



<h1 style="margin: 0;">TRANSGENDER POLICY</h1> <h2 style="margin: 10px 0 0 0;">BOTH SCHOOLS INCLUDING EYFS AND BOARDING</h2>
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<b>Governors' Committee normally reviewing:</b>	Joint Senior Leadership Teams
<b>Date formally approved :</b>	Autumn Term 2018
<b>Date policy became effective :</b>	November 2015

<b>Period of Review:</b>	3 years
<b>Next Review Date :</b>	Autumn Term 2021

<b>Person responsible for implementation and monitoring :</b>	Deputy Head (Welfare)
<b>Other relevant policies :</b> <ul style="list-style-type: none"> <li>● Safer Recruitment Policy</li> <li>● Anti-Bullying Policy</li> <li>● Restraining Policy</li> <li>● Discipline and Exclusions Policy</li> <li>● Death of a Child Policy</li> <li>● Crisis Management Policy</li> <li>● E-Safety Policy</li> <li>● First Aid Policy</li> <li>● Medication Policy</li> <li>● Equal Opportunities Policy</li> <li>● Curriculum Policy</li> <li>● Teaching and Learning Policy</li> <li>● Citizenship Policy</li> <li>● Sex and Relationship Education Policy</li> <li>● Health and Safety Policy</li> <li>● Safeguarding and Promoting the Welfare of Boarders</li> <li>● Preventing Radicalisation Policy</li> </ul>	<ul style="list-style-type: none"> <li>● Anti-Bullying Policy</li> <li>● Health Education Policy</li> <li>● PSHE Policy and Schemes of Work</li> <li>● Medical Policy</li> <li>● Pupil Data Policy</li> <li>● Tutoring Policy</li> <li>● Social Media Policy</li> <li>● Work Education Policy</li> <li>● Staff Development Policy</li> <li>● Healthy Schools Award Government Documentation</li> <li>● Alcohol Policy</li> <li>● Drugs and Drugs Testing Policy</li> <li>● Interviewing Pupils Policy</li> <li>● Managing Children with attachment and Trauma Issues Policy</li> <li>● Parent and Guardians Relationship Policy</li> <li>● Round Square Exchange Policy</li> <li>● Supplements Policy</li> </ul>

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

Mr Simon James  
Head, Preparatory School

Mr Chris Townsend  
Head, Senior School

[Aims and Ethos](#)

**SAFEGUARDING STATEMENT**

*Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.*

**EQUAL OPPORTUNITIES STATEMENT**

*The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.*

## Statement of Intent

Felsted School and Felsted Preparatory School recognise 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. Both schools are committed to supporting all the pupils in their care, and their families, on an individual basis and will put into place as many extra levels of pastoral care as possible for all pupils who need it, including transgender young people.

## Transgender Identity

Felsted School and Felsted Preparatory School recognise that a transgender person feels that their external appearance does not match up with the way they feel internally about their gender identity. A Female to Male (FtoM) person will have been assigned a female sex at birth yet identifies their gender as a male; a Male to Female (MtoF) person will have been assigned as male at birth yet identify their gender as female.

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.

Gender Dysphoria (or Gender Identity Disorder) is a clinical condition that can present from as early as age two and can only be diagnosed by a medical and/or psychiatric expert. A person diagnosed with Gender Dysphoria may require treatment (e.g. hormone blockers) to ameliorate the symptoms associated with being Transgender. A Transgender person can live their life without being or needing to be diagnosed as having Gender Dysphoria.

NHS diagnosis and treatment for young people is currently only possible through a specialist team from the Tavistock and Portman clinic in London. It must be understood that some people with Gender Dysphoria or those who identify as NonBinary or Gender-Variant may not want any treatment. Some may choose to be known by a gender neutral name or to wear different clothes. However, most or all young Trans people (and their families) will need some support or information as they grow up and develop.

## Legislation

Legislation that informs this policy and the participation of Trans (including gender variant) pupils and students in the school include the:

- Human Rights Act 1998
- Gender Recognition Act 2004
- Equality Act 2010.

## The Human Rights Act 1998

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)

## **The Gender Recognition Act 2004**

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 and therefore of concern to them

## **The Equality Act 2010**

The Equality Act 2010 ensures 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.

