



# LBGT Policy

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Position HEADTEACHER	CHAIR OF GOVERNORS
Staff Meeting	
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## Introduction

The purpose of this policy is to provide information and guidance to staff, pupils, parents and carers at Bradfield Dungworth on how to more effectively support lesbian, gay, bisexual, transgender and gender questioning pupils (LGBT) who change their gender role in school and prevent homophobia and transphobia discrimination and bullying by:

- Increasing the confidence of staff supporting LGBT pupils or those that are coming out as transgender or beginning to question their gender identity by providing an introduction to transgender identities and the issues transgender pupils may face in achieving at school.
- Ensure that we as a school have the correct information to feel confident that they are complying with the Equality Act 2010 and anti-bullying guidance in relation to transgender pupils.

In developing best practice, Bradfield Dungworth will need to manage the individual and specific needs in the best interests of LGBT children and their families and the wider school community. The main principles being to avoid seeing the pupil as a problem and to take the opportunity to enhance the school community and to challenge gender stereotypes and norms on a wider scale.

*(See appendix 1 for a full glossary on all the terminology)*

Pupils may question their gender identity for a range of reasons and this may not mean they are definitely transgender or will go on to transition. The important thing is to validate the young person's identity as it is now and support any changes that may arise as they come to explore their gender identity further.

As every individual is unique; each pupil will experience their gender variance to a different degree and will respond to social circumstances differently. Like anyone else, a transgender pupil may be heterosexual, gay, lesbian or bisexual.

While gender identity and sexual orientation are very different, there is a relationship between transphobia and homophobia. Transgender people often experience homophobic abuse and lesbian, gay and bisexual people will often experience discrimination based on their gender presentation.

**Homophobia** - Homophobia refers to fear of or prejudice and discrimination against lesbian, gay and bisexual people. It is also the dislike of same-sex attraction and love or the hatred of people who have those feelings. The term was first used in the 1970s and is more associated with ignorance, prejudice and stereotyping than with the physiological reactions usually attributed to a 'phobia'. While homophobic comments or attitudes are often unintentional, they can cause hurt and offence to lesbian, gay and bisexual people.

**Transphobia** - Transphobia refers to fear of or prejudice and discrimination against people who are transgender or who are perceived to transgress norms of gender, gender identity or gender expression. While transphobic comments or attitudes are often unintentional, they can cause hurt and offence to transgender people.

### What we know

There is a lack of statistical information about transgender people due to the fact that they are often not included in surveys, monitoring forms, research or the national census. As a result, estimates of the number of transgender people are often based on the number of transgender people who have contact with Gender Identity Clinics. Not all transgender people undergo medical transition so these estimate figures won't include many transgender and gender questioning people.

Current estimates from the Equality and Human Rights Commission survey, put the number of transgender people in the UK at around 1%. However, it is likely that the number of transgender people is actually much higher than this.

The Gender Identity Research and Education Society (GIRES) predicts that because of growing public awareness, that a school of 1,000 pupils should expect around 10 pupils to be questioning their gender to some degree.

Research studies with transgender adults have asked when they first become aware that they were transgender; on average over 80% realised before they left primary school but did not disclose their transgender until they are older.

## Possible signs of being transgender

Not all children who display signs from an early stage for example of refusing to wear typical boys' or girls' clothes or dislike taking part in 'typical boys' or girls' games or activities are transgender. In most cases, this type of behaviour is just a normal part of growing up. For example, many girls behave in a way that can be described as 'tomboyish'. It is also not uncommon for boys to role play as girls and to dress up in their mother's or sister's clothes. This is usually nothing more than a phase.

However possible signs of a transgender pupil who may need additional support at primary level where they are not simply going through a phase or stage of development includes the above plus:

- Insisting that they are of the gender different to that assigned at birth
- Choosing a different name and pronoun
- Disliking or refusing to wear clothes that are typically worn by their sex and wanting to wear clothes that are typically worn by the opposite sex
- Disliking or refusing to take part in activities and games that are typically meant for their sex and wanting to take part in activities and games that are typically meant for the opposite sex
- Disliking or refusing to pass urine as other members of their biological sex usually do for example, a boy may want to sit down to pass urine and a girl may want to stand up
- Insisting/hoping/expecting that their genitals will change, for example a boy may want to be rid of his penis and a girl may want to grow a penis
- Feeling extreme distress at the physical changes of puberty
- These feelings can often be very difficult to deal with, especially in teens and adults and may lead to depression, self-harm and suicide. School work and relationships may suffer.

## Legislation

### The Equality Act, 2010

The Equality Act 2010 provides legal protection against discrimination – direct or indirect, for everyone under the nine protected characteristics defined in the Act; one of which is Gender reassignment (also known as transgender). Part 6 of the equality Act 2010 makes it clear that the Act specifically refers to schools and young people.

The Equality Act 2010 (2:1:7) states that;

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.

