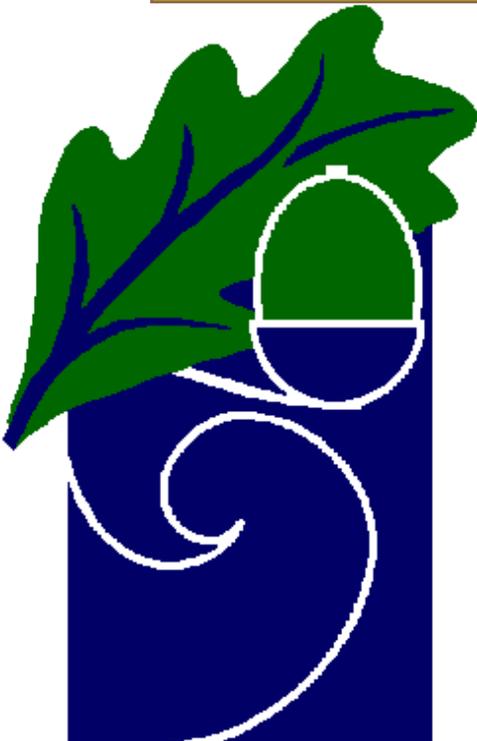


# Transgender Policy



Published by the Governors of Priestlands School



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## 1 Introduction

### SAFEGUARDING STATEMENT

*Priestlands School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. This post is covered by the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 and you will be required to declare whether you have any criminal convictions. Priestlands School is an equal opportunities employer and welcomes applications from all sections of the community.*

- 1.1 Priestlands School recognises that transgender young people and their families face particular challenges and hurdles and are likely to need extra support from the school to help them achieve their potential. Priestlands is committed to supporting all the students in their care, and their families, where appropriate.
- 1.2 This policy explains Priestlands School's practice to transgender. It seeks to minimise the distress and disruption to any student involved by:
  - Ensuring staff and governors are dealing with transgender matters inclusively and sensitively.
  - Providing an inclusive environment for any transgender student or member of staff.
  - Ensuring all students are aware of and educated on issues of transgender.

## 2 Transgender Identity

- 2.1 A transgender person believes that their external appearance does not match up with the way they feel internally about their gender identity. A Female to Male (F2M) person will have the external appearance and body of a female and identify their gender as male; a Male to Female (M2F) person will have the external appearance and body of a male and identify their gender as female.
- 2.2 The word transgender is sometimes used interchangeably with terms such as transsexual or gender-variant but usually has a narrower meaning and different connotations than gender-variant, including non-identification with the gender assigned at birth. Young people who experience issues with their gender development or are gender non-conforming may or may not be transsexual, as some will not retain their gender variance following puberty because this can be fluid. Gender-variant people may also use terms such as non-binary, genderqueer or genderfluid to identify themselves and these terms are expanded upon in the glossary.
- 2.3 Gender Dysphoria (or Gender Identity Disorder) is a clinical condition that can present from as early as age 2. It can only be diagnosed by a medical and/or psychiatric expert. A person diagnosed with Gender Dysphoria may require treatment, e.g. hormone blockers (currently not available in the UK under the age of 16), to ameliorate the symptoms associated with being Transgender. A Transgender person may live their life without being or needing to be diagnosed as having Gender Dysphoria.
- 2.4 Diagnosis and treatment for young people is currently only possible through a specialist team. Some people with Gender Dysphoria may not want any treatment. Some may choose to be known by a different name or to wear different clothes. However, most or all young Transgender people (and their families) will need some expert support as they grow up and develop.
- 2.5 Priestlands will ask the student / staff member themselves with regards to what they would like to be called allowing their voices to be heard. This could result in the student being addressed by their chosen names and by an agreed pronoun to promote inclusion and anti-discriminatory practice.

- 2.6 If the student is under 14, Priestlands will involve parents/carers and ask parents' permission to call the student by the name they have chosen. Priestlands will provide a record account of the meeting stating the key information.

### 3 Legislation

#### The Human Rights Act 1998

- 3.1 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 (See resources section for more information)

#### Data Protection Act 1998, (UK)

- 3.2 Information about a person's transgender status is considered "sensitive personal data" and is subject to tighter controls than other personal data. Explicit consent is required before it can be processed.
- 3.3 Personal data must be looked after properly following the eight data protection principles, which include ensuring personal data is accurate, secure and processed fairly and lawfully.
- 3.4 Failure to change a person's title, name and gender after a formal request could constitute one of the following offences under the Act:
- Disclosure of personal information that is used, held or disclosed unfairly, or without proper security.
  - Failure to ensure personal information is accurate and up-to-date.
  - Processing of data likely to cause distress to the individual.

