research adopted a constructivist epistemological position, information across themes is considered to represent the beliefs and attitudes of participants at the time and in the context of the interview.

Acceptance and openness

EPs:

Barbara, Sophie and Laura acknowledged that some EPs may hold prejudices that could influence their role supporting schools to improve outcomes for trans* pupils. Laura said:

“because you’re an EP doesn't mean that you’re going to be particularly open and (pause) er receptive to these issues (uhu) we like to think we might be but maybe were not.”

School staff:

Alexis, Colette, Emily, Kate, Laura and Sophie all described accepting or open school staff as a facilitator for effective EP work. Emily and Laura acknowledged that some schools will be more tolerant of trans* pupils than others. Laura suggested settings with a good pastoral care system and those who are inclusive of pupils with SEN will be more accepting.

Kate explained that school staff may not be tolerant of trans* pupils if:

“there being judgmental or (pause) theres pressure from other families other parents not to integrate that child (yeh) erm (pause) that erm (pause) they don't agree with what is going on and the decisions that have been made for that young person”

Laura suggested a persons own identity, their background and their upbringing may influence their attitude towards trans* people.

Kate spoke of the impact staff's attitude can have on the need for EP support explaining:

“its not actually something that necessarily leads to any involvement that the EP has there might not be any other issues that arise... i suppose if the school is accepting it and dealing with it as is then it shouldn't necessarily be a complicated situation.”

Similarly, Emily implied that attitudes of staff, parents and the wider community will influence whether EP support is required at any of these three levels.

Parents:

Colette explained *“a family has got a big part to play so yeh their attitudes...could be a barrier”* to EPs supporting schools with trans* pupils. Alexis discussed the possibility of parents being prejudice causing them to oppose general education around gender identity in schools.

Barbara discussed the influence of parents views on one another surrounding gender non-conforming clothes. She said:

“because of all the reactions of the all the parents like o why are you letting him do that why you you know aren't you worried about what he's going to be like in the future all this projection of this is going to make him trans...started to affect how she was (pause) how she was accepting it.”

Society:

Sophie explained:

“with anything that is different there is apprehension.”

Laura spoke of the influence of one’s own gender identity on their attitudes towards trans* students. She said:

“I think sometimes people who are very anti these issues is because maybe theres something in them that there not sure of or or they want to hide or their ashamed of.”

Colette compared the trans* population to ethnic minorities suggesting society is 30 to 40 years behind tolerating gender difference when compared to race. She added that she expects views to progress along *“a similar trajectory”* meaning trans* individuals will be increasingly accepted.

Laura stated:

“I think theres so much in the media it’s so fashionable isn’t it that i think there’s a much much wider acceptance of people who are trans now than there ever was.”

She also mentioned different views held by societal leaders explaining that the armed forces have a policy accepting trans* recruits but President Trump disagrees with this standpoint.

Willing

EPs:

When questioned about barriers to EPs supporting schools with trans* students, Emily explained that an EP has to want to help. Kate spoke of herself being willing to work in some scenarios (if a school has requested support and there is a

particular pupil who is identifying as trans*) but not others. She suggested her “*generation,*” lack of experience and the fact “*it’s still is a reasonably rare thing*” influences her view point.

Laura discussed her experience as a school SEN co-ordinator “*a long time ago*” requesting support from an EP around a trans* pupil:

*“there was a ruling...that you know teachers must not encourage people to become gay (**right**) because i remember talking to the psychologist about it and he said you do know about this rule...we have to tread carefully here.”*

School staff:

Barbara, Colette, Josephine, Laura and Sophie all implied staffs willingness influences how successfully an EP can support a school. Sophie said:

“its about the schools to willingness to you know shift the environment to meet the young persons needs as oppose to that young person has to be this way because everyone fits into a square peg when actually they don’t.”

Generally, Barbara did not feel schools were resistant to consider the trans* community. Conversely however, Alexis stated:

*“i think there are lots of topics that teachers (**yeh**) don't really like to touch on.”*

With reference to ‘contextual factors’ that may influence willing, Josephine spoke about school type. She explained primary schools may hold a belief that:

*“gender identity is not not a priority or is not something that is erm (pause) defined enough or concrete enough at that stage for them to consider any kind of intervention...so i think the concept is that there too young (**ok**) thats something that secondaries deal with.”*

Both Barbara and Alexis discussed the influence a staff member's perception of role may have; Barbara explained that staff may wrongly believe gender identity should be exclusively supported by mental health professionals and Alexis stated:

“maybe the class teacher with a focus on delivering their lesson...then kind of shift maybe some of the responsibility to somebody else in the school...like your SENCo or your inclusion manager type person and then i guess that individual may or may not feel its in their remit.”

Alexis, Laura and Sophie mentioned that the attitudes of senior leaders can filter down and influence teaching staff views and Josephine implied the current national “*push for SEMH*” could encourage schools to prioritise the issue of gender identity.

Trans students:*

Colette and Kate both explained that a young person not wanting EP involvement could make support for them difficult. Laura suggested pupil's permission should be obtained to inform others of their gender identity.

Parents:

Colette explained that a family's willingness to engage would influence the EPs role. Both she and Alexis discussed the need to gain consent from parents for work at an individual level with Alexis noting this requirement is dependent on age. As noted above (see '4.2.2. Knowledge and uncertainty: having knowledge'), Alexis stated she was unsure whether parental consent was needed for whole school education.

Heteronormativity

Laura spoke of a South African mother who was “*horrified*” by a male child playing with a dustpan and brush. She suggested that the parents reaction was grounded in their cultural exception that men should be “*macho*.”

Barbara implied people may not be consciously aware of gender stereotypes but “*project*” them on to children. She suggested people may wonder why a boy is:

“playing with the dolls and not the (uhmm) the trucks and the little girl why is she so dirty but we wouldn't actually say that you know why is her dress so dirty and I'm pre-occupied with that but just to realise I'm not pre-occupied with (yeh) the boys clothes being dirty.”

Barbara explained that practice by Early Years professionals can “*shape*” a child’s gender from an early age. She added any child or young person who does not fit gender stereotypes (which she believes is most people) could be left feeling “*not good enough*.”

Barbara also spoke about problems with the binary concept of gender engrained in our society:

“we all fall naturally into presuming we create the we create the binary without permission from the child so for example if i get a 2 year old rotor case (hmm) and i see male and everybody else refers as he the 2 year old hasn't even developed their identity yet but I'm writing he a million times (yeh) he his... I've had moments where I've thought are we are we in some way naively enabling (pause) this really hard place for someone to be able to (pause) erm to be able to accept themselves.”

Influence of school culture

Sophie explained:

“it’s unknown how school cultures might accept erm accept something that is different.”

Laura stated:

“if it’s an all boys school where they play rugby all the time (mm) maybe if you’re dressing in girls clothes that wouldn’t go down very well (yeh) i don’t know that’s that’s a generalization.”

Barbara discussed the need for schools to create a culture that is safe and supportive for trans* pupils; something that is made challenging by heteronormativity (discussed above). She stated that otherwise students may feel a need to hide their gender identity, may not request the support they require and could end up with low self esteem or mental health difficulties.

Alexis, Laura and Sophie questioned whether schools with a religious ethos would be accepting of trans* pupils. Laura explained that students may be less likely to reveal their gender identity to staff and more likely to experience a sense of shame. Additionally, she suggested that staff with religious beliefs could feel *“extremely conflicted”* as being trans* goes against their religious scriptures. Alexis stated religious schools may be:

“less inclined to tackle certain topics.”

Discussing sexuality rather than gender, Josephine exemplified a Catholic school who asked her to ‘fix’ a pupil who was gay, although acknowledged this was a long time ago when societal expectations were different. Alexis discussed two critical incidents she had dealt with in religious schools whereby a student had committed suicide and the narrative amongst school staff was that their homosexual identity played a role.

Josephine spoke of her experience in a PRU explaining that it had been difficult for herself and other EPs to create sustained change as the school's culture, policy and practice was at odds with ideas promoted by EPs.

4.2.4. EP role with the Trans* community

Doing EP work

Experience:

Alexis, Colette, Emily, Kate and Sophie reported they had never worked with a school to improve outcomes for trans* students. Alexis acknowledged, however, she had done some assessment in her previous role as a Research Assistant. When asked to hypothesise why they had never been involved with this population, actual or perceived low prevalence was stated as a potential reason. Some participants spoke about lack of awareness, thought, discussion or knowledge (described in aforementioned themes). Sophie added:

*“either that schools have already got support systems in place (**uhmm**) or they've erm got clear processes around signposting (**yeh**) erm which doesn't involve perhaps the ed psych.”*

Kate expressed similar views as well as suggested gender identity may not be “*mainstream*” enough for schools to make an EP referral or:

“it's such sensitive information that people feel that its confidential.”

Kate stated her current attitudes may be linked to her lack of experience (discussed in 4.3.2. Willing) and that her perspective on support EPs could provide schools may change if she were to undertake work in this area.

Alexis discussed the limited amount of EP time schools access suggesting they prioritise other issues over gender identity. She also discussed national and local contextual factors that could lead schools to prioritise the trans* population. She said:

*“if there was say a erm like a national campaign (**yeh**) or maybe something in the media around the topic...there might be a a focus or a push on schools to consider erm this as part of erm the national agenda or maybe a local agenda...or i suppose there is no curriculum i don't believe (**hmm**) erm were that thinking that thinking might shift to include erm some of these topics.”*

Laura described a trans* young person in a hospital school she encountered although noted her role was restricted as she was employed on a private basis for a one-off learning assessment.

Barbara explained she had done “a lot” of work with children’s centres on gender as well as completed some individual casework supporting a trans* pupil in a school. Similarly, Josephine described “*interesting*” work she had carried out in support of trans* students at an organisational and individual level in her previous role as a specialist EP. She stated her experience had allowed her to develop her skill set. In her current position as a senior, she was yet to work with schools around the trans* community stating:

“I don't think it's on their agenda in the slightest at the moment.”

Contracting:

Barbara explained consultation and training she provided to children centres around gender identity developed “*organically*” based on issues raised by parents. Her experience supporting a trans* pupil in a school was the result of her bringing the student to staff’s attention.

Alexis, Colette and Sophie implied they and schools both hold some responsibility for contracting work to improve outcomes for trans* pupils. Colette said:

“yeh i guess maybe a mixture of myself and what i erm (pause) you know what i ask what i don't ask and and school themselves the institution and what there aware of.”

Kate placed the onus on schools explaining:

“I don't know that we need to be involved at this point unless were asked to and invited in by the school.”

Alexis, Barbara, Josephine and Sophie eluded to a power dynamic with schools having the upper hand. Barbara said:

“especially in the traded model of schools might not contract that time if they don't think thats a real (pause) worthy (pause) topic.”

Nonetheless, with the exception of Laura, all participants described EPs having influence over the support they offered. Sophie suggested EPs have greater persuasion if they have *“a trusting relationship”* with staff particularly those in senior leadership. Alexis explained EPs are more likely to contract work with schools if a topic relates to:

“our own individual interest areas or or our own erm areas that we might be doing currently or thinking about maybe doing say professional development.”

She added:

“it could be a service driven factor as well so it might be as a service or a local authority...there might be be a priority there.”

Josephine and Emily both suggested school staff or LA officials may not believe supporting the trans* community is part of the EP role acting as a barrier to practitioners working in this area. Josephine added:

“I think we've got a role in erm (pause) making it clear what we can provide and how we can support and i think we don't do that well enough.”

Ways of working:

The ways participants in this study suggested they may go about supporting schools with the trans* community are detailed in ‘table 7’.

	Alexis	Barbara	Colette	Emily	Josephine	Kate	Laura	Sophie
Assessment							x	
Consultation		x	x	x	x	x	x	x
Intervention	x		x			x		x
Report Writing			x					
Research					x			
Supervision					x			
Training	x	x	x		x			x

Table 7: Ways EPs may work

Sophie spoke of her personal preference for consultation but noted other EPs may privilege assessment. She said:

“for example some ed psychs that perhaps using consultation thats not a part of their staple work diet for me (yeh) its almost like the consultation is like air for me (laugh)...I’m not going to use a BAS at the start because thats just not me.”

Working with different stakeholders:

With reference to stakeholders’ EPs may support directly, all participants mentioned school staff and families and, with the exception of Josephine, trans* pupils. Kate added EPs may run groups for a student’s peers. Sophie described EPs supporting “*systems around children*” suggesting direct work could occur with a broader range of stakeholders.

Barbara, Emily, Laura, Kate, Josephine and Sophie all discussed working with or alongside other professionals from mental health services. Laura also described EPs supporting police or youth offending services. Josephine spoke of a need for improve multi-disciplinary working. She said:

“I think we need to do erm (pause) broaden our links with other services and other agencies and think about you know how were linking up coz (yeh) particularly in this service erm we don't we don't link up particularly well.”

Working at different levels:

Kate expressed a belief gender identity work should centre around individual pupils who identify as trans* (described above see '4.2.3. Beliefs and attitudes influencing practice: willing'). She did, however, state if a school had a large number of trans* students or numerous children were asking questions about gender identity, targeted group support could be considered.

Alexis and Josephine explained EP work could occur at an individual, group or organisational level. Sophie made mention of targeting the latter two areas and Laura and Emily suggested they may complete casework. Further implicit assumptions about participants' views as to the levels at which EPs may support, can be drawn from the '*Ways of Working*' and '*Aims of EP*' work described above/below.

Approach:

Alexis, Colette, Emily and Josephine suggested their approach to supporting schools around gender identity would bare similarities to work they would do around any group of children or young people. However, they all, along with Sophie and Kate,

implied EP's should tailor their offer to specific situations based on presenting strengths, needs and/or views of relevant stakeholders. Sophie added:

"I'd be more inclined to look at yes the young person holistically but you know look in depth around the psychological well being...because you know the emotional well-being comes before learning."

Josephine spoke of the need to ensure trans* students receive support "early on" and Barbara implied EP work aimed at improving practice in children's centres and nurseries may be particularly important because:

"there are the real beginning of what could be early intervention."

Additionally, Barbara, along with Sophie and Emily discussed the advantages of working proactively to ensure appropriate support structures are in place for future trans* students. Kate suggested a careful balance between proactive and reactive support should be given to individual students. She said:

"I suppose its very erm theres how much you want to interfere and pre-empt issues or how much you (pause) erm deal with the issues as they arise (mhmm) and i suspect you would want to pre-empt issues but you don't want to either be creating difficulties where there aren't any."

Kate also explained that the input required by EPs should ideally be short. She said:

"one hopes that when a young person does undergo changes that all the safe safety nets have been put in place in terms of is this really the right thing to do so it could be one would hope that the amount of input is just a short transition."

Sophie and Colette suggested EPs may approach situations differently dependent on the psychology they are privileging at the time. Sophie explicitly stated she typically utilises systemic psychology, strength based, positive models and narrative theories. Based on her interview transcript it could also be hypothesised that she,

along with Barbara, apply psychodynamic ideas. One might suggest that Emily and Kate drew upon solution focused approaches when they discussed eliciting desired outcomes from stakeholders before thinking of ways they could be achieved.

Sophie discussed the need to deal with any of her own issues before engaging with clients. She said:

“so my challenge to myself is always deal with the stuff within and then it will be much easier and you'll be authentic when your out there saying look i get that its a challenge.”

Josephine described a cautious approach when discussing supporting schools with children who are expressing gender difference at a young age, when using descriptive terminology and when re-integrating pupils back into educational settings. With reference to religious schools, Laura explained:

“this could be a very difficult issue to to even acknowledge (hmm) so i think you would have to tread very carefully with that.”

More generally, Kate said:

“I'm approaching it with great caution because (yeh) it seems such an extreme thing to happen.”

Barbara, Emily, Josephine, Kate and Sophie implied working collaboratively with others was important.

Exploring a situation:

All EPs discussed the need to gather information prior to beginning work with schools. Emily stated it would be important to determine:

“what was happening for the for the child and the family and school.”

Josephine spoke about identifying risk and protective factors for mental health difficulties. Kate suggested considering different needs children may have before and after a gender transition. She added:

“it could be that the person actually wants to be understood as a different person and their not understanding themselves the impact it would have (yeh) on their environment...so i suppose the starting point would be from them (yeh) just see how aware they are.”

Colette discussed questioning teachers about the meaning of students behaviour and considering whether identity is playing a role. Emily said:

“I could imagine erm some people might be concerned that the child was distressed...perhaps theres another reason besides erm (pause) besides the desire erm (yeh) you know they might want to explore that in more depth.”

Alexis, Barbara, Colette, Emily, Kate, Laura and Sophie all suggested ascertaining children and young people’s views about their wants, needs and/or feelings would be important.

Josephine spoke about ascertaining the needs of schools. She exampled her own practice consulting with a setting to determine what areas they required training on and auditing/reflecting upon the pastoral provision of a school before working to improve their offering.

Kate explained that lack of information could be a barrier to EP work including not knowing the reason a child or young person wants to change gender as well as:

“whether (pause) its something that is really happening for the young person or whether they think it might be a good thing to happen (uhmm) erm you don't know the sort of conversations they've had outside.”

She added not having enough time or a safe and comfortable space to conduct a meeting could also be problematic.

Aims of EP work:

Raising awareness:

Alexis, Barbara, Josephine, Laura and Sophie all discussed the EP role raising awareness about gender identity in schools. Barbara added EPs must stakeholders to notice their own gender related biases. Additionally, they must raise:

“school’s awareness that it’s not a separate thing just to be left to CAMHS or its actually something that they need to be involved with just as much as any other process.”

Alexis discussed raising awareness of appropriate ways to respond to trans* students and Laura the risk of discrimination.

Kate discussed the EP role ensuring staff are aware of an individual trans* pupil so they can monitor arising needs. However, she did not feel this was a topic EPs should raise with schools more generally stating that, at the current time, the role should not be *“promotional”* or *“preventative.”*

Improving knowledge/understanding:

Alexis suggested providing education to develop:

“understanding about well what is trans i suppose even at that basic level.”*

She, along with Barbara and Josephine discussed providing information about trans* students needs and offering psycho-education. Alexis and Barbara discussed developing understanding of gender related language and Alexis, Colette and Josephine how to sensitively support trans* students. Alexis, Colette, Kate and Laura all discussed informing adults of pupils views.

Sophie and Kate suggested helping systems around a child or young person better understand that individual. Kate noted this would be particularly needed if adults or peers “*have known the young person before any changes*” to help them understand:

“why a change was needed (uhmm) (pause) and the extent of (pause) the implications of that.”

Alexis and Josephine described an EP role developing education programs for all students.

Barbara spoke of training she had delivered expanding staff/parents concept of gender to see it as wider than a binary and to help them understand problematic consequence she believes can result from projecting gender roles onto children and young people.

Laura spoke of an EP providing information about recent changes to government policy (discussed above in willing) and Emily discussed contributing to Local Authority guidance around supporting trans* students.

Both Kate and Sophie mentioned direct support for trans* individuals to develop their understanding of themselves.

Developing provision:

Sophie discussed the importance of EPs proactively ensuring schools have “*a package of support in place*” for trans* students and Josephine described her own experiences developing “*systems and processes*” with the same aim. Josephine added this may include:

“an open door policy where there’s space for young people to talk about whatever it might be.”

Josephine and Kate discussed creating support groups for trans* students. Kate explained this provision could ensure young people:

“don't feel quite so vulnerable possibly erm to make sure that there included.”

Inclusion was also mentioned by Sophie who described an EP role creating a flexible culture where adaptations are made to meet the needs of individual pupils.

Emily discussed developing provision at an individual level including “*emotional*” or “*practical*” support to achieve outcomes desired by parents, staff or young people. Kate also described provision at an individual level to ensure:

“a young persons got (pause) erm what they need what they want to obtain in school.”

including appropriate access to gender divided sports teams.

Alexis explained EPs may support schools to write policy:

“thinking about things like practicalities of resources like the use of toilets.”

Challenging school practice:

Barbara explained:

“I think theres definitely roles for EPs...to definitely highlight in situations where (pause) more support could have been given by schools and it hasn't been.”

Josephine described some individual casework where:

“the mum was also trans...so the discourse was that it was obvious that he was going to have gender issues (mmm) and so they were almost overly supporting and overly encouraging it and my role in that was just to give an air of caution to say that he is still very young and he might just be exploring and learning.”

Facilitating thinking or discussion amongst stakeholders:

Josephine and Barbara discussed the need to facilitate schools thinking at an individual student level considering a pupils personal needs and required support. Additionally, they both discussed the need to shift any pre-conceptions stakeholders may hold around gender. Barbara added:

“it seems like once you move the thinking then they start to think more clearly and more proactively.”

Barbara also explained a need to reframe staff's thinking to see gender identity as a mental health issue and to ensure they see trans* students as:

“human being(s) not (pause) trans trans not trans person isn't the first thing of that person their a human being fundamentally.”

Laura explained that EPs can facilitate open discussions with staff about their attitudes towards trans* individuals. She said:

*“so you know if you can say o yes it makes my flesh creep you know if if at least you can say that (**hmm**) and then just talk around why you know what that thats all about.”*

Sophie discussed a role engaging schools in proactive thought. She explained:

“if erm you know its an area that perhaps school haven't considered then then its then i can help them to think about what that might look like and what the needs of those that community might be.”

Josephine described EPs supporting schools to discuss the topic with students. She said she may think with them about:

“how to kind of broach those kind of conversations whose the best place to do it or is the young person that leads that you know that kind of thing.”

Helping adults manage their own difficulty:

Kate and Laura stated that adults may need help to resolve any issues that are brought up for them should a child choose to change their gender.

Sophie explained:

“with anything that is different there is apprehension or its its theres keep it at bay but actually it would be supporting them to engage with what is unknown but becoming known.”

Emily stated:

“people may have good intentions but wanting to help the child they might go about wanting to help the child in lots of different ways so there might be conflict (yeh) or or other issues that people are upset about are expressed through that conflict over this particular issue so an EP they could be involved in teasing all that out.”

Josephine explained EPs can support staff to overcome any discomfort they have around discussing gender identity with children. Additionally, she described a role creating support groups for parents.

Support around change:

Some participants described an EP role supporting trans* students at the time in which they choose to change their gender identity or at other key biological or educational transition points. Kate stated EPs may have a role ensuring a gender transition:

“has happened for reasons that have been thought out for everyones benefit erm and that is the best step to do.”

She also discussed EPs supporting a child or young person with *“their own hesitations”* about changing gender as well as to:

“assume their new identity erm and feel comfortable with it.”

Emily discussed a role for EPs supporting trans* young people when they experience puberty or when they move from primary to secondary school. Josephine described her own experiences ensuring trans* students *“successfully”* re-integrated from specialist mental health provisions to mainstream settings.

Promoting positive SEMH:

Alexis stated:

“if they were looking for support around anything in relation to their social, emotional, mental health...we could do that.”

Josephine described an EP role safeguarding against mental health difficulties and Sophie suggested an aim of improving psychological wellbeing (as noted above, see ‘Approaches’). Barbara discussed a role promoting a safe and accepting school culture protecting the self esteem of trans* individuals (see ‘4.2.3. Beliefs and attitudes influencing practice: influence of school culture’). Emily stated that a desired outcome of EP work is for a school staff, families and young people *“to be happy and successful.”*

Colette, Emily and Laura described a role supporting students to manage their emotions.

Colette, Emily and Josephine explained EPs may aim to reduce bullying or manage the impact it could have on trans* children or young people.

Kate explained EPs may support pupils to get along better with others.

Identification:

Colette stated EPs may have a role supporting schools to “*recognise*” any trans* children or young people in their settings. Josephine implied a similar sentiment when she said:

“I think we've got a role at every level really in terms of working organisationally and kind of addressing systemic issues you know around...how someone might present and what that might mean about their gender you know.”

Engaging other professionals:

Josephine described her experience building links between schools and other agencies. Additionally, she and Emily suggested a role signposting to relevant services.

Managing pressures from the wider community:

Emily suggested EPs may support schools to manage “*other people’s reactions to the situation*” and Kate discussed helping students deal with the wider pressures they may face related to their gender.

Specialist EP roles

Barbara explained EPs may take up a role within an LA service as an LGBT representation. This would involve raising awareness, providing knowledge and bringing people together to support the trans* community.

Having been a specialist EP for “*what they called challenging behaviour, now SEMH,*” Josephine described this role as a potential facilitator enabling a professional

to have the designated time to develop expertise by reading the latest research, attending working groups and maintaining links with other professionals. However, she added:

*“I think (**hmm**) I feel (pause) you know its a whole argument around specialisms i feel that to some extent someone having a specialism can deskill others if its not managed very well (**hmm interesting**) but i think erm (pause) specialists have a really important role to play if if they can link in to the team.”*

EPs and other professionals

All participants discussed other professionals who have a role supporting trans* students including medical specialists, mental health workers, charities and/or the police.

As noted above (see ‘Working with different professionals’), some participants spoke of EPs working in conjunction or collaboratively with other professionals. Barbara, Emily and Kate implied EPs may be well placed to support with needs that have an impact in school. Emily suggested mental health services should be engaged if the situation is causing “*great conflict or great distress*” and Barbara if a trans* student is not “*managing*” or does not have “*good coping mechanisms*”. Kate added issues associated with:

“the transition well i suppose that would be the psychiatrist or other people initiating that might be...in a better place to deal with that.”

With reference to discussing gender identity more generally, Kate said:

“I don't think it needs to be a particular EP intervention it could be something that school does as part of its PSHE program.”

Josephine explained EPs may support schools to develop the curriculum they offer for all students. However, settings with a large number of trans* pupils may want to provide education that is:

“more specific but i would hope that they would then erm get more expect advice on that.”

Josephine also discussed the EP role in research explaining:

“we are out there working with these young people were out there in the schools so were in the best place to do a lot of the research about it.”

Barbara explained *“in CAMHS it comes up a lot more”* than in EP services. As mentioned above (see ‘Experience’), Sophie and Kate implied that EPs may not be needed by schools to support around gender identity if they are receiving advice from other services. Sophie said:

“there haven’t been any referrals and is it because theres other support systems and if so then you know what how might we use our ed psych our educational psychology knowledge to be a part of that coz for me i think psychology can be applied in the community to most things so i think well why aren't we a part of the conversation.”

Emily and Josephine both suggested other professionals may have more knowledge and experience with trans* pupils leaving them better placed to offer support to schools. Nonetheless, Josephine added that EPs have *“the capacity”* to gain knowledge and take up the role if they are given the time to do so. Josephine’s belief in the ability of the EP was also evident when she said, EPs should have *“big”* or *“huge”* role supporting schools with the trans* community. Alexis implied a similar sentiment when she said:

“I think theres loads of things we could do.”

Colette expressed a view that EPs are both highly skilled and educated.

4.2.5. Complexity

Gender identity

Some participants offered information which may provide insight into the way they view the concept of gender. Barbara described gender as a construct held within society that “*male is male and female is female*” rather than a representation of reality. She discussed gender as wider than a binary. Implying a similar view, Josephine spoke of a “*gender fluid*” young person. Barbara and Josephine also alluded to the idea that gender identity is something children explore and develop and that can change over time. Sophie expressed a different view (noted above see ‘4.2.1. Awareness, thoughts and discussion about gender identity: awareness/thought/discussion about own biases’) that gender is G-d given and thus fixed from birth.

Based on their narrative, it could be hypothesised that some participants hold a conceptual link between gender and sexuality or feel others have that view. Laura discussed a historic incident where policy about homosexuality influenced the professional response to a trans* student. Alexis implied teachers’ attitudes around sexuality may be the same as gender. Josephine responded to a question about ways schools currently support trans* students by discussing practice when a student came out as gay. Barbara discussed services and professionals who support the “*LGBTQ*” community.

Identification

Alexis stated:

“I wouldn't feel hugely confident on how well schools might be identifying these populations.”

and Colette wondered how accurate schools' perceptions were that they had no trans* students in their settings. Under identification was also suggested by Barbara, Emily, Laura and Sophie when, as noted above (see '4.2.1. Awareness, thought and discussion around gender identity: having awareness/thought/discussion about gender identity'), they explained schools may lack awareness of trans* pupils.

Laura suggested some level of uncertainty around identification when she described herself *“wondering”* whether a child had gender identity issues and staff being *“suspicions”* that a young person was trans*. Josephine implied a similar view when she said of students in a school:

“whether they did have gender issues or not was you know difficult to kind of identify.”

Sophie explained schools may not consider the issue of gender identity *“unless they have students that may outright come out.”* Barbara discussed the need to create an environment where people feel able to explicitly reveal their gender identity (see '4.2.3. Beliefs and attitudes influencing practice: influence of school culture').

Language

Alexis and Josephine mentioned there were numerous terms used by different people to refer to the trans* community. Barbara suggested gender binary pronouns *“engrained”* within society can create difficulty for trans* children and young people (see '4.2.3. Beliefs and attitudes influencing practice: heteronormativity').

Josephine noted that socially acceptable language commonly used to refer to particular groups changes over time. She added:

“this is someones identity your talking about its not about just being able to describe someone or pigeon hole someone its someones identity so its important we get it right.”

As noted above, Alexis and Josephine described a need for education around language (see ‘4.2.2. Knowledge and uncertainty: gaining knowledge), Josephine stated EPs may be “cautious” of using descriptive terminology and many participants seemingly avoided using gender related terms throughout their interviews (see ‘4.2.1. Awareness, thought and discussion around gender identity: the interview’).

Trans* pupils needs and experience

Associated with transition:

Kate discussed potential reasons children or young people may decide to change their gender identity including medical issues, discomfort or difficulty with social interactions. She added:

“it might become er (pause) a bit of an easy escape...for a person (uhmm) erm who is concerned about various aspects of their life and I'm not saying that would be for all.”

She explained that trans* students who wish to create physical change may take hormonal drugs (also noted by Laura) and/or have an operation.

As noted above (see ‘4.2.4. EP role with the trans* community: exploring a situation’), Kate suggested a student’s feelings and experiences are likely to differ after they change their gender. She said:

“depending on the reason for the the need or the desire to change erm (pause)...you hear of some stories where the young person has assumed a new identity and actually its worked really very well and its beneficial for them...and everyone else is just adapted to it really easily”

but for others:

“life hasn't really been simplified... its actually been made a bit more complicated”

Barbara stated that pupils are likely to *“need a network of support”* to navigate the transition process which if they do not access could result in:

“really negative outcomes in terms of the mental health.”

Mental health:

Numerous participants described the possibility of trans* children or young people experiencing mental health difficulties (see ‘4.2.4. EP role with the trans* community: doing EP work’). Barbara listed a range of potential issues students may be at greater risk of including vulnerability to exploitation, low self esteem, depression, suicide and addiction.

Social difficulties:

Laura explained trans* students may feel *“quiet alienated from their peers”* and she, along with other participants, (described above see ‘4.2.4. EP role with the trans* community: doing EP work’) discussed the increased risk of victimisation the population faces. Laura added:

“I think you know schools that have got good pastoral care again and those who are very anti bullying will be able to deal with it a lot better.”

Reflecting on her own childhood experiences of “*name calling*”, Colette hypothesised individuals with higher confidence may be less likely to be victimised. She suggested people with negative views may not bully others if they have a high level of self control or fear the consequences of their actions. She added that since the 1970s, changes in government legislation and the attitudes of the police mean discrimination is less common in society. Both Colette and Laura acknowledged limitations in professionals’ ability to prevent students from being discriminated against.

Colette expressed a view that the impact of bullying on a young people is dependent on their “*personal framework for understanding*” their experiences. She added the impact of discrimination on a child or young person can be modified with support.