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 pupil 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 and talked to another person about their intentions.

Unlike most of the protected characteristics, such as sex, race and religion, but like disability, this protection works in one direction only – not being transgendered is not a protected characteristic. Schools are therefore free to take special steps to meet the needs of transgender pupils without being accused of discrimination against pupils who are not transgender. There is no legal requirement, as there is for disability, to make 'reasonable adjustments' for transgender pupils, but schools who take a similar approach to ensure that transgender pupils are properly catered for and some of the possible steps discussed in this policy are described as 'reasonable adjustments'. How this is done in practice may differ from school to school, but should be worked towards for the benefit of both school and pupil.

### Safeguarding

There are no issues under child protection or safeguarding law or practice specific to transgender pupils aside from what is in place to keep all children and young people safe.

# **A whole school approach to supporting transgender pupils**

## **Transphobic/homophobic bullying and incidents**

It is important to remember that while transgender and gender questioning pupils may face problems in some areas of their lives, these problems are not caused by being transgender but by society's attitude towards people who are transgender or who do not conform to gender norms.

Transphobia/homophobia can be defined as an irrational fear, hatred and abuse of LGB and transgender people and people who do not conform to traditional gender norms. Transphobia can take many forms including direct or indirect pressure on transgender people to conform to their perceived sex.

We must also bear in mind that pupils with transgender family members may also have experience of transphobic bullying.

Transphobic/homophobic bullying therefore may be perpetrated by pupils, families or staff members and directed at:

- Transgender pupils and adults inside and outside the school community.
- Pupils and adults who do not conform to gender stereotypes.
- Pupils with transgender parents, relatives and friends.

Staff should ensure that all transphobic or homophobic abuse, harassment and bullying incidents (e.g. name calling, derogatory jokes, graffiti, unacceptable or unwanted behaviour, intrusive questions) are recorded and monitored in line with the school policy.

## **Sex and Relationships Education**

In school we will endeavour to provide mixed gender work when delivering certain aspects of sex and relationships education, especially in relation to puberty which can be a particularly distressful time for transgender pupils. Sensitive discussions will need to be had with the transgender pupil and family to discuss the best approach for the pupil. They will need the information but there needs to be an agreement about the best way of achieving this.

Additionally, pupils will take part in a range of structured activities where they will work as a whole class, split into gender groups – always returning to mixed gender groups so that boys and girls know about the experiences of puberty for the opposite sex, small groups, pairs, or individually depending on the purpose of the activity.

Appropriate arrangements will be made for pupils who are withdrawn from SRE. They will, for example, be able to participate in a lesson in another class.

We will endeavour to provide a broad and balanced curriculum which gives pupils the opportunity to identify and respect differences and similarities between people and to recognise and challenge stereotypes.

## **Developing the school environment and practice**

At Bradfield Dungworth, we need to ensure that the whole school environment and practice is supportive of gay, lesbian, transgender and gender questioning pupils by developing:

- A culture and whole school environment that celebrates difference and diversity and one in which all children, young people and families feel equally welcome and that they can see themselves reflected and valued whatever their gender identity
- Systems and processes which support vulnerable children and young people
- Effective anti-bullying and equality policies which ensure the whole school community challenges and records bullying and prejudice-based incidents effectively and are confident in challenging sexist and homophobic bullying
- Curriculum such as Personal, Social, Health, Education (PSHE) and assembly opportunities to challenge stereotypes including those based on gender and avoids making assumptions about sex, gender, gender identity and sexual orientation.
- Positive relationships with parents, carers, pupils and students that listen and respond to individual needs and preferences.
- An understanding of transgender issues and prevents transphobia.
- Transgender issues in equality training for all staff and governors; including Lunchtime supervisors.
- Using the preferred pronoun for the pupil

# Supporting the individual transgender or gender questioning pupil

## An individualised approach to support

Given the spectrum of transgender identities and experiences, it is important that any support we offer a transgender pupil starts with identifying their individual needs. It is important that their identity is validated and supported in any work that you do. An initial conversation would be a good time to allow the child or young person to talk about how they identify or feel about their gender. Any guidance in this policy will need to be tailored for each individual pupil. Some transgender pupils and their families may benefit from individual support from a service such as Mermaids with no expectation that any pupil will conform to any single transgender identity or follow any particular path of transition.

## How to support a child or young person who wants to transition

'Transition' can mean different things to different people so it is important to find out what this means to the child or young person you are supporting. Most aspects of transition can be divided into 'social' or 'medical'. Social transition is choosing to live your life as your preferred gender. This could include:

- A name change
- A change in pronoun (he, she, they etc.)
- Wearing clothes that are associated with their gender identity
- Use of toilets/changing rooms appropriate to their gender identity rather than biological sex

Some transgender young people will be hoping to undergo both social and medical aspects of transition while some will choose just the social aspects. A young person's goals in terms of transition may change over time and the support offered needs to reflect and support this. Once we have an understanding of the areas in which a pupil is planning to transition we can think about how to facilitate these changes at school and refer to the guidance below. It is vital that we, as the staff team, provide informed and consistent support to individuals who choose to present in their chosen or preferred gender.