#### The Gender Recognition Act, 2004

- 3.5 The Gender Recognition Act 2004 is mainly concerned with the process by which a person can get a Gender Recognition Certificate, and correct their original birth certificate to match their true gender. This can only occur after a person reaches 18 years of age but is something that many younger people may aspire to.

#### The Equality Act, 2010

- 3.6 The Equality Act ensures legal protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine protected characteristics defined in the Act, one of which is Gender Reassignment (also known as Transgender).
- 3.7 Part 6 makes it clear that the Act specifically refers to School and young people: "A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex".
- 3.8 The Act applies to employment, education and a range of other areas where discrimination may take place. In order to be protected under the Act, a student will not necessarily have to be undergoing a medical procedure to change their sex, but they must be taking steps to live in the opposite gender, or be proposing to do so.

#### Sex Discrimination (Gender Reassignment) Regulations 1999

- 3.9 Individuals who intend to undergo, are undergoing or have undergone gender reassignment are protected from discrimination in work, school and vocational training (including higher education study).

- 3.10 Less favourable treatment relating to absences arising from gender reassignment is unlawful if:
- The treatment is less favourable than if it had been due to sickness or injury,
  - The treatment is less favourable than if it had been due to some other cause and, having regard to the circumstances of the case, it is reasonable not to be treated less favourably.

3.11 Discrimination can be direct or indirect. Indirect discrimination occurs when a provision, criterion or practice applies to everyone but puts a person with a particular protected characteristic at a particular disadvantage, and it cannot be justified as a proportionate means of meeting a legitimate aim. An example might be an inflexible school uniform rule which offers no “unisex” options such as trousers for girls, and which would therefore create a particular difficulty for a F2M student.

## 4 School Attendance

- 4.1 Priestlands will make reasonable adjustments to accommodate absence requests in line with the policies for student and staff attendance. Sensitive care will be taken when recording the reason for absence.

## 5 Transphobia and Bullying

- 5.1 Priestlands has a robust anti-bullying policy. In line with this policy, transphobia incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or homophobic incidents.
- 5.2 All staff that work within the school understand and know that it is all of our responsibility and is a legal obligation to follow the anti-bullying procedures within school for these students.
- 5.3 Transphobic incidents or crimes will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice or hate e.g. racist or homophobic incidents.

## 6 Training

- 6.1 Training around Tran’s issues will be given within the regular welfare and/or safeguarding briefings and to all new staff. This will include:
- Confidentiality;
  - Gender identity;
  - Privacy and dignity;
  - Tackling transphobia; and Relevant Legislation
- 6.2 Staff will work closely with relevant youth workers and other professionals to ensure the relevant training and discussions are being held and are up to date.
- 6.3 All topics will be covered during the school’s safeguarding training and will be re-visited every year. Staff will be updated in briefings should the need arise.

## 7 Dealing with concerns of Staff, Families and Carers

- 7.1 There is a clear expectation and understanding that all Priestlands staff give academic and pastoral support to the best of their ability, equally to all students. Comprehensive and informative training is given so that staff can feel confident about the issues involved. Confidential information about students must not be shared with other parents/carers and any queries or questions from other parents must be referred to the Headteacher.

- 7.2 Unfortunately, there may be occasions when, due to their own personal beliefs or feelings, a parent or carer may not always be the most supportive or appropriate person to assist a young person through transitioning. If a Trans student is “Fraser-competent”, it may not be necessary for a parent or carer to provide permission for that student to take steps to transition. In such cases, the school will consider liaison with external agencies to help provide support both the young person and the family.

## 8 The Curriculum

- 8.1 The issues related to transgender will be visited for all students during the PSHE programme. These issues will also be touched upon during other courses.

### Terminology and Language

- 8.2 It is good practice to focus on correct terminology and the use of language in school. The school will include some education in relevant lessons (such as Health Education) and in an age-appropriate manner, around sexual orientation and gender, so that everyone has a clear understanding that sexual orientation (being heterosexual, bisexual, gay or lesbian) and gender identity (being male or female), are completely different things. Terminology and language can be confusing around Trans issues.
- 8.3 Different individuals and organisation sometimes prefer different terms to identify themselves and the nature of being Trans and the school will take its lead from the student on an individual basis. The school, in discussion with the student and his/her parents, will change the first name(s) and gender on school records as requested. As a matter of fairness, respect and inclusion, staff are expected to ensure that the correct gender, name and pronouns are used uniformly to address Trans people. However, it is recognised that there may well be times when a mistake is made and this can be embarrassing for all parties. If there is difficulty in ‘getting it right,’ the use of the chosen first name will help to overcome this.