## **Discrimination**

The Equality Act 2010 ensures legal protection against discrimination in employment, education, the provision of services and the delivery of public functions, in relation to the nine protected characteristics defined in the Act, one of which is Gender Reassignment. The legislation lays down that a school must not discriminate against a pupil because of their transgender status. 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 can’t be justified as a proportionate means of meeting 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 an F2M pupil. 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. Although there is no legal requirement, as there is for disability, to make “reasonable adjustments” for Trans pupils, the school will discuss the situation with the pupil and their parents and will allow the pupil to wear the uniform of their true gender if and when all feel it is appropriate.

## **Absence from School**

The school will make reasonable adjustments to accommodate absence requests for treatment and support from external sources. The absence must be requested in advance by the parents/carers and will be recorded as "Other authorised absence".

## **Terminology and Language**

It is good practice to focus on correct terminology and the use of language in school. As a school, it is a good idea to focus some education in relevant lessons (such as PSHE) 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.

Different individuals and organisations sometimes prefer different terms to identify themselves and the nature of being Trans and the school will take its lead from the pupil on an individual basis. The school, in discussion with the pupil and his/her parents, will change the Christian 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.

## **Transphobia and bullying**

Sometimes people deliberately use the incorrect pronoun, first name or gender identifier in an attempt to bully or belittle a student. This will not be tolerated at Felsted School and Felsted Preparatory School, in line with the school anti-bullying policy. Transphobic incidents or crimes must be recorded and dealt with in the same manner as other incidents that are motivated by prejudice or hate e.g. racist, homophobic and disablist incidents.

## **Training**

Training around Trans 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

## **Sports and Physical Education**

A young Trans person has the same right to physical education and fitness as other young people. At Felsted School and Felsted Preparatory School there should be no difficulty with this. All PE lessons are mixed gender and a Trans pupil 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. Provision needs to be made for provision of showering and changing and this

needs to be done for each individual circumstance, depending on the availability of private showers and changing areas.

Team sports also have to be dealt with on an individual basis. Pre-puberty in the Preparatory School should present no particular issues and pupils should be able to compete in their true gender. However, in later adolescence there may be welfare and safeguarding concerns if there is a discrepancy between size and strength of a Trans pupil. Although this needs to be handled sensitively, and in consultation with the Trans pupil and their parents, the safety of every pupil who will be involved needs to be the first priority. Within the competitive and representational aspects of school sport, advice will be taken from the relevant sporting governing bodies on a case by case basis. In certain circumstances, a pupil may be in receipt of hormone blockers that may affect performance and eligibility for competition.

In inter-school matches or competitions, care needs to be taken to ascertain what facilities would be available for a Trans pupil that respects their dignity and privacy.

## **Transition from one school to another**

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. At times 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. The management of a move between schools and colleges needs consideration and good communication between the old and new school or college. Their rights, thoughts, concerns and wishes of the young Trans person and their family or carers need to be established and considered at the earliest opportunity. A single point of contact needs to be established between the Trans pupil, parents and previous school and at Felsted. In Felsted School this would be the Housemaster/Housemistress, in the Preparatory School this would be the form tutor. This will help make the transition from one school to the other as seamless as possible. The school then takes on a 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 needs to be put into place for a Felsted Trans pupil moving to another school. At all times, the pupil and parents should be involved in any decisions and give permission for the sharing of sensitive information

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

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

Unfortunately, there may be occasions when, due to their own personal beliefs or feelings, a parent or guardian may not always be the most supportive or appropriate person to assist the young person through transitioning. It may not be necessary for a parent or guardian to provide permission for a Trans pupil or student to take steps to

transition as there may be issues raised of Fraser competence if parents will not consent. In this case, the school will liaise with external agencies, such as Social Care and EWMHs so they can provide the best support they can for both the young person and their family.

## **Press Interest**

The School shall provide factual information regarding this policy in relation to media enquiries. It will not make comment or provide details relating to any individual case. Media enquiries should be directed towards the press office.