## Timing of 'transition'

Some pupils, with support from their families, may choose to make a transition into their preferred gender identity at a point when they are changing schools. This may minimise the number of other members of the school community who are aware that the child or young person is transgender. Secondary schools therefore, may need to be particularly aware and supportive of children transferring from a primary to their secondary school who are planning to begin Year 7 with a different name and pronoun.

Although a change of school may be a good time to transition for some, it should not be seen as the only opportunity. There are children in Sheffield for example, who have made a successful transition during their time in both primary and secondary school. The right time for transition from one gender identity to another will be when the pupil feels they are ready.

Some young people may choose to apply to attend another school at the point of transition and will have to apply through the usual admissions process.

# Managing specific issues for transgender and gender questioning pupils

## Uniform and dress

Transgender and gender questioning pupils and students have the right to dress in a manner consistent with their gender identity or gender expression.

Bradfield Dungworth has an approved uniform that allows pupils a choice in what they wear and is not gender specific.

Depending on the individual, the choice to begin dressing in the clothes associated with one's chosen gender can be a very big step and potentially very daunting. This can often represent one of the earliest stages of transition and is a profound statement of acceptance of one's identity and commitment to it. In doing so though, these pupils are making themselves more visibly different from much of the school community and effectively 'outing' themselves to the rest of the school as transgender.

As a school we care must be taken to ensure that transgender identified pupils are supported fully during this time. We will inform staff through training to ensure that everyone has an understanding of what it means to be transgender and exactly why a pupil may be dressing differently.

Sensitivity will be required with regard to swimwear, the suggestion is that this would be best resolved in discussions with the individual pupil and their family.

### **Names and pronoun change**

Respecting a child or young person's request to change name and pronoun is a pivotal part of supporting and validating that young person's identity. Although they may not have changed their name legally, individuals have the right to choose the name by which they are known to staff, friends and family. It is vital, as a member of staff, that the preferred pronoun or name is used consistently in order to protect confidentiality. Any problems are likely to be practical ones of proving that different names refer to the same person.

A change of name by deed poll is not required to make a change to school records on systems such as SIMS. To make a change of name on SIMS it is currently understood to be the case that the gender has to remain the one that was registered at the time of the Unique Pupil Number assignment, unless the birth certificate/legal gender is changed by way of a gender Recognition Certificate. This is because all of the DfE analysis for that school would be based on the individual's birth gender.

However, entry for exams and exam certificates are more complex. The Joint Council for Qualifications paper work states that:

'The centre agrees to: enter candidates under names that can be verified against suitable identification such as a birth certificate, passport or driver's licence. You may need to check that the name the candidate is using within the centre is his/her legal name rather than a 'known as' name.'

Furthermore, once a result is accredited it will need to be linked with a Unique Pupil 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 only linked with legal names, not preferred names. In order to use a chosen or preferred name on an exam document a student will need to have changed their name by deed poll.

Although some young people may feel that they want to change their name by deed poll, others may not feel that this is a step that they are ready to take. This will unfortunately mean that although they may have established themselves within the school under a chosen name and gender identity that when filling in exam documentation they will have to use their birth name and gender. This could potentially be a source of distress for that individual and care should be taken by staff to support such a young person to accept that this is a necessary measure but that it does not invalidate their chosen identity. Staff should remain sensitive and supportive during such times.

### **Confidentiality and information sharing**

All people, including pupils, have a right to privacy. School staff should not disclose information that may reveal a pupil transgender status to others, including parents, carers and other members of the school community unless legally required to do so or because the pupil has asked them to do so. This includes discussing a pupil outside of school, even if the name is omitted. The transgender community is such a small one that any reference to a pupil may be enough to 'out' that individual or, at the very least, compromise confidentiality. When a pupil initially discloses their transgender status it is important to talk to them about confidentiality and who they would like information to be shared with.

### **Working with parents and carers**

When working with parents and carers, we as a school should bear in mind that we are representing the interests of the pupil. This is particularly important if the family is not supportive of their transgender child. As far as possible, care should be taken to ensure the wishes of the individual pupil are taken into account with a view to supporting them during potential transition. Confidential information must not be shared even with the parents and carers without the pupil's permission unless there are safeguarding reasons for doing so.

If the pupil has agreed that they are happy for the school and wider community to know about their transgender status, then it is advised that we use the script which is available below to answer other parents/carers possible concerns. Alternatively come and speak to a member of the SLT.

### **Toilets**

At Bradfield Dungworth single non-gender specific toilets are available.

### **Changing Rooms**

Any alternative arrangements for changing, should be provided in a way that protects the pupil's ability to keep their transgender status confidential.