### Sport and Physical Education

- 8.4 A young transgender person has the same right to Physical Education as other young people.
- 8.5 A Trans student should be allowed to wear the sports kit of their true gender. In swimming, some adjustments may have to be made on an individual basis, perhaps with a T-shirt worn over a costume or a short wetsuit.
- 8.6 It may be that due to the nature of contact and physicality of sports such as rugby, the school would consider whether a transgender person’s participation in full contact sports is appropriate during the latter stages of puberty. This is something that the school will take a view on prior to the delivery of those lessons, in discussion with parents or carers.
- 8.7 The use of changing room facilities will also be carefully considered. Facilities for transgender students will be sensitive to their needs and also recognise the needs and sensitivities of other students. Students will be able to change and shower in the Hub changing room if they feel they would like more privacy. When competing at another school or an outside venue, school staff must ensure there is appropriate and sensitive provision available.
- 8.8 Team sports will be dealt with on an individual basis. There may be welfare and safeguarding concerns if there is a discrepancy between size and strength of a Trans student. Although this need to be handled sensitively, and in consultation with the Trans student and their parents, the safety of every student who will be involved needs to be the first priority. Within the competitive and representational aspects of schools sport, advice will be taken from the relevant sporting governing bodies on a case by case basis. In certain circumstances, a student may be in receipt of hormone blockers that may affect performance and eligibility for competition.

- 8.9 In inter-school matches or competitions, care will be taken to ascertain what facilities would be available for a Trans student that will respect their dignity and privacy.

### **Work Experience**

- 8.10 As already stated, the Equality Act 2010 encompasses every environment that students will be working in, therefore all placements should be aware of their duties and responsibilities. When considering allowing a transgender young person to attend a work experience placement the school will complete a suitable assessment on the potential placement to establish if there is any risk to the young transgender person. This assessment should take account of the young transgender person's right to privacy; as a general principle, personal information on the young transgender person must not be shared.
- 8.11 The school will be sensitive to this in their planning before any young transgender person is placed in any business or organisation. Careful discussion about the placement with the student and parents or carers, will occur to find the most suitable way forward to ensure the placement is successful.

## **9 Changing/Toilet Facilities**

- 9.1 Trans students will be allowed to use the toilet and changing facilities in the Hub or any of the unisex facilities around the school.

## **10 Uniform / Dress Code**

- 10.1 Transgender students will be expected to follow the School Uniform Policy, which covers uniform, make-up and jewellery. There is a generally broad range of uniform available for both genders. However, Trans students may prefer to wear the uniform attached to the gender with which they associate. Sensitive discussion will need to take place between the student and their parents to agree the best way forward for each student as an individual.
- 10.2 Transgender staff will be expected to follow the Staff Dress Code and may, if they prefer, follow the dress code for the gender with which they associate. Sensitive discussion will need to take place with the member of staff to agree the best way forward for colleague as an individual.

## **11 Name Changing and Exam Certification**

- 11.1 Changing their name and gender identity is a pivotal point for many Trans people. If a Trans student wishes to have their personal data recognised on school systems, this will be supported and will feed on to letters home, reports, bus passes, etc. Furthermore, the change of name and associated gender identity will be respected and accommodated by the school. It is a real indicator that the Transgender student is taking steps to, or proposing to move towards a gender in which they feel they wish to live.
- 11.2 It is possible for most documents to be changed to reflect the chosen name or gender identity of the young person. Changing gender on a birth certificate is not possible until a Gender Recognition Certificate has been issued. In order to change a name on other official documents such as a passport it might be necessary for evidence of change of name to be produced: there are two main ways in which this can be done, by deed poll and by statutory declaration. A person under 16 years of age cannot change their name legally without the consent of a parents. The Government advice is published here: [www.gov.uk/change-name-deed-poll/overview](http://www.gov.uk/change-name-deed-poll/overview).

- 11.3 In regards to schools recording this data, Department for Education guidance indicates that the gender of a student is recorded in the format of male or female. However, “In exceptional circumstances, a school may be unsure as to which gender should be recorded for a particular student. Where this occurs, gender is recorded according to the wishes of the student and/or parent.”
- 11.4 Students can be entered under any name with an exam board. However, once a result is accredited it will need to be linked with a Unique Student Number (UPN) or Unique Learner Number (ULN) which existed in the school census information submitted in January of the exam year. UPNs and ULNs are linked only with legal names, not preferred names. Legal Name refers to the name in which a student or student arrives in education for the first time; this is often the name on their birth certificate. It is possible for exam certificates to be issued in the preferred name.
- 11.5 In all cases there must be close consultation with the Trans student and their parents. Exam boards may be very experienced in Gender Identity issues so they may be able to guide the school or college through the process.
- 11.6 Similarly, if a Trans member of staff wishes to have their personal data recognised on school systems, this will be supported and will feed on to payroll, school correspondence with that member of staff and school documents to parents referring to that member of staff.