Other diagnoses:

Josephine discussed a trans* student she supported a school to consider who had ASD. Laura explained she suspected a young person she worked with had the same condition along with anorexia. Laura implied ASD may influence gender identity when she wondered how the condition:

*“actually played into her not wanting to develop her (**hmm**) periods and that sort of thing.”*

Not having difficulty:

Kate stated that pupils who are well supported and go through a gender transition for the “*right*” reasons (i.e. due to a discomfort related to their gender rather than other factors) may no longer have needs. Barbara and Emily discussed the potential

for students not to have difficulties in particular areas including learning, being comfortable in their own skin and/or socialising. Josephine explained it is important to think about whether individuals:

“need support or not (yeh) and how resilient they are or not you know (yeh) because we can’t make assumptions that there gonna have difficulties.”

Influences of needs/experiences on...:

As noted above, Kate suggested trans* students may not be experiencing difficulty. In those circumstances, she argued EP involvement may not be necessary.

Alexis suggested the type of behaviour a student displays may influence whether schools choose to prioritise that individual for EP support.

“if for example there was a young person who was maybe displaying externalising behaviour maybe concerning er even internalising behaviours then potentially it might become more high priority.”

Barbara spoke about the influence of externalising and internalising behaviours on awareness:

“unless (pause) its obvious like maybe i i imagine if a young person was to self harm or to to t t show their anger at (yeh) in an externalising kind of way it would draw their attention... i think that its one of the things their not really looking for because their so busy pre-occupied elsewhere.”

Josephine also alluded to the influence behaviour can have on awareness when she described an experience of a school only “realising” trans* students were being bullied due to poor attendance.

Adults experiencing difficulty

Some codes related to adults having difficulty have been discussed in aforementioned sections (see '4.2.1. Awareness, thought and discussion around gender identity: the interview' and '4.2.4. EP role with the trans* community: doing EP work').

Concerns for the trans individual:*

Discussing children or young people's decision to change their gender, Kate said:

"I would be just concerned about yeh its not given the weight that it should it seems a fad or it seems a wrong decision by the family or an indulgence for the young person and (pause) that that leads to (pause) not integrating the person and complicating things further."

She expressed worry that trans* students who make physical changes may regret their choice. She suggested some school staff may share her views.

Laura spoke of her concerns regarding discrimination. She said:

"someone who is trans and showing that they are trans out in the street you know with uh its awful this but erm (pause) with football hooligans or whatever"

Emily suggested adults supporting children who are you may:

"be concerned that (pause) maybe the child was was going down a hard path a difficult path and they would want to protect the child."

Having different opinions:

Some participants suggested stakeholders may hold conflicting attitudes towards the trans* population (see '4.2.3. Beliefs and attitudes influencing practice').

Sophie discussed her own need to reconcile her beliefs related to Christianity (noted above see '4.2.1. awareness, thought and discussion about gender identity: awareness/though/discussion about own biases') with those of others in order to effectively support the trans* population.

Alexis described the way schools prioritise support offered to students (see '4.2.4. EP role with the trans* community: doing EP work') as "*misguided.*" She also expressed a view that schools may place responsibility for supporting trans* students with the Special Educational Needs Co-ordinator (SENCo) or pastoral manager (see '4.2.3. Beliefs and attitudes influencing practice: willing') despite her belief in a "*whole school*" approach. Josephine implied she disagreed with staff who suggest intervention around gender identity should only occur in secondary schools.

Difficulty with thought, understanding or discussion:

Barbara suggested staff may feel "*stuck*" when thinking about gender identity preventing them from being able understand and empathetically respond to a trans* student. Colette stated EPs "*come up against people who find it quite difficult to understand*" ASD and suggested the same may be true for gender identity. Kate expressed a view that:

"its quite something to (pause) get your head around."

Alexis and Barbara suggesting talking about gender identity may provoke fear in adults. Alexis added they may be scared of "*the unknown of what if if we talk about this what might it throw up*" or that discussion will "*make things worse.*" Alexis added parents may fear their child will be influenced to become trans*. As noted above (see willing), Kate implied a similar view. Kate added she would feel "*uncomfortable*" talking to students about "*transitioning in general*" unless:

“there was an actual case...so your not just going in there because you want to talk about it its not your mainstream like learning to cross the road.”

Difficulty providing support:

Kate stated adults may have difficulty relating to a student after they have changed their gender identity. She said:

“how you relate to someone that you've known in a particular way for a particular length of time (pause) erm would be quite erm (pause) quite an excercise.”

Alexis, Barbara and Josephine all stated adults may be afraid of *“getting it wrong”* when it comes to supporting trans* pupils.

Sophie said:

“in terms of why i haven't raised it in schools is maybe because (pause) it's not an area that I'm confident or (pause) comfortable with supporting in.”

Colette and Emily also implied EPs may lack confidence supporting around gender identity.

Emily explained schools would have to tackle *“tricky”* issues to support trans* students and if they had not proactively considered provision, things could be *“fraught”* should a case arise.

Colette hypothesised that providing training for others around gender identity would not be *“straight forward”*

Alexis explained in an *“ideal world”* EPs could provide direct intervention to pupils with SEMH needs and Barbara stated she would *“ideally”* gather students' views as part of her work - the use of 'ideal' suggests a belief these intentions may not always be possible. Josephine also spoke of restrictions on the EP role when she stated that

“despite lots of attempts from EPs” the practice within a PRU remained the same (discussed, see ‘4.2.3. Beliefs and attitudes influencing practice: influence of school culture’).

4.3. Conclusion

The findings presented in this chapter aim to explore the research question:

How do Educational Psychologists perceive their role supporting schools to improve outcomes for trans pupils?*

Within the theme, “EP Role with the Trans* Community*” a description can be found of ways participants believe they and their colleagues can work with schools. The service offered by EPs was felt to be facilitated or restricted by awareness, thought, discussion and/or knowledge amongst key stakeholders. Additionally, beliefs and attitudes EPs, school staff, parents, students and wider society hold are described as having influence. Participants also discussed ‘Contextual Factors’ including individual, school, local and national differences suggesting a view that the EP role likely changes across situation and time.

5.0 Discussion

5.1. Chapter overview

This chapter aims to:

- Consider the findings of this study in relation to relevant previous literature and national and local contextual factors.
- Relate participant's narratives to wider theoretical frameworks.
- Highlight strengths and limitations of this study.
- Outline implications of this project and directions for future research.
- Share personal reflections on carrying out this research project.
- Summarise this study in a concluding statement.

5.2. Findings in relation to previous literature and contextual factors

5.2.1 Awareness, thought and discussion around gender identity

Awareness of the trans* population was described by some participants as a facilitator to EPs supporting schools around gender identity. Barbara suggested EPs may lack cognisance and Laura and Sophie said the same may be true of school staff. In line with these findings, 1/3 of the 1,741 school based mental health professionals surveyed by GLSEN (2019), could not report how many 'LGBTQ' students were in their settings. Those who were perceived to be more aware, described higher levels of engagement with the community. Bowskill (2017) expressed a view that limited awareness amongst educational professionals negatively impacts reactions towards 'transgender' students and in turn outcomes for pupils. Numerous papers describe school staff as lacking cognisance of the trans* community (e.g. Burns, Leitch, and

Hughes, 2016; McBride, 2013), however no research could be found that has considered the impact this may have on EPs providing support to settings.

Josephine and Sophie suggested societal awareness may influence the likelihood of practitioners accessing training around gender identity. Supporting this perspective, GLSEN (2019) hypothesised increased cultural cognisance may act as a catalyst for 'LGBTQ' content being included in graduate training programmes.

EPs in this study described themselves as having contemplated the trans* community to varying degrees. Some also questioned current thinking in schools describing this as a potential barrier to the EP role. Consideration was suggested to influence practitioners level of confidence and was described as necessary to change practice or develop provision. No research could be found that has explicitly considered the extent to which professionals have contemplated gender identity nor the implications of this for the EP role.

Some participants suggested discussion amongst EPs, in schools and across society about the trans* population is currently limited. Josephine suggested discourse may influence the amount of work EPs contract, the impact of support they offer and their access to professional development opportunities. Colette suggested a link between the amount of conversation occurring in society and the level of acceptance. Whilst no known research has considered the influence of discourse on the EP role around gender identity, the Intercom Trust (2015) states that extensive discussion in schools is necessary to ensure trans* pupils have access to the same opportunities as their peers. Additionally, Frohard-Dourlent (2016) argues that discursive resources currently available to educators give power and legitimacy to gender conformity. She perceives therefore, the possibility of creating inclusive school climates to be somewhat limited.

Whilst Alexis suggested discussing gender identity with all students would be beneficial, Kate felt this came with risks. Somewhat in line with Alexis's perspective, numerous LA guidance policies argue conversations with all students about the trans* community are important to foster acceptance and inclusion (e.g. The Intercom Trust, 2015; Brighton and Hove City Council and the Allsorts Youth Project, 2019). Nonetheless, recent press coverage has depicted parents and professionals who are protesting 'LGBTQ+' content being taught in schools; some argue conversation could influence a child or young person to change their gender or sexual identity (e.g. Busby, 2019; Kotecha, 2019; Staples, 2019).

Some EPs in this study suggested professionals may not be aware of their own biases; reflection was described as necessary to ensure stereotypes do not influence practice. McCabe et al. (2013) endorsed this view describing reflexivity as necessary to ensure practitioners are able to accurately recognise bias and harassment towards an 'LGBTQ' students. GSA advisors in Graybill's (2009) project recommend all educational professionals carefully considering their own views before engaging with 'LGBT' youths. Furthermore, the BPS's (2012) guidance for psychologists working therapeutically with 'sexual and gender minority' clients discusses the need for professionals to be reflexive.

5.2.2. Knowledge and uncertainty

EPs lacking knowledge of the trans* population was described as a barrier to their role supporting schools with this group. Many participants stated they or their colleagues would benefit from training in this area. Expressing a similar view, Bowskill (2017) argued increasing educational professionals understanding is key to improving

their practice. Additionally, Graybill (2009) stated practitioners who wish to effectively advocate for 'LGBT' students must have a high level of insight.

Numerous participants also suggested school staff or parents who lack knowledge about the trans* community could constrain EP intervention. Whilst previous research has described teachers who lack expertise about gender identity (Case and Meier, 2014; Payne and Smith, 2014), no known study has looked at the influence this may have on the EP role. Additionally, no project could be found that has examined knowledge amongst parents.

Some participants expressed uncertainty about the provision currently available for trans* students in the schools they support. Graybill (2009) expressed a view that understanding context is essential for professionals to develop effective intervention for 'LGBT' students in educational settings.

In line with Barbara's perspective, GLSEN (2019) hypothesised a causal link between knowledge held by school based mental health professionals and their awareness. Additionally, supporting Josephine's view that increasing understanding may positively impact societal conversation, Van Dijk (2003) argued discourse and knowledge are two complex phenomena that are closely related.

Emily suggested EPs who lack knowledge may feel ill-equipped to support the trans* population. Whilst no literature considering this link with reference to psychologists could be found, Greytak and Kosciw (2014) suggested 'LGBT' related education for teachers may improve their perceived self efficacy.

Emily and Josephine suggested other professionals may have greater knowledge than EPs about the trans* population; as such they may be better placed

to support schools in this area. The BPS (2012) guidelines encourage any psychologist who lacks understanding (and is unable to access training) to refer 'gender or sexual minority' clients to colleagues who hold expertise.

Reluctant school staff may prove challenging for EPs trying to improve outcomes for trans* students; Barbara and Alexis suggested school staff may avoid providing support due to limits in knowledge. Some participants in Thein's (2013) study explained their lack of understanding made them resistant to teach 'LGBT' literature or discuss related issues in the classroom. Additionally, Swanson and Gettinger (2016) found that teachers who had received 'LGBT' awareness training were more likely to engage in behaviours or activities considered to be supportive to the population.

Some participants suggested lack of understanding may increase the likelihood of prejudicial behaviour amongst both professionals and students. Supporting this finding, Bowers et al. (2015) perceived more knowledgeable School Psychologists to hold more positive attitudes towards 'transgender' students. Arora et al. (2016) found that participants who reported greater understanding were less likely to express conflicted or negative views about 'LGBT' students based on religion. Furthermore, Yavuz (2016) described a case study where she felt the EP and members of school staff responded to a 'gender variant' child in a cisgenderist manner and hypothesised this was due to lack of knowledge. Bowskill (2017) suggested providing both educational professionals and students with education may reduce prejudice. Furthermore, Stonewall (2017) reported that 'LGBT' pupils who attended a school with a sexual and gender diverse curriculum were less likely to report victimisation.

5.2.3. Beliefs and attitudes influencing practice

Participants described acceptance and openness amongst professionals, parents and across society as a facilitator to the EP role supporting schools with the trans* community. School Psychologists in Arora et al.'s (2016) and Bowers et al.'s (2015) studies mostly endorsed positive attitudes towards 'LGBT' or 'transgender' students. Bowskill (2017) suggested negative preconceptions held by anyone who comes into contact with a child can have an unfavourable effect on their outcomes. Additionally, the BPS (2012) encourages psychologists to acknowledge the historic prejudicial way 'gender and sexual minority' individuals were seen in society as well as consider current attitudes influencing a client's context.

An EPs willingness to take up a role with the trans* community was discussed by participants in this study. 83.7% of schools psychologists surveyed by Bowers et al.(2015) reported they were prepared to support 'transgender' students. The BPS (2012) guidance states psychologists who are not willing to engage in affirmative practice with 'gender or sexual minority' clients must signpost to colleagues with different views.

Most participants suggested school staff's willingness to support trans* students would impact an EPs ability to take up a role with this group. Numerous studies describe educators who are unwilling to address 'LGBT' related issues in the classroom (Hermann-Wilmarth, 2010; Puchner and Klein, 2011; Thein, 2013). No study could be found, however, which has considered the implications of this on the EP role.

Colette and Alexis suggested parents may not consent to their child being supported by an EP; permission from a legal guardian must be sought for all casework involving individuals under the age of 16 (BPS, 2018). Additionally, Alexis discussed the possibility of parents objecting to whole class education about gender identity.

Complaints about the 'No Outsiders' project (an 'LGBTQ+' inclusive curriculum) have been recently publicised by the media (Kotecha, 2019; Staples, 2019). The DfE (2019) announced 'LGBTQ' content will become a compulsory part of the national curriculum from September 2020; parents retain the right to remove their child from lessons although lose this privilege once the student is one academic year from their 16th birthday.

Some participants implied a trans* student who objects to EP involvement may act as a barrier to individual casework. Whilst there are no legal requirements for consent to be obtained from under 16s (BPS, 2018), best practice guidelines (e.g. Action for Children, 2016) suggest no individual should inform others of a child or young person's gender identity without their permission.

Barbara and Laura described negative reactions adults may have to children or young people whose behaviour does not conform to gender stereotypes. The presence of heteronormativity in school settings has been acknowledged in previous research (Zeeman et al, 2014; Szalacha, 2003). Bowskill argued these prejudicial beliefs can influence the practice of educational professionals and in turn impact outcomes for 'transgender' students.

Some participants implied a school's ethos may determine the type and/or ease of EP work in a setting. Vallily (2014) described her own experiences working as a trainee EP in an academy suggesting the culture of the school both supported and restricted her ability to create change. Many participants suggested religious schools may be less accepting of gender diversity than their secular counterparts; this finding was supported by both Smith, Jones, Ward, Dixon, Mitchell and Hiller (2014) and Stonewall (2017).

5.2.4. The EP role supporting the trans* community

Experience

Only three participants in this study stated they had worked in an EP role around the trans* community. Kate suggested her lack of experience influenced her willingness. In line with this finding, 50% of School Psychologists surveyed by Bowers et al. (2016) had never encountered a 'transgender' child or young person; those with no experience were less likely to report feeling comfortable to offer support.

Ways of working/ levels of EP work

Each participant in this study described EPs offering schools support in some but not all of the ways Fallon et al. (2010) suggested (consultation, assessment, intervention, research and training). Additionally, in line with Fallon et al.'s (2010) perspective, most interviewee's implied EPs may take up a role at an individual, group or organisational level. However, Kate expressed a different view - that work related to gender identity should primarily centre around a known trans* child or young person. This differs from the perspective of the BPS (2012) who encourage psychologists to support at an institutional level to promote positive outcomes for all 'gender and sexual minority' individuals.

Working with different stakeholders

Yavuz (2016) described three case studies involving EPs who worked with all stakeholders mentioned by participants in this project (students, parents, teachers and other professionals). However, she expressed a view that practitioners should have

little reason to work directly with 'gender variant' students (aside from gathering their views). She explained that a person choice of gender identity should not be pathologised; mental health difficulties experienced by students are often the result of intolerant environments and as such EP intervention should be aimed at creating inclusive climates.

Approach

In line with the views of some participants in this study, Bowskill (2017) argued educational professionals should work collaboratively with stakeholders, seek students' views before determining provision, recognise that needs differ between individuals and across time and not assume every difficulty a 'transgender' pupil experiences are the result of their gender identity. Additionally, Bowskill (2017) suggested educational professionals should work proactively to improve outcomes for 'transgender' students. Whilst many interviewees' in this study endorsed this perspective, Kate stated whilst an EP may wish to pre-empt some issues trans* students may face, doing so could create difficulty that would not have otherwise occurred.

In line with Barbara and Josephine who discussed the benefits of early intervention, Yavuz (2016) highlighted the importance of creating an environment that allows 'gender variant' children to feel included from a young age. Kate stated that EP involvement should ideally be short. Whilst Yavuz (2016) did not explicitly discuss the preferred length for practitioners to offer support, she described two case studies involving EPs working with schools over time.

Some participants suggested different practitioners may privilege different psychological theories; this may influence the way they take up their role. Yavuz (2016)

described a case study where an EP used a solution focused approach to help a 'gender variant' young person identify their preferred future.

No known previous literature has discussed EPs taking a cautious approach when supporting schools with trans* students; an idea mentioned by some participants.

Contracting

No research could be found that has specially considered how EPs may contract work with schools around gender identity. Nonetheless, findings in this study related to influence, power, and responsibility have been noted in previous research with reference to EP roles in educational settings more generally (Islam, 2013).

Exploring a situation

All participants in this study discussed the need to obtain information about a student, family and/or school before offering any kind support. Gathering information from key stakeholders is a common stage of numerous frameworks used by EPs in practice (Monsen and Woolfsen, 2012).

Aims of EP work

Participants in this study collectively described the following aims of EP work supporting schools to improve outcomes for trans* students; some of these suggestions have been noted in existing literature:

- **Raising awareness:** Yavuz (2016) argued EPs should raise awareness of the need for gender inclusivity. Johnson et al. (2014) described a role ensuring 'transgender' individuals are visible in educational resources and Greybill

(2009) suggested School Psychologists may advocate for the 'LGBT' community.

- **Improving Knowledge and Understanding:** Numerous authors describe psychologists as well placed to educate staff, parents and/or students about issues related to gender identity (e.g. Bowskill, 2017; Yavuz, 2016; Heck et al., 2014; Johnson et al., 2014).
- **Facilitating thinking or discussion:** Bowskill (2017) suggested EPs could explore possible next steps with schools and Heck et al. (2013) explained psychologists may help settings make decisions about the best way to reduce bullying.
- **Promoting positive SEMH:** The SEN Code of Practice (DfE, 2015) guides EPs to provide support to pupils with SEMH needs. Additionally, Yavuz (2016) described a role helping schools create a non-heteronormative environment to protect the mental health of 'gender variant' students. Heck et al. (2013), Heck et al. (2014) and Johnson et al. (2014) discuss psychologists creating policy to reduce bullying. Johnson et al. (2014) suggested a role creating universal mental health programs aimed at building resilience.
- **Developing provision for trans* students:** Johnson et al. (2014) and Yavuz (2016) argued psychologists should work with schools to ensure students have access to gender appropriate bathroom and changing facilities. Johnson et al. (2014) added, practitioners may also create support groups for both 'transgender' young people and their families.
- **Challenging school practice:** Challenging negative school systems was described by 4 participants in Bowskill (2017) study as a key part of the EP role.

Additionally, Yavuz (2016) suggested EP's may act as a critical friend to schools in order to change heteronormative practice.

- **Helping adults manage difficulty:** Bowskill (2017) and Yavuz (2016) suggested EP's may provide re-assurance to adults who are supporting students. Johnson et al. (2014) argued School Psychologists may empower parents and try to prevent staff from experiencing emotional or mental exhaustion.
- **Supporting around biological or educational change:** The BPS (2012) encourages psychologists to consider the implications of puberty when working with 'gender and sexual minority' clients. Yavuz (2016) described an EP role supporting 'gender variant' young people who are transitioning to new educational settings.
- **Engaging other professionals:** Bowskill (2017) suggested EPs may link up with other professional services and Yavuz (2016) discussed practitioner's joint problem solving in multi-disciplinary team meetings.

No previous research could be found that has considered an EP role with the trans* community with either of the final two aims mentioned by participants in this study: **identification** or **managing pressures from the wider community**.

Specialist EP role

Barbara and Josephine described the potential for specialist EP roles to facilitate both the appointed individual and their colleagues to improve outcomes for trans* students. Josephine warned, however, if an EP team is not managed well, a specialist practitioner can deskill other members of the service. No research could be found that has considered this role with reference to the trans* community. Nonetheless, Waite

(2013) argued specialist SEMH EPs are critical as their unique expertise allow them to offer distinctive and effective support to improve outcomes for students.

EPs and other professionals

Some participants emphasised a belief that EPs are highly skilled and thus capable of taking up a role with the trans* community; a finding endorsed by numerous authors (e.g. Bowskill, 2017; Yavuz 2016; Heck et al., 2014).

In line with the perspective of some interviewees in this study, Yavuz (2016) described a case study involving an EP working in a multi-disciplinary team. The EPs role primarily centred around school; helping the setting create a positive environment and managing any issues that arose. CAMHS were engaged to support the young person with their mental health.

5.2.5. Complexity

Gender identity

The way an EP views gender may influence the role they take up with the trans* community in schools. Barbara described gender as a construct; a perspective endorsed by some authors e.g. Lorber (2007) but rejected by others e.g. Ramachandran and McGeoch, 2008. The idea that a person's gender identity is fluid and influenced by their environment was suggested by Barbara and Josephine but opposed by Sophie. Both these viewpoints are represented in literature (e.g. Golombok and Fivush, 1994; McHugh, 2015).

Some participants discussed sexual minority students in their interview despite the fact they were questioned about the trans* community; this may shed light on the

way they might discuss gender identity in schools. The NHS Gender Identity Development Service (2019) acknowledges that whilst sexuality and gender are distinct concepts, for some people they are intertwined and difficult to separate. For others, however, discussing these facets together can be frustrating and invalidating.

Identification

Numerous participants suggested schools may not have an accurate perception of the number of trans* pupils in their settings. Under identification may act as a barrier to EPs supporting schools. Hellen (2009) suggested the majority of 'transgender' students hide their identity in educational settings. In line with Barbara's perspective, he suggested that children or young people in accepting, aware and understanding provisions are more likely to reveal their gender identity to staff and peers.

Language

Complexity is arguably added to the EP role with the trans* community due to the nuanced nature of gender related language. Josephine and Alexis discussed the large number of terms used by different people to describe gender identity; a finding endorsed by Carroll (2010). Josephine also mentioned the importance of using appropriate and non-offensive language and Barbara highlighted the need for all professionals to use pronouns in line with students' preferences. The BPS (2012), Bowskill (2017), Yavuz (2016) and Johnson (2014) all endorsed this perspective.

Trans* students needs and experiences

Trans* pupil's individual needs and experiences arguably dictate the nature of EP involvement required. Numerous participants described students at increased risk

of mental health and social difficulties. Some suggested pupils may have low attendance or difficulty engaging in learning. Similar findings have been reported by a range of authors (e.g. Bowskill, 2017; Stonewall, 2017; Youth Chances, 2014). Some participants stated, however, it cannot be assumed trans* pupils are going to experience difficulty or require additional support.

Kate discussed potential reasons children or young people may wish to change their gender and noted that a pupils' needs will likely change following a transition (either positively or negatively). Participants in Bowskill (2017) study described 'transgender' students with improved mental health and academic outcomes following a change in gender. No known study has discussed any potential negative impacts of transitioning for children and young people in schools. However, research has been conducted on adults; Anderson (2018) expressed a view, that in many cases, sex reassignment surgery does not resolve psycho-social difficulties experienced by 'transgender' individuals.

Two participants made mention of trans* young people with ASD; additional needs arguably add complexity to the EP role. Van Der Miesen, Hurley, and De Vries, A. L. (2016) argued that growing evidence suggests a link between ASD and 'gender dysphoria;' this connection is hypothesised to be due to biological, social and psychological factors.

Adults having difficulty

The EP role may be influenced by adults having difficulty discussing the trans* community or experiencing strong emotions when asked to support around gender identity. Whilst 80.2% of school based mental health professionals surveyed by GLSEN (2019) reported they would feel comfortable discussing 'LGBT' related issues

in the classroom, only 40% of teachers in Page's (2014), study endorsed this view. Educators interviewed by Payne and Smith (2014) reported fear and anxiety when in the presence of 'transgender' students. Additionally, Yavuz (2016) described a case study involving an EP supporting a school who were worried about the pending arrival of a 'gender variant' child.

Participants in this study discussed the potential for adults to have different opinions with reference to the best way to support trans* students. Conflict between key stakeholders has been described in a number of recent media articles (e.g. Thomas, 2018; Whitaker, 2018).

Potential concerns adults may have about pupils changing their gender were described by some interviewees in this study. This perspective has been echoed by professionals from the Tavistock and Portman Clinic who suggested some children and young people are being wrongly presumed to have 'gender dysphoria' and are offered support to transition too quickly (Bannerman, 2019).

5.2.6. Contextual factors

Passage of time

Many participants in this study argued that positive changes in society over time have or will have a significant influence on the trans* community and act as a facilitator to EPs supporting schools with this group. Mitchell and Howarth (2009) expressed a view that there is greater awareness, more policy, less discrimination and more favourable attitudes towards 'trans' individuals now than in the past. Participants in Bowskill's (2017) study described societal progress as having a positive influence on educational professionals practice and in turn outcomes for 'transgender' children and young people.

Prevalence

Alexis expressed uncertainty as to the size of the trans* population. Her view is seemingly somewhat reflective of the national context; the Government Equalities Office (2018) stated they are unsure as to the accuracy of their estimate (200,000 and 500,000 trans* adults in the UK). Population size was argued by participants to influence the likelihood of EPs both engaging in work around the trans* community and seeking related professional development opportunities. No previous research could be found that has considered these findings.

Local and national context

In line with Winward's (2015) study, Alexis and Josephine discussed the influence service level, LA or national agendas can have on the role EPs take up in schools. Additionally, numerous participants discussed the influence of policy on practice. Supporting this perspective, Bowskill (2017) argued current limited and unclear government guidance around the 'transgender' community acts as a barrier to educational professionals improving outcomes for the population.

Increased media coverage of the trans* community was described by some interviewees and suggested to influence knowledge and attitudes. Participants in McInroy and Craig's (2015) study suggested the media depicts the 'trans' population in both a positive and negative light and acts as the main source of information for most people across society shaping their beliefs.

School context

The school context within which an EP works will arguably impact the role they take up. Numerous participants made mention of different types of schools they may support including children's centres, primary, secondary, mainstream and specialist settings. Practice was described by some to likely vary across provisions. Stonewall (2017) found correlation between the type of school (mixed or single sex, private or public, faith or non faith) a child attended and their likelihood of perceiving adults to disagree with discrimination against 'LGBT' students. Additionally, whilst some parents in Johnson et al.'s (2014) study felt their child was well supported in school, the majority described difficulty obtaining desirable provision.

Some participants stated that the views of a school's head teacher would likely influence the perspective of those who work under them. Smith et al. (2014) supported this finding describing senior leaders as key to ensuring a positive whole school, gender inclusive approach is adopted.

Individual differences

EPs having a trusting relationship with school staff was described by Sophie as a potential facilitator to work with the trans* community. Islam (2013) supported this finding with reference to EPs supporting settings more generally.

Some participants discussed the influence a professional's own identity and familial experience may have on their thoughts about gender identity. In line with this finding, GSA advisors in Graybill's (2009) study described the impact their personal circumstances had on their approach to 'LGBT' advocacy.

Some interviewees discussed the influence of an EP's age on their awareness, knowledge and/or beliefs about gender identity. Both Colette and Barbara implied younger professionals may be better prepared to support the trans* community than

older practitioners. Bowers et al. (2015) reported somewhat contrary findings; more experienced School Psychologists in their study were deemed to have a better understanding of the 'transgender' community; no correlation between the number of years a practitioner had been qualified and their expressed attitude was found.

A child's age and/or familial experience was suggested by some participants to potentially influence the intervention approach favoured by school staff and EPs alike. Yavuz (2016) described a case study in which an EP challenged school professionals who felt a child was too young to make decisions about their preferred pronouns. Additionally, she highlighted the importance of EPs considering a student's familial context drawing on Smith et al.'s (2014) research which found 'gender diverse' and 'transgender' students not accepted by their parents are more likely to experience mental health difficulties.

Perception of role

Numerous authors described ongoing debate about the scope and unique nature of the EP role both within and outside the profession (Frederickson, Miller and Cline, 2008; Farrell, 2010; Winward, 2015). In line with this perspective, some participants described different ways EPs, schools and LAs may conceptualise the entirety of the EP role (not just that associated with the trans* community) and argued some stakeholders may view gender identity as beyond the scope.

Alexis suggested some school staff may believe addressing gender identity is not part of their job description (a view noted by some teachers in Their's (2013) study; staff with these views may be reluctant to engage with an EP hoping to improve outcomes for trans* students).

Resources

Some participants described limited resources available to professionals as a potential barrier to the EP role with the trans* community. Time was most commonly mentioned not only to complete work but also to gain knowledge. Similar findings were reported by both GLSEN (2019) and Bowskill (2017).

Some participants made note of the influence an EPs support network may have on their ability to take up a role. Supporting this finding, Dunismere and Leadbetter (2010) highlighted the benefits of individual, peer and multi-agency supervision for practitioners supporting schools in any way.

Barbara suggested that having representatives within LA's may raise awareness and improve understanding amongst EPs; something they can then disseminate to schools. Arora et al. (2016) judged school psychologists who work in settings with GSA's to be more knowledgeable and more prepared to offer support to 'LGBT' students.

5.3 Findings in relation to wider research and theoretical frameworks

5.3.1. Bronfenbrenner's (1979) Ecological Systems Theory

Bronfenbrenner's (1979) Ecological Systems Theory suggests a child or young person's development is impacted by the complex interaction between their home, school, wider community and societal environments. The EP role described by participants in this study could be considered to involve joining and influencing different systems in order to improve outcomes for trans* students.

The micro-system:

Berk (2000) defined an individual's micro-system as their immediate environment; their interactions with peers, parents and the school context. Rogoff (2003) argued this system is the most important as it has the greatest influence on a child's development. Participants discussed the need for a young person's familial and school contexts to be characterised by acceptance and openness but suggested the possibility of intolerance, rejection or victimisation. EP roles that would require a practitioner to temporarily join a child's micro-system were mentioned by most participants - gathering a student's views or providing them with therapeutic intervention.

The meso-system:

Bronfenbrenner (1979) refers to the connections between the different parties that make up a child's micro-system as the meso-system (Berk 2000). The importance of collaboration between a pupil's parents, school staff, the EP and other multi agency professionals was highlighted by some participants. Numerous interviewee's suggested conflict may occur between adults who are supporting a child or young person and Emily described an EP role helping adults resolve their differences.

The exo-System:

The exo-system was described by Berk (2000) to be made up of social structures that influence members of an individual's microsystem. Intrinsic to the subject of this research (EPs perceptions of their role supporting schools with the trans* community) is the idea that practitioners will join a pupils exo-system indirectly creating change by working with stakeholders in their microsystem. It is unsurprising therefore, that participant's narratives heavily included descriptions of EPs working in this way.

Additionally, participants in this study described local and national contextual factors, e.g. government guidance and the media, that may influence a child or young person's immediate environment. Some spoke of the wider school community pressuring stakeholders to provide involvement around trans* children or young people in a particular way. Alexis and Emily described an EP role mediating these influences by contributing to local authority guidance policies or providing the wider school community with education.