The goal should be to maximise social integration and promote an equal opportunity to participate in physical education classes and sports, ensuring the safety and comfort, and minimising stigmatisation of the pupil or student.

## **PE and fitness**

Transgender pupils should be supported to enable equal access to PE and where lessons are segregated by gender, should be enabled to participate in the activity which corresponds to their gender identity if this is what they request.

There are two aspects to the inclusion of transgender pupils in sport; fairness and risk. Fairness applies to all competitive sports where size, reach and speed are relevant. Risk applies, additionally, to contact sports.

Concerns have been raised that some transgender pupils may be at a competitive advantage, particularly young transgender women, whose bodies may well have developed slightly stronger than their genetic female class mates. Similarly concerns have been raised about transgender young men playing contact sports like rugby and potentially being of a smaller build than some male students. These issues should be discussed with transgender pupils and their families.

Transgender and gender questioning pupils and students should be permitted to participate in competitions and sports days in a manner consistent with their gender identity if they wish to do so. It is unlikely that pre-puberty there would be any issues with a transgender pupil competing and representing the school. The handling of changing facilities at an 'away game' would also have to be sensitively managed.

## **Residential trips**

A degree of discussion, care and preparation is required to enable transgender pupils to participate in residential trips. To exclude transgender pupils from residential trips would be contravening the Equality Act.

As far as possible, and in discussion with all relevant parties, transgender pupils should be able to sleep in dorms appropriate to their gender identity. If they are uncomfortable with this then alternative sleeping and living arrangements should be made.

Similarly, the degree of participation in physical activities that a transgender pupil feels comfortable with should be discussed prior to any residential trip with them and if appropriate their parents or carers.

Where a transgender pupil feels that they do not want to or cannot participate, alternative arrangements should be made to allow for those pupils to participate in a more appropriate activity. Risk assessments can be carried out prior to residential trips in order to make reasonable adjustments which would enable the participation of transgender pupils.

## **School Photos**

Transgender pupils may feel fine with having their photograph taken but steps must be taken to ensure that these images do not reveal any confidential information. Pupils and their parents/carers need to be consulted as to whether they wish images to be used on school websites or newsletters.

## **Transition and medical intervention**

While most support for young transgender pupils in schools will be around the social aspects of transition and only some transgender young people will want medical transition, it will be the case that for any young person undergoing medical transition, there will be an impact on their time at school. Presently in the UK the majority of medical interventions take place after the age of 16.

# **Supporting the whole school community to have a positive understanding of different families, gay, lesbian and transgender people**

Bradfield Dungworth raise awareness of the school's approach to homophobia, transphobia and supporting transgender and gender questioning pupils by, for example:

- Providing information about PSHE/SRE lessons on gender stereotyping, gender identity and transgender issues as well as talking about different types of families from Foundation – Y6. This means that the first thing children hear about gay or trans people isn't negative and that children with gay parents don't have to explain about their families to everyone else.
- We don't make assumptions – no two families look the same. They come in different shapes and sizes; some young people may have same sex families. We will avoid using language which focuses on conventional family structure and instead talk about families more broadly.
- Ensure more books are purchased that feature different families.
- Include lesbian, gay, bisexual and trans people in the curriculum and show the contribution they make to society.
- Involve pupils by giving them opportunities to talk about their families. Allow posters and pictures to be used around the school to highlight the diversity of family life.

- Respond to homophobic/transphobic language in the same way we respond to racist language.
- Promote a positive environment by celebrating difference and diversity. E.g Having an anti-bullying week focus on transphobia, celebrating LGBT History Month etc.
- Including an equality objective (Public Sector Duty of the Equality Act) which supports needs of transgender pupils.

This will minimise the potential of issues or concerns being raised by cisgender members of the school community including parents and carers about transgender pupils accessing toilets, residential facilities etc. according to their gender identity rather than their biological sex.

There will be cases where a pupil's transgender identity is not widely known and as a school we should seek to protect this information, unless the transgender pupil and family wishes it to be known.

Where a pupil's transgender identity is known to the wider school community schools will need to ensure that they have a robust language using the Equality Act and a Human Rights approach to counteract any prejudice expressed or concerns raised. Additionally, when a parent or carer raises a concern about the safety of their child when spending time in the company of a transgender identified pupil or staff member it is vital that staff focus on the 'problem' being with the person who raises the concern and not with the transgender individual. Therefore, support work should be aimed at answering the question 'how can we make your child feel more safe?' rather than compromising the rights of the transgender person.

### **Transgender staff and governors**

As a school we have responsibilities under the Equality Act towards transgender staff and governors. Additional supportive documents and tools are available related to Equality issues and staff wellbeing at work in line with Sheffield City Council policies.