## 12 Vaccinations

- 12.1 Generally, in-school vaccinations are given in a classroom with temporary cubicles created by curtained partitions. However, consideration will be given to allowing the young Trans person to receive their vaccinations from their GP if the vaccination is gender specific i.e. a F2M Trans student or student may find it very difficult to stand in a queue of girls awaiting a female specific vaccination.
- 12.2 Vaccinations are not always separated by gender and if it is still necessary to have mass vaccination sessions in school, then a mixed gender queue will be used, as well as screens for the person receiving the vaccination be supplied to promote privacy whilst being included in the mainstream (See Article 8 Human Rights Act 2004).

## 13 School Trips and Visits

- 13.1 Normal school visits and activities may lead to overnight stays, both at home and abroad. Issues may arise for both transgender students and other students but this must not mean transgender students are excluded from the visit. The school will assess any additional needs well in advance. It may be necessary to have a parent, carer or a member of staff accompanying the visit to ensure the transgender student can be fully included.
- 13.2 Sleeping arrangements will be considered before a visit is undertaken; it is possible that the transgender student would prefer to have a separate room. Each individual case and visit will be considered carefully and well in advance, with advice from all appropriate bodies.
- 13.3 In the course of a visit abroad, a student could be searched at border control or other places. The school will contact any relevant border control or other agency in advance to ensure that the risk assessment being prepared by the school is accurate for the visit in question.
- 13.4 The same principles will apply to Trans members of staff accompanying school trips.
- 13.5 In some countries, for example, it is illegal to be part of the transgender community; in some it is an offence not to report to the authorities that a person is part of the transgender community.

- 13.6 The school will investigate the laws regarding transgender people in any country considered for a school visit.
- 13.7 The International Lesbian and Gay Association (ILGA) have more information on their website about countries that pose a risk to Trans individuals.
- 13.8 In relation to passports the passport office has a confidential service for people that are Trans (0800 448 8484) and more advice can be found here:  
<https://www.gov.uk/government/publications/applyingfor-a-passport-information-for-transgender-andtranssexual-customers>

## 14 Transition from one school to another

- 14.1 Changing schools can be seen as a new start so this may well be the point at which young Trans people make a conscious decision to be known by their true gender. This may be problematic, negatively affecting friendships, behaviours and reputation in the school. However, changing schools can also be a very empowering time if the correct support and preparation is in place. It must be remembered that in school transition young trans people may, for the first time, find they are able to express themselves and be truly happy, and thus contribute positively and successfully both to their own academic development and to the school's and college's learning environment.
- 14.2 The management of a move between schools and colleges will be done carefully, with consideration and good communication between the old and new school or college. The rights, thoughts, concerns and wishes of the young Trans person and their parents need to be established and considered at the earliest opportunity.
- 14.3 A single point of contact will be established between the Trans student, parents and previous school and Priestlands School. At Priestlands, this would be the Head of Year or Pastoral Manager. This will help make the transition from one school to the other as seamless as possible.
- 14.4 The school will take responsibility for preparing their school community in a safe and secure way so that the child is supported in the most appropriate way for them. The same process will be put into place for a Priestlands student moving to another school. At all times, the student and parents will be involved in any decisions and give permission for the sharing of sensitive information.

## 15 Press Interest

- 15.1 The school will not engage with the press over these issues. Any media interest will be referred to the Headteacher.

## 16 The Internet, Social Media and TV

- 16.1 Social media and the internet are seemingly inescapable parts of modern life. The safe and effective use of the internet is a great concern to all involved in safeguarding young people. Social media sites are often a place for connections to be made that help people feel much less isolated. Connecting with people over common interests or shared experiences is more familiar to young people than connecting because of location or year group.

16.2 A number of support groups mentioned in the later sections have an internet presence that can provide support and connect young people with others in a similar situation. All students will be educated in the safe use of the internet and the same guidelines and school rules apply to all students. Abuse online will be dealt with in line with the E-safety and Use of Social Media policies. Trans students seeking help and support from social media need to, as do all young people, keep personal security tight, be aware of boundaries in online life and connect to only reputable websites. Information for parents and young people on internet safety is available from CEOP and NSPCC and the information contained in their websites.