The macro-System:

Berk (2000) perceived the macro-system to consist of cultural influences that impact a child or young person. Many participants discussed the interplay between religion and gender identity and some described heteronormative stereotypes that exist within society. Some interviewees suggested EPs may self reflect on their biases or facilitate others to think about cultural beliefs that may lead to intolerant or non-affirming practice.

The chrono-System:

Bronfenbrenner (1979) suggested the chrono-system represents changes (internal and environmental) a child or young person experiences across time (Ryan, 2001). Given that this research focuses on the trans* community, it is unsurprising participants discussed pupils whose gender changes over time. Emily discussed an EP role supporting students around puberty - a biological transition point. Additionally, both she and Josephine suggested practitioners may work in service of pupils who are moving educational setting. All participants discussed progress within society that impacts the environment of trans* pupils including increased awareness, better under-

standing and/or more tolerant attitudes. These changes were described to be facilitatory to the EP role, however, EPs were also described as able to contribute to such changes.

5.3.2. Containment

Some participants described EPs as able to take up a role providing a space for trans* students to better understand their narrative or process their emotional experiences. Additionally, some highlighted the importance of school staff creating an environment where students feel able to talk. The task for EPs or educators here could be described as 'containment'; holding another person's anxieties to enable them to engage with and process difficult thoughts or experiences (Bion, 1962).

In order to provide this holding function, an adult arguably needs to be 'contained' themselves (Hulusi and Maggs, 2015; Eloquin, 2016). Participants in this study described EPs helping adults manage difficulty and/or facilitating thinking or discussion amongst stakeholders; in these roles practitioners may be holding adults anxieties to enable them to do the same for students. Similarly, some interviewees described a need for EPs to seek professional supervision, peer conversation or multi-agency support; this could be interpreted as seeking their own 'containment' allowing them to offer this function to others.

5.3.3. The Johari Window

Luft and Ingram's (1955) 'Johari Window' may be a helpful model in which to view findings as it allows the consideration of self-awareness and openness with others. It consists of four quadrants which represent different combinations as to one's

own and others knowledge of personal information. A visual illustration of the model can be found below (see 'figure 10').

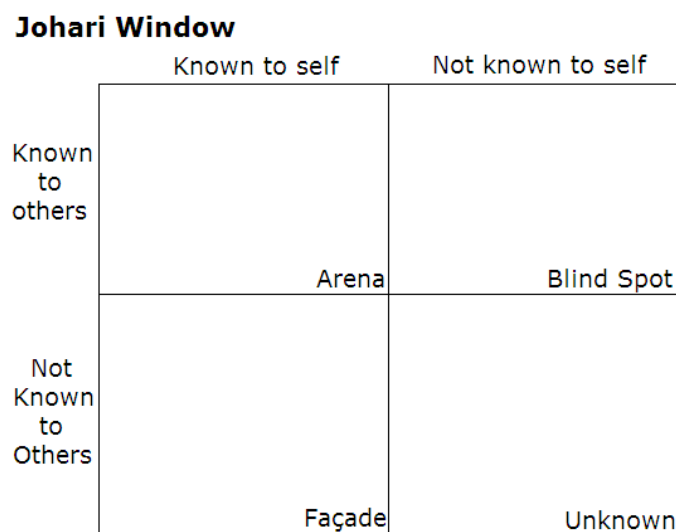


Figure 10: The 'Johari Window'

Luft and Ingram (1955) describe the 'arena' as the open area; the space that contains thoughts, feelings and beliefs that are known to everyone. Ideas that can be observed by others through a persons behaviour but are not clear to an individual themselves were suggested to make up the 'blind spot.' They argued the 'façade' includes thoughts and feelings that an individual is aware of but chooses not to share with others. The final area, the 'unknown,' was described to contain beliefs, attitudes and emotions that are not immediately recognisable to either party but can be discovered under certain circumstances.

Luft and Ingram (1955) suggested a goal of psychological work may be to expand the size of a clients open 'arena' at the expense of the other three quadrants. Some EP roles described by participants in this study could be conceptualised in this way. Barbara argued practitioners may support staff to bring heteronormative biases that influence practice to conscious awareness; this could be interpreted as assistance to move knowledge from the 'blind spot' to the 'arena'. She also stated EPs have a role in helping schools create inclusive environments that allow students to feel safe to reveal their trans* identity; this could be conceptualised as enabling pupils to bring information from the 'façade' to the open 'arena.' Both she and Josephine suggested professionals must give pupils time to explore their gender identity, arguably, time for information to move from unknown to known areas. Laura described an EP role facilitating staff's thinking about their attitudes and beliefs; this could be an example of supporting others to bring information from their 'façade' to the 'arena' or it may be an opportunity for knowledge contained in the 'unknown' area to be collaboratively discovered.

It could be hypothesised that information EPs are not consciously aware of (that in their 'unknown' or 'blind spot' quadrants) could influence their role with the trans* community. Some participants suggested practitioners should self reflect on their beliefs and attitudes or discuss them in supervision (arguably bringing them to the 'façade' or open 'arena') to ensure they do not act as a barrier to work supporting schools around gender identity.

During the interview, Sophie seemingly made a novel connection between her Christian belief (that gender is G-d given and cannot be changed) and the fact she had never considered (prior to the interview) an EP role with the trans* community. It

could be hypothesised that discussion allowed information to move from Sophie's 'unknown' area to the open 'arena.' This example emphasises the aforementioned point - that opportunities for EPs to reflect on their beliefs and move them to conscious awareness may facilitate their role with the trans* community. Sophie's realisation begs consideration as to what other information held in interviewees 'blind spot,' 'façade' or 'unknown' quadrants impact their perception of role. This idea is explored further in the next section - 'the defended participant'.

5.3.4. The defended participant

It could be hypothesised that some participants in this study had difficulty thinking or expressing their views during interviews or experienced some level of discomfort. This may suggest that the topic of gender identity or the process of being interviewed generated some level of anxiety within participants. Arguably, the narrative they shared could, therefore, have been influenced by *'defensive distortions ... in the service of psychological self-protection'* (Hollway and Jefferson, 2014, p.139).

Whilst some participants acknowledged their own fears or prejudices influencing their perception of role, others suggested concern or intolerance lay with other people. The latter could be an example of projection (Klein, 1946); unconsciously disowning a feeling that is too painful to accept by trying to put it onto somebody else. Perhaps acknowledging their own biases or worries was too difficult for participants leading them to unconsciously place their beliefs with others. For some, however, this may have been a more conscious process associated with social desirability; feeling their own attitudes were not socially acceptable and thus sharing them from the perspective of others (Collins, Shattell and Thomas, 2005). There is also the possibility of

course, that participants behaviour was not governed by defences and they simply perceived themselves to hold a different, more positive view to others.

Some participants suggested other professionals may be better placed than EPs to support schools with trans* pupils, or, that either individuals or settings may not require assistance. Kate described circumstances where she'd be unwilling to provide support to schools and added that she does not feel gender identity is a topic EPs should raise with settings. Numerous participants stated they had never discussed gender identity with schools or undertaken work in service of the trans* community. These incidences may illustrate avoidant defences governing behaviour - coping with anxiety by simply not dealing with the stressor (Cassidy and Kobak, 1988).

Many participants in this study characterised themselves as lacking knowledge about the trans* community. As such, they may have experienced anxiety (and thus employed defences) as they felt deskilled or, fearful of giving the 'wrong' answer. However, there is also the possibility that gender diversity in itself unsettled some participants. Kristeva (1997) described an interpersonal dynamic suggested by Freud - 'unheimlich' translated as "*uncanny strangeness*" (p.283); the idea that when a person encounters something different from their own being, their narcissistic self can presume danger or challenge. Gender difference may be unconsciously seen as a threat to some cisgender individuals leading their defences to be activated.

5.3.5. The defended researcher

Just as there is the possibility of participants being defended, Hollway and Jefferson (2014) suggest that the same may be true of the researcher. Some of the anx-

iety provoking challenges I experienced when putting this thesis together are discussed below (see '5.8 Reflections of the research process'). I mitigated the risk of my own defences influencing my interpretation of data in the following ways:

- Outlining my beliefs and motivations for carrying out the project (see 1.2. the researcher).
- Emerging myself in relevant literature to learn about both the topic under study and the methodology in use.
- Engaging in self reflection, thinking together with peers and accessing monthly supervision throughout the entire process.
- Regularly returning to my data to ensure interpretation was grounded within it.
- Being transparent about all decisions made throughout the research process.

Nonetheless, it is acknowledged that this study involves a double hermeneutic (Smith and Larkin, 2009); that is that I the researcher am making sense of participants' narratives which were produced based on their interpretation of the questions they were asked during interview.

5.3.6. Theoretical contribution of this study

As outlined above (throughout section '5.3. Findings in relation to wider research and theoretical frameworks'), published systemic and psychodynamic theory may be considered applicable to the findings of this study. No known literature could be found that has previously made such connections. One may argue, it could be beneficial for EPs to utilise these systemic and psychodynamic ideas when working with schools around gender identity.

Drawing on Bronfenbrenner's (1979) Ecological Systems theory, EPs may consider the different levels at which they could work. They may be encouraged to think

about the complex relationships between key stakeholders that could be influencing trans* children and young people's experiences.

Baring Bion's (1962) discussion of containment in mind, EPs may be reminded of the importance of providing this holding function to parents, school staff, other professionals and students. Additionally, they may utilise their own supervisor space to ensure they are given the necessary support to manage their own anxieties and reflect on their practice.

The consideration of Luft and Ingham's (1953) 'Johari Window' and Klein (1945) and Cassidy and Kobak's (1988) writings about psychological defence mechanisms, may encourage EPs to think about their own and others unconscious in their work. They may attempt to develop self awareness of any biases, conflicts or anxieties that could influence their own behaviour when attempting to support trans* students. Additionally, they may aim to help other stakeholders achieve this goal.

5.4. Implications of findings

Whilst the results from this study are not generalisable, findings still highlight some considerations for policy makers, LA workers, EPs and schools alike.

This study questioned EPs about their perception of role with the trans* community. Whilst participants' narratives bared some similarities, significant differences were also noted. This could result in schools and in turn trans* pupils receiving inequitable support. It may therefore be important that national and local guidelines are produced for EPs outlining core expectations and best practice. Provision was also felt by participants to vary across schools. Current national legislation could be described as unclear and limited (Bowskill, 2017). Additionally, whilst some LAs are known to have guidelines for settings e.g. Devon and Cornwall (The Intercom, Trust,

2015), many seemingly do not. As such, the production of national and local policy advising schools about gender inclusion may be beneficial.

The theme 'EP role with the trans* community' captures participant's views as to the types of work practitioners may undertake in order to support schools to improve outcomes for trans* students. It is hoped the ideas noted may provide inspiration to professionals undertaking this role. Participants described EPs offering support at an individual, group and whole school level through assessment, consultation, intervention, training and research. There was discussion of EPs working with different stakeholders including children and young people, school staff, parents and other professionals. The cumulative aims of EP work described include:

- Raising awareness;
- Improving knowledge and understanding;
- Facilitating thinking or discussion;
- Promoting positive SEMH;
- Developing provision for trans* students;
- Challenging school practice;
- Helping adults manage difficulty;
- Supporting around biological or educational change;
- Engaging other professionals;
- Identifying trans* students in settings;
- Managing pressures from the wider community.

Furthermore, interviewees in this study discussed a broad range of individual, school based, local and national contextual factors which were felt to change over time that EPs may wish to consider when working with the trans* community. These include:

- Age and familiar experiences of both a trans* student and professionals;
- A professional's own identity;
- The number of trans* students in a setting;
- The type of school;
- Views of a provisions senior leadership;
- School staff's perception of their own role;
- Professionals' beliefs about the EP role;
- An EP's relationship with school staff;
- Legislation and advisory guidance;
- Resources;
- The media.

Many participants in this study described awareness, thought and/or discussion amongst professionals as important; these facets were felt by some to increase the likelihood of trans* students receiving effective support in schools. LA's, EP services and schools alike may involve themselves in national campaigns such as 'Transgender Awareness Week' typically marked in November (GLAAD, 2018). They may also identify professionals to advocate for the trans* community responsible for raising awareness and sharing information with their colleagues. Additionally, LA leaders, Principal EPs and Head Teachers may provide their staff with regular opportunities to think about and engage in discussions about gender diversity.

Participants expressed different views about whether the student population should be encouraged to think about or discuss gender identity. From September 2020, 'LGBT' content will be a compulsory part of the national curriculum (DfE, 2019). It may therefore be important that EPs, school staff and parents are provided with clear information derived from research that explains the benefits of this move for cisgender

and trans* individuals alike. Numerous participants in this study expressed a view that many EPs and school staff have limited knowledge about the trans* population. Education was not only suggested by interviewees to improve practice but also reduce prejudicial beliefs or fear of the unknown. Consequently, including the trans* population in post-graduate EP and teacher training courses may be of value. Additionally, access to ongoing professional development opportunities may ensure practitioners knowledge remains up to date. Training may include discussion around how gender can be conceptualised, how gender develops, the distinction between gender and sexuality, societal heteronormativity, common experiences and needs of the trans* population, possible school based interventions and the importance of using appropriate and affirming language.

Beliefs and attitudes surrounding gender identity were described by some participants to vary amongst stakeholders. In line with the Equality Act (2010), no professional should discriminate against a trans* student. Any EP who does not feel they can overcome intolerant views and support schools to respond to trans* students in an affirmative or supportive manner may consider signposting the work to a colleague.

Some interviewees suggested practitioners may not be aware of gender related biases that negatively influence behaviour towards trans* students. Providing professionals with a space to reflect on their thoughts and feelings may ensure they become known reducing the risk of stereotypes influencing practice.

Some participants suggested whole school culture may significantly impact a trans* students experience within the setting. Some questioned how accepting or tolerant religious provisions may be. Donnelly (2000) expressed a view that a school's ethos is strongly influenced by leadership. As such, senior staff may wish to ensure

their verbal and non-verbal communications are characterised by acceptance and inclusion. Additionally, ensuring these values are present in school policy may be considered important. Specific mention of gender diversity within guidance may be advantageous.

Participants suggested that some adults (EPs, school staff and parents alike) may have concerns or experience difficulties associated with supporting the trans* community. As such, it may be important that all stakeholders have access to support networks whether that be professional or peer supervision, advice from multi-agency professionals or local/online support groups.

EPs in this study discussed the influence of the media on views and attitudes. This highlights the importance of responsible reporting by journalists as well as the benefits of organisations such as On the Road Media (2017) whose 'All About Trans' project seeks to positively influence the portrayal of the community.

5.5. Future research

In this study, 'awareness, thought and discussion about gender identity,' 'beliefs and attitudes influencing practice,' 'knowledge and uncertainty,' 'complexity' and 'contextual factors' were the 5 themes that seemed to influence participants' perception of the EP role (captured in the sixth theme: 'the EP role with the trans* community'). Specific research projects aimed at exploring any of these salient ideas in more depth could provide further insight.

This study involved a small number of participants (8) who were all females and all worked in the same LA EPS. Participants gender and work place likely influenced the internal constructs they drew upon during interviews. Replication of this study on

a wider scale involving EPs with different gender identities who work in different contexts may be interesting to view alongside this data set.

Perceptions of the EP role held by school staff and LA workers were described by participants to have influence on work EPs are able to complete in service of the trans* community. As such, a research project gathering their views may be beneficial.

Numerous participants highlighted the importance of the pupil's voice in any work EPs complete supporting schools to improve outcomes for trans* students. As discussed in detail below (see 5.8 Reflections on the Research Process), I initially hoped to complete a project with children and young people as participants; future research gathering their perspectives would arguably be a valuable addition to the current limited evidence base (Bowskill, 2017).

5.6. Strength and limitations

A number of measures were taken to ensure this study was conducted to a high ethical standard and Yardley's (2000) criteria were adhered to, to promote trustworthiness (see 3.6 Research Quality for further information).

Braun and Clarke's (2006) framework was applied to ensure the thematic analysis conducted was thorougher. Historically, thematic analysis has been criticised for simply describing data rather than interpreting participants' narratives (Robson, 2011). In order to overcome this, data in this study was not only coded semantically but latently as well; findings were then interpreted with reference to both previous literature (see '5.2. Findings in relation to previous literature and contextual factors') and theory (see '5.3. Findings in relation to wider research and theoretical frameworks').

This constructivist study holds the view that no research is generalisable (Lincoln and Guba, 2000) and as such findings are not considered applicable to the entire

EP population. Nonetheless, they are still seen as useful in that they raise important considerations for stakeholders hoping to support the trans* community (for more details see '5.4. Implications of findings). It must also be acknowledged that this study involved a small, all female sample of EPs who worked in the same service; thus the constructs of reality shared by participants may be more similar than if a more diverse sample was used.

As with all qualitative methodologies, researchers are required to interpret information shared by participants. With interpretation comes the possibility of misinterpretation (Willig, 2013). The detrimental role psychological defences could play in this process is discussed above (5.3.5. The defended researcher) alongside the steps that were taken to ensure the integrity of findings was maintained. Additionally, the potential for participants' narratives to be influenced by their unconscious worlds (discussed above 5.3.4. The defended participant) could be seen as a limitation of this study. However, one could argue EPs are likely influenced by their defences across professional contexts and as such this project is reflective of everyday experience.

As discussed above (see '3.3.3. Recruitment: insider research'), this study can be viewed as an example of insider research bringing with it inherent strengths and limitations. It could be hypothesised that some of the difficulty or discomfort participants may have felt during interviews could have been exacerbated by the pre-existing relationship they had with me, the interviewer. Participants (qualified EPs) may have been uncomfortable telling me (a trainee) they knew little about the trans* community. Nonetheless, it could also be suggested that the fact some interviewees were willing to openly share their personal and professionals' beliefs could have been facilitated by this dynamic.

5.7. Dissemination of findings

I aim to share the results of this study with the EP participants who were involved along with other members of the service during a professional development day. I hope this will promote discussion amongst the team with reference to the EP role with the trans* community. Additionally, I aim to work with colleagues to produce guidance for EPs, LA staff and schools alike outlining key considerations for support in this area.

I hope to convey my results to a wider audience by presenting at an annual conference such as the 'Division of Educational and Child Psychology' (DECP) and by publishing the research in a journal e.g. 'Educational Psychology in Practice'.

More broadly, my understanding of gender identity and the EP role in this area, has greatly advanced as a result of producing this thesis; this knowledge will remain with me as I continue my professional career and will inform my practice. I will ensure I converse with every school I work in about gender diversity hoping to promote acceptance and inclusion. Additionally, I will advocate for the trans* population within my EP team hoping to raise awareness, improve understanding and provoke thought and discussion amongst my colleagues.

5.8 Reflections on the research process

Conducting this research project was both incredibly rewarding and challenging in equal measures. In this section, I will talk to some of the highs and lows of my journey producing this thesis.

When I made the decision to study this area, I had hoped to gather the voice of trans* children and young people; something I feel is particularly important and somewhat absent from the current literature base (Bowskill, 2017). However, based on the

experience of others who had tried to get permission to carry out this study, I was advised that ethical approval would be especially challenging and potentially not granted. Given the limited time I had to complete this project, I disappointedly abandoned this idea but maintained committed to gathering the student voice. I turned my attention to all children and young people. I hoped to complete a project seeking all students' views on gender diversity; if trans* individuals are frequently bullied by their peers (Stonewall, 2017), any member of the student population could arguably provide insight into intervention needed to reduce discrimination. Despite twice submitting this idea for ethical approval, I could not convince the panel; they argued that discussing a minority community without members of that group present may result in further marginalisation. Whilst I understand this perspective, I still hold a view that there is an ethical way to complete this important project. Nonetheless, again concerned about time constraints, I shifted my attention to gathering the views of EPs about their perception of role.

When designing this study, I paid careful attention to language. I read literature about the large number of terms used to describe different gender identities (e.g. Carroll, 2010). As a cisgender individual myself, I felt somewhat uncomfortable selecting a term to describe a group I was not part of. My decision to use 'trans*' was made after careful consideration (see 1.2.2. Gender Identity: 'cisgender' and 'trans*' for further details) although I apologetically acknowledge that some members of the community may have a preference for different language.

I spent some time engaged in debate with my supervisor as to whether I should recruit professionals who had experience with the trans* community or simply any EP in the UK. I decided on the latter option because, as noted by one of my participants, Emily, any EP could be asked to carry out work in this area at anytime. I believe all

EPs who took part in this study, regardless of their experience, added a real richness to my data set. Additionally, hearing participants who had never worked in this area explain the interview encouraged them to think about gender identity, consider seeking education or discuss the topic with schools, was a particularly rewarding part of the research process.

Whilst conducting interviews, I felt a real sense of privilege and was particularly interested by the different perspectives participants shared. However, at times, I found myself wanting to slip into a consultant role asking questions to provoke alternative thoughts or providing information when interviewee's expressed uncertainty. The semi-structured nature of the interviews allowed me to resist this temptation and stay within my role as a researcher. Nonetheless, my presence in the interview process cannot be ignored and the answers provided by participants may have differed should I have asked questions in a different manner.

Analysing the data was by far the most challenging part of the research process. On my first attempt at coding an interview transcript, I felt I produced too many codes some of which took participants narratives out of context or were unrelated to the research question. As such, I decided to begin again. On my second attempt, I agonised over every assigned code to ensure it remained close to the data and that previous knowledge I had about participants from my contact with them outside of the project, did not influence the analytical process. I shared a sample of my codes with my supervisor who judged them to be closely linked to the data. Nonetheless, as this is a constructivist study, it is acknowledged that another researcher with a different internal world may have made some different analytical decisions.

After working my data up into themes, I had a strong sense of accomplishment. I enjoyed writing my findings chapter as it enabled me to again view the data holistically rather than in parts as necessary during the coding process.

Overall, this process has been immensely helpful; I have learnt about both myself in the role of a researcher and gender diversity. This knowledge is something I will take forward in my personal and professional future.

5.9. Conclusion

This research aimed to explore EPs perceptions of their role supporting schools to improve outcomes for trans* students. A relativist ontological and constructivist epistemological position was adopted. 8 LA, EPs were recruited and took part in a semi-structured interview. Thematic analysis was employed which gave rise to six inter-connected themes ‘awareness, thought and discussion about gender identity,’ ‘knowledge and uncertainty,’ ‘beliefs and attitudes influencing practice,’ the ‘EP role with the trans* community,’ ‘complexity’ and ‘contextual factors.’

Whilst there was deemed to be limited previous literature in this area of study, papers could be found supporting many of the ideas suggested by participants in this project. However, there were also some findings that differed from those reported by other authors and some in which no relevant literature could be found to draw meaningful comparison. Additionally, participants’ narratives were discussed with reference to Bronfenbrenner’s (1979) Ecological Systems Theory; EPs described their role working across systems to try and positively influence trans* children and young people’s development. Psychodynamic ideas were also considered including the concept of containment (Bion, 1962) and psychological defences that may govern beliefs, attitudes and practice around gender identity.

Strengths and limitations of this study are discussed including facets associated with the qualitative design, the implications of 'insider research,' the employment of thematic analysis, the trustworthiness of the project, the ethics of the study and the usefulness of findings for relevant stakeholders.

The ways in which the findings of this study will be disseminated are outlined; conclusions will be shared both across the LA in which the project was conducted and to a wider audience via journals and conferences. Implications of this study are also described. It is hoped that this project will contribute to the EP profession by offering practitioners ideas as to potential ways they may work with schools to improve outcomes for trans* children and young people. Participants views about factors that may act as barriers to EPs working in this area may be helpful to consider; these include lack of awareness, thought or discussion, prejudicial beliefs, limited understanding and complexities associated with identification, language or adults' emotional responses. Additionally, the importance of context was felt to be emphasised by participants in this study; as such EPs may be encouraged to consider their own personal characteristics, the particulars of the case/project they are working on and local or national socio-political factors when supporting schools with trans* pupils.

Suggestions for future research are noted including gathering the perspective of different stakeholders, replicating the study with a more diverse and bigger sample and exploring some of the ideas described by participants in more depth.

Finally, reflections on the research journey are presented including the joys and challenges of putting this thesis together.

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Appendices

Appendix A: Justification for narrowing papers from 62 to 9

Inclusion criteria	Number of papers that did not meet inclusion criteria
<p>Participants are questioned about the role of psychologists supporting schools to improve outcomes for trans* students.</p> <p style="text-align: center;">AND/OR</p> <p>The researcher(s) has an explicit focus on discussing the implications of results to psychologists working in schools to support trans* pupils.</p>	46
<p>Research contains a primary data source or novel analysis of secondary data.</p>	7

Appendix B: Frameworks for critiquing literature

Example of a paper critiqued using Walsh and Downe's (2006) appraisal tool

Bowskill (2017) How educational professionals can improve outcomes for transgender children and young people

Scope and Purpose

Clarity of focus demonstrated		How educational professionals can improve outcomes for transgender children and young people
Explicit purpose given		Theory building
Links between research and existing knowledge demonstrated		Increasing number of children and young people who identify as transgender. Research suggests outcomes for transgender pupils are less favourable than their cisgender peers. Minimal research has been conducted exploring of the role of educational professionals (school staff and EPs) in supporting transgender pupils. There is little guidance for educational professionals on how to support transgender students and some research to suggest school staff feel ill-prepared

Design

Rationale given for the use of qualitative design		Not noted.
Discussion of epistemological/ontological grounding		Constructivist approach as gender and identity are viewed as social constructs
Rationale explored for specific qualitative method; Discussion of why particular method chosen is most appropriate/sensitive/relevant for the research question/aims		Grounded theory as little previous research has been conducted in this area so there is a need for a theory to be developed that can inform practice.
Setting Appropriate		Setting is unknown as it was not discussed in the article.

Were data collection methods appropriate for the type of data required and the specific qualitative method?		Intensive interviewing was used. This approach is justified; it gives the interviewer sufficient flexibility to attend to participants responses. Additionally, it is appropriate for grounded theory as it allows the researcher to explore emerging ideas from early interviews in later ones.
Were they likely to capture the complexity/diversity of experience and illuminate context in sufficient detail?		Yes transgender people and educational professionals were interviewed allowing both perspectives to be explored. The interviewer schedule was flexible allowing participants to be probed for further detail. Questions for later interviews were developed based on experiences shared by those in earlier ones.
Was triangulation of data sources used if appropriate?		Yes perspectives were sought from 15 transgender adults as well as 10 educational professionals spanning 4 different professions.

Sampling Strategy

Selection criteria detailed, and description of how sampling was undertaken		Opportunistic sampling was used; where/how this was done is not described. Participants had to be transgender or educational professionals. Definition of transgender is given but not educational professionals. If there were any further criteria for participation they are not noted. Number of participants determined based on theoretical saturation.
Justification for sampling strategy		None given
Thickness of description likely to be achieved from sampling		Both transgender adults and a range of different educational professionals were questioned. Participants numbers were determined based on theoretical saturation.
Any disparity between planned and actual sample explained		None discussed

Analysis

Approach made explicit		Constructivist Grounded theory
Was it appropriate for the qualitative method chosen		Yes
Was data managed by software or by hand; why?		Not noted
Discussions of how coding systems/ contextual frameworks evolved.		Yes: detailed description of how Charmaz's (2014) guidelines were used including initial codes, focus codes and categories.
How was the context of data retained during analysis?		Regularly revisiting transcripts to get a clearer understanding of what each code meant. Use of memo's.
Evidence that subjective meanings of participants were portrayed		The entire interview was transcribed; each line was coded with all possible interpretations; codes were checked and rechecked alongside data.
Evidence of more than one researcher involved if appropriate to epistemological/theoretical stance		Not necessary as it a constructivist methodology
Did research participants have involvement in analysis		Not noted
Discussion around how the researcher decided the amount and quality of data was sufficient.		Charmaz's (2014) criteria for theoretical saturation are noted and appear to have been satisfied.
Evidence that deviant data was sought or discussion/rationale if not		Codes were continually modified to account for any data that did not fit with initial ones.

Interpretation

Description of social, physical and interpersonal context of data collection		Not noted
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Evidence that researcher spent time 'dwelling with data' interrogating it for competing/alternative phenomena		Yes: followed Charmas's (2014) guidelines; codes and categories were check and re-checked against data multiple times.
Sufficient description of re-search process such that others can follow 'audit trail.'		Yes: Charmaz's (2014) guidelines described in some depth.
Extensive use of field notes entries/verbatim interview quotes in discussion of findings		Discussion around the use of memo's but no examples given. Quotes used in discussion of findings.
Clear exposition of how interpretation led to conclusions		Yes - in both written form and using a diagram.

Reflexivity

Discussion of the relationship between researcher and participants during fieldwork		Not noted
Demonstration of the researchers influence of stages of the research process		Not noted
Evidence of self-awareness/insight		Not noted
Documentation of the effects of the research on researcher		In the concluding paragraph, the word 'we' is used to describe what EPs can do to support transgender students; 'we' meaning the researcher and other EPs.
Evidence of how problems/complications met were dealt with		Not noted

Comment: The author notes that memos were used to 'reflect' on interviews but no further info is given.

Ethical dimensions

Ethical committee approval granted		From university ethics committee
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Clear commitment to integrity, honesty, transparency, equality and mutual respect in relationships with participants.		Participants are spoken about respectfully throughout the article. Discussion around valuing the voice of both transgender people and educational professionals. Discussion of the importance of children and young people's voices. Data collection method chosen allowed the researcher to attend to what participants were saying. Transparency: detailed description of the analytical process; written and visual display of how theory was developed from codes/categories.
Evidence of fair dealing with all participants		All participants were subjected to the same data collection procedure; all data was analysed in the same way. No data was excluded.
Recording of dilemmas met and how they were resolved in relation to ethical issues		Discussion around wanting to interview transgender school aged pupils but not getting ethical approval; spoke to adults instead.
Documentation of how autonomy, consent, confidentiality and anonymity was managed.		Not explicitly discussed but participant confidentiality and anonymity are maintained in the article.

Relevance and transferability

Sufficient evidence for typicality specificity to be assessed		Clear definition of 'transgender' given.
Analysis interwoven with existing theories and other relevant exploratory literature drawn from similar settings and studies		Referral to a wide range of literature when discussing findings.
Discussion of how explanatory propositions/ emergent theory may fit with other contexts		Explicit recommendations given to educational professionals in schools based on theory developed.
Limitations/weaknesses of study clearly outlined		Discussion around not involving transgender young people and the limitations of considering adults retrospective experiences. Other limitations not noted

Clearly resonates with other knowledge and experience		Resonates with my own experience both as a member of school staff and a trainee EP as well as that described in literature.
Results/conclusions obviously supported by evidence		Transparent analytical procedure used. Quotes from interviews used in discussion.
Provides new insights and increases understanding		Discussion around limited previous knowledge and what this study added
Interpretation plausible/makes sense		Links between analysis and interpretation explicitly made.
Significant for current policies/practices outlined		Explicit recommendations made to educational professionals and policy makers
Assessment of value/empowerment of participants		Not explicitly discussed, however, may be assumed.
Outlines further directions to investigate		Explicit discussion of gaps still in literature
Comment on whether aims purposes were achieved		Summary of what aims were and how they were achieved.

Example of a paper critiqued using Holland and Rees's (2010) framework

Arora, Kelly and Goldstein (2016) Current and Future School Psychologists Preparedness to work with LGBT Students: role of education and Gay Straight Alliances (GSA)

Focus

What topic is the concern of this article?		The attitudes and preparedness of School Psychologists to supporting LGBT students.
Can you identify measurable 'variables' in the title or researcher's statement concerning their main interest?		Education Level The presence of GSA's in schools Current and future School Psychologists preparedness to work with LGBT students
Is this an important topic for research?		LGBT students are a high need group who are at risk of mental health difficulties and thus need to be well supported.