### **Media Interest**

There are a number of factors that determine how much information schools may disclose. Confidential information about pupils must not be shared with other parents. The following press release will be suitable in most circumstances in relation to transgender issues: 'We value all our pupils and care for them, whatever their personal circumstances. Our main job is to give them a good education in a happy school environment. That is what we are focusing on, and we would ask everyone to respect the privacy of all our pupils.' Recommendations:

- As a school, we should not engage with the press over this issue. Any questions around media concerns should be directed towards the Head teacher who will contact the appropriate press officer or media relations officer who should only issue any statement.
- Early contact is made with the local press officer to obtain advice and guidance regarding possible press interest into the school and the young transgender person so that all school staff are aware of the potential interest and that they are prepared.

Appendix 1	Definitions
Appendix 2	Glossary of Terms
Appendix 3	Organisational Guidance / Responses
Appendix 4	Useful reading list, online resources and agencies

## Appendix 1 - Definitions

### What Is LGBT?

LGBT stands for lesbian, gay, bisexual and transgender and along with heterosexual they describe people's sexual orientation or gender identity.

### Lesbian

A lesbian woman is one who is romantically, sexually and/or emotionally attracted to women.

### Gay

A gay man is one who is romantically, sexually and/or emotionally attracted to men. The word gay can be used to refer generally to lesbian, gay and bisexual people. Most gay people don't like to be referred to as homosexual because of the negative historical associations with the word and because the word gay better reflects their identity.

### Bisexual

A bisexual person is someone who is romantically, sexually and/or emotionally attracted to people of both sexes.

**The umbrella terms 'transgender' and 'trans' are viewed by many people as being acceptable terms to describe people whose sense of their gender or gender identity is seen as being different to typical gender norms. However, wherever possible individuals should be given opportunities to say how they identify or describe themselves rather than labels being ascribed to them.**

**Cisgender Person** – A person whose biological sex matches their gender. For example, a female sexed person who identifies with their female gender. In other words, it is a term for non-trans\* people.

**Transgender/Trans** – Umbrella terms used to describe people who identify as:

- Transgender
- Transsexual
- Transvestite
- Intersex
- Both male and female
- Neither male nor female
- Androgynous
- A third gender
- Or who have a gender identity which we do not yet have words to describe

In this policy, the term transgender is used to describe any person who would fit into the definition above. When considering transgender identities, it is important to understand that there is a difference between biological sex and gender. Biological sex refers to chromosomal make up, genitalia, hormones etc. and as such would be used in reference to the physical anatomy of a person (for example, male, female or intersex). Gender concerns your internal sense of self and how you choose to express yourself.

**Transgender Person** – A person whose gender identity is different from the sex they were assigned at birth. Some transgender people will choose to transition socially and some will also take medical steps to physically transition (with the help of hormone therapy and/or surgery) to live in the gender role of their choice.

**Trans-sexual Person** - A person with a consistent and overwhelming desire to transition and fulfil their life as the opposite gender. Most transsexual people actively desire and complete gender re-assignment surgery.

## Appendix 2 - Transgender Glossary

**Androgynous** – neither male nor female in appearance but having both conventional masculine and feminine traits and giving an impression of ambiguous sexual identity.

**Assigned sex** - The sex you were assigned at birth and raised as.

**Cisgender** - A match between your biological sex and your gender. For example a female sexed person identifying with their female gender. Also a term for non-transgender people

**Coming out** - A process by which a transgender person will tell friends/family/co-workers etc about their transgender status

**Deed Poll/Statutory Declaration** - The means by which a person can legally change their name

**FTM / Transgender man / a Transsexual man** - Someone assigned female at birth but who identifies as male.

**FAAB** - Female assigned at birth

**Gender** - How a person feels in regards to male/female/neither/both. A cognitive process of recognising one's identity

**Genderqueer** - A gender diverse person whose gender identity is neither male nor female, is between or beyond genders, or a combination of male and female

**Gender dysphoria** - A recognised medical term which refers to the physical/ mental/social discomfort of being perceived and living as one's assigned sex

**GIC** - Gender Identity Clinic

**Intersex** - A term for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of male and female

**MTF / Transgender woman** - Someone assigned as male at birth who identifies as a woman.

**MAAB** - Male assigned at birth

**Non binary** - To not identify within the binary male or female ideologies in Western society

**Oestrogen** - Sex hormone which may be prescribed to some transgender women.

**Outed** – When a transgender person's gender status is made public knowledge without their consent. This can happen either by people deliberately talking about this person being transgender or by careless violation of confidentiality.

**Pronouns** - He, him, his, she, her, they, them, their, (gender neutral)

**Sex** - Assigned at birth in relation to ones genitals, chromosomes etc

**Sexual Orientation** - Attraction to people i.e. gay, straight, bisexual, pansexual etc

**Testosterone** - Sex hormone prescribed to some transgender men

**Top surgery** - Known term that transgender men use when referring to chest surgery which produces a male contoured chest.

**Transgender Person** – A person whose gender identity is different from the sex they were assigned at birth. Some transgender people will choose to transition socially and some will take medical steps to physically transition (with the help of hormone therapy and/or surgery) to live in the gender role of their choice.