16.3 In recent years TV has started to portray Trans people in a more positive ways.

## 17 Other support

17.1 Priestlands will offer internal support through Heads of Year, PSMs, ELSAs and Counsellors where necessary. Parents will be involved with this if the student is under the age of 14. Care and provision that is being offered by Priestlands will be made transparent and communication will be recorded as minutes. Parents will be included in their child's support.

## 18 Supporting Employees

18.1 A member of staff going through the process of gender reassignment can seek support from their line manager or the Headteacher. It is a matter of personal choice as to who should be contacted. An action plan to cover the period of their transition will then be drafted. Confidentiality will be maintained at all times, for staff who may be undergoing transition, or have in the past undergone gender reassignment.

18.2 If a member of staff is in a possession of a gender recognition certificate it is unlawful to disclose their transgendered status without their consent.

### Transition Action Plan for staff

18.3 The staff member and the Headteacher will write an action plan together for managing the transition to the opposite gender from the one assigned at birth, whilst they are at the school. This will include agreeing dates of transition and communication plans, the school being guided at all times by the individual's preferences. Under no circumstances will any communication or actions be taken without the explicit consent of the individual. These action plans, together with any other notes of the meeting, will be kept strictly confidential in the individual's personnel file. After a person has successfully transitioned into their new gender role, or obtained a gender recognition certificate, these records will be destroyed.

### Sickness and Absence

18.4 In putting together the transition action plan the time the employee will need in order to undergo gender reassignment treatment will be discussed. When the individual is absent for treatment or surgery then normal sick pay arrangements or absence arrangements will apply. The normal policy for medical appointments will also apply, flexibility being offered. A sick note will be required, but the sick note does not need to state the procedures performed.

18.5 For the individual, living with transsexualism produces similar personal responses to those associated with any other life-altering condition, which will naturally lead to some individuals suffering stress. However once the issues are identified and gender reassignment commences, such problems are usually resolved

## **DBS**

18.6 The DBS has developed a separate application procedure, which allows transsexual applicants to exclude previous names from the Disclosure Application form. However, applicants will still be required to send details of their previous identity in a separate letter directly to the 'Sensitive Casework Team'.

## **Pre-employment**

18.7 Individuals who have already adopted their new social gender have no obligation to inform the Priestlands of their change. Job applicants and interviewees will not be asked their transsexual status.

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## Appendix 1: Glossary of Terms

- **Binding** – a F2M adolescent who is developing breasts may strap down their chest so that it is less obvious. This can be hot, uncomfortable and restrictive, but is very important to their psychological and emotional wellbeing. It might make it difficult for them to participate in certain PE lessons and could sometimes lead to breathing difficulties, skeletal problems and fainting.
- **Blockers** - Gonadotrophin inhibiting agents are not hormones that will give the body changes associated with cross-sex hormone therapy. Rather they block the body from releasing the hormones that change the body of boys and girls during puberty to either a more male or more female form and keep it at pre-puberty stage of development. Stopping treatment allows the body to go through the normal puberty for that child - or alternatively, if the child wishes, he or she can elect to have cross-hormone therapy when they have reached an age where they can give their informed consent to such treatment.
- **CisGender** – ‘not trans’ this would be a person that has no conflict between their assigned sex at birth and their gender as it develops.
- **F2M** – Female to Male, a person that was identified as Female at birth but came to feel that their true gender is actually male.
- **Gender** – the way that a person feels about themselves in relation to their physical and mental self; the basis of their identifying as male, or female, or neither, or both.
- **Gender Dysphoria** – the medical condition that describes the symptoms of being Transgender.
- **GenderFluid** - moving between genders or with a fluctuating gender identity.
- **Gender Identity Disorder** – GID is a medical term describing being Transgender, this tends not to be used owing to the subtext around the word disorder.
- **GenderQueer** - is a catch-all category for gender identities other than man and woman, thus outside of the gender binary and cisnormativity.
- **Gender Recognition Certificate** – an official document presented by a Gender Recognition Panel that enables all official documents and records (including birth certificate) to be amended to the true gender of the individual thereby providing full legal recognition.
- **Gender Role** – the social role/interaction with others, which gives expression to the inner gender identity and reinforces it.
- **M2F** – Male to Female, a person that was identified as Male at birth but came to feel that their true gender is actually female.
- **Non-binary** - refers to a spectrum of people who do not welcome or accept the gender label of ‘male’ or ‘female’ the gender identity of a man or a woman. The gender identities within the spectrum can be presented or revolved around terms such as masculine and feminine as they please but they define as neither male nor female.
- **Packing** – a F2M person may wear a prosthetic item in their pants that will give a bulge in their trousers so as to appear more male.
- **Sex** – the way a person’s body appears, sometimes wrongly, to indicate their gender. It is the assigned determiner on a person’s birth certificate.
- **Transgender** – a person that feels the assigned gender and sex at birth conflicts with their true gender.
- **Transitioning** – the process by which a person starts to live in their true gender.
- **Trans** – an umbrella term to encompass all forms of Transgender, Transsexual, Transitioning etc.
- **Transsexual** – a Transgender person who lives fulltime in their true gender.
- **True Gender** – the gender that a person truly feels they are