Background

How does the researcher argue that the topic is worthwhile?		LGBT students are a high need group who are at risk of mental health difficulties Research suggests that some students have poor school experiences School Psychologists are well placed to support this group There is evidence to suggest School Psychologists do not always take up their potential role supporting this population.
How widespread or big a problem is it?		No discussion around prevalence of LGBT students but discussion around high number of mental health needs within the population. Additionally no discussion around the number of practicing School Psychologists but discussion around high numbers who haven't acted to prevent discrimination against LGBT students or haven't received any specific training.

Is the seriousness of the topic reinforced by the previous studies?		Numerous studies noted which look at negative outcomes and experiences of LGBT students. Additionally, studies noted about limited training /knowledge School Psychologists possess as well as likelihood to try to prevent discrimination.
Is there a thorough review of the literature outlining current knowledge on this topic?		No discussion around how literature was selected. However, a number of studies presented around the needs of the LGBT community, the role of School Psychologists, the educational level of School Psychologists and GSA's.
Are the key variables defined and an attempt made to consider how they can be measured? E.g. definitions of 'pain' or 'anxiety' and descriptions of scales frequently used to measure them.		Definition of 'attitude' and 'preparedness' described with reference to the scales used to measure these facets.

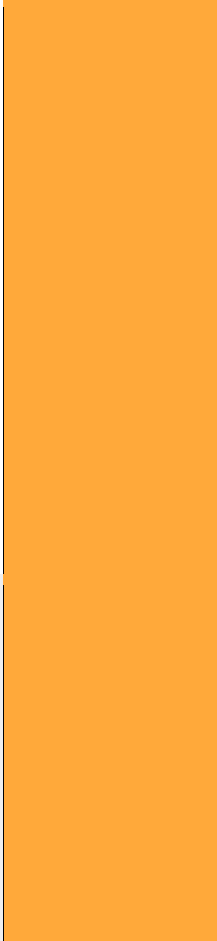
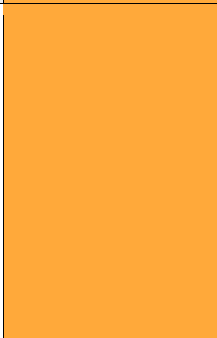
Aims

What is the statement of the aim of the data collection?		To assess current and future School Psychologists attitudes and preparedness to support LGBT students in schools. More specifically to consider the role of education around the LGBT population on School Psychologists attitudes and preparedness and the impact of GSA's.
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Methodology

Within a quantitative approach, is it a survey, experimental (RCT), or correlation study? Does seem suitable given the aim of the study?		Correlation study; suitable for aims.
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Tool of Data Collection

<p>What was the method used to collect the data? Had this been used in previous studies. If not, was it piloted?</p>		<p>Attitude was measured using The Lesbian, Gay and Bisexual knowledge and attitude scale for heterosexuals; The Marlowe-Scrowne Social Desirability Scale was used to determine whether participants were responding honestly or in a way they felt they should- both have been used in previous studies.</p> <p>Preparedness was measured by simply asking participants to provide a self rating. There is no mention of the use of this in previous studies and no discussion around piloting.</p>
<p>Is there any mention of quality assurance measures?</p>		<p>Reliability and validity are discussed with reference to The Lesbian, Gay and Bisexual knowledge and attitude scale for heterosexuals; The Marlowe-Scrowne Social Desirability Scale</p> <p>However, there is no mention of these ideas with reference to the self rating of preparedness participants were asked to give.</p>
<p>Is there a rationale given for the choice of tool?</p>		<p>Clear rationale given for use of The Lesbian, Gay and Bisexual knowledge and attitude scale for heterosexuals; The Marlowe-Scrowne Social Desirability Scale</p> <p>However, no rationale given for the use of self rating around preparedness.</p>
<p>Could an alternative tool have been considered?</p>		<p>Not noted</p>

Method of Data analysis and Presentation

<p>Is the method of processing and analysing the results described?</p>		<p>The Statistical tests used are clearly described (primarily different types of ANOVA); it could be assumed a computer program was used to generate results but this is not explicitly stated.</p>
<p>Are the results clearly presented?</p>		<p>Results are presented clearly using subheadings, tables and descriptions.</p>

Does the researcher clearly explain any statistical techniques or methods of presentation such as tables, graphs, pie charts?		The statistical tests used are clearly described (primarily different types of ANOVA) 3 tables are used to present results which are clearly labelled.
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Sample

On how many people, events, or things are the results based?		279
If questionnaires were used, what was the response rate?		Low response rates 15.6% for graduate students; 19.06% for practicing School Psychologists
Were there inclusion and exclusion criteria stated? Were these reasonable given the research question?		Reasonable inclusion and exclusion criteria were used which related to the research question. School Psychologists had to be registered with the regional branch of the school psychology association. Graduate students had to be completing an approved doctoral or masters School Psychologist training program in a New York State Results are limited to the particular state in america in which the study took place; this is acknowledge by the author
What method was used to select who were included in the study (the sampling strategy)?		Volunteer sampling
Is demographic information provided about the sample to contextualise findings?		Personal and professional information noted.

Ethical Considerations

Did an ethics committee approve the study?		Noted
Was informed consent gained and mention made of confidentiality?		Not noted

Could the study be said to be ethically rigorous?		Not enough detail provided for comment
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Findings

What did they find in answer to their aim?		<p>Current and future psychologist both expressed positive attitudes towards LGBT students and felt moderately prepared to support them. School Psychologists were slightly more positive and felt more prepared than the graduate students.</p> <p>The more specific LGBT training School Psychologists and graduate students had had the more knowledgeable and able they felt to support the population.</p> <p>The longer a School Psychologist had been practicing the more positive their attitude and the better prepared they felt.</p> <p>Presence of GSA's had a positive impact on attitudes and preparedness of School Psychologists but not graduate students.</p>
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Conclusions and Recommendations

Did they give a clear answer to their aim?		<p>Current and future School Psychologists have positive attitudes and feel moderately preparedness to support LGBT students in schools. Educational level has a positive impact on attitude and preparedness. GSA has a positive impact for qualified School Psychologists but not graduate students.</p>
If they stated a hypothesis, did they say if this was supported or rejected?		<p>Discussion around the fact that all hypotheses bar one are supported; the idea that GSA presence would have a positive impact on graduate students attitudes and preparedness to support LGBT students in schools.</p>

<p>Were clear recommendations made (who should do what, how, now)?</p>		<p>School Psychologists should play a greater role advocating for, developing and working with GSA's in schools.</p> <p>Initial psychologist training and continued professional development programs should consistently and thoroughly focus on LGBT issues. Additional research is needed around exactly what training should include.</p> <p>More data and different types of data is needed around attitude and preparedness of School Psychologists as well as different factors which may impact these facets.</p> <p>Recommendations are fairly clear and detailed.</p>
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Limitations

<p>Did they acknowledge any limitations to the study?</p>		<p>Discussion around limitations of sampling method.</p> <p>Identity of information the study did not provide and in which further research could be conducted.</p>
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Application to Practice

<p>How do the results relate to practice? Should any changes be considered?</p>		<p>Implications for School Psychologist initial training, continued professional development and practice (refer to recommendations)</p>
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Appendix C: Information sheet for participants

Information Sheet

Research Title: Exploring EPs perceptions of the support they can offer schools to improve outcomes for the trans* population

My name is Emma Sagzan and I am studying a course in Child, Community and Educational Psychology at Tavistock and Portman NHS Trust. I am doing this piece of research as a part of my course and I would like to invite you to take part.

Before you decide whether you would like to take part, you need to understand why the research is being done and what it would involve for you. Please take time to read the information carefully and decide whether or not you wish to take part.

What is the aim of the research?

The aim of the study is to find out how EPs feel they can support schools to improve outcomes for the trans* population. For the purpose of this study, trans* is an umbrella term to refer to any individual who identifies outside the male/female binary. It is hoped this piece of research will raise the profile of the trans* community within the EP profession and inform and encourage EPs to enter discussions with school staff and consider the support they can offer.

Who can take part in this research?

Any fully qualified, Health Care Professional Council (HCPC) registered, practicing EP in the UK.

Do I have to take part?

You do not have to take part in this study, and it is up to you to decide. You are free to withdraw at any time, without giving a reason up until the stage that the data is being analysed.

What will happen if I choose to take part?

If you choose to take part, you will be invited to come and meet me at Brent Civic centre. When we meet, I will explain what we will do and we will talk for a short time (no longer than 1 hour) about your thoughts on how EPs can support schools to improve outcomes for trans*children and young people

I would like to make an audio recording of our meeting so they can be transcribed to ensure I capture your thoughts accurately. The recordings will be stored anonymously, using password-protected software. You can ask for the recordings to be stopped or deleted at any time.

What are the possible benefits of taking part?

It is hoped that the EPs participating in this research may find the process of sharing their thoughts helpful and insightful. Interviews may lead participants to reflect on their own practice. Furthermore, those participating in the study will be making a valuable contribution to the EP knowledge base.

What will happen to the findings from the research?

The findings from the research will be typed up and will make up my thesis, which will be part of my Educational Psychology qualification. I will share some of the findings with Brent Educational Psychology Service and there might be times where I share the findings with other professionals. The findings may also be shared more broadly through publication. If you would like to discuss the findings with me individually, I would be happy to meet with you or send you them via email.

What will happen if I don't want to carry on with this research?

You can withdraw from the research at any time and if you want to stop, you can leave the interview at any time without explaining why. Following the interview, you still have the right to withdraw and your data can be removed from the study up until the stage that it has been transcribed, anonymised and analysis has started (likely to be within 6 weeks of interview). At that point, I can no longer retrieve or remove your data as it will not be traceable by anyone, including me.

Will my taking part in this study be kept confidential?

Yes. I will follow ethical and legal practice and all information about you will be handled in confidence. All information that is collected will be kept strictly confidential. All records related to your participation in this research study will be

handled and stored appropriately. Your identity on these records will be indicated by a pseudonym rather than by your name. The data will be kept for a minimum of 5 years. Data collected during the study will be stored and used in compliance with the UK Data Protection Act (1998).

Are there times when my data cannot be kept confidential?

If you tell me something that makes me concerned about the safety of you or someone else, then I might have to share that information with others in order to keep you or someone else safe. However, I would always aim to discuss this with you first when possible. Because I am meeting with between 6 to 10 professionals, there is a chance that you may recognise some of the things you said in my research. To protect your identity, your name will be a pseudonym so that others are less likely to be able to recognise you and what you said.

Who has given permission for this research?

The training institution that I am studying at Tavistock and Portman NHS Trust has given me ethical approval to do the research.

Further information and contact details

If you have any questions or concerns about any aspect of the research, please contact me:

Email: ecohen@tavi-port.nhs.uk

If you have any concerns about the research then you can contact Simon Carrington who works for the Tavistock and Portman research department. His contact details are:

Email: SCarrington@tavi-port.nhs.uk

Telephone: 020 7435 7111

Appendix D: Participant consent form

Consent Form

Research Title: Exploring EPs perceptions of the support they can offer schools to improve outcomes for the trans* population

- I have read and understood the information sheet and have had the chance to ask the researcher questions.
- I understand that my participation in this research is voluntary and I am free to withdraw at any time without giving a reason.
- I agree for my interviews to be recorded.
- I understand that my data will be anonymised to reduce the chance of people linking the data to me.
- I understand that my interviews will be used for this research and cannot be accessed for any other purposes.
- I understand that the findings from this research may be published and available for the public to read.
- I am willing to participate in this research.

Your name.....Signed.....Date... /... /...

If you have any questions or concerns about any aspect of the research, please contact me via e-mail: ecohen@tavi-port.nhs.uk

If you have any concerns about the research then you can contact Simon Carrington who works for the Tavistock and Portman research department. His contact details are:

Email: SCarrington@tavi-port.nhs.uk

Telephone: 020 7435 7111

Appendix E: Demographic information sheet

Demographic Information

Research Title: Exploring EPs perceptions of the support they can offer schools to improve outcomes for the trans* population

Personal Information

Name:

Age:

Gender Identity:

Ethnicity:

Religion:

Education and Work Experience

Qualifications:

Place of EP training:

Year of EP training:

Roles within EP services:
(*past or present*)

Have you ever completed any had any training around gender identity? If so, please provide details?

Appendix F: Semi-structured interview schedule

Semi-Structured Interview Schedule

Research Title: Exploring EPs perceptions of the support they can offer schools to improve outcomes for the trans* population

Can you tell me about any previous work you have done supporting schools to improve outcomes for trans* children or young people?

- If not, why might this be?

Can you tell me about any ways the schools you work in attempt to improve outcomes for the trans* population?

How do you think EPs can support schools to improve outcomes for trans* students?

What factors may facilitate an EP being able to support a school to improve outcomes for trans* students?

What might the barriers be?

Do you have any further comments? Or is there anything you want to add?

Appendix G: Ethical approval

The Tavistock and Portman 
NHS Foundation Trust

Quality Assurance and Enhancement
Directorate of Education and Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA
Tel: 020 8938 2699
<https://tavistockandportman.nhs.uk/>

Emma Cohen

By Email

5 November 2018

Dear Ms Cohen,

Re: Trust Research Ethics Application

Title: Exploring EPs perceptions of the support they can offer schools to improve outcomes for the trans* population

Thank you for submitting your updated Research Ethics documentation. I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

If you have any further questions or require any clarification do not hesitate to contact me. I am copying this communication to your supervisor.
May I take this opportunity of wishing you every success with your research.

Yours sincerely,

Best regards,

Paru Jeram

Secretary to the Trust Research Degrees Subcommittee T: 020 938 2699

E: academicquality@tavi-Port.nhs.uk

cc. Course Lead, Supervisor

Appendix H: Example interview transcript (Barbara)

A guide to the transcription style used in this example can be found in the main body of this thesis; 'Table 6' located within the 'Analysis' chapter. In addition to that noted in table 6, the codes (LA) and (youth group) can be found in this transcript. They serve to anonymise the name of the LA and youth group that the participant discussed.

so erm can you tell me about any ways you have worked to support schools to improve outcomes for trans* students

erm i think probably in general just in erm expanding their concept around it **(ok)** erm so in when when we've been working with cases where they they feel quite confused around it do i call her she do i call her he just thinking with them about what the young person wants to be called and i guess erm just expanding their concept around the binary and just drawing their attention to the fact that it is a construct that we have that its male is male and female is female erm yeh i guess its more about (pause) yeh conceptualising the fact there is such as a thing as people that (pause) erm define themselves outside that binary and recognising their own bias i guess of (pause) boys should be boys and girls should be girls **(uhum)** erm just so that they start to say o yeh i actually do have theres a little bit of my gunk in here that might be getting in the way of me really seeing this young person as a young person whose going through their process and really I'm a little bit stuck on the gender and my hesitance reluctance resistance whatever it is to really understand it and erm thats maybe getting in the way of thinking do you know what if if i identified as he then i would not want to only have an option of male toilets where i don't think I'm going to be accepted and could be bullied or female toilets do we need to think about gender toilets in this school **(uhmm)** it seems like once you move the thinking then they start to think more clearly and more proactively erm (pause) so definitely in terms of schools (pause) in terms of just gender I've done a lot of work but thats less trans well i guess it just expanding constructs around gender **(uhmm)** done a lot of that in children centres

ok tell me a bit more about that

erm so i did some gender training (pause) to start to think about (pause) yeh all thats in between and thinking of it as a con continuum but even those who identify even those people young people children young people who identify as male and our physically male still the concept of gender we often project on to erm why you playing with the dolls and not the **(uhmm)** the trucks and the little girl why is she so dirty but we wouldn't actually say that you know why is her dress so dirty and I'm pre-occupied with that but just to realise I'm not pre-occupied with **(yeh)** the boys clothes being dirty and just yeh to to think about especially in children's centres and nurseries where there are the real beginning of what could be early intervention of just allowing

allowing people to be themselves and not needing to think o I'm not a good enough boy I'm not a good enough girl (**hmm**) that could in a way lead into some sort of confusion around (**yeh**) gender if they erm don't feel accepted as just who they are but there seen through the lens of but girls are supposed to do this but i don't want to do that so their must be something wrong with me (**uhu**) so yeh I've done a lot of work in children's centres around gender erm yeh

and in terms of that work how was it kind of contracted

erm so in children's centres erm it's really been (pause) very organic in that its whatever comes from the parents we actually had a parent that erm thr through a consultation with me raised it as a a theme in that her (pause) 3 year old 4 year old 3 year old wanted to dress up in girls clothes and she felt her her instinct was that it was ok (uh) it was just let him be might be that one day (**yeh**) maybe it will or maybe not or maybe its still absolutely a boy who will identify as a boy (**yeh**) but but goes through this period of wanting to wear a dress and it doesn't negate it doesn't predict anything (**yeh**) that was her instinct and yet because of all the reactions of the all the parents like o why are you letting him do that why you you know aren't you worried about what he's going to be like in the future all this projection of this is going to make him trans or this is going to make him gay or this is gonna something (**uhu**) erm in a way started to affect how she was (pause) how she was accepting it and getting her to the point of resisting it and getting annoyed with him for it (yeh) so in her bringing it up it meant that we could then think together that is something that maybe because she was referring to a lot of the parents in the children centre (**uhmm**) that this is something we could do to think about a bit more widely and with staff erm yeh so thats mostly how its worked out in the children's centres

so when you were talking at the beginning with schools so hows that kind of come up those conversations (erm) in what kind of context

so we had a young person who was raised to me by i did some work on the side as a volunteer for an LGBTQ charity and i was doing some supervision of someone and they had a young person who (pause) erm one in one of my schools so they let me know (**hmm**) who hadn't been raised for any EP involvement (**yep**) there were no concerns about learning but beginning to be concerns about emotional wellbeing in their process of transitioning from female to male and an awareness that the school don't really understand erm or didn't didn't really understand and that they needed some support in maybe thinking about the pronouns that they used and and erm understanding which contexts their ready to (pause) say he in and which contexts there still saying she in (**uhu**) and to understand the nuance of that and erm so i raised it with the school to get the young person some erm (pause) some counselling (hmm) because you know there was a level of me becoming involved with them but needing them to have some support in the process (hmm) and the school realising (**yeh**) what there going through and they they still needed support even if they hadn't come up on the radar yet of (**uhmm**) erm (pause) so that i think that then just broadened the concept out across my schools just to think about (pause) pre-emptively really how do

my schools think about these things (**hmm**) are they are they prepared if they do get a young person (**yeh**) erm (pause) who is transitioning to be able to really deal with them and is this you know what i mean (**yeh**) is this in the most sensitive way possible (**uhmm**) erm yeh

so in all the cases you've kind of spoken about its its been you you've brought it up with schools as in someone's brought it up not a member of school staff with you and then you've raised it with school staff

yeh yeh that young person wasn't raised to me and actually when i mentioned it to them they didn't even know his name erm and it was all a bit of a shock of o we didn't we didn't kind of we've not really understood whats going on there really (**hmm**) that actually he's going through a transition and he needs some support erm in his journey from us and some mental health some counselling support (**uhmm**) in the process so yeh they hadn't it hadn't come up on their radar in CAMHS it comes up a lot more (pause) I'm often hearing about colleagues working with children young people erm who are either identifying (pause) as the other gender as what they were born as physically born as (**uhmm**) or erm identified as or (pause) gender non-binary

as in schools referring to CAMHS

schools referring to CAMHS no probably more parents going to GPs and then them referring to CAMHS

so again its not from schools side (yeh) so on that do you have any hypotheses around maybe why schools aren't raising it with EPs you know your schools haven't ever raised it with you

erm (pause) i think thats it i don't think its specifically around this issue i think theres many other erm (pause) issues difficulties young people are facing where there just not coming up on the radar because the schools are (pause) erm (pause) a bit all consumed with (pause) those who are shouting the loudest (**uhmm**) sometimes literally those who are externalising and there er so busy worrying about them that the withdrawn or those who maybe those who don't quite seem like themselves don't seem to be spotted as much for many different reasons and i think this is one of erm (pause) because i was quite surprised without that particular young person to think they that hadn't noticed anything (**uhmm**) i guess you know he'd been able to come to school and not (pause) not not disclose it in an obvious way (**uhmm**) that would come up on their radar of concern so i think its less less about the particularity of it more it becomes one of those things that unless (pause) its obvious like maybe i i imagine if a young person was to self harm or to to t t show their anger at (yeh) in an externalising kind of way it would draw their attention (**uhmm**) and then it would be considered i don't think theres resistance to consider it i think that its one of the things their not really looking for because their so busy pre-occupied elsewhere

ok and erm do you know of any ways the schools you work in are supporting schools to improve outcomes for trans* pupils

erm i don't know if my schools do do a lot i know that they are i just saw it at my primary school yesterday and always in my secondary schools that erm that theres **(uhmm)** which is an always a erm poster or flyer kind of thing for (youth group) LGBTQ plus youth group and actually there was an announcement this week that there and even younger version it used to be 13 upwards now its 9 to 13 and 13 upwards i know that i notice that in all schools across (LA) **(ok)** so i know that they do signpost children there they do try and provide kind of in a public sphere that they (youth group) is something that they erm that they want to showcase as being part of the borough **(uhmm)** and it definitely comes up as something everybody's aware its existing so its like a youth group and theres a mental health advisor there and a youth worker but erm apart from (pause) that i think its more an individual basis in general so yeh that would be the main thing that i would think

uhu fair enough and in terms of the EPs having a role of supporting schools to improve outcomes, what do you think the facilitators are for that

errr (pause) i think theres being more training around gender and erm having more thought around (pause) staffs perceptions own perceptions of it so they can (pause) just be aware of any potential without judging themselves but just be aware of any biases that may be having (pause) just to notice if they are maybe being very erm (pause) gender binary in their in their words or their approaches or very heteronormative or very erm (pause) nuclear family about the way that they referring to (pause) presuming their parents presuming their from a family where its very (pause) erm traditional and erm (pause) and erm presuming that (pause) that i don't know but theres theres a lot of work that needs to be done just to to be able to see it and be proactive and to facilitate supporting young people **(uhmm)** i think you do need to (pause) be looking for it (so) and not take the world for granted that it is a this or that to recognise that that is your set point to take the world as a this or that (yeh) a he or she **(uhmm)** a black or white type approach (yeh) to recognise from a very young age we refer to people with through our language with the pronoun of he or she becomes very engrained so it makes it very hard to (pause) to look for how to how to be proactive in support to create a culture where someone could come forward and not just keep it on the side in LGBTQ erm youth service or through the GP to CAMHS but actually feel able to say to school i might need some support here **(yeh)** i might need some counselling i might need you to actually realise that I'm compartmentalising myself and my life by thinking i might not be accepted here **(hmm)** erm but i feel safe enough to come forward and to me that probably takes the schools having more training and then the schools doing more sort of awareness building within assemblies or just to make it feel that if theres anyone there who is in anyway thinking about struggling with their gender identity that there able to come forward

hmm so its almost like schools need training and be aware of their own biases (uhu) so there able to (see) and to see so that there then able to make an environment that children are able to young people feel able to come forward and get support if they need it (yeh yeh) ok any other facilitators to EPs being able to work with schools to support trans* students

erm (pause) i don't know i think that erm theres something i don't know if its fits with the answer to this question but **(mmm)** theres something I've done a lot of thinking as an EP about and that I've made myself question as to how we all fall naturally into presuming we create the we create the binary without permission from the child so for example if i get a 2 year old rotor case **(hmm)** and i see male and everybody else refers as he the 2 year old hasn't even developed their identity yet but I'm writing he a million times **(yeh)** he his him all the way through the report I've had moments where I've thought are we are we in some way naively enabling (pause) this really hard place for someone to be able to (pause) erm to be able to accept themselves as not fitting into that **(yeh)** because we've already done so much deterministic **(mhmm)** presuming and I've often thought is it unethical for me to you know I've come to think i don't think its unethical but i think its worth thinking and i think will move more in a direction of maybe having reports where its they **(yeh)** until that the until the child is old enough to be able to say (pause) whether they change their mind or not but their able to say yep he fits **(mmm)** erm (pause) but i haven't done any more thinking than that to actually do anything about it i have wondered whether we might move in that direction because it does feel quite deterministic to presume something without any awareness of erm how that child is gonna explore their identity

uhmm so its almost like presumption can be a barrier

yeh yeh because your feeding into this social construct and i don't think its just with trans children i think its for any anybody which is most of us that don't fit into the stereotypes of our gender **(hmm)** to feel safe to be (pause) a girl that goes to school and wants to wear trousers or you know to be a bit you know **(yeh)** on the surface about it to be to be a girl that does get muddy and throws the dolls down and and wants to climb to the tops of the climbing frame and that thats ok and that staff don't without realising it put their biases of don't go to high to the girl worrying thats she frazzling and might fall whereas the boy they haven't even questioned that he's gone to the top for them to become aware that there putting language and shaping shaping gender from an early age i think its quite an important role that we can have in helping them to understand the psychology around **(yeh)** around that

yep so my next question is what do you think the roles of EPs could be so maybe we could go to that one and come back to facilitators so we've spoken about knowledge and awareness and not thinking not making presumptions what others parts could the EP role be

erm (pause) i think i think yes staff training i think raising awareness especially when a young person has been highlighted in a school i think to maybe erm (pause) yeh

maybe to facilitate thinking around that young person (pause) ideally eliciting their views on what's worked well on the way your school is supporting you and what hasn't (**yeh**) so they can so to elicit their voice so that they can inform practice because really they would be the ones to say it would be better if (pause) but i think i think raising schools awareness that its not a separate thing just to be left to CAMHS or its actually something that they need to be involved with just as much as any other process that that young persons going through that they need school to be working with home working with other agencies to think of how the young persons doing (**mm**) i think for them to have a bit of psych education around mental illness and how and the disproportionate numbers of young people who are trans (**uhmm**) how they struggle with mental health difficulties (**hmm**) and just wondering about that and thinking could it be that they are feeling isolated anxious more than they need to about coming out about it in school are they feeling like their self esteem is so low that that could potentially lead to depression because there feeling like i don't fit in here when actually you could create a school you could create a school culture where it could feel safe to erm and i think theres a move i do think theres moves in that direction but i think theres definitely roles for EPs to draw more attention and erm to definitely highlight in situations where (pause) more support could have been given by schools and it hasn't been (**uhmm**) erm just in letting the school in particular know it would have been good if that young person could have come to you you know in a nice diplomatic way i said it but they could have shared this in school so you could have helped them with (**yeh**) sitting down and saying how do you want us to think about your pronouns how do you want us to refer to you do you want to keep it just like this or do you need us just to say you know when your ready we will switch from she to he (**yeh**) erm and yeh making them feel safe yeh so i think in really getting them to recognise that they are helping with (pause) mental health (**yeh**) and a human being not (pause) trans trans not trans person isn't the first thing of that person there a human being fundamentally (**yeh**) and to think its just another thing they need to think about in promoting mental health looking through the lens of yeh gender identity

yeh and then do you think theres any barriers in schools to EPs having a role to support trans* students

erm i mean there could be barriers on a personal level as EPs that haven't had training i think i might be possibly have a little bit more training and understanding than (**uhmm**) than some colleagues that wouldn't think or look for it so there might be some internal barriers even potentially and and some maybe just naivety lack of understanding not necessarily prejudice but there could there could be some prejudice in some old school psychologists who (**yeh**) who don't have that same awareness or understanding of erm (pause) erm erm of how most modern day EPs have understandings erm (**yeh**) and maybe theres also some barriers in the schools especially in the traded model of schools might not contract that time if they don't think thats a real (pause) worthy (pause) topic to discuss in a training to discuss in a you know a discussion group (**uhmm**) around processes (**uhmm**) or raising awareness erm any other barriers (pause) erm i think theres some fear about talking about it in some people

(uhmm) erm fear of getting it wrong so not trying at all to understand erm and just almost delegating it off to yeh i think there seems to be one extreme or another in not recognising that there could be a real impact on mental illness mental health issues if you (pause) if you don't understand what that young person is going through (hmm) or its totally mental health and they can deal with it (yeh) erm i think its getting to the in-between and thinking ok yeh on the one hand we really need to think how their doing you know a are they managing do they have good coping mechanisms but or do they need CAMHS for that or but also what can we be doing to help them navigate everyday life in school (uhmm) that could be helping them

and when you said fear can you tell me a bit more what do you think people are scared of

i think people are scared of i erm a lot of people are scared of getting it wrong like oo i don't understand that i don't almost hot potato-ing it to someone else which i think can happen erm (pause) and some people i think it maybe does fear of being erm (pause) erm questioned in some way about their knowledge and skill base to think that this is something they really need to think about

you mean the topic might ques people feel they are deskilled (yeh) because they don't have the skills

yeh to to yeh yeh people might there might be yeh a hesitance t to show that awareness of do you know what actually erm yeh actually as a school we really need to think about this actually (uhmm) actually as a school we've not done what we could do to make it an environment that would be (pause) the most supportive for someone if they were to be trans in this school (uhmm) or anyway on a gender continuum where we need to think about the boys and girls the constant thinking through that lens erm (pause) presuming things about boys and presuming things about girls not actually thinking theres a whole array of individual people out there erm yeh (pause) does that answer your question

yeh its basically any barriers of facilitators that might influence EPs having a role to support trans* students

(pause) yeh i think theres lots of facilitators as in theres a lot more erm representatives now (uhm) within local authorities within the NHS within each of the different borough area erm representing (pause) rep getting people to think about (pause) sexuality and gender

by representatives do you mean thats there actual role or they are of that sexuality and gender and so are representative

yeh yeh some of its their role whether whether they are trans (yeh) LGBTQ or not just someone thats holding that saying you know were gonna come together you know

so its like a designated role

yeh a designated role to raise awareness i think thats important that we've got that going on say for example in our (LA) EPS erm (pause) we have someone that is a representative also in CAMHS we have someone thats is a representative and they do send articles send information about whether its sexuality or trans children trans young people and signposting letting people know erm yeh the local resources (**uhmm**) community groups and things so i think thats quite helpful in helping EPs to become more aware and (**yeh**) skilled and equipt which can then cascade out into schools

yep any other kind of facilitators

erm (pause) erm (pause) i think probably time will be a good facilitator of erm (**uhmm**) (pause) of more young people coming forward more vessels in schools more of talking in society more representation on TV more more type of thinking about it and realising how many young people who are trans (pause) how many struggle to a point where they contemplate taking their lives or they do take their lives almost disproportionate to their (pause) to adolescents in general at that age (**uhmm**) or to their yeh

so theres something about time but also you mentioned something about the media and TV (uhmm) say a bit more about that

yeh i think people are more able to think about it and talk about it even if its debating it even if there not there in really understanding it or being sensitive about it (**uhmm**) just feeling its something to think about you know I've heard a lot more people in general talking about erm what is gender non-binary what does that mean

so its more heard of in society

its more heard of its more talked about more safe to talk about erm more yeh more of a vessel to talk about it (pause) and i do theres a lot more representation that is then making people question their views on it (**uhmm**) erm (pause) and to think less about the them or the their and more of (pause) the when i mean any of us could be going through that or have a child thats going through that (**uhmm**) be the teacher of a child whose going through that process of realising that (pause) things don't fit as they and that they want to change something (**yeh**) and that process will take a network of support around them and if they have to do it on their own its likely that they could erm (pause) could have some really negative outcomes in terms of the mental health potentially addictions (**uhmm**) the impact of their self esteem and what they could allow to happen to them or

yeh ok thank you and anything else that you want to kind of add or any comments

erm i think its really important it's really important for us to think about erm not just individual trans young people children and young people but also if you think of trans like how you've got it with the * there as being just thinking wider than the binary erm (pause) because even if someone isn't going through transitioning their gender i have worked with a lot of children and young people who are really struggling with their self esteem which can have a real impact on their learning it can have a real impact on their mental health emotional regulation erm social experiences through the fact that they don't feel good enough (**yeh**) because somewhere along the line someones made them feel not good enough for being a boy who wants to play with the dolls and doesn't want to go and erm want to make truck and maybe in a naive way just made them feel that something wasn't right there (**uhmm**) or even someone in an overt way actually made them feel not good enough yeh erm (pause) or a girl who grows up yeh thinking she's not good enough because she doesn't like wearing dresses or she doesn't like (pause) carrying dolls or delicate things she likes quite loud and boisterous things its actually very interesting because it connects with my thesis was looking at erm (pause) girls with a large concept around what gender what what girls means for those young people (**uhmm**) erm experiences of being excluded from school and placed in alternative provisions and i really wanted to explore you know where were at in society with allowing boys to express their emotions in more internalising ways and girls to how as a society we we understand girls externalising so so for example it seems for example a girl punching the wall it seems like o my gosh whats wrong with her (**yeh**) whereas if she's got an eating disorder or she self harms its less theres less shock there than the girl who throws the chair across the table whereas for boys its almost the opposite (**hmm**) its almost like o my gosh he's a boy and he's got bulimia (**yeh**) whereas o he's a boy and he's hit the walls again why is it that we project those things sometimes we equated being male as externalising and being female as internalising (**hmm**) so within the thesis (stutters) research that i did it was very interesting to see how the girls felt like we are we are bridging the two in a way it does feel that more boys are able to say yep I'm not (**pause**) I'm not wanting to address this outwardly but I'm really struggling its more of a kind of internal thing or erm and that more girls are feeling like you know what were just standing up for ourselves more (**hmm**) if were angry we don't feel like we don't need to be the good perfect little girl anymore and if were struggling were going to express it so yeh anyway

thanks so much

Appendix I: Screenshot from MaxQDA of initial coding

Document Browser: Alexis

1 ok erm can you tell me about any previous work you have done (uhmm) supporting schools to improve outcomes for trans* children or young people

2 supporting schools erm (pause) I would say no (laughs)

3 ok you said supporting schools any work around children and young people at all

4 erm the work i was hrm i was only involved in some assessment work when i worked in a clinic (ok) in terms of a young person who was identifying as the opposite sex it was so it wasn't through school it was through when i worked at the royal children hospital in melbourne (ok) as a research assistant

5 ok and what was that work

6 so i was the clinical research assistant for a professor and psychiatrist who ran the clinic was called erm DNP erm it was develop erm what was it erm developmentally difficult and treatment unresponsive young people (interesting) so that was kind of the clinic and i guess well at the time as well unusual cases or unusual presentations hence the diagnostically difficult or treatment unresponsive so i was aware of a child that came through the clinic erm who was identifying as the opposite sex who was approximately 4 5 years of age and who had been doing so for a couple of years so i guess the purpose of that piece of work was really in helping formulate erm on what was really i suppose on what the presenting needs were (uhu) but i just carried out the assessments and then kind of the professor the lead he did the formulating based on all of the assessments that were completed

7 ok and do you remember what those assessments were or

8 we always did kind of similar batteries of assessment so kind of i cant remember that child was young so WISC or WIPSY

Code labels and connections:

- Line 1: ..no experience (red), ..laughing - discomfort? (yellow)
- Line 3: ..previous role as a research assistant (blue), ..trans* YP assessed at a clinic (green)
- Line 6: ..previous role as clinical research ass (orange), ..experience in prev role (green), ..age (black), ..amount of time identified as trans* (black), ..assessment of needs of trans* YP at clinic (pink), ..boundaries of role (yellow)
- Line 8: ..clinic using the same battery of assessments (black)

Appendix J: Relationships between grouped codes, sub-themes and themes.

