

DRAFT v0.1 FOR PRACTITIONER TESTING — NOT FOR CIRCULATION

Requests for support with social transition: individual decision record

For designated safeguarding leads (DSLs) and school leaders in England. Use with A request for support with social transition: a checklist. Record the reasons for this child's decision, not only that a step was completed.

MUST the law requires it **SHOULD** follow it unless there is good reason not to **STATED** what KCSIE says, without "must" or "should" **GOOD PRACTICE** our suggestion, not from KCSIE

Numbers in brackets are KCSIE paragraphs. Brackets containing words are fields to complete.

Document the decision-making process and keep records, including reasons. **SHOULD** [261, 263, 74] The form and its prompts are **GOOD PRACTICE**. Expand cells or attach a dated continuation; record where each supporting document is held.

1 Is this a request for support?

A request asks the school to make changes or put support in place so a child can present as the opposite biological sex. **STATED** [260] Confiding without asking for change does not trigger this process; there is no reason to break confidence unless there is a related safeguarding risk. **STATED** [271]

Record	Complete or give a secure record reference
School / child / case reference	[School; child; case reference; date of birth or age; year group]
Request received	[Date; who made the request; staff member receiving it; exact changes requested]
Route and immediate action	[Request confirmed / confiding only / safeguarding concern; reasons and action; DSL or deputy involved and when]

Act on safeguarding concerns immediately, following the child protection policy and speaking to the DSL or deputy. **SHOULD** [58, 59] The school should not initiate action on social transition; staff should not adopt changes before a decision and parental involvement as set out in the guidance. **SHOULD** [255, 260]

2 Before parents or carers are contacted

Engage parents or carers as a priority. Only where involving them would be a greater risk to the child than not involving them should the DSL determine safeguarding action before contact or any decision. **SHOULD** [268]

Record	Complete or give a secure record reference
Parental involvement and risk	[Parents/carers to involve; child's views on contact; any greater-risk concern and evidence; DSL's determination, reasons, actions and date before contact or decision]
Contact and support	[Who contacted whom, when and how; outcome; support offered for conversations under paragraph 270; next action and owner]

YOUR SCHOOL DECIDES: Who decides and when

Decision-maker: [Role/name] · DSL: [Name] · Target date: [Date]. KCSIE sets no decision timescale. Use the school's agreed process; local targets do not delay safeguarding action. Limits: [265, 268, 261, 263].

3 The child's views and evidence considered

School: [School name] Child / case reference: [Reference] Date: [Date]

Take time to understand the child's thoughts and feelings and possible vulnerabilities, including mental health and psychosocial needs and discriminatory bullying. **SHOULD** [257] Consider everything that could be affecting the child, including wider health issues or neurodiversity. **SHOULD** [266]

Record	Complete or give a secure record reference
Child's views	[What the child asks for; their own words where helpful; wishes, feelings, concerns; date and how their views were heard]
Parents' or carers' views	[Each person's views; date; how these have been properly considered and given great weight; cross-reference any paragraph 268 safeguarding determination]
Wider circumstances	[Relevant health, neurodiversity, psychosocial needs, bullying or other vulnerabilities; evidence and support needs, without assumptions]

Work with parents, consider any clinical evidence or advice, seek non-clinical professional advice where relevant (for example from the SENCO), and involve the DSL. **STATED** [266]

Evidence or advice and date	Who provided it / secure reference	Relevance to this decision
[Document or discussion]	[Role; reference]	[What it informs; any uncertainty]
[Document or discussion]	[Role; reference]	[What it informs; any uncertainty]

4 Age and particular vulnerabilities

For primary-aged children, be particularly conscious of safeguarding concerns and exercise particular caution. **SHOULD** [267, 273] Full social transition is expected to be agreed very rarely; staff without appropriate clinical training do not advise on its risks and benefits. **STATED** [273]

Older children will generally have greater agency; keeping options open and flexible helps avoid pressure to commit to a potentially irrevocable pathway when young. **STATED** [274] Be particularly conscious of the vulnerabilities of a child who may be living in stealth, and involve the DSL. **SHOULD** [283]

Record	Complete or give a secure record reference
Application to this child	[Age-specific considerations; how caution or flexibility informs the response; any relevant vulnerabilities and DSL involvement; note if not applicable]