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## Appendix 2: Action Plan to support staff transitioning gender

- Does the staff member feel comfortable continuing in their current role? Are there any temporary or permanent changes to the role which should be considered to support the employee?
- What is the expected timescale of the medical and surgical procedures, if known?
- Is any time off required for medical treatment? If so how will this be dealt with?
- What will the employee's new title and name be?
- When do they wish to start using this name and title? Will there be any phasing?
- When do they wish to start dressing and presenting as their acquired gender? Again will this be phased? (This may not necessarily be the same date as above.)
- Are there any dress codes which need to be considered?
- When does the employee wish to use toilet and changing facilities appropriate to their acquired gender? Please note disabled toilets should not be suggested as an alternative.
- When, how and which Human Resources records and or systems will need amending?
- When and how should colleagues be informed of the transition?
- Is there any education material which could be used?
- If this action plan is not drawn up with input from line manager/and or Human Resources consider how and when they might need to be involved.
- If any bullying or harassment occurs how will it be dealt with?

### Actions Agreed

Date of next meeting

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## Appendix 3: External Support and Resources

| Agency  | Weblink  | Support provided   |
|---|--|--|
| <b>Schools out</b>                                    | <a href="http://www.schools-out.org.uk">www.schools-out.org.uk</a>                 | Lesson plans, items about LGBT, History Month (February), Transphobic bullying and info for teachers.  |
| <b>Gendered Intelligence</b>                          | <a href="http://www.genderedintelligence.co.uk">www.genderedintelligence.co.uk</a> | A community interest company that delivers arts programmes, creative workshops, mentoring, training and youth group sessions to Trans youth (under the age of 25).   |
| <b>Gender Identity Research and Education Society</b> | <a href="http://www.gires.org.uk">www.gires.org.uk</a>                             | National body that examines the science around gender and Transgender individuals; produces a wide range of resources for schools and other public bodies, including a toolkit on combating Transphobic bullying and an e-learning package.  |
| <b>Mermaids</b>                                       | <a href="http://www.mermaidsuk.org.uk">www.mermaidsuk.org.uk</a>                   | National charity that connects and supports young Trans people and their families  |
| <b>The Tavistock and Portman Clinic</b>               | <a href="http://www.tavistockandportman.nhs.uk">www.tavistockandportman.nhs.uk</a> | For children and young people (up to the age of 18) and their families experiencing difficulties in the development of their gender identity including children unhappy with their biological sex.   |
| <b>LGBT Consortium</b>                                | <a href="http://www.lgbtconsortium.org.uk">www.lgbtconsortium.org.uk</a>           | A national membership organisation focusing on the development and support of LGBT groups, projects and organisations; so they can deliver direct services and campaign for individual rights. Provide a directory of agencies across the UK |
| <b>The Beaumont Society</b>                           | <a href="http://www.beaumontsociety.org.uk">www.beaumontsociety.org.uk</a>         | National society that supports mainly M2F Trans people and their families and friends  |
| <b>International Lesbian and Gay Association</b>      | <a href="http://www.ilga.org">www.ilga.org</a>                                     | ILGA - International Lesbian and Gay Association information on international LGB&T issues   |
| <b>The Gender Trust</b>                               | <a href="http://www.gendertrust.org.uk">www.gendertrust.org.uk</a>                 | The Trust is recognised as an authoritative centre for professional people who encounter gender identity related issues in the course of their work.   |
| <b>Transgender Zone</b>                               | <a href="http://www.transgenderzone.com">www.transgenderzone.com</a>               | Support for transsexual persons.   |
| <b>Press for Change</b>                               | <a href="http://www.pfc.org.uk">www.pfc.org.uk</a>                                 | Press for Change is a political lobbying and educational organisation, which campaigns to achieve equal civil rights and liberties for all transgender people in the United Kingdom through legislation and social change.                   |

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## Appendix 4: Resources, Links and Guidance

The external links, books & DVDs listed below are not an exhaustive list of resources that are available to support young Trans people. They are merely a guide to the range of resources available and should at all times be assessed and screened for their appropriateness and validity.