## **Boarding and the Use of Toilets and Changing Facilities**

There are a number of unisex toilets on the Felsted School Site (eg by the library) and these can be used by everybody, including Trans pupils. In the Preparatory School, it could be agreed that a Trans pupil could use either the individual use staff toilets or the disabled toilet in the Courtauld Centre. Ideally, a Trans pupil will be able to use the facilities and boarding accommodation that is most comfortable to them at various stages of their transition. However, the sensitivities of other pupils and the limitations of some of the (mainly older) buildings may make this difficult at times. The school will do everything that it reasonably can to manage this and will include consideration of this issue when planning renovations or new builds.

## **Personal Social Health Education and Curriculum**

PSHE and PSCHE lessons are an important part of preparing young people for some of the issues that they will come across in their lives. The curriculums and schemes of works are updated annually and awareness of Trans issues, along with sexual orientation and differing family structures are implicitly embedded within ideas of tolerance, equality and difference. Explicit references to these issues are covered at age appropriate times using carefully selected resources.

## **The Internet, Social Media and TV**

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 (Facebook, Twitter, Kik and Tumblr for example) 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.

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 pupils are educated in the safe use of the internet and the same guidelines and school rules apply to all pupils. Abuse online will be dealt with in line with the E-safety and Use of Social Media policies. Trans pupils 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.

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

## Changing Names, Gender and Exam Certificates

Changing their name and gender identity is a pivotal point for many Trans people. If a Trans pupil or wishes to have their personal data recognised on school systems, this will be supported and will feed on to letters home, report cycles etc.

In regards to schools recording this data, section 4.2.7 of the 'School census 2014 to 2015' (2015) Department for Education guidance indicates that the gender of a pupil 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 pupil. Where this occurs, gender is recorded according to the wishes of the pupil and/or parent." This can be found at:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/396890/2014\\_to\\_2015\\_School\\_Census\\_Guide\\_V\\_1\\_9.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/396890/2014_to_2015_School_Census_Guide_V_1_9.pdf)

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 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. It is possible for exam certificates to be issued in the preferred name.

In all cases there must be close consultation with the Trans pupil 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.

It is possible for most documents to be changed to reflect the chosen name or gender identity of the young person. Changing details 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. The Government advice is published here:

[www.gov.uk/change-name-deed-poll/overview](http://www.gov.uk/change-name-deed-poll/overview)

Support organisations listed in the resources section will have more information on the subject of changing name. A person under 16 years cannot change their name legally without the consent of a parent and simply changing name does not change a legal gender identity.

\*Legal Name refers to the name in which a pupil or student arrives in education for the first time; this is often the name on their birth certificate.

## Vaccinations

Generally, vaccinations are given in the GH or Ross Hall. However, consideration should be given to allowing the young Trans person to receive their vaccinations from the Medical Centre if the vaccination is gender specific i.e. a F2M Trans pupil or student may find it very difficult to stand in a queue of girls awaiting a female specific vaccination.

Vaccinations are not always separated by gender (male/female) 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)



## **School Trips, Exchanges and Overnight Stays**

Learning about different cultures and, lives, and taking part in activities, may lead to overnight stays, both at home and abroad. Trans pupils are entitled to access appropriate trips but consideration should be given well in advance to any additional needs which may include having a parent or guardian (as a member of staff) accompany the trip to ensure that the student is fully included.

The sleeping arrangements will need to be thought about before a trip is undertaken; it is possible that the student would prefer to have a separate room for example. Each individual case and trip needs to be thought of separately and in depth discussions should happen well in advance with any and all appropriate bodies.

When travelling abroad it is the case that, just as anyone can be searched, a Trans pupil may be searched at borders and other places. Different countries will have policies and procedures that they will follow. It is good practice for the trip leader to contact the relevant border control or agency in advance so that any risk assessment is accurate for that visit or trip.

There are countries that are not as legally and culturally open as the UK. In fact some have laws that make it illegal to be part of the Transgender community. Some countries even make it an offence not to report to the authorities that someone is part of the Transgender community. If there is any uncertainty about this the laws regarding Trans communities in countries considered for school visits needs to be investigated. The International Lesbian and Gay Association (ILGA) have more information on their website about countries that pose a risk to Trans individuals.