'Awareness, thought and discussion' about gender Identity

▼ ● Code System	1,664
▼ ● Awareness/ Thought/ Discussion around gender identity	0
▼ ● The interview	0
▶ ● Difficulty during the interview	148
▶ ● Impact of the interview	14
▼ ● Having Awareness/thought/discussion about gender identity	0
▶ ● Having awareness	20
▶ ● Having discussion	14
▶ ● Thinking	25
▼ ● Ability to think/ have discussions	0
▶ ● ability to think/discuss gender identity has improved	2
▶ ● having a focus of discussion is easier	1
▶ ● can't engage with a different group unless we can discuss	1
▶ ● peoples ability to name difference is variable	3
▼ ● Awareness/thought and discussion about own biases	0
▶ ● large amount of work required to notice biases	1
▶ ● influence of awareness/thought/discussion about self on practice	9
▶ ● thinking about own perceptions	4
▶ ● discussing own biases/beliefs	5
▶ ● need for awareness of own bias	2
▼ ● Influence of awareness/thought/discussion	0
▶ ● on outcomes of EP work	2
▶ ● on EP work contracted	4
▶ ● on knowledge	4
▶ ● on CYPs	10
▶ ● on beliefs/attitudes	6

'Beliefs and attitudes influencing practice

▼ ● Code System	1,664
▼ ● Beliefs and Attitudes influencing Practice	0
▼ ● Willing	0
● family/school/YP willingness to engage	1
▶ ● CYPs willing	4
▶ ● EP willing	7
▶ ● schools willingness	10
▼ ● Heteronormativity	0
● students moving away from 'expected' gender roles	1
▶ ● Making assumptions about a CYPs gender	4
▶ ● Stereotyping based on gender	15
▶ ● influence of heteronormativity	7
▶ ● linking school culture and gender stereotypes	2
▼ ● Influence of school culture	0
▶ ● influence of school culture on students coming forward	2
▶ ● influence of school culture on acceptance	3
▶ ● Religion	8
▶ ● influence of school culture on pupils experience	3
▶ ● influence of school ethos on EPs ability to create change	1
▶ ● Miscellaneous	5
▼ ● Acceptance and Openness	0
▶ ● EPs acceptance/tolerance/willing	5
▶ ● School's acceptance/tolerance/openness	10
▶ ● Parents acceptance/tolerance/openness	12
▶ ● Society Acceptance, Tolerance and Openness	10

'Knowledge and uncertainty'

Code System	Count
Code System	1,664
Knowledge and Uncertainty	0
Having knowledge	0
uncertainty around prevalence	1
Use of knowledge about other topics	10
about LA/government guidance	5
of language	9
of research	6
related to society	2
about initial EP training	1
about needs, experiences, support offered	13
generally on topic	18
about schools provision	13
lack of knowledge about whether parents complain/ impact of tha	1
knowledge of school life/pressures/practicalities	1
Gaining knowledge	0
Need for more knowledge/understanding	28
desire for more knowledge	12
Receiving training	13
influence of knowledge	0
lack of understanding leading to mental health issues	1
influence of knowledge on support in schools	12
influence of knowledge on role	4
influence of knowledge on beliefs/attitudes	4
influence of knowledge on awareness/thought/discussion	2

'EP Role with the trans* community'

Code System	Count
Code System	1,664
EP role with the Trans* Community	0
Doing EP work	0
Experience	36
Ways of working	39
Working at different levels	20
Working with different stakeholders	64
Approach	93
Contracting	61
Exploring a situation	35
Aims of EP work	157
Specialist EP Positions	0
Role of a Specialist EPs would include...	2
Circumstances that determine whether Specialist EP are required	4
Representatives	8
Self in a specialist role	2
Specialists have important role	1
specialists deskilling others if not managed well	1
EP Role vs Other Professionals	0
Others current providing support rather than EP	9
others as better placed to take up role?	9
Role of other professionals	20
EP well placed to take role	18
Influence of role	3

'Complexity'

▼ Code System	1,664
▼ Complexity	0
▼ Gender identity	0
▶ gender as more than a binary	2
▶ gender as a construct	2
▶ gender as fluid	3
▶ linking sexuality and gender	12
▶ changing gender as extreme?	6
▶ Other peoples gender identity	3
▶ Gender identity development	10
▶ large part of identity	1
▼ Identification	0
▶ self identification	5
▶ potential under-identification	7
▶ uncertainty around identification	3
▶ Accuracy of identification by schools	2
▼ Language	0
▶ Pronouns	5
▶ lots of different gender terms	2
▶ binary language engrained in society	2
▶ language as out of date/offensive	2
▶ Miscellaneous	3
▼ Trans* CYPs Needs and Experiences	0
▶ Associated with transitioning	35
▶ Mental Health	13
▶ need for support	6
▶ Social issues	15
▶ Influence of needs/experiences on..	15
▶ Mischaleneous	6
▶ Not having difficulty	5
▶ Other presenting needs	5
▼ Difficulty for Adults around the CYP	0
▶ Other Difficulties for adults around CYP	11
▶ Concerns for trans* individual	11
▶ People having different opinions	21
▶ Difficulty with awareness/Thought/Discussion	15
▶ Difficulty supporting trans* pupils	19

'Contextual factors'

Code System	1,664
Contextual factors	0
Passage of Time	0
Present	4
Potential Future changes	5
Past	29
change over time	29
Prevalence	0
influence of prevalence on...	8
low prevalence	7
prevalence in schools?	1
Local/National Context	0
The police	3
traded models of service delievery	1
Local/national agenda	7
Policy	7
Media	16
School context	0
Influence of senior leadership	7
Practice/provision for trans* pupils	25
General School Practice	10
Type of schools	17
Individual Factors	0
Resilience	4
When change in GI occurred	3
own experiences	2
Relationship with school staff	2
Age	14
Own identity	10
Family	5
Miscellaneous	4
Perception of role	0
Perception of EP role	14
Perception of roles in schools	11
Resources	0
Miscellaneous	3
Being able to Talk	2
Literature available	2
Access to EP services	2
Time as a Resource	13
Support available for EP	7

Appendix K: 'The EP role with the trans* community': sub-themes, grouped codes, initial codes and segmented text

Code	Coded segments
EP role with the Trans* Community\Doing EP work\Ways of working\report writing\writing reports that are easily understood	yeh i guess you know in in your report (pause) how (pause) i guess the importance would be on how you present that information so that other people so that other people are going to to understand Colette: 34 - 34 (0)
EP role with the Trans* Community\Doing EP work\Ways of working\report writing\writing reports	I'm writing he a million times (yeh) he his him all the way through the report Barbara: 20 - 20 (0)
EP role with the Trans* Community\Doing EP work\Ways of working\Providing supervision\providing supervision	so we had a young person who was raised to me by i did some work on the side as a volunteer for an LGBTQ charity and i was doing some supervision of someone Barbara: 8 - 8 (0)
EP role with the Trans* Community\Doing EP work\Ways of working\Providing supervision\providing supervision	supervising staff that might be providing support to young people Josephine: 10 - 10 (0)
EP role with the Trans* Community\Doing EP work\Ways of working\Research\being involved in research	being involved in research about it you know at the end of the day we are out there working with these young people were out there in the schools Josephine: 20 - 20 (0)
EP role with the Trans* Community\Doing EP work\Ways of working\Research\doing research	at the end of the day we are out there working with these young people were out there in the schools so were in the best place to do a lot of the research about it Josephine: 20 - 20 (0)
EP role with the Trans* Community\Doing EP work\Ways of working\Assessment\learning assessment	i had been employed to do actually do a learning assessment Laura: 4 - 4 (0)

EP role with the Trans* Community\Doing EP work\Ways of working\Assessment\some EPs begin work with assessment	I'm not going to use a BAS at the start because that's just not me (yeh) and some people say while you can't start with a consultation you need to start with assessment Sophie : 24 - 24 (0)
EP role with the Trans* Community\Doing EP work\Ways of working\direct Intervention\providing a therapeutic space	i would also say erm also doing some therapy Sophie : 20 - 20 (0)
EP role with the Trans* Community\Doing EP work\Ways of working\direct Intervention\meeting CYPs regularly	well it would be really to offer (pause) er help to the young person in terms of meeting with them really quite regularly Kate : 26 - 26 (0)
EP role with the Trans* Community\Doing EP work\Ways of working\direct Intervention\individual intervention	then at the individual student level if they were looking for support around anything in relation to their social, emotional, mental health potentially in an ideal world we could do that do intervention at an individual level Alexis : 24 - 24 (0)
EP role with the Trans* Community\Doing EP work\Ways of working\direct Intervention\direct work with YP	working just directly with the young person Sophie : 20 - 20 (0)
EP role with the Trans* Community\Doing EP work\Ways of working\direct Intervention\psychological support for YP	you know offering them psychological support Sophie : 18 - 18 (0)
EP role with the Trans* Community\Doing EP work\Ways of working\direct Intervention\therapeutic support	working therapeutically which is a branch of erm what I've suggested Sophie : 24 - 24 (0)
EP role with the Trans* Community\Doing EP work\Ways of working\direct Intervention\therapeutic role issues with YP	talk through them with the young person Kate : 34 - 34 (0)
EP role with the Trans* Community\Doing EP work\Ways of working\direct Intervention\therapeutic role for CYP	it would be a therapeutic role that the EP could have for the young person could have for the staff Kate : 28 - 28 (0)

<p>EP role with the Trans* Community\Doing EP work\Ways of working\direct Intervention\talking intervention for YP</p>	<p>i guess supporting the individual to well talking about the name calling trying to to get (pause) erm trying to help them manage whatever feelings they might have Colette: 82 - 82 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Consultation\consultation</p>	<p>consultations I've had Kate : 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Consultation\consultation</p>	<p>we actually had a parent that erm thr through a consultation Barbara: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Consultation\consultation leading to awareness</p>	<p>ore general kind of bullying issues actually that it brought to light Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Consultation\privaledge consultation</p>	<p>so you know there are some you know for example some ed psychs that perhaps using consultation thats not a part of their staple work diet for me (yeh) its almost like the consultation is like air for me Sophie : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Consultation\consultation</p>	<p>so consulted with senior leadership around around that and kind of helping them to develop erm systems and processes to identify kind of bullying but also to support children and young people Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Consultation\consultation</p>	<p>so its more consulting with them to identify what they needed Josephine: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Consultation\consultation</p>	<p>some family work but again that depends on the ed psych and how they like to practice but again its using consultative skills but within perhaps working with families specifically Sophie : 20 - 20 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Ways of working\Consultation\consultation</p>	<p>so did some work with them kind of consultatively really around their understanding of erm that population and the needs that arise and also around more general kind of bullying issues Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Consultation\consultation</p>	<p>if a situation arose for a young person (pause) and their family and the school then you would be thinking specifically through consultation and (pause) yeh erm findings out about (pause) kind of what was happening for the for the child and the family and school Emily: 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Consultation\consultation</p>	<p>how i work its about working consul consultatively Sophie : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Consultation\consultation</p>	<p>yeh absolutely and how might an EP kind of do those things to support so its through consultation Sophie : 19 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Consultation\consultation</p>	<p>when i think about it i wouldn't (pause) you know for a run of the mill kind of consultation i wouldn't be asking questions necessarily about identity unless those sort of things were b br brought up as a concern by the school. Colette: 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Consultation\consultation</p>	<p>erm whether thats consultatively or through casework however that kind of need arises really Josephine: 38 - 38 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Ways of working\Consultation\consultation</p>	<p>go in and work consultatively with individuals you know within the school or you know or one of two people you might work the there TAMHS person you know thats working with them and consult with them around a case combined with you know one the heads of centre they get it Josephine: 28 - 28 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Consultation\beginns all work with consultation</p>	<p>if i don't (yeh) if i don't start a piece of work i kind of think o i don't know what to do Sophie : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Training</p>	<p>i think there could be support around you know training for school staff for parents Alexis : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Training\doing staff training</p>	<p>i think i think yes staff training Barbara: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Training\providing training</p>	<p>ok tell me a bit more about that erm so i did some gender trainin Barbara: 3 - 4 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Training\training</p>	<p>topic to discuss in a training Barbara: 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Training\staff training</p>	<p>erm well theres obviously training yeh staff training but yeh erm (pause) i mean theres always training for all of these things Colette: 22 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Ways of working\Training\doing staff training</p>	<p>I think we have a big role in addressing that at a kind of policy and practice level doing training Josephine: 10 - 10 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Ways of working\Training\training staff</p>	<p>through training (uhmm) through you know doing workshops whether at a group level organisational level Sophie : 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working at different levels\working with a group of schools</p>	<p>did work with erm a cluster of schools really Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working at different levels\working at different levels</p>	<p>and that would in course include at the organisational group or individual level Alexis : 30 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working at different levels\Support at an organisational level\supporting schools at an organisational level</p>	<p>and i suppose if we were you know thinking about that you know supporting at the organisational level potentially we might want to look at how erm (pause) erm the school is supporting at that organisational level Alexis : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working at different levels\Support at an organisational level\whole school/organisational work</p>	<p>so thinking about that at the kind of whole school organisational level Alexis : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working at different levels\Support at an organisational level\role at an organisational level</p>	<p>i think we've got a role at every level really in terms of working organisationally and kind of addressing systemic issues Josephine: 10 - 10 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working at different levels\Support at an individual level\work aside from individual casework if asked by school only</p>	<p>i think if the school has asked for it but its not something i would want to necessarily to (pause) jump in to do partly Kate : 42 - 42 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working at different levels\Support at an individual level\EP role restricted to individual case work</p>	<p>we'll if if yeh if it is the case that there is a child or young person that needs or (pause) that is undergoing any changes then that would be the time to step in but i don't think that we have a preventative or promotional role at this point no Kate : 44 - 44 (0)</p>

EP role with the Trans* Community\Doing EP work\Working at different levels\Support at an individual level\working at individual level	involvement at the individual level Alexis : 40 - 40 (0)
EP role with the Trans* Community\Doing EP work\Working at different levels\Support at an individual level\Individual casework\work at an individual level	then at the individual student level if they were looking for support around anything in relation to their social, emotional, mental health potentially in an ideal world we could do that do intervention at an individual level Alexis : 24 - 24 (0)
EP role with the Trans* Community\Doing EP work\Working at different levels\Support at an individual level\Individual casework\individual casework	erm whether thats consultatively or through casework however that kind of need arises really Josephine: 38 - 38 (0)
EP role with the Trans* Community\Doing EP work\Working at different levels\Support at an individual level\Individual casework\individual casework	if if (pause) if the school (pause) had come about a case Emily: 30 - 30 (0)
EP role with the Trans* Community\Doing EP work\Working at different levels\Support at an individual level\Individual casework\individual case work	then theres been specific cases so for example there was a case of a young boy who was on the autistic spectrum Josephine: 2 - 2 (0)
EP role with the Trans* Community\Doing EP work\Working at different levels\Support at an individual level\Individual casework\individual casework	i had a case once i was working at a clinic for anorexic students Laura: 2 - 2 (0)
EP role with the Trans* Community\Doing EP work\Working at different levels\Support at an individual level\Individual casework\individual casework	individual casework as and when (yeh) that kind of comes Josephine: 10 - 10 (0)
EP role with the Trans* Community\Doing EP work\Working at different levels\Support at a group level\group work	orking with erm maybe targeted groups Kate : 48 - 48 (0)

EP role with the Trans* Community\Doing EP work\Working at different levels\Support at a group level\involvement at a group level	involvement at the individual level (uhmm) erm (pause) and actually that might even be true at the group level Alexis : 40 - 40 (0)
EP role with the Trans* Community\Doing EP work\Working at different levels\Support at a group level\group work	some group work some support from creating a support group for that person err or a being aware of Kate : 12 - 12 (0)
EP role with the Trans* Community\Doing EP work\Working at different levels\Support at a group level\working at a group level	erm you know like i said you know you could support at the individual level class or group year level in terms of education Alexis : 24 - 24 (0)
EP role with the Trans* Community\Doing EP work\Working at different levels\working at different levels	through training (uhmm) through you know doing workshops whether at a group level organisational level Sophie : 20 - 20 (0)
EP role with the Trans* Community\Doing EP work\Working at different levels\EP role at different levels	well facilitators i think we've got a role at every level really Josephine: 10 - 10 (0)
EP role with the Trans* Community\Doing EP work\Working with different stakeholders\other professionals\working with psychiatrist	i spoke to a psychiatrist from where she lived which i think was cardiff Laura: 4 - 4 (0)
EP role with the Trans* Community\Doing EP work\Working with different stakeholders\other professionals\working with TAMHS	consultatively with individuals you know within the school or you know or one of two people you might work the there TAMHS person Josephine: 28 - 28 (0)
EP role with the Trans* Community\Doing EP work\Working with different stakeholders\other professionals\working with CAMHS	working jointly in a multi-disciplinary way with CAMHS or other charities Sophie : 20 - 20 (0)
EP role with the Trans* Community\Doing EP work\Working with different stakeholders\other professionals\network of support for school	having other people in the network who you can go to for help and advice for the EP but also i guess for the school to. Emily: 48 - 48 (0)

<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\other professionals\work occurring in conjunction with others</p>	<p>so i suppose the work would be done in conjunction with possibly other professional Kate : 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\other professionals\counselling alongside EP work</p>	<p>and erm so i raised it with the school to get the young person some erm (pause) some counselling (hmm) because you know there was a level of me becoming involved with them but needing them to have some support in the process Barbara: 8 - 8 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\other professionals\collabration with other services</p>	<p>so you might be able to collar collaboratively (uhmm) with erm other services to to think about the school end of things (yeh) Emily: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\other professionals\referral to tavi</p>	<p>i think she was referred to the tavistock the gender identity clinic (uhmm) where they were talking about giving her erm drugs to stop puberty happening Laura: 4 - 4 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\other professionals\charity working with school as well</p>	<p>they sort training actually from a diff from a charity (right) so a kind of specialist (yeh) I cant remember what they were called but they were London based (uhmm) because erm it was beyond my expertise I felt (yeh) I mean I could of done something but actually i felt that it was more useful that they had links to that charity Josephine: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\other professionals\MDT working</p>	<p>working jointly in a multi-disciplinary way with CAMHS or other charities and erm erm (pause) and teams that might be supporting in that area (yeh) so i suppose its creating its working with others to create a erm a collective package of support really Sophie : 20 - 20 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\other professionals\need for improvement in MDT working \thought about MDT working</p>	<p>think about you know how were linking up coz Josephine: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\other professionals\need for improvement in MDT working \creating links with other agencies</p>	<p>well I I think we need to do erm (pause) broaden our links with other services and other agencies Josephine: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\other professionals\need for improvement in MDT working \poor MDT working currently</p>	<p>particularly in this service erm we don't we don Josephine: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\other professionals\need for improvement in MDT working \improving MDT working</p>	<p>I think its about erm you know linking up better Josephine: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with staff and parents</p>	<p>i think were in a good place to work in schools with such a young person because we've got access to staff parents Kate : 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with CYPs\working with YP</p>	<p>and then the EP would be supporting (laughs) the young person in school just to make sure that (pause) and and the staff to pick up any issues that are arising Kate : 34 - 34 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with CYPs\working with CYPs</p>	<p>i guess supporting the individual to well talking about the name calling trying to to get (pause) erm trying to help them manage whatever feelings they might have Colette: 82 - 82 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with CYPs\working with YP</p>	<p>i guess again it would depend on how the conversation with the individual (yeh) would go so erm (pause) erm (pause) yeh maybe maybe the main thing would be to get there voice because that would cover lots of areas wouldn't it erm (pause) erm (pause) yeh (pause) i might come back to that one Colette: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with CYPs\working with YP</p>	<p>so theres talking to the young people themselves Colette: 32 - 32 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with CYPs\working with YP</p>	<p>you know offering them psychological support Sophie : 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with CYPs\working with CYP</p>	<p>i had er a student there who told me erm that she didn't want to become a women and she wanted to be a boy (ok) erm (pause) and that she was binding her breasts erm and she wanted to change her name Laura: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with CYPs\working with students</p>	<p>i think our role can be to open things up a bit can Laura: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with CYPs\working with YP</p>	<p>t i would say at the group level for young people potentially around helping erm you know develop erm understanding and awareness Alexis : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with CYPs\working with CYPs</p>	<p>ideally eliciting their views on whats worked well on the way your school is supporting you and what hasn't (yeh) so they can so to elicit their voice so that they can inform practice Barbara: 24 - 24 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with CYPs\working with YP first</p>	<p>so that would be problem solving with young people</p> <p>well i think yeh initially with the young person and then bringing in the staff as the young person feels necessary</p> <p>Kate : 29 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with CYPs\working with peers</p>	<p>with the peers with that particular cohort that knows the young person to get them to understand the reasons behind</p> <p>Kate : 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with CYPs\working with YP</p>	<p>it would be a therapeutic role that the EP could have for the young person could have for the staff</p> <p>Kate : 28 - 28 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with CYPs\working with CYP</p>	<p>well it would be really to offer (pause) er help to the young person in terms of meeting with them really quite regularly maybe to help them adjust</p> <p>Kate : 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with staff</p>	<p>and then the EP would be supporting (laughs) the young person in school just to make sure that (pause) and and the staff to pick up any issues that are arising</p> <p>Kate : 34 - 34 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with head of centre</p>	<p>you know one the heads of centre they get it</p> <p>Josephine: 28 - 28 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with school staff</p>	<p>consultatively with individuals you know within the school</p> <p>Josephine: 28 - 28 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with senior leaders</p>	<p>so consulted with senior leadership</p> <p>Josephine: 2 - 2 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with staff</p>	<p>doing training you know erm supervising staff Josephine: 10 - 10 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with teachers</p>	<p>t teachers are talking about erm certain kinds of behaviour difficulties that kids are having (yeh) or you know that their withdrawn or their boisterous you know whatever so you know maybe asking questions when you hear things like that to kind of maybe Colette: 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with school staff</p>	<p>i suppose its having somebody within the school (pause) that you (pause) can that you can collaborate with Emily: 48 - 48 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with staff</p>	<p>i had to obviously talk to the staff with her about it and talk to her parents Laura: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with students</p>	<p>i mean students asking the trans students what they want and where they are emotionally and where they think there going to go Laura: 16 - 16 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with the SENCo</p>	<p>i was a SENCo in a college we had a a girl there who erm (pause) she was a real character she used to call us all dickheads (ok) (laughs) i i always wondered if she had some gender identity issues (yeh) erm and i do remember talking to the ed psych about that (hmm) and at that time Laura: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with staff</p>	<p>erm making staff aware (pause) and helping staff deal with some conflicts they have about it maybe Laura: 20 - 20 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with staff</p>	<p>maybe getting staff to work out where they are in their attitude to trans issues Laura: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with school staff</p>	<p>ou know training for school staff for parents Alexis : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with staff</p>	<p>i think i think yes staff training Barbara: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with staff</p>	<p>that staff don't without realising it put their biases of don't go to high to the girl worrying thats she frazzling and might fall whereas the boy they haven't even questioned that he's gone to the top for them to become aware that there putting language and shaping shaping gender from an early age i think its quite an important role that we can have in helping them to understand the psychology around (yeh) around that Barbara: 22 - 22 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with staff</p>	<p>i think theres being more training around gender and erm having more thought around (pause) staffs perceptions own perceptions of it so they can (pause) just be aware of any potential without judging themselves but just be aware of any biases Barbara: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with staff</p>	<p>this is something we could do to think about a bit more widely and with staff Barbara: 6 - 6 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with staff if YP feels necessary</p>	<p>so that would be problem solving with young people</p> <p>well i think yeh initially with the young person and then bringing in the staff as the young person feels necessary Kate : 29 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with staff</p>	<p>it could be that a new school (pause) erm well if the adults have known the young person before any changes then the adults might need a bit of support to try to understand the young person better Kate : 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with staff</p>	<p>it would be a therapeutic role that the EP could have for the young person could have for the staff Kate : 28 - 28 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with school staff\working with teaching staff</p>	<p>it probably would raise things for them i remember when i was teaching one girl changed her name and that was difficult enough for me to get my head around (uhmm) you know it was a case of why this change now and you sort of get used to dealing with a person in a particular way so i think for me teaching staff it would be necessarily for the young people if they've know the person then they would probably there would be some work to be done Kate : 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\Working with families\EP communicating with parent</p>	<p>i spoke to the mother who couldn't come to the meeting i spoke to her on the phone Laura: 4 - 4 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\Working with families\working with parents</p>	<p>she was referring to a lot of the parents in the children centre (uhmm) that this is something we could do to think about a bit more widely and with staff erm yeh so thats mostly how its worked out in the children's centres Barbara: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\Working with families\working with families</p>	<p>erm (pause) and then i suppose (pause) if a situation arose for a young person (pause) and their family and the school then you would be thinking specifically through consultation and (pause) yeh erm findings out about (pause) kind of what was happening for the for the child and the family and school and coming up with a bit of a a plan if that was needed Emily: 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\Working with families\working with families</p>	<p>it would be also (pause) er meeting (pause) the family while (stutters) again its linked to there being a focus you know meeting with the families Kate : 62 - 62 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\Working with families\working with families</p>	<p>working with families Sophie : 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\Working with families\working with parents</p>	<p>i think talking about that erm educating parents Laura: 16 - 16 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\Working with families\working with parents</p>	<p>i had to obviously talk to the staff with her about it and talk to her parents Laura: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\Working with families\working with other parents in Childrens centre</p>	<p>because she was referring to a lot of the parents in the children centre (uhmm) that this is something we could do to think about a bit more widely Barbara: 6 - 6 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\Working with families\working iwth parents</p>	<p>so in children's centres erm it's really been (pause) very organic in that its whatever comes from the parents we actually had a parent that erm thr through a consultation with me raised it as a a theme in that her (pause) 3 year old 4 year old 3 year old wanted to dress up in girls clothes Barbara: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\Working with families\working with parents</p>	<p>i think there could be support around you know training for school staff for parents Alexis : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\Working with families\working with families</p>	<p>i mean i i i imagine working i haven't mentioned families have i erm (uhmm) working with families Colette: 48 - 48 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\Working with families\working with families</p>	<p>some family work but again that depends on the ed psych and how they like to practice but again its using consultative skills but within perhaps working with families specifically Sophie : 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with systems around CYP</p>	<p>but also working with they systems around them to understand and to (pause) you know to create an inclusive erm culture Sophie : 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with home/school system</p>	<p>orking jointly with the two systems home and school Sophie : 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Working with different stakeholders\working with parents and staff</p>	<p>because she was referring to a lot of the parents in the children centre (uhmm) that this is something we could do to think about a bit more widely and with staff Barbara: 6 - 6 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Approach\support at any time on students journey</p>	<p>that could be on a number of different levels whether its erm you know at the point when they identify themselves as trans* and that journey of of getting to that place or on their journey there what it look like Sophie : 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\challenging self to deal with own issues first</p>	<p>what am i doing so my challenge to myself is always deal with the stuff within and then it will be much easier and you'll be authentic when your out there saying look i get that its a challenge Sophie : 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\authentic</p>	<p>you'll be authentic when your out there saying look i get that its a challenge Sophie : 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\sensitive topic\sensitive information</p>	<p>its such a sensitive information Kate : 4 - 4 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\sensitive topic\sensitive situation</p>	<p>it would be quite sensitive really Kate : 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\sensitive topic\sensitive issues</p>	<p>i mean to me its a really its such a sensitive issue Kate : 82 - 82 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\sensitive topic\quite sensitive</p>	<p>where it gets it also quite sensitive because you don't know whether (pause) its something that is really happening for the young person or whether they think it might be a good thing to happen Kate : 48 - 48 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Approach\sensitive topic\sensitive</p>	<p>i think to me whats (pause) whats quite sensitive about the issue of transitioning (yeh) is erm (pause) it could relate to (pause) in my view and again maybe its my lack of knowledge and experience or personal experience erm (pause) but i think it would be very easy for a young women or young man to feel that there are (yeh) that they've been classified in the wrong gender as an answer to other (uhmm) issues Kate : 52 - 52 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\avoiding leading qs</p>	<p>o to ask questions around erm (pause) you know their identity and what they think about themselves you know and see obviously not not to kind of lead it into (laughs) lead it into that but to ask general questions (uhmm) but but around identity Colette: 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\not unique\approach not unique</p>	<p>and as as you would usually and then maybe going into it a bit deeper Colette: 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\not unique\not unique</p>	<p>to help them to just plan like we would with another work Alexis : 30 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\not unique\always the option of training for all topics</p>	<p>but yeh erm (pause) i mean theres always training for all of these things Colette: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\not unique\support need for trans* pupils not unique</p>	<p>again its not different to any of these kind of issues but it was about it was erm just giving Josephine: 6 - 6 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Approach\not unique\work approach not unique to trans* population</p>	<p>o did a lot of work with them around erm there support system getting children advise from charities if need be or different services around their needs nothing kind of significantly different that we would do for any child or young person really (yeh) but with this kind of focus Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\not unique\need for a proactive thinking not unique?</p>	<p>and all also (pause) for for some erm (pause) well for a lot of things really sometimes even if its not an issue for your school r right that minute (uhmm) its good to sometimes think about it when it isn' Emily: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\not unique\not unique</p>	<p>so did a lot of work with them around erm there support system getting children advise from charities if need be or different services around their needs nothing kind of significantly different that we would do for any child or young person really Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\not unique\approach needed not unique</p>	<p>i guess it would be perhaps on a similar erm (pause) you know in a sim similar way to you would approach any kind of erm (pause) you know any kind of difficulty or or erm issue that a child might have in their life Colette: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Personalised approach\dependent on situation</p>	<p>ideal situation one would hope that (pause) its a short burst of intervention that the EP would be offering Kate : 38 - 38 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Approach\Personalised approach\EP work dependent on needs</p>	<p>i suppose making sure that young persons got (pause) erm what they need what they want to obtain in school sort of (pause) available to them (ok) to get them to identify what their new needs might be erm (pause) is is that related to what we've just said erm</p> <p>so its something about helping staff meet the needs of the pupil</p> <p>yeh yeh because its likely to well it could be that things arise as they go along that they don't feel quite as integrated as they thought they might (uhmm) erm once the novelty has worn off and people have gotten used to the new situation does that create other issues</p> <p>Kate : 20 - 22 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Personalised approach\personalised approach</p>	<p>well there might be some activities that suddenly the young person is going to be accessing erm if the person plays football and they suddenly go from the girls team to the boys team and vice versa (mmm) erm (pause) that might be a totally flawless transition but it could also be something that people erm might want to talk about and again i suppose its very erm theres how much you want to interfere and pre-empt issues or how much you (pause) erm deal with the issues as they arise (mhmm) and i suspect you would want to pre-empt issues but you don't want to either be creating difficulties where there aren't any (mhmm) so i suppose it would have to be very young person led Kate : 14 - 14 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Approach\Personalised approach\personalised approach</p>	<p>i mean one hopes that when a young person does undergo changes that all the safe safety nets have been put in place in terms of is this really the right thing to do so it could be one would hope that the amount of input is just a short transition erm (pause) support for the young person to help them assume their new identity erm and feel comfortable with it and just (pause) problem solve around issues that they are having or might for see or want to avoid</p> <p>so that would be problem solving with young people</p> <p>well i think yeh initially with the young person and then bringing in the staff as the young person feels necessary Kate : 28 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Personalised approach\personalised approach?</p>	<p>but i think that discussing it with the family and young person would have to be the starting point to understand the rationale and erm (pause) the areas you want to deal with really in your work as an EP Kate : 86 - 86 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Personalised approach\treating each individual as an individual</p>	<p>so erm i think its about just getting them to (pause) think abut each individual as an individual Josephine: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Personalised approach\difference between individuals</p>	<p>like all groups of people there going to be all individuals there not going to be the same Alexis : 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Personalised approach\dependent on interaction with individual</p>	<p>i guess again it would depend on how the conversation with the individual (yeh) would go Colette: 38 - 38 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Approach\Personalised approach\every child being different?</p>	<p>shift the environment to meet the young persons needs as oppose to that young person has to be this way because everyone fits into a square peg when actually they don't Sophie : 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Personalised approach\every individual as unique</p>	<p>so just facilitating them thinking about each individual and what each individual is presenting with (yeh) that may need support or not (yeh) and how resilient they are or not you know (yeh) because we cant make assumptions that there gonna have difficulties so erm i think its about just getting them to (pause) think abut each individual as an individual Josephine: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Personalised approach\work dependent on circumstance?</p>	<p>erm (pause) and then i suppose (pause) if a situation arose for a young person (pause) and their family and the school then you would be thinking specifically through consultation and (pause) yeh erm findings out about (pause) kind of what was happening for the for the child and the family and school and coming up with a bit of a a plan if that was needed Emily: 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Personalised approach\support dependent on presenting issue</p>	<p>if somebody (pause) so if somebody (pause) i think you could offer (pause) i suppose it would be what the presenting issue was so there would be some things that you could help with Emily: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Personalised approach\work dependent on concerns</p>	<p>i suppose it depends erm i suppose what the concerns necessarily Alexis : 24 - 24 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Approach\not making assumptions\not making assumptions</p>	<p>'m not sure what the problems are (yeh) so what ah erm i could go off of assumptions (yeh) but id like you know for me Sophie : 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\not making assumptions\not making assumptions about difficulties</p>	<p>so just facilitating them thinking about each individual and what each individual is presenting with (yeh) that may need support or not (yeh) and how resilient they are or not you know (yeh) because we cant make assumptions that there gonna have difficulties so erm i think its about just getting them to (pause) think abut each individual as an individual Josephine: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\not making assumptions\not making assumptions about need</p>	<p>because we cant make assumptions that there gonna have difficulties Josephine: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\short\short input</p>	<p>hope that the amount of input is just a short transition Kate : 28 - 28 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\short\ideally EP intervention will be short</p>	<p>ideal situation one would hope that (pause) its a short burst of intervention that the EP would be offering Kate : 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\being led by CYPs views \work sensitive to young persons views</p>	<p>again it would have be done a lot in consultation with the young person because it could be something that there not comfortable with (uhmm) erm so it would be quite sensitive really to what they want Kate : 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\being led by CYPs views \CYPs know best/ their view informing practice</p>	<p>elicit their voice so that they can inform practice because really they would be the ones to say it would be better if Barbara: 24 - 24 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Approach\being led by CYPs views \if the YP feels necessary</p>	<p>so that would be problem solving with young people</p> <p>well i think yeh initially with the young person and then bringing in the staff as the young person feels necessary Kate : 29 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\being led by CYPs views \being led by YP</p>	<p>so i suppose it would have to be very young person led Kate : 14 - 14 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\collabaration\home/school/agencies working together</p>	<p>that young persons going through that they need school to be working with home working with other agencies to think of how the young persons doing Barbara: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\collabaration\cohesive effort</p>	<p>it but also the school allows enough time to deal with it its not something the EPs just dealing with</p> <p>so it kind of collaborative</p> <p>yeh yeh and make it erm make it more of a cohesive effort in meeting the young persons needs its not someone else responsibilities Kate : 64 - 66 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\collabaration\collabration?</p>	<p>I think we need to do erm (pause) broaden our links with other services and other agencies and think about you know how were linking up coz (yeh) particularly in this service erm we don't we don Josephine: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\collabaration\collabration</p>	<p>working jointly in a multi-disciplinary way with CAMHS or other charities Sophie : 20 - 20 (0)</p>