It should be noted that the content of external websites and other resources, sometimes vary over time. Therefore the content of these resources may need checking periodically to ensure that they are current and remain suitable.

Department for Education – Equality Act for Schools:

<http://www.education.gov.uk/schools/studentssupport/inclusionandlearnersupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010>

Equality & Human Rights Commission: <http://www.equalityhumanrights.com>

Gender Recognition Certificate: <https://www.gov.uk/apply-gender-recognition-certificate/changing-your-gender>

LGBT Collective: <http://www.lgbtcollective.org.uk>

Human Rights Article List: <http://www.legislation.gov.uk/ukpga/1998/42/schedule/1>

Transgender Wikipedia page:

[http://en.wikipedia.org/wiki/Transgender#Transgender\\_people\\_in\\_nonWeste\\_cultures](http://en.wikipedia.org/wiki/Transgender#Transgender_people_in_nonWeste_cultures)

Equalities Act 2010 (Part6 Education): <http://www.legislation.gov.uk/ukpga/2010/15/part/6>

Gires Trans Wiki: [http://www.gires.org.uk/tranzwiki/index.php/Main\\_Page](http://www.gires.org.uk/tranzwiki/index.php/Main_Page)

Useful DVD list (Wikipedia): [http://en.wikipedia.org/wiki/List\\_of\\_transgender\\_characters\\_in\\_film\\_and\\_television](http://en.wikipedia.org/wiki/List_of_transgender_characters_in_film_and_television)

Useful Book List (Wikipedia): [http://en.wikipedia.org/wiki/List\\_of\\_books\\_featuring\\_transgender\\_persons](http://en.wikipedia.org/wiki/List_of_books_featuring_transgender_persons)

True Vision Online Crime Reporting: <http://www.report-it.org.uk>

Ofqual: <https://www.gov.uk/government/organisations/ofqual>

# Transgender Policy

## Appendix 5: Useful Book List

New books are published regularly and checking websites such as Amazon, Waterstones and other book retailers will add to our library.

### Different Families

|   |
|---|
| <i>Teresa Bateman: The Princesses Have a Ball</i>         |
| <i>Babette Cole: Prince Cinders</i>                       |
| <i>Wayne Dyer: Incredible You</i>                         |
| <i>Joe Griffiths: Picnic in the Park</i>                  |
| <i>Bobbi Kates: We're Different, We're the Same</i>       |
| <i>Carson Kressley: You're Different and That's Super</i> |
| <i>Todd Parr: It's Okay To Be Different</i>               |
| <i>Todd Parr: The Family Book</i>                         |
| <i>Robert Skutch: Who's in a Family?</i>                  |

### Children

|  |
|--|
| <i>Jennifer Carr: Be Who You Are!</i>              |
| <i>Marcus Ewert: 10,000 Dresses</i>                |
| <i>Harvey Fierstein: The Sissy Duckling</i>        |
| <i>Gene Kemp: The Turbulent Term of Tyke Tiler</i> |
| <i>Cheryl Kilodavis: My Princess Boy</i>           |
| <i>Linda Skeers: Tutus Aren't My Style</i>         |
| <i>David Walliams: The Boy in the Dress</i>        |
| <i>Charlotte Zolotow: William's Doll</i>           |

### Teenagers

|  |
|--|
| <i>Charlie Anders: Choir Boy</i>   |
| <i>Kate Bornstein: My Gender Workbook: How to Become a Real Man, a Real Woman, the Real You or Something Else Entirely</i> |
| <i>C C Saint Clair: Morgan in the Mirror</i>   |
| <i>Alex Drummond: Grrl Alex: A personal journey to a transgender identity</i>  |
| <i>Kate Lesley: How Stephen Became Stephanie and Other Transgender Tales</i>   |
| <i>A Lite: Am I Transgender?: The Transgender Primer Vol 1</i>   |
| <i>Tracie O'Keefe &amp; Katrina Fox (eds): Finding the Real Me: True Tales of Sex and Gender Diversity</i>                 |
| <i>Julie Anne Peters: Luna</i>   |
| <i>Rebecca Sardella: My Brother Beth</i>   |
| <i>Jaime A Seba: Feeling Wrong in Your Own Body: Understanding What it Means to be Transgender</i>                         |
| <i>James St James: Freak Show</i>  |
| <i>Ellen Wittlinger: Parrotfish</i>  |