**Transgender Man** - Someone who was born female but identifies as male. They will often change their name to one more commonly used by men, use the male pronoun ('he') and wear clothes that are typically worn by men. They will sometimes undergo medical procedures to change their physical appearance, for example taking hormones or undergoing surgery.

**Transgender Woman** - Someone who was born male but identifies as female. They will often change their name to one more commonly used by women, use the female pronoun ('she') and wear clothes that are typically worn by women. They will sometimes undergo medical procedures to change their physical appearance, for example taking hormones or undergoing surgery.

**Transgender/Trans** – An umbrella term which can be used to describe people who are:

- Transgender
- Transsexual
- Transvestite
- Both male and female
- Neither male nor female
- Androgynous
- A third gender
- Or who have a gender identity which we do not yet have words to describe

**Transition** –What constitutes as transitioning may be different for many transgender people e.g. medical transition, social transition, etc.

**Transphobia** - Irrational fear, hatred, abuse etc. of transgender people and people who do not conform to traditional gender norms

**Transsexual Person** - A person with a consistent and overwhelming desire to transition and fulfil their life as the opposite gender. Most Transsexual people actively desire and complete gender re-assignment surgery

**Transvestite/Cross dresser** - A person who dresses in the clothing of the opposite sex as defined by socially accepted norms. They enjoy wearing the clothes of the opposite sex occasionally but they do not want to live their lives as the opposite gender and therefore do not seek hormone therapy or surgery.

## **Appendix 3 – Organisational Guidance / Responses**

Guide to challenging homo/bi/transphobic language & gender stereotyping: a range of responses

All prejudiced language should be challenged and how that challenge is made will depend on the circumstances of the incident, the severity of the incident, who it involves, where it takes place and the intention behind the comment.

### **Organisational response**

- In our school we treat everyone with respect and when you use 'gay' like that it is disrespectful of gay people.
- The ground-rules we agreed at the beginning of the session said we would show respect to each other.
- Some people who are transgendered find that word insulting so it's not ok to use it at our school.
- The anti-bullying policy says that homo/bi/transphobic language is not tolerated.
- The school policy says that we are all responsible for making this a safe place for everyone. That kind of language is homo/bi/transphobic and makes people feel unsafe. Therefore it is unacceptable.
- It's really important that at this school people feel able to express their gender however they feel comfortable so we try to avoid gender stereotypes.
- At this school we want to recognise every pupil's strengths and we don't want people to feel limited by expectations that relate to their gender.

### **Questioning response**

What do you think that word means?

What makes you think that?

Do you realise that what you said is homo/bi/transphobic?

Can you explain what you mean by calling that 'gay'?

That word is an insulting term for someone who is transgendered. Do you know what it means to be transgendered?

How would you feel if someone spoke about you in that way?

Do you know what a gender stereotype is? Can you think of why some people might be upset when they hear them at school?

### **Confronting response**

- Language like that is not acceptable.
- You might not think that remark is offensive, but many would.
- What you are saying presents a very stereotypical view of what men and woman are like. When you do that it means that people who don't fit into your way of seeing things can feel left out or ashamed.

### **Personal response**

- I'm not happy with what you said.
- Homo/bi/transphobic language offends me. I don't want to hear it again.
- What you've said really disappoints/disturbs/upsets/angers me. I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such as homo/bi/transphobic language.
- I'm really surprised and disappointed to hear you say that. I hoped you would recognise that it is important to treat everyone, including gay/bi/trans\* people, with respect and that it is therefore wrong to use such as homo/bi/transphobic language.

## **Appendix 4 - Useful Book List**

### **Please check the book's age range to ensure it is appropriate**

The book list is not meant to be a definitive guide. New books are published regularly and checking websites such as Amazon, Waterstones and other book retailers will add to your library of resources.

#### **Different Families**

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

#### **Children**

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

#### **Teenagers**

Choir Boy – Charlie Anders  
Freak Show – James St James  
Morgan in the Mirror – C C Saint Clair  
My Brother Beth – Rebecca Sardella  
Parrotfish – Ellen Wittlinger  
Luna – Julie Anne Peters

#### **My Gender Workbook:**

How to Become a Real Man, a Real Woman, the Real You or Something Else Entirely – Kate Bornstein  
Feeling Wrong in Your Own Body: Understanding What it Means to be Transgender – Jaime A Seba  
How Stephen Became Stephanie and Other Transgender Tales – Kate Lesley  
Grrl Alex: A personal journey to a transgender identity – Alex Drummond  
Finding the Real Me: True Tales of Sex and Gender Diversity – Tracie O'Keefe & Katrina Fox (eds)  
Am I Transgender? The Transgender Primer Vol 1 – A Lite