EP role with the Trans* Community\Doing EP work\Approach\collabaration\collobar-tion	working jointly in a multi-disciplinary way with CAMHS or other charities and erm erm (pause) and teams that might be supporting in that area (yeh) so i suppose its creating its working with others to create a erm a collective package of support really Sophie : 20 - 20 (0)
EP role with the Trans* Community\Doing EP work\Approach\collabaration\collabo-ration	so you might be able to collar collabora-tively (uhmm) with erm other services to to think about the school end of things (yeh) Emily: 38 - 38 (0)
EP role with the Trans* Community\Doing EP work\Approach\collabaration\collabra-tion?	but also the school allows enough time to deal with it its not something the EPs just dealing with Kate : 64 - 64 (0)
EP role with the Trans* Community\Doing EP work\Approach\collabaration\collabara-tion	just thinking with them about what the young person wants to be called Barbara: 2 - 2 (0)
EP role with the Trans* Community\Doing EP work\Approach\collabaration\collabra-tion	so in her bringing it up it meant that we could then think together Barbara: 6 - 6 (0)
EP role with the Trans* Community\Doing EP work\Approach\collabaration\working collabratively with schools	erm i suppose its having somebody within the school (pause) that you (pause) can that you can collaborate with Emily: 48 - 48 (0)
EP role with the Trans* Community\Doing EP work\Approach\hollistic approach\im-portance of a hollistic approach	manage you know a student holistically who may be changing gender Sophie : 10 - 10 (0)
EP role with the Trans* Community\Doing EP work\Approach\hollistic approach\hol-istic approach	e id be more inclined to look at yes the young person holistically Sophie : 24 - 24 (0)
EP role with the Trans* Community\Doing EP work\Approach\early intervention\sup-port early on	erm kind of access to (pause) support and advice (yeh) for young people early on Josephine: 42 - 42 (0)

<p>EP role with the Trans* Community\Doing EP work\Approach\early intervention\early intervention</p>	<p>early intervention of just allowing allowing people to be themselves and not needing to think o I'm not a good enough boy I'm not a good enough girl (hmm) that could in a way lead into some sort of confusion around (yeh) gender if they erm don't feel accepted as just who they are but there seen through the lens of but girls are supposed to do this but i don't want to do that so their must be something wrong with me Barbara: 4 - 4 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Focus on wellbeing\focus on wellbeing</p>	<p>yeh so thats would be me and focusing on the wellbeing not not that the learning wouldn't be an issue but actually just understanding whats going on psychologically because that a huge you know cognitive shift (hmm) and that can impact on understanding self so for me id be more inclined to look at yes the young person holistically but you know look in depth around the psychological well being (uhmm) yeh coz it and i say that because you know the emotional wellbeing comes before learning and if your settled (pause) then you more likely to engage and participate in the things that are around you and to be to have a health mind (ok) yeh Sophie : 24 - 24 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Approach\Focus on wellbeing\wellbeing before learning</p>	<p>yeh so thats would be me and focusing on the wellbeing not not that the learning wouldn't be an issue but actually just understanding whats going on psychologically because that a huge you know cognitive shift (hmm) and that can impact on understanding self so for me id be more inclined to look at yes the young person holistically but you know look in depth around the psychological well being (uhmm) yeh coz it and i say that because you know the emotional wellbeing comes before learning and if your settled (pause) then you more likely to engage and participate in the things that are around you and to be to have a health mind (ok) yeh Sophie : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Difference between EPs\work dependent on the individual EP</p>	<p>i would also say erm also doing some therapy you know some family work but again that depends on the ed psych Sophie : 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Difference between EPs\EPs practicing differently</p>	<p>everybody practices in such different ways Sophie : 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Difference between EPs\each individual practicing differently</p>	<p>i think our role its unique in that way erm in that an individual can do that Alexis : 34 - 34 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Difference between EPs\EPs working differently</p>	<p>but not all EPs might work like that b Sophie : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Difference between EPs\EPs practice differently</p>	<p>ed psychs we all practice in different ways there are some EPs you know i always say there are no two ed psychs that practice in the same way Sophie : 24 - 24 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\psychodynamic idea?</p>	<p>its having its having these discussions because yeh otherwise its having blind spots and you don't know that there there unless you name and think about them Sophie : 30 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\solution focused approach</p>	<p>families that are concerned (yeh) to see (pause) what their concerns are what there outcomes are and erm (pause) their aspirations for the for the youngsters might be erm it would be a (pause) what would facilitate it Kate : 62 - 62 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\psychodynamic theory</p>	<p>all this projection of this is going to make him trans or this is going to make him gay or this is gonna something Barbara: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\psychodynamic theory?</p>	<p>why is it that we project those things sometimes we equated being male as externalising and being female as internalising Barbara: 44 - 44 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\narrative approach?</p>	<p>you know just offering them that support in understanding you know their own narrative and how thats shifted and what that means for themselves (yeh) erm Sophie : 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\solution focused approach</p>	<p>it would be exploring (pause) what those outcomes might be and then how you would how you would move towards them Emily: 22 - 22 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\psychodynamic idea?</p>	<p>you know its super supervision process thinking about what is it that we bring which might be impacting on our ability to really see whats going on in a case Sophie : 32 - 32 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\strength based models</p>	<p>using strength based models Sophie : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\systemic thinking</p>	<p>you know some family work but again that depends on the ed psych and how they like to practice but again its using consultative skills but within perhaps working with families specifically (yeh) erm or likewise working jointly with the two systems home and school Sophie : 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\systemic thinking</p>	<p>perhaps erm them supporting them i suppose to (pause) to be understood (pause) yeh to be understood by the systems they are a part of so (yeh) and you know offering them psychological support but also working with they systems around them to understand and to (pause) you know to create an inclusive erm culture Sophie : 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\nurture as 'good modern practice</p>	<p>erm there conceptually and their movement towards nurture if you like hasn't really happened Josephine: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\own view on psychology</p>	<p>just just generally how i align myself with psychology because you know my whole mantra is if i cant deal with the complexities within (yeh) myself and erm also with my colleagues (yeh) what on earth am i doing in in the community when actually thats where my psychology matters Sophie : 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\privilege narrative approaches</p>	<p>using a narrative approach as well so that would be how i might you know engage Sophie : 24 - 24 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\privilege systemic working</p>	<p>working systemically and using a positive erm a positive psychology approach so using strength based models to support changes in systems Sophie : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\privilege using positive psychology</p>	<p>working systemically and using a positive erm a positive psychology approach so using strength based models to support changes in systems Sophie : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\psychological theory privileged</p>	<p>so what role would an EP have there erm i guess erm depending on what kind of conversation what kind of say (uhmm) EP what psychological theory angle that your coming from what you do so you know personal construct psychology or you know whatever that whatever you would use on decide to use then erm Colette: 33 - 34 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Psychology privileged by EP\dependent on psychological theory privileged</p>	<p>there are no two ed psychs that practice in the same way and it just depends on what erm psychology you are more aligned to Sophie : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Proactive/reactive approach \proactive and reactive problem solving</p>	<p>just (pause) problem solve around issues that they are having or might for see or want to avoid Kate : 28 - 28 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Proactive/reactive approach \proactive vs reactive working</p>	<p>i suppose its very erm theres how much you want to interfere and pre-empt issues or how much you (pause) erm deal with the issues as they arise (mhmm) and i suspect you would want to pre-empt issues but you don't want to either be creating difficulties where there aren't any Kate : 14 - 14 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Approach\Proactive/reactive approach \being proactive</p>	<p>be proactive Barbara: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Proactive/reactive approach \being prepared</p>	<p>ven if its not an issue for your school r right that minute (uhmm) its good to sometimes think about it when it isn't because (pause) then you a are ready for if a situation happens (pause) then your your a bit more prepared Emily: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Proactive/reactive approach \pre-emptive consideration of schools capacity</p>	<p>pre-emptively really how do my schools think about these things (hmm) are they are they prepared if they do get a young person (yeh) erm (pause) who is transitioning to be able to really deal with them and is this you know what i mean (yeh) is this in the most sensitive way possible Barbara: 8 - 8 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Proactive/reactive approach \proactive thinking</p>	<p>it seems like once you move the thinking then they start to think more clearly and more proactively erm (pause) so definitely in terms of schools Barbara: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Proactive/reactive approach \proactive vs reactive working</p>	<p>n if its not an issue for your school r right that minute (uhmm) its good to sometimes think about it when it isn't because (pause) then you a are ready for if a situation happens (pause) then your your a bit more prepared you've done some thinking already and thought about possibilities (uhmm) and perhaps when things are (pause) sometimes when theres a case things can be a bit fraught or people make quick decision (yeh) so if you if you do some thinking before the event (hmm) perhaps you erm a approach it if something real happens in a more considered careful thoughtful way Emily: 24 - 24 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Approach\Proactive/reactive approach \thinking before the issue arises</p>	<p>even if its not an issue for your school r right that minute (uhmm) its good to sometimes think about it when it isn't because (pause) then you a are ready for if a situation happens (pause) then your your a bit more prepared you've done some thinking already and thought about possibilities Emily: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Proactive/reactive approach \own approach reactive - waiting for school to refer</p>	<p>I'm taking a similar view in that ok its reactive because I'm awaiting for that referral that discussion as to oppose queering you know questioning and exploring you know whats there and helping them Sophie : 10 - 10 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Proactive/reactive approach \Proactive support</p>	<p>helping them to develop preventative not preventative when i say preventative strategies (yeh) just support erm how do i what am i trying to say not to prevent (yeh) trans* but so just so they know what to do when when cases arise as oppose to its happening help now but actually they've already got a package of support in place Sophie : 10 - 10 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Proactive/reactive approach \proactive approach</p>	<p>having somebody within the school (pause) that you (pause) can that you can collaborate with whose very thoughtful erm who wants to be proactive and think ahead Emily: 48 - 48 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\tool used to gather views</p>	<p>i guess erm depending on what kind of conversation what kind of say (uhmm) EP what psychological theory angle that your coming from what you do so you know personal construct psychology or you know whatever that whatever you would use on decide to use then Colette: 34 - 34 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Approach\Cautious approach</p>	<p>I'm approaching it with great caution Kate : 82 - 82 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Cautious need for caution when re-integrating to mainstream</p>	<p>support their re-integration carefully Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Cautious when working with religious schools</p>	<p>in an orthodox jewish school or erm a church of england school (yeh) er you know a religious school or er an islamic school this could be a total no no (right) this could be a very difficult issue to to even acknowledge (hmm) so i think you would have to tread very carefully with that Laura: 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Approach\Cautious around using language</p>	<p>i think it it makes people very cautious because its kind of similar to how you know we might label children with SEN you know some of terminology we would have used a long time ago is really inappropriate now (yeh) and that might be the same for this population yet we don't quite know that because were not particularly me I'm not up to date with what the current language is so you feel kind of cautious about using descriptive terminology (yeh) which might be really out of date or really offensive to people Josephine: 16 - 16 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \purpose of EP involvement</p>	<p>well i i had been employed to do actually do a learning assessment (right) that was what i was employed for (uhu) and then this all came out during the course the issues with her now Laura: 4 - 4 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \worked determined by parents</p>	<p>so in children's centres erm it's really been (pause) very organic in that its whatever comes from the parents Barbara: 6 - 6 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Contracting \parent influencing agenda</p>	<p>she was referring to a lot of the parents in the children centre (uhmm) that this is something we could do to think about a bit more widely and with staff erm yeh so thats mostly how its worked out in the children's centres Barbara: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Power dynamic\schools should control agenda in this instance</p>	<p>well you know its (pause) if the schools are saying well actually were finding it really difficult because of the numbers or were finding it really difficult because of the numbers or because children are asking questions but as far as i can see the numbers of children that are identified as erm (pause) erm changing their (pause) sexuality identity or their erm (pause) gender identity means that they (pause) i don't know that we need to be involved at this point unless were asked to and invited in by the school Kate : 46 - 46 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Power dynamic\schools have to think it a 'worthy' topic to contract work aroun</p>	<p>schools especially in the traded model of schools might not contract that time if they don't think thats a real (pause) worthy (pause) topic to discuss in a training to discuss in a you know a discussion group Barbara: 26 - 26 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Contracting \Power dynamic\schools having power?</p>	<p>schools were coming to us (yeh) and saying we need support with this rather than us imposing it on them which is what i kind of feel like I'm doing sometimes now (yeh) then we would have a kind of professional erm responsibility to skill ourselves up to be able to respond to that need (right) if you know what i mean (yeh yeh) so at the moment were kind of doing it as and when maybe pushing the agenda slightly if we feel we need to have that conversation but until they come to us and its more kind of and its more of a general this is the thing we need to think about now its hard to then find time or the need to skill yourself up to do that does that make sense (yeh Josephine: 56 - 56 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Power dynamic\EPs being allowed to suggest work</p>	<p>there gonna be inclined to enable you to suggest things Sophie : 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Power dynamic\EPs imposing on schools</p>	<p>if it was the hot topic and more was coming out (yeh) and schools were coming to us (yeh) and saying we need support with this rather than us imposing it on them which is what i kind of feel like I'm doing sometimes now Josephine: 56 - 56 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Power dynamic\Schools priotising work \not seen as a priority by schools?</p>	<p>erm whether its erm again because it's potentially not seen as a priority are of concern for schools and settings Alexis : 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Power dynamic\Schools priotising work \schools priorities</p>	<p>i think (pause) well i i think it comes back to that whole idea again of priority areas and (yeh) focus in schools Alexis : 40 - 40 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Contracting \Power dynamic\Schools priotising work \not seen as a priority area by schools</p>	<p>they just might not be seen erm as priority areas Alexis : 40 - 40 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Power dynamic\Schools priotising work \primary schools view gender identity not as a priority</p>	<p>other schools the primaries that its not something on the the radar at all and erm i just wondered what meaning you make of that?) Josephine: 29 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Power dynamic\Schools priotising work \not come up as not considered high priority by schools?</p>	<p>the reason it hasn't come up as a piece of work is because i would imagine it wouldn't be seen as a high priority need in schools Alexis : 16 - 16 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Power dynamic\Schools priotising work \no work as not currently considered a high priority need/concer</p>	<p>schools don't have huge amounts of time (yeh) there prioritising needs for limited number of visits erm i would say my hypothesis is that its just not seen as a high priority (pause) need or concern at this point Alexis : 16 - 16 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Contracting \Power dynamic\schools have to want to adress the topic - power?</p>	<p>raising it if if if erm (pause) in our planning meetings you could start a conversation about whether this was something (uhu) erm that they would like to to talk about more (yeh) (pause) erm say the question again can i have a look at the questions</p> <p>yeh course so erm its a semi-structured interview so it may not be exactly always these but erm yeh how do you think EPs can support schools to improve outcomes for trans* students</p> <p>so theres raising it at planning meetings (uhu) and then if (pause) so if they were wanting to talk about it some more then (pause) it would be exploring (pause) what those outcomes</p> <p>Emily: 20 - 22 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Power dynamic\schools need to want to address the issue</p>	<p>so if they were wanting to talk about it some more</p> <p>Emily: 22 - 22 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Responsibility for agenda\shared responsibility</p>	<p>d i don't feel from my experience schools have taken a proactive stance on it because maybe if they had then i would be i would had some interactions or discussions around that (yeh) erm and like likewise for my own practice maybe because of my lack of knowledge in it then I'm taking a similar view in that ok its reactive</p> <p>Sophie : 10 - 10 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Responsibility for agenda\shared responsibility</p>	<p>i think its just perhaps not having feeling confident enough to support in that area (uhmm) and also its never been raised by schools thats I've worked in or been a referral or or anything like that erm</p> <p>Sophie : 8 - 8 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Contracting \Responsibility for agenda\shared responsibility</p>	<p>i haven't done any work in that area none of my schools have requested support and again its not something I've suggested Sophie : 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Responsibility for agenda\shared responsibility</p>	<p>theres raising it at planning meetings (uhu) and then if (pause) so if they were wanting to talk about it some more Emily: 22 - 22 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Responsibility for agenda\shared responsibility</p>	<p>when people are talking about er the situation that the children are in it hasn't been something that has been at the back of mind although the the school wasn't raising it Emily: 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Responsibility for agenda\shared responsibility</p>	<p>Can you tell me about any previous work you have done supporting schools to improve outcomes for trans* children or young people</p> <p>I haven't done any</p> <p>ok and do you have any kind of hypothesis around why that might be</p> <p>Emily: 1 - 4 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Responsibility for agenda\shared responsibility</p>	<p>so yeh i guess maybe a mixture of myself and what i erm (pause) you know what i ask what i don't ask and and school themselves the institution and what there aware of Colette: 6 - 6 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Contracting \Responsibility for agenda\shared responsibility</p>	<p>i cant (pause) i can't i don't think i can really answer that because because i don't ask the question i don't kind of (pause) go into anything (pause) asking around that for them to say something (yeh) and of course there not saying anything either to say o yes (yeh) we've got these children so i i wouldn't really know (yeh) how schools are set up (ok) in that respect yeh Colette: 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\EPs imposing on schools</p>	<p>rather than us imposing it on them which is what i kind of feel like I'm doing sometimes now Josephine: 56 - 56 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\EP pushing the agenda</p>	<p>aybe pushing the agenda slightly if we feel we need to have that conversation Josephine: 56 - 56 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\helping schools prioritise thinking/supporting trans* pupils</p>	<p>and thinking about how we might help the schools to to prioritise this to prioritise the thinking around this the support then for these individuals Alexis : 30 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\helping schools plan EP work so there needs are met</p>	<p>d to help them to just plan like we would with another work how we might be able to erm best meet the needs of erm the school Alexis : 30 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\hasn't felt it was an issue in any caswork completed</p>	<p>when people are talking about er the situation that the children are in it hasn't been something that has been at the back of mind although the the school wasn't raising it i hadn't thought well i wonder whether thats the issue for this particular young person Emily: 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\choice over what areas you deal with?</p>	<p>the areas you want to deal with really in your work as an EP Kate : 86 - 86 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\EP would q why school wanted support</p>	<p>something i would say well why do you want this what makes you feel that its something thats needed (yeh) now if they said to me Kate : 52 - 52 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\EP able to influence agenda</p>	<p>erm (pause) any other factors erm (pause) i suppose erm an individuals personal interest will usually play into some of the (yeh) priorities priorities is not the right term our own as EPs are own individual interest areas or or our own erm areas that we might be doing currently or thinking about maybe doing say professional development in i think when its in mind (yeh) if its something that your conscious of for whatever reason i think that often that impacts whether or not we may or may not address certain topics so you might want to call it an individual bias or interest Alexis : 34 - 34 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\EPs able to have an influence on work completed</p>	<p>it could be a service driven factor as well so it might be as a service or a local authority if your working for a local authority that there might be be a priority there might be a focus i would say (yeh) on a particular topic that might erm (pause) lead to i suppose colleagues i suppose having a particular erm leaning towards working on that particular topic Alexis : 34 - 34 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\EPs can influence schools decision on agenda</p>	<p>thinking about how we might help the schools to to prioritise this to prioritise the thinking around this the support Alexis : 30 - 30 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\not occurred to participant to ask</p>	<p>is there a particular reason for that is it just you haven't thought about it or (yeh) or don't think its important or</p> <p>i think its just (pause) its not actually occurred to me (yeh) to ask Colette: 9 - 10 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\EP not raised gender identity with schools</p>	<p>its not something I've suggested Sophie : 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\EP never asked</p>	<p>I've never asked Emily: 4 - 4 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\EP raising a case with the school</p>	<p>so i raised it with the school Barbara: 8 - 8 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\asking schools qs</p>	<p>i suppose (pause) raising it if if if erm (pause) in our planning meetings you could start a conversation about whether this was something (uhu) erm that they would like to to talk about more (yeh) Emily: 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\influence of EP asking questions</p>	<p>maybe myself not asking certain questions that might (pause) make them think about about these issues Colette: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\raising it in planning meetings</p>	<p>so theres raising it at planning meetings (uhu) and then if (pause) so if they were wanting to talk about it some more then Emily: 22 - 22 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\never q school about gender identity</p>	<p>i don't ask the question i don't kind of (pause) go into anything (pause) asking around that for them to say something Colette: 12 - 12 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Contracting \EP influence\asking qs may influence the agenda?</p>	<p>asking the school you know are there any children or young people that are (pause) who are part of the trans community and just exploring from the outset you know how are they being supported in the system (yeh) and erm finding out what support is in place and if erm you know its an area that perhaps school haven't considered then then its then i can help them to think about what that might look like Sophie : 30 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\could be asked to do this work at any point</p>	<p>that in our job it could be next week thats this is erm a a (yeh) that this is something that you need to bloody do something Emily: 64 - 64 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\not on primary schools agenda currently</p>	<p>but the others not at all i don't think its on their agenda in the slightest at the moment Josephine: 22 - 22 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\talking to EP as a SENCo</p>	<p>d i do remember talking to the ed psych about that Laura: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\school approaching EP</p>	<p>erm if the school approached me now to do Kate : 52 - 52 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\request by school</p>	<p>i think if the school has asked for it Kate : 42 - 42 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\schools not requested support</p>	<p>i haven't actually been asked to do any work (ok) to support trans* students its never come up in any consultations I've had any requests that I've had Kate : 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\not been raised by SENCO's or heads</p>	<p>its not been discussed by SENCOs or heads Kate : 2 - 2 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\not mentioned by schools</p>	<p>so we had a young person who was raised to me by i did some work on the side as a volunteer for an LGBTQ charity and i was doing some supervision of someone and they had a young person who (pause) erm one in one of my schools so they let me know (hmm) who hadn't been raised for any EP involvement Barbara: 8 - 8 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\schools not raising topic with EP</p>	<p>i just wonder if schools haven't raised it because its not been a problem that has a risen Sophie : 10 - 10 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\gender identity never been raised by schools</p>	<p>also its never been raised by schools thats I've worked in or been a referral or or anything like that Sophie : 8 - 8 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\referral to EP only if school experiencing difficulty</p>	<p>if the school (pause) had come about a case (hmm) i guess that would be because they were they were experiencing some difficulty (yeh) or that the young person was experiencing some distress Emily: 30 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\school coming about a case - influence agenda?</p>	<p>yeh ok erm im just thinking if you were doing a consultation what that might that include erm what kind of things might you be considering or thinking about so if if (pause) if the school (pause) had come about a case Emily: 29 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\schools not making referrals</p>	<p>maybe wondering why there haven't been any referrals Sophie : 40 - 40 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\schools haven't requested support</p>	<p>schools have requested support and again its not something I've suggested Sophie : 2 - 2 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\Raising a case with EP as a SENCo</p>	<p>so you think theres something about attitudes which might be around whether or not EPs do work in this area</p> <p>whether or not it was acknowledged you know in the older days whether it was even acknowledged because you know id raised it with the ed psych that i felt this girl could also have gender identity issues and he was woah don't go there Laura: 7 - 8 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\not raised by schools?</p>	<p>the school wasn't raising it Emily: 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Contracting \Schools influence\not raised by school</p>	<p>ok and do you have any kind of hypothesise around why that might be</p> <p>Emily: 3 - 4 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \Exploring/identifying needs\exploring/ identifying CYPs needs\exploring why a YP is distressed?</p>	<p>i could imagine erm some people might be concerned that the child was distressed but perh perhaps the reason for so they might be feel erm so they might be a little boy but feeling that they were a girl (hmm) and dis erm and perhaps they would perhaps people mightened those around the child might be fee thinking (pause) perhaps theres another reason besides erm (pause) besides the desire erm (yeh) you know they might want to explore that in more depth Emily: 30 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \Exploring/identifying needs\exploring/ identifying CYPs needs\exploring why a YP is distressed</p>	<p>or that the young person was experiencing some distress (yeh) so then (pause) then it would be what that distress was about erm Emily: 30 - 30 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \Exploring/identifying needs\exploring/ identifying CYPs needs\protective and risk factors</p>	<p>ay help with identifying protective factors for young people so i guess safeguarding against possible victimisation or possible mental health difficulties and identifying what protective factors that young people have and building on them and looking at potential risk factors (yeh) and kind of filling the gaps there Josephine: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \Exploring/identifying needs\exploring/ identifying CYPs needs\helping students identify their new needs</p>	<p>to get them to identify what their new needs might be erm Kate : 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \Exploring/identifying needs\exploring/ identifying CYPs needs\questioning about the meaning of students behaviours</p>	<p>when t t teachers are talking about erm certain kinds of behaviour difficulties that kids are having (yeh) or you know that their withdrawn or their boisterous you know whatever so you know maybe asking questions when you hear things like that to kind of maybe (pause) for the EP to ask questions around o you know why do you think that might be Colette: 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \Exploring/identifying needs\exploring/ identifying CYPs needs\unpicking why the CYP wanted to change gender</p>	<p>actually deciding that your gender is actually quite key to making sure that you're a thriving person (yeh) and switching er either way is quite an extreme (laughs) well to state the obvious its a its a extreme position to take for the young person (uhmm) so i suppose theres some unpicking around that Kate : 16 - 16 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \Exploring/identifying needs\exploring/ identifying CYPs needs\EP trying to understanding wider pressures</p>	<p>so it would be really a case of working on and trying to understand the wider the pressures Kate : 48 - 48 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \Exploring/identifying needs\exploring/ identifying CYPs needs\determining YPs awareness of their impact on their environment</p>	<p>it could be that the person actually wants to be understood as a different person and there not understanding themselves the impact it would have (yeh) on their environment the peers and their teachers and the wider school so i suppose the starting point would be from them (yeh) just see how aware they are Kate : 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \Exploring/identifying needs\identifying schools needs \reflecting with schools on current provision</p>	<p>I'm doing a lot of work around their kind of more general pastoral provision (yeh) and looking at what there doing to support lots of different groups and it will be interesting to see once i get in there and do a bit of an audit with them (yeh) and a reflection process whether that is in there at all Josephine: 22 - 22 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \Exploring/identifying needs\identifying schools needs \audit of current provision</p>	<p>I'm doing a lot of work around their kind of more general pastoral provision (yeh) and looking at what there doing to support lots of different groups and it will be interesting to see once i get in there and do a bit of an audit with them Josephine: 22 - 22 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \Exploring/identifying needs\identifying schools needs \helping school identify their training needs</p>	<p>so its more consulting with them to identify what they needed Josephine: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\gathering teachers views</p>	<p>possibly speak to the teachers Kate : 14 - 14 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\Importance of the childs voice\CYPs being the ones in the know</p>	<p>elicit their voice so that they can inform practice because really they would be the ones to say it would be better if Barbara: 24 - 24 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\Importance of the childs voice\eliciting CYPs voice covers lots of areas</p>	<p>yeh maybe maybe the main thing would be to get there voice because that would cover lots of areas wouldn't it Colette: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\Importance of the childs voice\eliciting YP voice as the best approach</p>	<p>best approach erm most likely is to ask them Alexis : 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\eliciting CYPs views\eliciting students views on GI journey</p>	<p>i i mean students asking the trans students what they want and where they are emotionally and where they think there going to go (uhmm) you know how far down the road they are Laura: 16 - 16 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\eliciting CYPs views\getting to know YP particularly well</p>	<p>getting to know the young person particularly well Kate : 14 - 14 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\eliciting CYPs views\work in consultation with YP</p>	<p>again it would have be done a lot in consultation with the young person because it could be something that there not comfortable with (uhmm) erm so it would be quite sensitive really to what they want Kate : 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\eliciting CYPs views\YP views on what should be done</p>	<p>what have they thought about it how they want it to be handled Kate : 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\eliciting CYPs views\eliiting CYPs views</p>	<p>that young person (pause) ideally eliciting their views on whats worked well on the way your school is supporting you and what hasn't (yeh) so they can so to elicit their voice Barbara: 24 - 24 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\eliciting CYPs views\eliciting the CYPs voice about support</p>	<p>eliciting their views on whats worked well on the way your school is supporting you and what hasn't Barbara: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\eliciting CYPs views\eliciting students views on needs</p>	<p>so its then about thinking well whats the best approach erm most likely is to ask them (laughs) what is it you want what do you need Alexis : 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\eliciting CYPs views\eliciting students views about emotions</p>	<p>i i mean students asking the trans students what they want and where they are emotionally and where they think there going to go (uhmm) you know how far down the road they are Laura: 16 - 16 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\eliciting CYPs views\eliciting childs voice</p>	<p>yeh maybe maybe the main thing would be to get there voice because that would cover lots of areas wouldn't it Colette: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\eliciting CYPs views\eliciting YP views/ feelings</p>	<p>eliciting their views their feelings Sophie : 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\identifying outcomes/asirations and facilitators</p>	<p>see (pause) what their concerns are what there outcomes are and erm (pause) their aspirations for the for the youngsters might be Kate : 62 - 62 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\discussion with family YP as first step</p>	<p>i think that discussing it with the family and young person would have to be the starting point to understand the rationale and erm (pause) the areas you want to deal with really in your work as an EP Kate : 86 - 86 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\determining outcomes school would like to achieve</p>	<p>(it would be exploring (pause) what those outcomes might be Emily: 22 - 22 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \gathering views\gathering views from a targeted group of YP</p>	<p>well possibly speak to the teachers and a targeted group of young people Kate : 14 - 14 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \finding out situation for CYP, family and school</p>	<p>yeh erm findings out about (pause) kind of what was happening for the for the child and the family and school Emily: 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \lack of info/understanding of situ as a barrier\lack of understanding of YP situation as a barrier</p>	<p>lack of (pause) understanding of (pause) the situation (pause) erm for whoever is concerned erm (pause) so maybe misunderstanding why were having to deal why the person felt that they needed the change you know Kate : 74 - 74 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \lack of info/understanding of situ as a barrier\miscommunication as a barrier</p>	<p>you know just miscommunications Kate : 74 - 74 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \lack of info/understanding of situ as a barrier\need to understand the rationale</p>	<p>i think that discussing it with the family and young person would have to be the starting point to understand the rationale and erm (pause) the areas you want to deal with really in your work as an EP Kate : 86 - 86 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \lack of info/understanding of situ as a barrier\lack of information as a barrier</p>	<p>well not knowing not knowing what the actual situation is Kate : 76 - 76 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Exploring a situation \lack of info/understanding of situ as a barrier\lack of information as a barrier</p>	<p>the barriers possibly would be lack of information Kate : 74 - 74 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\interesting work\interesting work</p>	<p>so that was quite interesting Josephine: 2 - 2 (0)</p>