### Adults & reference

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|--|
| <i>Cris Beam: Transparent: Love, Family and Living the T with Transgender Teenagers</i>                      |
| <i>Stephanie Brill &amp; Rachel Pepper: The Transgender Child: A Handbook for Families and Professionals</i> |
| <i>Alex Drummond: Grrl Alex. A personal journey to a transgender identity</i>                                |
| <i>Marc Epprecht: The History of a Dissident Sexuality in Southern Africa</i>                                |

*Laura Erickson-Shroth: Trans Bodies, Trans Selves: A resource for the Transgender Community*

*Mildred Brown & Chloe Rounsley: Understanding Transsexualism*

*Joanne Herman: Transgender Explained For Those Who Are Not*

*Irwin Krieger: Helping Your Transgender Teen: A Guide for Parents*

*Susan Stryker & Stephen Whittle (eds): The Transgender Studies Reader*

## Transgender Policy

### Appendix 6: Useful Film List

#### **Tomboy** – rated U

Ten year old Laure isn't like most girls. She prefers football to dolls and sweaters to dresses. When her family move to a new neighbourhood a local girl mistakes Laure to be a boy. Laure becomes Michael, and begins a summer of long sunny afternoons, playground games and first kisses. Yet with the school term fast approaching, and with suspicions arising amongst friends and family, Laure must face up to an uncertain future.

#### **TransAmerica** – rated 15

A movie about Bree, a pre-operative male-to-female transsexual awaiting gender-reassignment surgery who learns she has a wayward teenage son named Toby. When facing her past, she bails Toby out of jail and they end up on a road trip across the country.

#### **Boys Don't Cry** - rated 18

Based on real life events with some violent scenes, this ground-breaking film charts the life of an F2M young man and the intolerant people around him.

#### **The Adventures of Priscilla Queen of the Desert** – rated 15

The mostly light-hearted story of a trans woman, a drag queen and a gay man who travel to perform their stage show in the Australian outback.

#### **Ma Vie En Rose** – rated 12

The story of a little boy; Ludovic, who wants to be a girl. Convinced that he's the product of misplaced chromosomes (he imagines the mix-up in one of many delightful daydream sequences), he sets about righting the mistake by wearing dresses and high heels and experimenting with lipstick and makeup.

#### **Breakfast on Pluto** – rated 15

A dark comedy about a M2F foundling searching for love and her long-lost mother in small town in Ireland and London in the 1970s.

#### **Better than Chocolate** – rated 15

Comedy, drama and romance with a group of friends and family including characters across a hugely diverse spectrum.

# Transgender Policy

## Appendix 7: Gillick and Fraser Competency

In UK law, a person's 18th birthday draws the line between childhood and adulthood<sup>1</sup>. The right of younger children/young people to provide independent consent is proportionate to their competence, but a child/young person's age is an unreliable predictor of his or her competence to make decisions.

A judgement in the House of Lords in 1983 laid down the criteria for establishing whether a child/young person, irrespective of age, had the capacity to provide valid consent to treatment in specified circumstances<sup>2</sup>. In 1985 these were approved by the House of Lords and became known as the Gillick Test.

The criteria in the test for Gillick competence have provided professionals working with children/young people with an objective test of competence. This identifies children/young people under 16 who have the legal capacity to consent to medical examination and treatment, providing they can demonstrate sufficient maturity and intelligence to understand and appraise the nature and implications of the proposed treatment or action, including the risks and alternative courses of action.

Lord Fraser's guidance is narrower and relates only to confidential contraception and sexual health advice. Both Gillick competence and the Fraser Guidelines are now frequently used as a yardstick for any practitioner when making a decision whether a child/young person has the right to own their own consent and to have more control over who can be told what about their confidential information. In practice, this means they have to consider carefully whether any young person aged 12 or over, possibly younger in some cases, is Gillick or Fraser competent.

A child/young person with learning difficulties or disabilities is just as likely as any other to be Gillick/Fraser competent.

To ascertain whether a particular child/young person on a particular occasion has sufficient understanding to consent, or refuse to consent, to the sharing of information about them, you need to consider:

- can the child/young person understand the question you are asking of them, having used appropriate age and ability-related language or preferred mode of communication?
- does the child/young person have a reasonable understanding of:
  - what information might be recorded/shared?
  - the reasons why this happens?
  - the implications of information being recorded or shared?
- can the child/young person:
  - appreciate and consider alternative courses of action open to them?
  - weigh up one aspect of the situation against another?
  - express a clear personal view on the matter, as distinct from repeating what someone else thinks they should do?
  - be reasonably consistent in their view on the matter, or are they constantly changing their mind?

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<sup>1</sup> The Children Act 1989 s105(1)

<sup>2</sup> Gillick v West Norfolk and Wisbech AHA and DHSS (1983)