#### **Adults:**

The Transgender Child:  
A Handbook for Families and Professionals – Stephanie Brill & Rachel Pepper  
Transparent:  
Love, Family and Living the T with Transgender Teenagers – Cris Beam  
True Selves:  
Understanding Transsexualism – Mildred Brown & Chloe Rounsley  
Helping Your Transgender Teen: A Guide for Parents – Irwin Krieger  
Transgender Explained For Those Who Are Not – Joanne Herman  
The Transgender Studies Reader – Susan Stryker & Stephen Whittle

# Support For Schools

## Useful websites and guidance

- Gender Identity Research and Education Society [www.gires.org.uk](http://www.gires.org.uk) including Guidance on Combating Transphobic Bullying in Schools
- Mermaids [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk) a support network for young people and their families. Information line: (0208) 1234819: Monday to Saturday 3pm until 7pm only, UK time, when staffed, answerphone at other times – local rates.
- The Gender Trust [www.gendertrust.org.uk](http://www.gendertrust.org.uk) provide support and information for transgender people and their families.
- Safe to Learn Guidance for Schools on Preventing and responding to sexist, sexual and Transphobic bullying DCSF, 2009

## **Guidance on the Sheffield LGBT Schools Charter** (*supporting lesbian, gay, bisexual and transgender (LGBT) students in Sheffield schools.*)

For further information about the Charter or to request copies of the Bronze, Silver and Gold standards please contact:

Bashir Khan  
Lifelong learning and Communities  
Tel 0114 229 6167  
E-mail: [Bashir.Khan@Sheffield.gov](mailto:Bashir.Khan@Sheffield.gov).

- **Advisory Centre for Education (ACE)**

ACE believes in a fair education system for all. We provide independent advice to parents/carers of children in state-funded schools who are experiencing difficulties such as bullying, SEN, admissions and exclusion from school.

<http://www.ace-ed.org.uk/>

- **Schools Out**

Working towards equality in education for all lesbian, gay, bisexual and trans people since 1974.

<http://www.schools-out.org.uk/>

- **The Classroom**

The Classroom believes in a unique teaching methodology. These methods, published for the first time here with concrete examples, simplify previously complex issues in tackling homophobia/transphobia.

<http://the-classroom.org.uk/>

- **Transkids**

This site is primarily for teachers in primary schools. It is not just for teachers in primary schools with transgender children in their class, it is for all primary school teachers.

<http://transkids.synthasite.com/>

- **CBBC** produced a fantastic programme recently called 'I am Leo'. This is the story of a young trans boy. It is told nicely and suitable for children.

<http://www.bbc.co.uk/iplayer/cbbc/episode/b04q1295/my-life-series-6-1-i-am-leo>

## **Stonewall**

Stonewall is a charity working for equality for lesbian, gay and bisexual (LGB) people at home, at work and at school.

Young people are entitled to fair treatment in every part of their lives whether at school, college or university no matter what their sexuality is. No one should be treated unfairly at work or in any other situation like visiting a hospital or a police station or booking into a hotel because of their sexual orientation.

At Stonewall we campaign to change laws and to change people's attitudes. We do this because we think it is important that lesbian, gay and bisexual people are treated fairly like everyone else and that they are respected by everyone.

In 2005 Stonewall launched an Education for All programme, supported by a coalition of over 70 organisations, to tackle homophobia in schools. Stonewall's education work also includes the slogan 'Some people are gay. Get over it!' which has been seen on billboards, tube carriages and buses across Britain.

For resources and more information:

Stonewall

Address:

Tower

York

London SE1 7NX

Building  
Road

**Info Line:** 0800 050 20 20 (Mon-Fri 9:30am to 5:30pm)

For all information and resource requests and enquiries about Stonewall.

Office (admin): 020 7593 1850

Fax: 020 7593 1877

Email: [info@stonewall.org.uk](mailto:info@stonewall.org.uk)

### **BBC Slink**

BBC Slink has now closed. It still has the articles below for reference but the site is no longer updated.

BBC Slink is a website targeting girls aged 13 - 18 which receives around 300,000 unique users per month. We are passionate about helping teens on their journey through life and we often get enquiries from young women who are confused, have been bullied, or effected in some way by gender or sexuality. Here are some examples on our site:

<http://www.bbc.co.uk/slink/real-life/stories/my-boyfriend-was-born-a-girl>

<http://www.bbc.co.uk/slink/real-life/stories/i-have-same-sex-parents>

<http://www.bbc.co.uk/slink/real-life/stories/i-am-transgender>

<http://www.bbc.co.uk/slink/real-life/stories/bullied-for-being-gay>

<http://www.bbc.co.uk/slink/advice/dr-mel/confused-about-sexuality>

<http://www.bbc.co.uk/slink>

- **Children's National Medical Centre**

Parents guide for younger children

Although this centre is in the States, their booklet on gender dysphoria for younger children is very good. To visit the site click the link below, to download the booklet click [here](#).