EP role with the Trans* Community\Doing EP work\Experience \Having experience\interesting work\interesting work	that was quite an interesting piece of work Josephine: 2 - 2 (0)
EP role with the Trans* Community\Doing EP work\Experience \Having experience\interesting work\interesting case	it was a really interesting case Josephine: 2 - 2 (0)
EP role with the Trans* Community\Doing EP work\Experience \Having experience\interesting work\interesting case work	so that was quite interesting Josephine: 2 - 2 (0)
EP role with the Trans* Community\Doing EP work\Experience \Having experience\interesting work\interesting work	so it was quite interesting Josephine: 2 - 2 (0)
EP role with the Trans* Community\Doing EP work\Experience \Having experience\interesting work\interesting case	so its quite an interesting cas Josephine: 2 - 2 (0)
EP role with the Trans* Community\Doing EP work\Experience \Having experience\limited contact	because that is something that i haven't had much contact with at all really Kate : 70 - 70 (0)
EP role with the Trans* Community\Doing EP work\Experience \Having experience\seldom occured in work	i think in my case it has occurred so seldom Laura: 66 - 66 (0)
EP role with the Trans* Community\Doing EP work\Experience \Having experience\minimal previous experience	ok so can you tell me about any previous work you have done supporting schools to improve outcomes for trans* children or young people in general no erm (pause) i had a case once Laura: 1 - 2 (0)

<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\has experience\has experience</p>	<p>so erm can you tell me about any ways you have worked to support schools to improve outcomes for trans* students</p> <p>erm i think probably in general just in erm expanding their concept around it (ok) erm so in when when we've been working with cases where they they feel quite confused around it do i call her she do i call her he just thinking with them about what the young person wants to be called Barbara: 1 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\has experience\having experience supporting around gender more generally</p>	<p>in terms of just gender I've done a lot of work but thats less trans well i guess it just expanding constructs around gender (uhmm) done a lot of that in children centres Barbara: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\has experience\has experience</p>	<p>its definitely the kind of areas that we covered with the schools I've worked at before Josephine: 42 - 42 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\no experience\some colleagues had no experience</p>	<p>I've had experience or or space to to be able to do this kind of work and develop my practice its not necessarily the case for all colleagues Josephine: 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\no experience\hasn't been relevant in any casework completed</p>	<p>it hasn't come to mind ok erm (pause) and do you think erm theres a specific reason it hasn't come to mind or just erm or it just hasn't been relevant</p> <p>just because it hasn't been relevant Emily: 13 - 14 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\no experience\no experience</p>	<p>ok erm can you tell me about any previous work you have done (uhmm) supporting schools to improve outcomes for trans* children or young people</p> <p>supporting schools erm (pause) I would say no (laughs Alexis : 1 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\no experience\no experience</p>	<p>Can you tell me about any previous work you have done supporting schools to improve outcomes for trans* children or young people</p> <p>I haven't done any Emily: 1 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\no experience\no experience</p>	<p>so erm can you tell me about any previous work that you have done supporting schools to improve outcomes for trans* children or young people</p> <p>i haven't done any work in that area Sophie : 1 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\no experience\no experience</p>	<p>ok so erm can you tell me about any previous work you have done supporting school to improve outcomes for trans* children or young people</p> <p>i dont think i have ever done anything Colette: 1 - 2 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\no experience\no experience</p>	<p>can you tell me about any ways you have worked supporting schools to improve outcomes for trans* students</p> <p>i haven't actually been asked to do any work (ok) to support trans* students its never come up in any consultations I've had any requests that I've had its not been discussed by SENCos or heads I've not actually had any contact (uhmm) with anybody supporting a trans child young person in schools</p> <p>Kate : 1 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\no experience\no experience</p>	<p>i don't have any experience</p> <p>Kate : 42 - 42 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\large amount of work completed\large amount of work</p>	<p>so did a lot of work with them around erm there support system</p> <p>Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\large amount of work completed\lot of work around gender</p>	<p>so yeh I've done a lot of work in children's centres around gender erm yeh</p> <p>Barbara: 4 - 4 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\large amount of work completed\large amount of work</p>	<p>did a lot of work around (pause) how to sensitively support young people whether they you know whether they did have gender issues or not</p> <p>Josephine: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \Having experience\large amount of work completed\large amount of work completed</p>	<p>in terms of just gender I've done a lot of work but thats less trans well i guess it just expanding constructs around gender (uhmm) done a lot of that in children centres</p> <p>Barbara: 2 - 2 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Experience \influence of experience\influence of contact on ability to imagine trans* experience</p>	<p>because that is something that i haven't had much contact with at all really (yeh yeh) so to that extent its quite difficult to imagine what the world might be like for this person Kate : 70 - 70 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \influence of experience\case prompted EP to think about work in other schools</p>	<p>the school realising (yeh) what there going through and they they still needed support even if they hadn't come up on the radar yet of (uhmm) erm (pause) so that i think that then just broadened the concept out across my schools just to think about (pause) pre-emptively really how do my schools think about these things (hmm) are they are they prepared if they do get a young person (yeh) erm (pause) who is transitioning to be able to really deal with them and is this you know what i mean (yeh) is this in the most sensitive way possible Barbara: 8 - 8 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \influence of experience\learning from others experience</p>	<p>if someone has erm been dealing with a erm school where there are trans issues they can talk to the rest of us about it and we can all learn (hmm) and we can all learn from from there experience Laura: 30 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \influence of experience\learning from experience</p>	<p>i suppose it would be really fascinating to get somebody from who worked in this area to say you know this stuff is helpful (pause) you know these are key moments or key things to think about Emily: 46 - 46 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \influence of experience\influence of experience on knowledge/skills</p>	<p>I've had experience or or space to be able to do this kind of work and develop my practice its not necessarily the case for all colleagues and i think that that theres probably a massive knowledge and skill shortage within the profession Josephine: 12 - 12 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Experience \influence of experience\influence of current experience on agenda</p>	<p>or our own erm areas that we might be doing currently or thinking about maybe doing say professional development in i think when its in mind (yeh) if its something that your conscious of for whatever reason i think that often that impacts whether or not we may or may not address certain topics Alexis : 34 - 34 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \influence of experience\influence of experience on skills/knowledge</p>	<p>now it might be something because I've had experience or or space to to be able to do this kind of work and develop my practice its not necessarily the case for all colleagues and i think that that theres probably a massive knowledge and skill shortage within the profession Josephine: 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \influence of experience\experience may change approach</p>	<p>id just be interested if everything that I've said now would actually still hold (laughs) you know when if i did actually have to deal with this situation Kate : 84 - 84 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \influence of experience\lack of experience meaning limited knowledge</p>	<p>i don't really know (pause) until until you have experienced it if theres other things Kate : 82 - 82 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \influence of experience\experience influencing view point</p>	<p>i think you probably would i might be giving you a different answer if id actually worked with erm so not having that experience Kate : 68 - 68 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Experience \influence of experience\lack of experience impacts beliefs</p>	<p>it could relate to (pause) in my view and again maybe its my lack of knowledge and experience or personal experience erm (pause) but i think it would be very easy for a young women or young man to feel that there are (yeh) that they've been classified in the wrong gender as an answer to other (uhmm) issues that there having and it might complicate things for them Kate : 52 - 52 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Experience \influence of experience\influence of experience on willing</p>	<p>its not something i would want to necessarily to (pause) jump in to do partly (pause) because i don't have any experience of it necessarily myself Kate : 42 - 42 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\support staff to recognise own biases\beliefs moving from unconcious to concious?</p>	<p>recognising their own bias i guess of (pause) boys should be boys and girls should be girls (uhum) erm just so that they start to say o yeh i actually do have theres a little bit of my gunk in here that might be getting in the way of me really seeing this young person as a young person whose going through their process Barbara: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\support staff to recognise own biases\making unconcious bias concious?</p>	<p>just to notice if they are maybe being very erm (pause) gender binary in their in their words or their approaches or very heteronormative or very erm (pause) nuclear family about the way that they referring to (pause) presuming their parents presuming their from a family where its very (pause) erm traditional and erm (pause) and erm presuming that (pause) that i don't know but theres theres a lot of work that needs to be done just to to be able to see it Barbara: 18 - 18 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\support staff to recognise own biases\supporting staff to recognise bias</p>	<p>just to notice if they are maybe being very erm (pause) gender binary in their in their words or their approaches or very heteronormative or very erm (pause) nuclear family about the way that they referring to (pause) presuming their parents presuming their from a family where its very (pause) erm traditional and erm (pause) and erm presuming that (pause) that i don't know but theres theres a lot of work that needs to be done just to to be able to see it and be proactive and to facilitate supporting young people Barbara: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\support staff to recognise own biases\support people to recognise own bias</p>	<p>recognising their own bias i guess of (pause) boys should be boys and girls should be girls Barbara: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\raising awareness in schools as the first step</p>	<p>well i think i guess awareness would be the first step (yep) if its something that you're drawing a schools attention to in terms of is this something you've considered is this something your aware of erm are there do you think theres a cohort of young people in your school that may identify this way Alexis : 30 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\raising awareness</p>	<p>raising awareness Barbara: 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\raising awareness</p>	<p>i think raising awareness Barbara: 24 - 24 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\raising schools awareness around their role</p>	<p>i think i think raising schools awareness that its not a separate thing just to be left to CAMHS or its actually something that they need to be involved with just as much as any other process Barbara: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\raising schools awareness</p>	<p>if not still maybe kind of building developing kind of the schools awareness to kind of consider thi Alexis : 30 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\EPs can raise awarness in schools</p>	<p>i think thats quite helpful in helping EPs to become more aware and (yeh) skilled and equipt which can then cascade out into schools Barbara: 36 - 36 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\developing awareness</p>	<p>develop their understanding, awareness about appropriate responses Alexis : 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\ensuring staff are aware so they can spot any potential issues</p>	<p>erm once the novelty has worn off and people have gotten used to the new situation does that create other issues i suppose its just being aware Kate : 22 - 22 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\improve awareness in schools</p>	<p>with schools i think again something similar (uhmm) you know encouraging schools to recognise what happening i mean some staff just wont even be aware (mm) erm particular in a secondary school erm where they Laura: 20 - 20 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\making staff aware of risk around bullying</p>	<p>physically attacked that would be that would worry me that would be an use would be concerned about so its not just bullying with schools but its outside as well</p> <p>and how might that impact the support EPs could offer</p> <p>erm (pause) awareness again making the school aware Laura: 52 - 54 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\raising staff awareness around gender identity</p>	<p>mostly it was around raising awareness for general teaching staff around gender identity Josephine: 4 - 4 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\developing YPs awareness</p>	<p>erm we could offer support i would say at the group level for young people potentially around helping erm you know develop erm understanding and awareness of erm Alexis : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\broaden staff awareness</p>	<p>to support children and young people where carefully i guess where they felt that there might be an issue around their gender identity and erm just to kind of broaden awareness of staff around that Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\raise awareness</p>	<p>what can i be doing around awareness raising Sophie : 40 - 40 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\raising awareness in schools</p>	<p>how i can then raise awareness in schools Sophie : 34 - 34 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP role to raise awareness\raising awareness</p>	<p>h so i think i erm its about myself raising that awareness Sophie : 30 - 30 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \work shouldnt do\no place doing preventative work</p>	<p>i say I'm not sure about our place doing any preventative work on that (yeh) so having that focus Kate : 68 - 68 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \work shouldnt do\no preventative or promotional role</p>	<p>we'll if if yeh if it is the case that there is a child or young person that needs or (pause) that is undergoing any changes then that would be the time to step in but i don't think that we have a preventative or promotional role at this point no Kate : 44 - 44 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \benefits of education - raising awareness/destigmatisation</p>	<p>so id like to think its education for all because its needs to be raising general awareness and destigmatisation doesn't it really Josephine: 44 - 44 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \education\educating parents</p>	<p>erm educating parents Laura: 16 - 16 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \education\supporting staff to the understand trans* population</p>	<p>having to do a lot more explaining around you know for trans gender trans populations because (pause) that knowledge might not be there Colette: 78 - 78 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \education\educating for students on gender identity \education for all students</p>	<p>when you were talking before about the curriculum, would that be for trans* students, every student? well i'd like it to be for every student (hmm) because erm (pause) you know people peoples gender identity can shift as they go so identifying somebody as trans whether they identify or someone else has a question around that you know that that can change over time (yeh) so id like to think its education for all because its needs to be raising general awareness and destigmatisation doesn't it really Josephine: 43 - 44 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \education\educating for students on gender identity \developing YP understanding</p>	<p>i would say at the group level for young people potentially around helping erm you know develop erm understanding and awareness of erm (pause) you know this area Alexis : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \education\educating for students on gender identity \developing curriculum</p>	<p>i would like to think it would look at erm kind of the curriculum they've got around that (yeh) erm psycho-education programs around that Josephine: 42 - 42 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \education\educating for students on gender identity \education for students</p>	<p>erm you know like i said you know you could support at the individual level class or group year level in terms of education Alexis : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \supporting others to understand the CYP \improving understanding</p>	<p>working with they systems around them to understand Sophie : 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \supporting others to understand the CYP \helping others understand the CYP</p>	<p>perhaps erm them supporting them i suppose to (pause) to be understood (pause) yeh to be understood by the systems they are a part of so (yeh) and you know offering them psychological support but also working with they systems around them to understand Sophie : 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \supporting others to understand the CYP \help others understanding the implications of a gender change</p>	<p>helping teachers and peers with understanding the pupil can you tell me a bit more about what that might look like or well its erm (pause) understanding (pause) why a change was needed (uhmm) (pause) and the extent of (pause) the implications of that Kate : 15 - 16 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \supporting others to understand the CYP \others understanding of reason for change in gender identity \supporting peers to understand reasons for choice</p>	<p>with the peers with that particular cohort that knows the young person to get them to understand the reasons behind Kate : 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \supporting others to understand the CYP \others understanding of reason for change in gender identity \help others understanding why a CYP wants to change there gender</p>	<p>helping teachers and peers with understanding the pupil can you tell me a bit more about what that might look like or well its erm (pause) understanding (pause) why a change was needed (uhmm) (pause) and the extent of (pause) the implications of that Kate : 15 - 16 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \supporting others to understand the CYP \others understanding of reason for change in gender identity \improving others understanding about reasons for choice</p>	<p>getting (pause) getting others to understand why this person identifies or feels that they need to change gender to identify as a different person Kate : 16 - 16 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \supporting others to understand the CYP \support staff to understand the YP following transition</p>	<p>if the adults have known the young person before any changes then the adults might need a bit of support to try to understand the young person better Kate : 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \sharing YP views with adults\sharing YP views with others</p>	<p>yeh i guess you know in in your report (pause) how (pause) i guess the importance would be on how you present that information so that other people so that other people are going to to understand Colette: 34 - 34 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \sharing YP views with adults\informing staff of issues raised by YP</p>	<p>so that would be problem solving with young people</p> <p>well i think yeh initially with the young person and then bringing in the staff as the young person feels necessary Kate : 29 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \sharing YP views with adults\sharing YPs views with staff/parents</p>	<p>i had to obviously talk to the staff with her about it and talk to her parents who also realised erm that she was erm confused (uhu) about it Laura: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \education to reduce discrimination</p>	<p>its would be a two pronged attack i guess you know trying to work around educating the school and helping them to educate the the erm people that are (pause) behaving in this way as well Colette: 86 - 86 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding about needs\education about risks for trans* YP</p>	<p>i think for them to have a bit of psych education around mental illness and how and the disproportionate numbers of young people who are trans (uhmm) how they struggle with mental health difficulties Barbara: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding about needs\improving understanding of needs of trans* students</p>	<p>so did some work with them kind of consultatively really around their understanding of erm that population and the needs that arise and also around more general kind of bullying issues Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \education around identity</p>	<p>just looking at it from an identity point of you (uhmm) self-identity how how you see yourself i guess erm (pause) the training you know could be kind of narrowed into that Colette: 26 - 26 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \education on societal gender roles</p>	<p>the concept of gender we often project on to erm why you playing with the dolls and not the (uhmm) the trucks and the little girl why is she so dirty but we wouldn't actually say that you know why is her dress so dirty and I'm pre-occupied with that but just to realise I'm not pre-occupied with (yeh) the boys clothes being dirty Barbara: 4 - 4 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing psychological understanding\psycho-education programs</p>	<p>erm psycho-education programs Josephine: 42 - 42 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing psychological understanding\psycho-education</p>	<p>i mean some fairly basic psycho-education Alexis : 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing psychological understanding\helping staff understand the psychology around there own biases</p>	<p>staff don't without realising it put their bi-ases of don't go to high to the girl worrying thats she frazzling and might fall whereas the boy they haven't even questioned that he's gone to the top for them to become aware that there putting language and shaping shaping gender from an early age i think its quite an important role that we can have in helping them to understand the psychology around (yeh) around that Barbara: 22 - 22 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing psychological understanding\psych-education for schools</p>	<p>i think for them to have a bit of psych edu-cation around mental illness and how and the disproportionate numbers of young people who are trans (uhmm) how they struggle with mental health difficulties Barbara: 24 - 24 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding about the concept of gender\support schools in understanding of the concept of gender</p>	<p>expanding their concept around the binary and just drawing their attention to the fact that it is a construct that we have that its male is male and female is female erm yeh i guess its more about (pause) yeh conceptualising the fact there is such as a thing as people that (pause) erm define themselves outside that binary Barbara: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding about the concept of gender\helping staff understand concept of gender</p>	<p>so i did some gender training (pause) to start to think about (pause) yeh all thats in between and thinking of it as a con continuum Barbara: 4 - 4 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding about the concept of gender\expanding construct of gender</p>	<p>in terms of just gender I've done a lot of work but thats less trans well i guess it just expanding constructs around gender (uhmm) done a lot of that in children centres Barbara: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding about the concept of gender\expanding schools concept of gender</p>	<p>i think probably in general just in erm expanding their concept around it Barbara: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding about the concept of gender\developing understanding about what trans* is</p>	<p>and its just developing that understanding about well what is trans* i suppose even at that basic level Alexis : 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding around how to support YP\developing practical understanding of how to support CYPs</p>	<p>translating that knowledge into actions into yeh a practical understanding of what it looks like really Colette: 78 - 78 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding around how to support YP\work around how to provide sensitive support for trans* student</p>	<p>did a lot of work around (pause) how to sensitively support young people whether they you know whether they did have gender issues or not was you know difficult to kind of identify Josephine: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding around how to support YP\education on allowing people to be who they are regardless of G</p>	<p>just allowing allowing people to be themselves and not needing to think o I'm not a good enough boy I'm not a good enough girl (hmm) that could in a way lead into some sort of confusion around (yeh) gender if they erm don't feel accepted as just who they are but there seen through the lens of but girls are supposed to do this but i don't want to do that so their must be something wrong with me Barbara: 4 - 4 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding around how to support YP\training on students views on provision</p>	<p>basic psycho-education (laughs) which again I'm kind of in need of so yeh the understanding of what it is in the first instance and then thinking a little bit more about erm (pause) how this group of individuals (pause) have said they would best like to be supported or have their needs met to get a better understanding of what it is Alexis : 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding around how to support YP\developing understanding of appropriate responses to trans* CYP</p>	<p>develop their understanding, awareness about appropriate responses Alexis : 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding around how to support YP\teaching on how to support trans* pupils</p>	<p>what might a training be on that so erm (pause) maybe how a teacher would support the student directly Colette: 29 - 30 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding around how to support YP\teaching on how to support trans* students</p>	<p>so training around supporting identity in general</p> <p>yeh yeh and then specifically supporting trans student</p> <p>Colette: 27 - 28 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding of language \understanding language</p>	<p>understanding which contexts their ready to (pause) say he in and which contexts there still saying she in (uhu) and to understand the nuance of that</p> <p>Barbara: 8 - 8 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \developing understanding of language \training others around language</p>	<p>well thinking about what will i need (laughs) and its just developing that understanding about well what is trans* i suppose even at that basic level if there are so many terms ok how do we decide on a term and the language around that (yeh) it sounds like even that in itself would probably be a lot of (laughs) understanding around that in terms of identification of individuals and i know that there is certainly the new MX you know how do you say that so you know you can be ms mr mrs mx (o right yes) so (ok) so kind of titles or how people would like to be addressed so that (yeh) kind of understanding at those levels</p> <p>Alexis : 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \helping students better understand themselves \support around how the CYP understands themselves</p>	<p>i think it would be work around how the child and the young person understands themselves</p> <p>Kate : 48 - 48 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \helping students better understand themselves \helping YP understand their narrative</p>	<p>supporting them you know just offering them that support in understanding you know their own narrative and how thats shifted and what that means for themselves (yeh) erm</p> <p>Sophie : 20 - 20 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \helping students better understand themselves \support to develop a narrative</p>	<p>whether its erm you know at the point when they identify themselves as trans* and that journey of of getting to that place or on their journey there what it look like so supporting that erm (pause) just supporting that narrative Sophie : 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \LA guidance for schools\producing guidance for schools</p>	<p>I'm thinking maybe (LA name) has like some guidance on this particular issue for schools and erm how schools can manage situations i haven't got a clue that s bit bad isn't it not to know erm (pause)</p> <p>and so where do you think the EPs role could be in that</p> <p>so they they could contribute to the drawing up of some guidance erm Emily: 32 - 34 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \LA guidance for schools\support to develop policy</p>	<p>so there would be some things that you could help with (uhmm) erm in terms of like emotional support or erm you know practical stuff or like that policy Emily: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \EP improving knowledge/understanding \EP informing schools of relevant policy</p>	<p>there was a ruling that you know teachers must not encourage people to become gay (right) because i remember talking to the psychologist about it and he said you do know about this rule thats been brought in (right) and i said no no i didn't know about it Laura: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\supporting school to consider gender facilities</p>	<p>erm then i could imagine all sorts of tricky issues around the schools handling of the situation (yeh) so if your are (pause) if your are erm (pause) so like changing using the loo all those sort Emily: 32 - 32 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\consideration around gendered sports teams</p>	<p>well there might be some activities that suddenly the young person is going to be accessing erm if the person plays football and they suddenly go from the girls team to the boys team and vice versa (mmm) erm (pause) that might be a totally flawless transition but it could also be something that people erm might want to talk about Kate : 14 - 14 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\developing school policies around facilities</p>	<p>supporting at that organisational level in terms of potentially policies thinking about things like practicalities of resources like the use of toilets Alexis : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\supporting changes in systems</p>	<p>using strength based models to support changes in systems Sophie : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\ensuring YP have opportunities to talk\ensuring school provide opportunities for students to talk</p>	<p>i said earlier having kind of an open door policy where theres space for young people to talk about whatever it might be Josephine: 42 - 42 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\ensuring YP have opportunities to talk\ensuring young people have a space to talk</p>	<p>it was about it was erm just giving Josephine: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\creating an inclusive school ethos</p>	<p>working with they systems around them to understand and to (pause) you know to create an inclusive erm culture Sophie : 18 - 18 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\determining how needs can be met \helping schools create a support package</p>	<p>helping them to develop preventative not preventative when i say preventative strategies (yeh) just support erm how do i what am i trying to say not to prevent (yeh) trans* but so just so they know what to do when when cases arise as oppose to its happening help now but actually they've already got a package of support in place Sophie : 10 - 10 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\determining how needs can be met \supporting schools to adapt the environment to meet needs</p>	<p>supporting schools to adapt the environment to support the young person Sophie : 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\determining how needs can be met \providing practical support</p>	<p>so there would be some things that you could help with (uhmm) erm in terms of like emotional support or erm you know practical stuff Emily: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\determining how needs can be met \coming up with a plan to meet needs</p>	<p>yeh erm findings out about (pause) kind of what was happening for the for the child and the family and school and coming up with a bit of a a plan if that was needed Emily: 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\determining how needs can be met \ensuring YP has what they need/ want</p>	<p>i suppose making sure that young persons got (pause) erm what they need what they want to obtain in school sort of (pause) available to them Kate : 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\determining how needs can be met \determining how to move towards desired outcomes</p>	<p>it would be exploring (pause) what those outcomes might be and then how you would how you would move towards them Emily: 22 - 22 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\developing support group\developing support groups</p>	<p>ith individual schools for example it might be that would like to develop supporting groups for young people within (uhmm) or parent support support group because you know parents can often you know need support (yeh) around various issues Josephine: 42 - 42 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\developing support group\support group to ensure CYPs are included</p>	<p>creating a support group for that person err or a being aware of making sure they don't feel quite so vulnerable possibly erm to make sure that there included in (pause) anything they want to be included in or should be included in Kate : 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\developing support group\support group to make sure YP feels less vulnerable</p>	<p>creating a support group for that person err or a being aware of making sure they don't feel quite so vulnerable possibly Kate : 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\developing support group\creating a support or being aware of group for trans* CYP</p>	<p>some group work some support from creating a support group for that person err or a being aware of Kate : 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\developing support structures</p>	<p>t particularly for those that were expressing that what kind of support structures would be in place Josephine: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\work to improve support systems for trans* pupils</p>	<p>so did a lot of work with them around erm there support system Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \developing provision\developing systems and processes to support trans* individuals</p>	<p>so consulted with senior leadership around around that and kind of helping them to develop erm systems and processes to identify kind of bullying but also to support children and young people where carefully i guess where they felt that there might be an issue around their gender identity Josephine: 2 - 2 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Thinking/discussion\helping staff talk to YP about gender identity</p>	<p>how to kind of broach those kind of conversations whose the best place to do it or is the young person that leads that you know that kind of thing Josephine: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Thinking/discussion\facilitating thinking\thinking around language</p>	<p>where they they feel quite confused around it do i call her she do i call her he just thinking with them about what the young person wants to be called Barbara: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Thinking/discussion\facilitating thinking\facilitating thinking about potential needs/support</p>	<p>if erm you know its an area that perhaps school haven't considered then then its then i can help them to think about what that might look like Sophie : 30 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Thinking/discussion\facilitating thinking\thinking together with a parent</p>	<p>so in her bringing it up it meant that we could then think together Barbara: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Thinking/discussion\facilitating thinking\facilitating schools thinking about needs/support required</p>	<p>so just facilitating them thinking about each individual and what each individual is presenting with (yeh) that may need support or not Josephine: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Thinking/discussion\facilitating thinking\facilitating thinking around a YP</p>	<p>i think to maybe erm (pause) yeh maybe to facilitate thinking around that young person Barbara: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Thinking/discussion\facilitating thinking\facilitating schools thinking about what support might look lik</p>	<p>if erm you know its an area that perhaps school haven't considered then then its then i can help them to think about what that might look like and what the needs of those that community might be given whatever the evidence base is out there and and what charities are saying (uhmm) and so forth Sophie : 30 - 30 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Thinking/discussion\facilitating thinking\helping schools view gender identity as a mental health issue</p>	<p>i think in really getting them to recognise that they are helping with (pause) mental health (yeh) and a human being not (pause) trans trans not trans person isn't the first thing of that person there a human being fundamentally (yeh) and to think its just another thing they need to think about in promoting mental health looking through the lens of yeh gender identity Barbara: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Thinking/discussion\facilitating discussion\facilitating open dialogue?</p>	<p>the EP role (pause) i think our role can be to open things up a bit can Laura: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Thinking/discussion\facilitating discussion\encouraging open dialogue</p>	<p>erm (pause) i think just encouraging an open dialogue (hmm) is very important Laura: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Thinking/discussion\Influencing thought\addressing issues aroun pre-conceptions of gender</p>	<p>addressing systemic issues you know around particularly around erm (pause) preconceptions around gender Josephine: 10 - 10 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Thinking/discussion\Influencing thought\helping schools think about trans* students as human beings</p>	<p>i think in really getting them to recognise that they are helping with (pause) mental health (yeh) and a human being not (pause) trans trans not trans person isn't the first thing of that person there a human being fundamentally (yeh) and to think its just another thing they need to think about in promoting mental health looking through the lens of yeh gender identity Barbara: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Thinking/discussion\Influencing thought\helping staff think differently: without their own 'gunk'</p>	<p>it seems like once you move the thinking then they start to think more clearly and more proactively erm (pause) so definitely in terms of schools Barbara: 2 - 2 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Helping staff manage their own difficulty \supporting staff to with their own issues</p>	<p>it probably would raise things for them i remember when i was teaching one girl changed her name and that was difficult enough for me to get my head around (uhmm) you know it was a case of why this change now and you sort of get used to dealing with a person in a particular way so i think for me teaching staff it would be necessarily for the young people if they've know the person then they would probably there would be some work to be done Kate : 12 - 12 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Helping staff manage their own difficulty \overcome prejudice/ stigma or disvomfort talking about gender</p>	<p>erm overcome some of the kind of stigmas and erm prejudices that people might have around that or kind of erm discomfort they might have about kind of discussing those issues with children Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Helping staff manage their own difficulty \helping staff deal with own thoughts/beliefs</p>	<p>and helping staff deal with some conflicts they have about it maybe (yeh) people are conflicted about this sort of thing Laura: 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Helping staff manage their own difficulty \helping staff acknowledge and manage their own beliefs</p>	<p>getting staff to work out where they are in their attitude to trans issues (hmm) so you know if you can say o yes it makes my flesh creep you know if if at least you can say that (hmm) and then just talk around why you know what that thats all about Laura: 24 - 24 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Helping staff manage their own difficulty \helping staff come to terms with their own gender identity</p>	<p>maybe there own issues as well and i think sometimes people who are very anti these issues is because maybe theres something in them that there not sure of or or they want to hide or their ashamed of</p> <p>ok so having them sort of</p> <p>yes come to terms with themselves and their own identity Laura: 24 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Helping staff manage their own difficulty \supporting adults manage conflict</p>	<p>i think it it (pause) it could be really tricky for the adults around the child because (pause) people may have good intentions but wanting to help the child they might go about wanting to help the child in lots of different ways so there might be conflict (yeh) or or other issues that people are upset about are expressed through that conflict over this particular issue so an EP they could be involved in teasing all that out Emily: 34 - 34 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Helping staff manage their own difficulty \helping adult manage emotions\support to engage with an unknown topic despite apprehension</p>	<p>with anything that is different there is apprehension or its its theres keep it at bay but actually it would be supporting them to engage with what is unknown but becoming known Sophie : 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Helping staff manage their own difficulty \helping adult manage emotions\supporting adults with emotions</p>	<p>it could be really tricky for the adults around the child because (pause) people may have good intentions but wanting to help the child they might go about wanting to help the child in lots of different ways so there might be conflict (yeh) or or other issues that people are upset about are expressed through that conflict over this particular issue so an EP they could be involved in teasing all that out Emily: 34 - 34 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \support around change\support around puberty</p>	<p>i suppose puberty (pause) if erm (pause) i can imagine that would be a challenging time (pause) Emily: 42 - 42 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \support around change\support with changes in education\support to re-integrate to mainstream</p>	<p>supporting their re-integration Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \support around change\support with changes in education\support to prepare for any change in education</p>	<p>errr and kind of other key times when theres something to prepare for yeh a change in education or a change in other things yeh a change in education Emily: 40 - 42 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \support around change\support with changes in education\support re-integration into mainstream</p>	<p>trying to support their re-integration carefully Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \support around change\support with changes in education\support with secondary transition</p>	<p>also you might want to be thinking about like a secondary transition Emily: 40 - 40 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \support around change\support around gender transition\ensuring the change was beneficial</p>	<p>P would be offering (uhmm) to make sure that the change has happened for reasons that have been thought out for everyones benefit erm and that is the best step to do Kate : 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \support around change\support around gender transition\ensuring change was beneficial</p>	<p>P would be offering (uhmm) to make sure that the change has happened for reasons that have been thought out for everyones benefit erm and that is the best step to do Kate : 38 - 38 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \support around change\support around gender transition\helping CYPs adjust</p>	<p>well it would be really to offer (pause) er help to the young person in terms of meeting with them really quite regularly maybe to help them adjust Kate : 26 - 26 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \support around change\support around gender transition\support with any hesitations around change</p>	<p>there might still be (uhmm) some issues there for the young person they might have their own hesitations as well as to doing it (uhmm) and so might need some support Kate : 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \support around change\support around gender transition\support to assume/feel comfortable with new identity</p>	<p>assume their new identity erm and feel comfortable with it Kate : 28 - 28 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\making young people feel good enough</p>	<p>not needing to think o I'm not a good enough boy I'm not a good enough girl (hmm) that could in a way lead into some sort of confusion around (yeh) gender if they erm don't feel accepted Barbara: 4 - 4 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\ensuring pupils feel accepted/preventing associated SEMH issue</p>	<p>just wondering about that and thinking could it be that they are feeling isolated anxious more than they need to about coming out about it in school are they feeling like their self esteem is so low that that could potentially lead to depression because there feeling like i don't fit in here Barbara: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\Peer relationships\support student to get along with others</p>	<p>i think dealing with the daily getting on with other people Kate : 36 - 36 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\Peer relationships\reducing bullying</p>	<p>so did some work with them kind of consultatively really around their understanding of erm that population and the needs that arise and also around more general kind of bullying issues Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\Peer relationships\safeguarding against victimization</p>	<p>i guess safeguarding against possible victimisation Josephine: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\Peer relationships\support to reduce bullying</p>	<p>but then secondary things like erm bullying Emily: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\Peer relationships\improving friendships</p>	<p>but a lot of it was around kind of friendships, onli online erm (pause) issues around kind of online bullying or identity with different groups and that kind of thing so helping them look at cyber bullying Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\Peer relationships\tackling cyber bullying</p>	<p>but a lot of it was around kind of friendships, onli online erm (pause) issues around kind of online bullying or identity with different groups and that kind of thing so helping them look at cyber bullying Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\providing emotional support</p>	<p>so there would be some things that you could help with (uhmm) erm in terms of like emotional support Emily: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\supporting psychological wellbeing</p>	<p>supporting around their psychological wellbeing erm and that could be on a number of different levels whether its erm you know at the point when they identify themselves as trans* and that journey of of getting to that place or on their journey there what it look like Sophie : 18 - 18 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\aim for child/family/school to be happy and successful</p>	<p>ok and what would the aim of the plan be</p> <p>so that the child and the family were ha and the s school were happy and successful</p> <p>Emily: 27 - 28 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\managing student emotions \support to manage shame</p>	<p>i mean it could be very shameful for them and i think dealing with shame is is an issue that we can help with</p> <p>Laura: 22 - 22 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\managing student emotions \support for students to manage emotions</p>	<p>to talk to the student about their feelings about things helping them to plan for their future i think a lot of trans kids feel very confused (uhmm) (pause) erm and probably quite alienated from their peers and just maybe looking with them for maybe ways to reduce anxiety and help them with their identity and that sort of thing</p> <p>Laura: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\managing student emotions \supporting trans* pupils to manage/process experiences/emotions</p>	<p>supporting the trans population in dealing with that you know with their emotions and experiences erm</p> <p>Colette: 86 - 86 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\managing student emotions \manage feeling associated with bullying</p>	<p>i guess supporting the individual to well talking about the name calling trying to to get (pause) erm trying to help them manage whatever feelings they might have</p> <p>Colette: 82 - 82 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\safeguarding against possible mental health difficulties</p>	<p>i guess safeguarding against possible victimisation or possible mental health difficulties</p> <p>Josephine: 38 - 38 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\support with SEMH needs</p>	<p>then at the individual student level if they were looking for support around anything in relation to their social, emotional, mental health potentially in an ideal world we could do that do intervention at an individual level Alexis : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\support to manage the CYP internalising or externalising needs</p>	<p>making the child withdrawn or or going the opposite way (hmm) so so you could help with those things Emily: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Promoting positive SEMH\ensuring students feel safe</p>	<p>yeh making them feel safe Barbara: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Challenging School Practice \participant challenging discourse around trans* pupil</p>	<p>the mum was also trans but shed become she identified as a guy and actually so the discourse was that it was obvious that he was going to have gender issues (mmm) and so they were almost overly supporting and overly encouraging it and my role in that was just to give an air of caution to say that he is still very young and he might just be exploring and learning and processing what his mum and his family are erm experiencing as well and actually later on he did he you know, he's more gender fluid Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Challenging School Practice \EP informing school what need to improve</p>	<p>erm just in letting the school in particular know it would have been good if that young person could have come to you you know in a nice diplomatic way i said it but they could have shared this in school so you could have helped them with (yeh) sitting down and saying how do you want us to think about your pronouns Barbara: 24 - 24 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Challenging School Practice \EP role to highlight areas where practice could improve</p>	<p>i think theres definitely roles for EPs to draw more attention and erm to definitely highlight in situations where (pause) more support could have been given by schools and it hasn't been Barbara: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\support to manage impact on learning</p>	<p>or perhaps erm how the child was managing was having an impact on on learning Emily: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\identification\supporting with identification</p>	<p>i guess helping them to recognise (pause) if there is if there are any trans children in their schools Colette: 20 - 20 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\identification\improving identification at a policy level</p>	<p>erm how someone might present and what that might mean about there gender you know (uhmm) erm I think we have a big role in addressing that at a kind of policy and practice level Josephine: 10 - 10 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\identification\improving identification at a practice level</p>	<p>erm how someone might present and what that might mean about there gender you know (uhmm) erm I think we have a big role in addressing that at a kind of policy and practice level Josephine: 10 - 10 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\signposting\determining whose best placed explore CYPs feelings about gende</p>	<p>perhaps the the child thinking they would like to explore (pause) fundamentally whether you know erm how they were feeling about their gender so then you'd be (pause) discussing you know who who would be best placed to do that Emily: 30 - 30 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\signposting\helping CYPs access support</p>	<p>erm kind of access to (pause) support and advice (yeh) for young people early on Josephine: 42 - 42 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\signposting\signposting</p>	<p>signposting people to erm ongoing help to to people who have experience working in this particular area who've who've put lots of thought and (uhu) and could offer something (pause) erm you know thats based on some research that has shown to be supportive and effective</p> <p>yeh and do you think that person who might those kind of people be</p> <p>so i suppose you would imagine that CAMHS or counselling services could provide support i know the tavi offered support to children around kind of identity and stuff erm (pause) Emily: 34 - 36 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\support to manage other peoples reactions</p>	<p>so then it might be other peoples reactions to the situation that you you might want to help the school with Emily: 40 - 40 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\creating connections between agencies</p>	<p>building links between agencies to kind of erm s s support this population Josephine: 10 - 10 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\critical incident support</p>	<p>following critical incidences i can think of one if not two critical incidence that I've responded Alexis : 44 - 44 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\working on the pressures CYP face</p>	<p>so it would be really a case of working on and trying to understand the wider the pressures that there Kate : 48 - 48 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\ensure issues arising for YP are picked up</p>	<p>the EP would be supporting (laughs) the young person in school just to make sure that (pause) and and the staff to pick up any issues that are arising Kate : 34 - 34 (0)</p>