5 Best interests, equality and the available options

School: [School name] Child / case reference: [Reference] Date: [Date]

Start from the best interests of the child and other children; the decision may differ from the child's wishes. **STATED** [265] Consider the impact on everyone affected and take a very careful approach: social transition is an active intervention. **SHOULD** [264, 272]

Comply with safeguarding legislation and equality and human rights law. **MUST** [262, 275] State-funded schools must specifically consider equality implications when significant decisions are made. **MUST** [101, 102]

Record	Complete or give a secure record reference
Options and effects	[Each option; child's best interests; impact on other children; evidence and reasons for preferring or rejecting it]
Equality and human rights	[Relevant rights and protected characteristics; evidence and views; possible disadvantage; steps to reduce it; decision and reasons]

If a rule disadvantages gender-questioning children, consider its legitimate aim, proportionality and whether an exception could still achieve that aim. **SHOULD** [277]

Record	Complete or give a secure record reference
Rule or policy considered	[Rule; disadvantage; legitimate aim; proportionality; exception considered within the limits below; reasons, or not applicable]

6 Facilities, PE and overnight arrangements

No access to opposite-sex toilets or, when supporting social transition, opposite-sex changing rooms; no child aged 11 or older at the start of the school year may undress in front of a child of the opposite biological sex. **MUST** [108, 115]

No sharing overnight accommodation with a child of the opposite biological sex or access to accommodation designated for the opposite sex. Where single-sex sport is for safety, there are no exceptions. **MUST** [200, 99, 276]

Consider alternative facilities or a separate room without compromising single-sex provision or any child's safety, comfort, privacy or dignity. **SHOULD** [111, 117, 202] Where PE has no safety concerns, consider the request through the school process, including safe and fair PE for all. **STATED** [99, 100]

Record	Complete or give a secure record reference
Arrangements and checks	[Toilets; changing/washing; PE; trips/boarding; alternatives considered and reasons; relevant check/risk assessment reference, including paragraphs 113 and 201 where applicable; or not applicable]

Explain limits sensitively. **SHOULD** [278] Make the child and family aware that bullying and harassment will be sanctioned and of pupils' and staff's religion or belief rights. **SHOULD** [279]

7 Decision, communication and review

School: [School name] Child / case reference: [Reference] Date: [Date]

Record	Complete or give a secure record reference
Decision and reasons	[Each requested change: agreed / not agreed / further consideration; reasons; evidence relied on; why this serves the child's and other children's best interests; any good reason for departing from a SHOULD statement]
Approval and implementation	[Decision-maker name/signature/date; DSL name/signature/date; agreed arrangements; start date; action owner; outstanding steps and update date]

Keep information confidential and securely stored. **SHOULD** [74] Record biological sex accurately wherever recorded. **MUST** [282] Make relevant staff aware of it. **SHOULD** [282] Clearly record alternative arrangements, communicate them appropriately and review regularly. **STATED** [112, 118]

Record	Complete or give a secure record reference
Communication and records	[What the child and parents/carers were told; by whom, when and how; reasons explained; staff who need information and what was shared; secure storage and access roles; biological sex record checked]
Review arrangements	[Review date under local policy; earlier change-of-circumstances triggers; who monitors; DSL involvement; child/parent participation; contact and local disagreement route]

Review when circumstances or needs change; involve the DSL immediately in deciding whether to review and involve parents or carers. **SHOULD** [280] If a child wishes to reverse all or part of agreed support, work closely with parents or carers and relevant experts. **SHOULD** [284]

Record	Complete or give a secure record reference
Review entry / continuation	[Date and trigger; current child/parent views; changed evidence; impact of change; revised decision and reasons; approval; communication; next review. Attach a fresh record if needed.]

For pre-September arrangements, consider whether the decision remains appropriate, including the impact of any change on the child. **STATED** [281]

USE DSL checklist, sections 1–5; Policy framework, sections 3–9 and Appendix A; Facilities checklist; Existing arrangements review. All v0.1 draft.

This resource summarises statutory guidance for schools in England. It is not legal advice and does not replace KCSIE 2026 or the school's own policies.