[Childrens National Medical Centre - USA](#)

- **Equality and Human Rights Commission**

Transgender - Understanding the terms that are used

<http://www.equalityhumanrights.com/advice-and-guidance/your-rights/transgender/understanding-the-terms-that-are-used/>

- **Gendered Intelligence**

Deliver arts programmers and creative workshops to trans youth (under the age of 25) from across the UK in order to increase the quality of young trans people's life experiences.

Deliver facilitated workshops to all young people within schools, colleges, youth groups and other settings from across the UK, in order to generate discussion and debate around gender and the ways in which it presents challenges in our everyday lives.

Offer Continuing Professional Development, trans awareness training, policy development and consultation as well as attend conferences and events to raise awareness of young trans people's experiences and needs across the UK and beyond.

To contribute to the creation of community cohesion across the whole of the trans community throughout the UK by bringing trans people and professional services together to form partnerships and run projects that will benefit the trans community.

<http://www.genderedintelligence.co.uk/>

- **Gender Essence - Northern Ireland**

Gender Essence are a specialist professional counselling organisation aimed at providing emotional and therapeutic support to those from our Transgender and Transsexual Communities (to include friends, family members and children).

<http://www.genderessence.co.uk/>

- **Graduate Journal of Social Science - Transgender Studies**

This page has links to many articles on transgender issues.

<http://www.gjss.org/index.php?/Volume-7-Issue-2-December-2010-Transgender-Studies.html>

- **Mind - Section on Self Harm**

Mind have put together a comprehensive page to explain what self harm is, and why people do it, and how to get help.

[http://www.mind.org.uk/help/diagnoses\\_and\\_conditions/self-harm](http://www.mind.org.uk/help/diagnoses_and_conditions/self-harm)

## **NHS**

Information pages on Gender Dysphoria.

<http://www.nhs.uk/Conditions/Gender-dysphoria/Pages/Causes.aspx>

<http://www.nhs.uk/conditions/gender-dysphoria/pages/introduction.aspx>

<http://www.nhs.uk/LiveWell/Transhealth/Pages/Transhealthhome.aspx>

<http://www.nhs.uk/Livewell/Transhealth/Pages/Transrealstorymother.aspx>

<http://www.nhs.uk/Livewell/Transhealth/Pages/Transyoungpeople.aspx>

Youtube: Ruth's Story

<http://www.nhs.uk/Livewell/Transhealth/Pages/Transparentalworries.aspx>

<http://www.nhs.uk/Livewell/Transhealth/Pages/Transcomingout.aspx>

A practical guide for the NHS

[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_089941](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_089941)

A guide for young trans people in the UK

[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_074258](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_074258)

- **Press for Change**

Press for Change is a political lobbying and educational organisation. We campaign to achieve equality and human rights for all trans people in the United Kingdom, through legislation and social change.

<http://www.pfc.org.uk/>

- **Scarleteen**

Sex ed for the real world.

<http://www.scarleteen.com/>

Article on trans issues, to read click [here](#).

- **TCrime**

Confidential reporting on transphobic crime.

<http://www.tcrime.net/>

- **Trangender children: more than a theoretical challenge  
Natacha Kennedy and Mark Hellen**

An article published in the Graduate Journal of Social Science

<http://www.gjss.org/images/stories/volumes/7/2/3.%20Kennedy%20and%20Hellen.pdf>

- **Map**

Welcome! Transsexual transition is simply a journey. Just like a trip, you decide on your destination, the time you'll need to get there, the money you'll spend.

Transsexual Road Map is a travel guide to set priorities and choose your route.

<http://www.tsroadmap.com/index.html>

- **TranzWiki**

TranzWiki.net attempts to be a comprehensive directory of the groups campaigning for, supporting or assisting transgender people across the UK, and has been developed by GIRES. Some groups may appear in one or more subdivisions.

[http://qires.org.uk/tranzwiki/index.php/Main\\_Page](http://qires.org.uk/tranzwiki/index.php/Main_Page)

- **LGBT equality**

Free & Equal is an Initiative of the United Nations Human Rights Office

<https://www.unfe.org/>

- **T-Boys**

T-Boys is a transgender support group based in Yorkshire, UK

<http://t-boys.co.uk/>

- **Trans Youth Network**

Information about local LGBT groups, forums etc.

[www.transyouth.org](http://www.transyouth.org) part of [www.queeryouth.org.uk](http://www.queeryouth.org.uk)

- **Childline**

Transgender is a word used to describe different types of gender identity, such as gender dysphoria, and transvestism. Gender dysphoria is a condition where a person feels that they are trapped in the body of the wrong gender.

<http://www.childline.org.uk/Explore/sexual-identity/Pages/Transgender.aspx>

- <http://issuu.com/thegenderbook/doc/thegenderbook/3>

(Rough draft) The GENDER book is a fun, colourful, community-based resource, which illustrates the beautiful diversity of gender – a sort of 101 for anyone and everyone.