<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\support for students to plan for the future</p>	<p>helping them to plan for their future Laura: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\monitoring CYPs</p>	<p>so offering young people a weekly space and what might that be for i would say erm it would be a monitoring it Kate : 27 - 28 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\problem solve with CYP\problem solve around issues</p>	<p>just (pause) problem solve around issues that they are having or might for see or want to avoid Kate : 28 - 28 (0)</p>
<p>EP role with the Trans* Community\Doing EP work\Aims of EP work \Other\problem solve with CYP\problem solving with CYPs</p>	<p>it would be a problem solving Kate : 28 - 28 (0)</p>
<p>EP role with the Trans* Community\Specialist EP Positions \Role of a Specialist EPs would include...\specialist EP staying up to date with research</p>	<p>role would mean maintaining links with those people that are doing this (yeh) day in day out (laughs) and being part of working groups and having access to the latest research and whatever Josephine: 50 - 50 (0)</p>
<p>EP role with the Trans* Community\Specialist EP Positions \Role of a Specialist EPs would include...\specialist EP maintaining links with other professionals</p>	<p>that role would mean maintaining links with those people that are doing this (yeh) day in day out (laughs) and being part of working groups Josephine: 50 - 50 (0)</p>
<p>EP role with the Trans* Community\Specialist EP Positions \Circumstances that determine whether Specialist EP are required\influence of knowledge on need for specialist EPs</p>	<p>i feel like most EPs kind of should know there stuff about ASD erm b b because the fashion of it has kind of past (ok) whereas does that make sense (yeh) so i think it depends on what (pause) what the kind of latest need is in a way (pause) Josephine: 52 - 52 (0)</p>

<p>EP role with the Trans* Community\Specialist EP Positions \Circumstances that determine whether Specialist EP are required\influence of prevalence on need for specialist EPs</p>	<p>i think it depends on where we are with a particular issue (yeh) so when autism was relatively new because its really old (laughs) but when there was like a massive kind of erm spurt and kind of growth in that area Josephine: 52 - 52 (0)</p>
<p>EP role with the Trans* Community\Specialist EP Positions \Circumstances that determine whether Specialist EP are required\influence of societal awareness on need for specialism</p>	<p>i think it depends on where we are with a particular issue (yeh) so when autism was relatively new because its really old (laughs) but when there was like a massive kind of erm spurt and kind of growth in that area and a raising of the awareness in the kind of general population around ASD then there was a need for much more specialism (yeh) within out profession Josephine: 52 - 52 (0)</p>
<p>EP role with the Trans* Community\Specialist EP Positions \Circumstances that determine whether Specialist EP are required\need determining specialism</p>	<p>so i think it depends on what (pause) what the kind of latest need is in a way (pause) Josephine: 52 - 52 (0)</p>
<p>EP role with the Trans* Community\Specialist EP Positions \Representatives \influence of representatives on collabration</p>	<p>yeh i think theres lots of facilitators as in theres a lot more erm representatives now (uhm) within local authorities within the NHS within each of the different borough area erm representing (pause) rep getting people to think about (pause) sexuality and gender</p> <p>by representatives do you mean that there actual role or they are of that sexuality and gender and so are representative</p> <p>yeh yeh some of its their role whether whether they are trans (yeh) LGBTQ or not just someone thats holding that saying you know were gonna come together you know Barbara: 32 - 34 (0)</p>

<p>EP role with the Trans* Community\Specialist EP Positions \Representatives \representatives increase EPs skills</p>	<p>i think thats quite helpful in helping EPs to become more aware and (yeh) skilled and equipt Barbara: 36 - 36 (0)</p>
<p>EP role with the Trans* Community\Specialist EP Positions \Representatives \representatives inform EPs of local resources</p>	<p>signposting letting people know erm yeh the local resources (uhmm) community groups and things Barbara: 36 - 36 (0)</p>
<p>EP role with the Trans* Community\Specialist EP Positions \Representatives \representatives raise EP awareness</p>	<p>i think thats quite helpful in helping EPs to become more aware and (yeh) skilled and equipt Barbara: 36 - 36 (0)</p>
<p>EP role with the Trans* Community\Specialist EP Positions \Representatives \representatives within EP services</p>	<p>EPS erm (pause) we have someone that is a representative also in CAMHS we have someone thats is a representative Barbara: 36 - 36 (0)</p>
<p>EP role with the Trans* Community\Specialist EP Positions \Representatives \role of representative to raise awareness</p>	<p>yeh a designated role to raise awareness Barbara: 36 - 36 (0)</p>
<p>EP role with the Trans* Community\Specialist EP Positions \Representatives \representatives send information to all services members</p>	<p>they do send articles send information about whether its sexuality or trans children trans young people Barbara: 36 - 36 (0)</p>

<p>EP role with the Trans* Community\Specialist EP Positions \Representatives \role of representatives</p>	<p>yeh i think theres lots of facilitators as in theres a lot more erm representatives now (uhm) within local authorities within the NHS within each of the different borough area erm representing (pause) rep getting people to think about (pause) sexuality and gender</p> <p>by representatives do you mean that their actual role or they are of that sexuality and gender and so are representative</p> <p>yeh yeh some of its their role whether whether they are trans (yeh) LGBTQ or not just someone thats holding that saying you know were gonna come together you know</p> <p>Barbara: 32 - 34 (0)</p>
<p>EP role with the Trans* Community\Specialist EP Positions \Self in a specialist role\self in a specialist role</p>	<p>then within that role i also worked within a specialist kind of mental health erm (pause) school provision if you like for children with erm mental health difficulties that couldn't be at school</p> <p>Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Specialist EP Positions \Self in a specialist role\previous role as a specialist EP</p>	<p>in my previous role which was as a specialist for working with children with what they called then challenging behaviour so now SEMH needs (uhum) erm did work with erm a cluster of schools really where they were saying erm they were realising that a lot of their young people that were trans were subject to bullying (mmm) and as a result were developing mental health difficulties</p> <p>Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\Specialist EP Positions \Specialists have important role</p>	<p>specialists have a really important role to play</p> <p>Josephine: 52 - 52 (0)</p>

<p>EP role with the Trans* Community\Specialist EP Positions \specialists deskilling others if not managed well</p>	<p>i think (hmm) I feel (pause) you know its a whole argument around specialisms i feel that to some extent someone having a specialism can deskill others if its not managed very well Josephine: 52 - 52 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Others current providing support rather than EP\counseling not EP role</p>	<p>so i raised it with the school to get the young person some erm (pause) some counselling (hmm) because you know there was a level of me becoming involved with them but needing them to have some support in the process Barbara: 8 - 8 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Others current providing support rather than EP\EPs not currently having a role but should?</p>	<p>is it because theres other support systems and if so then you know what how might we use our ed psych our educational psychology knowledge to be a part of that coz for me i think psychology can be applied in the community to most things so i think well why aren't we a part of the conversation yeh Sophie : 40 - 40 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Others current providing support rather than EP\school signposting to other services</p>	<p>i know that i notice that in all schools across (other LA) so i know that they do signpost children there they do try and provide kind of in a public sphere that they GAP Barbara: 16 - 16 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Others current providing support rather than EP\more common in CAMHS</p>	<p>in CAMHS it comes up a lot more (pause) I'm often hearing about colleagues working with children young people erm who are either identifying (pause) as the other gender as what they were born as physically born as (uhmm) or erm identified as or (pause) gender non-binary Barbara: 10 - 10 (0)</p>

<p>EP role with the Trans* Community\EPs and Other Professionals\Others current providing support rather than EP\schools referring to other service</p>	<p>either that schools have already got support systems in place (uhmm) or they've erm got clear processes around signposting (yeh) erm which doesn't involve perhaps the ed psych Sophie : 10 - 10 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Others current providing support rather than EP\advice from other professionals so no need for EP</p>	<p>yeh either because they've been advised by the professionals that dealt with the young person in making those choices for the different identity Kate : 8 - 8 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Others current providing support rather than EP\school working with psychiatrist/ no referral to EP</p>	<p>ne of my secondary schools did mention that they did have a child who was concerned about their sexual gender identity and erm but they were sort of discussing that with the young person and erm with the psychiatrist and the parent really it wasn't something that did come it was just mentioned in passing Kate : 10 - 10 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Others current providing support rather than EP\CAMHS supporting schools?</p>	<p>that if they needed professional support possibly that thats already been provided by CAMHS Kate : 4 - 4 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Others current providing support rather than EP\others providing support?</p>	<p>maybe wondering why there haven't been any referrals and is it because theres other support systems Sophie : 40 - 40 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\others as better placed to take up role?\EP not best placed?</p>	<p>EP that you know bits and pieces about some thing and you you know your (pause) you wouldn't be the best person to erm call upon Emily: 60 - 60 (0)</p>

<p>EP role with the Trans* Community\EPs and Other Professionals\others as better placed to take up role?\role for CAMHS rather than EP</p>	<p>erm i think its getting to the in-between and thinking ok yeh on the one hand we really need to think how their doing you know a are they managing do they have good coping mechanisms but or do they need CAMHS for that or but also what can we be doing to help them navigate everyday life in school (uhmm) that could be helping them Barbara: 26 - 26 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\others as better placed to take up role?\education for trans* students by more specialist profesh</p>	<p>if it was felt that you know we've noticed in this school we have a high number of (pause) young people that have you know gender identity erm differences (yeh) then you know they may want something more specific Josephine: 44 - 44 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\others as better placed to take up role?\need for another professional with more expertise</p>	<p>if it was felt that you know we've noticed in this school we have a high number of (pause) young people that have you know gender identity erm differences (yeh) then you know they may want something more specific but i would hope that they would then erm get more expect advice on that (laughs) Josephine: 44 - 44 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\others as better placed to take up role?\psychiatrist better placed to deal with issues around transitio</p>	<p>well the transition well i suppose that would be the psychiatrist or other people initiating that might be better erm (uhmm) in a better place to deal with that Kate : 36 - 36 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\others as better placed to take up role?\general discussion is schools role not EP role</p>	<p>its also (pause) its a bit erm (pause) like erm raising issues that aren't there yet you know we can talk about (pause) discussing and keeping the discussion open but i don't think it needs to be a particular EP intervention it could be something that school does as part of its PSHE program Kate : 42 - 42 (0)</p>

<p>EP role with the Trans* Community\EPs and Other Professionals\others as better placed to take up role? others as better placed to take up role?</p>	<p>it might be that (pause) erm that your just just f finding out about the situation and then signposting people to erm ongoing help to to people who have experience working in this particular area who've who've put lots of thought and (uhu) and could offer something (pause) erm you know thats based on some research that has shown to be supportive and effective Emily: 34 - 34 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\others as better placed to take up role? others as better placed to take up role?</p>	<p>they sort training actually from a diff from a charity (right) so a kind of specialist (yeh) I cant remember what they were called but they were London based (uhmm) because erm it was beyond my expertise I felt (yeh) I mean I could of done something but actually i felt that it was more useful that they had links to that charity Josephine: 6 - 6 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\others as better placed to take up role? others as better placed to take up role?</p>	<p>yeh well its its coming back to (pause) well erm being in touch with (pause) the whats current (yeh) and whats current language and whats current best practice (yeh) and that kind of stuff and we have the capacity to do that (yeh) but i think that there are people out there who are doing this day in day out so i guess its about tapping in to that what i would consider to be more expertise more experienced people who work around these kind of issues all the time Josephine: 46 - 46 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\charities/other services providing support</p>	<p>getting children advise from charities if need be or different services around their needs Josephine: 2 - 2 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\CAMHS/charity providing support</p>	<p>CAMHS or other charities and erm erm (pause) and teams that might be supporting in that area Sophie : 20 - 20 (0)</p>

<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\Tavi giving medical intervention?</p>	<p>i think she was referred to the tavistock the gender identity clinic (uhmm) where they were talking about giving her erm drugs to stop puberty happening Laura: 4 - 4 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\role of psychiatrists/medics</p>	<p>there might be a multitude of reasons why the young person wants to change (yeh) their identity and (pause) i suppose depending on those reasons there might be some that are easier to deal with than others (laughs) (ok) but i suppose that would be the assessment of the psychiatrists or the medics who are dealing with the young person they'll have done a lot of leg work before Kate : 24 - 24 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\parents going to GP; GP referring to CAMHS</p>	<p>as in schools referring to CAMHS schools referring to CAMHS no probably more parents going to GPs and then them referring to CAMHS Barbara: 11 - 12 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\youth group offering support to younger pupils</p>	<p>actually there was an announcement this week that there and even younger version it used to be 13 upwards now its 9 to 13 and 13 upwards Barbara: 16 - 16 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\CAMHS role?</p>	<p>i think i think raising schools awareness that its not a separate thing just to be left to CAMHS or its actually something that they need to be involved with just as much as any other process Barbara: 24 - 24 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\police reducing discrimination</p>	<p>if it was just very horrible name calling or (yeh) something just verbal abuse (yeh) of course i could go to the police Colette: 70 - 70 (0)</p>

<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\GPs referral to CAMHS</p>	<p>to create a culture where someone could come forward and not just keep it on the side in LGBTQ erm youth service or through the GP to CAMHS but actually feel able to say to school i might need some support here Barbara: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\LGBTQ youth services</p>	<p>to create a culture where someone could come forward and not just keep it on the side in LGBTQ erm youth service or through the GP to CAMHS but actually feel able to say to school i might need some support here Barbara: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\role of CAMHS</p>	<p>erm i think its getting to the in-between and thinking ok yeh on the one hand we really need to think how their doing you know a are they managing do they have good coping mechanisms but or do they need CAMHS for that or but also what can we be doing to help them navigate everyday life in school (uhmm) that could be helping them Barbara: 26 - 26 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\services offered by youth group</p>	<p>g so its like a youth group and theres a mental health advisor there and a youth worker but erm apart from Barbara: 16 - 16 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\role of charities - to provide info?</p>	<p>hat the evidence base is saying what (yeh) you know things you know what charities are saying that the outcomes Sophie : 18 - 18 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\CAMHS offering support</p>	<p>you would imagine that CAMHS or counselling services could provide support Emily: 36 - 36 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\counselling services offering support</p>	<p>you would imagine that CAMHS or counselling services could provide support Emily: 36 - 36 (0)</p>

<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\CAMHS/Tavi role</p>	<p>if the erm situation was causing great conflict or great distress (erm) then it might be something that CAMHS or the tavi Emily: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\Tavi offering support</p>	<p>i know the tavi offered support to children around kind of identity and stuff erm (pause) Emily: 36 - 36 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\clinic looking for a diagnosis</p>	<p>core battery of assessments i would say that were completed with all young people erm (ok) yeh and i guess so i guess in terms of differential diagnosis ruling in and ruling out different things. Alexis : 10 - 10 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\role of police in preventing victimisation</p>	<p>awareness again making the school aware but schools cant deal with older people outside can they (hmm) they can deal to an extent with attitudes within the school but not sure how they can deal with out on the street i l'm not quite sure they can do that</p> <p>uhmm ok so theres somethings that are outside the boundaries which you are a worried about</p> <p>yes yes and i suppose the police Laura: 54 - 56 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Role of other professionals\clinic doing research</p>	<p>so he kind of did the same battery of assessments for everybody who came through (hmm) because obviously it was a research arm of the hospital (right) so they were probably seen because they were agreeing to contribute to the overall kind of research Alexis : 10 - 10 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\need for thought around adding value</p>	<p>what we can add what we can add that adds value Josephine: 18 - 18 (0)</p>

<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\need for thought around how to move a piece of work on</p>	<p>you know what is it as an applied educational psychologist we can do to move that piece of work Josephine: 18 - 18 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\EP role to help with secondary issues</p>	<p>if there were secondary things so great conflict great distress but then secondary things like erm bullying (uhmm) or perhaps erm how the child was managing was having an impact on on learning or erm making the child withdrawn or or going the opposite way (hmm) so so you could help Emily: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\EP role to support with issues that impact school life?</p>	<p>its not actually something that necessarily leads to any involvement that the EP has there might not be any other issues that arise necessarily we Kate : 4 - 4 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\EP role to think about whats happening in school</p>	<p>so you might be able to collar collaboratively (uhmm) with erm other services to to think about the school end of things (yeh) Emily: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\EP role around support in school</p>	<p>its not necessarily that it would generate any (pause) input necessarily from the EP in that the young person may have some (pause) well does the young person necessarily come with issues around them that mean they may need additional support in school that is over and beyond what the school can deal with themselves Kate : 6 - 6 (0)</p>

<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\EP role restricted to school?</p>	<p>but then secondary things like erm bullying (uhmm) or perhaps erm how the child was managing was having an impact on on learning or erm making the child with-drawn or or going the opposite way (hmm) so so you could help with those things so you might be able to collar collaboratively (uhmm) with erm other services to to think about the school end of things Emily: 38 - 38 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\EPs capabilities \EPs as highly skilled/educated</p>	<p>if we we look in an ideal world you know given that an EP is you know well educated (yeh) and skilled and experienced Colette: 40 - 40 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\EPs capabilities \EPs as able?</p>	<p>well its its coming back to (pause) well erm being in touch with (pause) the whats current (yeh) and whats current language and whats current best practice (yeh) and that kind of stuff and we have the capacity to do that Josephine: 46 - 46 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\EPs capabilities \EPs having capacity</p>	<p>its hard to then find time or the need to skill yourself up to do that does that make sense (yeh Josephine: 56 - 56 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\EPs capabilities \EPs as able</p>	<p>hereas if that comes up then you would do it and yeh of course we have capacity to do that Josephine: 56 - 56 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\size of EP role\large role</p>	<p>I think we have a big role in addressing that at a kind of policy and practice level doing training Josephine: 10 - 10 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\size of EP role\large role</p>	<p>building links between agencies to kind of erm s s support this population (yeh) I think we have a huge role in that as well Josephine: 10 - 10 (0)</p>

<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\size of EP role\lots of things EPs can do</p>	<p>ok and erm how do you think EPs can support schools to improve outcomes for trans* students</p> <p>o i think theres loads of things we could do Alexis : 23 - 24 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\size of EP role\EPs having a huge role</p>	<p>building links between agencies to kind of erm s s support this population (yeh) I think we have a huge role in that as well Josephine: 10 - 10 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\EP better placed than psychotherapist</p>	<p>i mean why are we better placed than a psychotherapist i don't know (laughs) really but we've got that possibly more incite into what goes on in a school (uhmm) the life of a school and the pressures that the school day might offer a young person (yeh) in terms of practicalities Kate : 38 - 38 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\EPs best placed to take up role</p>	<p>at the end of the day we are out there working with these young people were out there in the schools so were in the best place to do a lot of the research about it Josephine: 20 - 20 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\EP well placed to take role\EP well placed due to access to staff/parents</p>	<p>i think were in a good place to work in schools with such a young person because we've got access to staff parents Kate : 38 - 38 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Influence of role \influence of role on knowledge/experience level</p>	<p>if your in a team in the tavi and thats your brief (yeh) then you your then thats your role isn't it (uhu) and then your practiced at what you do so sometimes you feel as an EP that you know bits and pieces about some thing and you you know your (pause) you wouldn't be the best person to erm call upon (pause (</p> <p>Emily: 60 - 60 (0)</p>

<p>EP role with the Trans* Community\EPs and Other Professionals\Influence of role \boundaries of role</p>	<p>t i just carried out the assessments and then kind of the professor the lead he did the formulating based on all of the assessments that were completed Alexis : 6 - 6 (0)</p>
<p>EP role with the Trans* Community\EPs and Other Professionals\Influence of role \role determining actions</p>	<p>no kind of going back and feeding back no we weren't no not in that role Alexis : 13 - 14 (0)</p>