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>

## Appendix 1: External Support and Resources

Organisations that exist to provide support to pupils, staff and parents

Agency	Web links	Services provided.
<b>Schools out</b>	<a href="http://www.Schools-out.org.uk">www.Schools-out.org.uk</a>	There are lesson plans items about LGBT, History Month (February), Transphobic bullying and info for teachers.
<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>	We are 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.

## Appendix 2: 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/pupilsupport/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)

AQA Education Board

<http://web.aqa.org.uk>

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>

## Appendix 3: 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 & reference:

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*

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 (eds)*

Grrl Alex. A personal journey to a transgender identity

*Alex Drummond*

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

The History of a Dissident Sexuality in Southern Africa

*Marc Epprecht*

## **Appendix 4: Useful DVD 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 groundbreaking 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.

## Appendix 5: Trans History

One of the most common feelings amongst young gender non-conforming people is that of isolation. In western society it is a common misconception that gender variance is a new phenomenon. Many branches of history, art, anthropology, literature and archaeology bring evidence that people have been living with or without genders for as long as recording has taken place. Helping young people understand they have a history and cultural identity may assist them to feel less alienated by showing how societies have integrated gender non conforming people within them.

The recording of gender non conforming people in history has varied over time and cultures. In Hindu culture many gods were often described or illustrated as being two sexes at the same time and duality in gods exists in Hindu writing starting in about 1200BC. The Hijra (an extended community of trans / third-sex people in India, Pakistan and Bangladesh), have a very ancient history, and play a widely-valued and respected role in Hindu society today. They were culturally part of the Indian sub-continent before being outlawed by British rule in India by being placed under the Criminal Tribes Act 1871 lived full and active lives in their communities. The ancient Kama Sutra also mentions feminine people of a third sex (tritiya prakriti).

Many sub-Saharan African communities have traditionally preserved a respected social space for Trans men and Trans women (Epprecht , 2003).

Native American history is also very rich in terms of examples of Two Spirit or Co-Gendered people. Two Spirit is a modern term and modern language and understanding may interpret these individuals as being Trans but they lived with their tribes as members of the community and this was recorded by the colonising Spanish in over 130 separate tribes across Northern and Central America. Not all tribes had rigid gender roles some considering there to be four genders: masculine man, feminine man, masculine woman, feminine woman.

Perhaps one of the most famous 'Two spirit' people was We'wha from the Zuni tribe in the New Mexico area. We'wha was a Lhamana (a man that lived in part as a woman) and wore a mix of women's and men's clothes, performing masculine religious and judicial functions at the same time as performing feminine duties, tending to laundry and the garden. (Bost et al, 2003)

Marc Epprecht: *Hungochani: the History of a Dissident Sexuality in Southern Africa* (McGill-Queen's University Press, 2004). Suzanne Bost, *Mulattas and Mestizas: Representing Mixed Identities in the Americas, 1850-2000*, (Athens, Georgia: University of Georgia Press, 2003)

## Appendix 6: Glossary of Terms

**Binding** – a FtoM adolescent who is developing breasts may strap down their chest so that it is less obvious. This can be hot, uncomfortable and restrictive but very important to their psychological and emotional wellbeing. It might make certain PE lessons difficult for them to participate in 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.

**FtoM** – 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 either, 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 negative subtext around the word disorder.

**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.

**GenderQueer** - is a catch-all category for gender identities other than man and woman, thus outside of the gender binary and cisnormativity.[1] having an overlap of, or indefinite lines between, gender identity, two or more genders or without a gender.

**MtoF** – Male to Female, a person who 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 FtoM person may wear a prosthetic item in their pants that will give a ‘bulge’ in their trousers so as to appear more male.

**Pronoun** – the descriptor relating to gender that identifies an individual – such as ‘she’ ‘him’ or ‘his’.

**Sex** – the way a person’s body appears, sometimes wrongly, to indicate their gender. It is the assigned determiner on a persons birth certificate.

**SMSC** – Social, Moral, Spiritual & Cultural.

**Transgender** – a person who 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** – a word used as an umbrella term to encompass all forms of Transgender, Transsexual, Transitioning etc.

**Transsexual** – a Transgender person who lives full time in their true gender.

**True Gender** – the gender that a person truly feels they are inside.