

Cornwall Schools

Transgender Guidance



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Contents

Foreword	6
Introduction	8
Transgender Identity	9
Legislation	10
Discrimination	11
Absence from School or College	12
Terminology and Language	12
Transphobia and Bullying	13
Training	13
Sports and Physical Education	14
Transition from one School to Another	16
Transition in a Single Sex School	16
Dealing with the Concerns of Staff, Families and Carers	17
Work Experience	18
Use of Toilets and Changing Facilities in School or College	18
Personal Social Health Education and Curriculum	19
School Uniform and Regulations	19
Changing Names and Exam Certificates	20
Vaccinations	21
School Trips, Exchanges and Overnight Stays	21
Appendix 1: External Support and Resources	23
Appendix 2: Resources Links and Guidance	24
Appendix 3: Useful Booklist	25
Appendix 4: Useful DVD List	27
Glossary of Terms	28
Acknowledgements	29

Foreword

Thank you to all of the young people in Cornwall in education that identify as Transgender, their parents, carers and guardians that inspired the creation of this document.

Cornwall Schools Transgender Guidance has been written in collaboration with Cornwall Council, The Intercom Trust, Devon & Cornwall Police and head teachers. It is the first of its kind within the UK to be incorporated into schools and colleges, specifically aimed at supporting Transgender pupils and students.

It is a pioneering piece of partnership working showing that Cornwall can be at the forefront of making improvements in understanding and supporting pupils and students that identify as Transgender who are in education.

Cornwall Council, The Intercom Trust and Devon & Cornwall Police are extremely proud to have been involved in this document. We jointly support and endorse it to encourage schools and colleges to hold the guidance as best practice in the support of fair and equal education for all pupils & students in education across the county.



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Introduction

The purpose of this guidance is to deeper embed Cornwall's good practice in the field of Transgender work in schools and colleges and minimise the distress and disruption to pupils, students and schools and colleges by:

- Ensuring teachers and governors are dealing with **Trans** matters inclusively; benefiting from professional advice and guidance.
- Promoting inclusion for all within education in Cornwall by improving services for Trans children and students.
- Empowering supporters of Trans pupils and students by providing a practical guidance to their experiences.

The preparatory work to this guidance established the need to provide support and guidance to schools and colleges so that a consistent approach to Trans matters can be adopted throughout Cornwall's schools and colleges.

Gender Identity issues are becoming increasingly recognised by schools and colleges because in recent years, research, legislation and the professional capacity to understand the issues have increased the awareness of Gender Dysphoria. One positive consequence of this increased awareness is the increasing number of young people coming forward with issues around their gender.

This guidance informs schools and colleges so that they can support, inform, protect and enable pupils and students questioning their gender identity to achieve their full potential whilst in education in Cornwall.

Transgender* Identity

A **Transgender** person feels that their external appearance (*sex*) 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 or body of a female and identify their gender as male; a Male to Female (*M2F*) person will have the external appearance or body of a male and identify their gender as female.

The word transgender is sometimes used interchangeably with the term *gender-variant* but usually has a narrower meaning and different connotations than gender variant, including non-identification with the gender assigned at birth. Children and students that experience or show gender variance may or may not be transsexual, as some will not retain their gender variance following puberty because gender variance can be fluid.

Gender Dysphoria (or *Gender Identity Disorder*) is a clinical condition that can present from as early as age 2 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 may live their life without being or needing to be diagnosed as having Gender Dysphoria.

Diagnosis and treatment for young people is currently only possible through a specialist team from the Tavistock clinic in London (*the Tavistock hold regular satellite clinics in Exeter*). It must be understood that 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 Trans people (and their families) will need some expert support as they grow up and develop.

- * The editors recognise that there is a rich diversity of vocabulary that different stakeholders will prefer to use and have deliberately chosen a vocabulary that is suitable for use in practice in schools and colleges

Legislation

Legislation that informs the participation of Trans (including gender variant) pupils and students in schools and colleges include the Human Rights Act 1998, Gender Recognition Act 2004 and the 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.
([See resources section for more information](#)).

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 ([See resources section for more information](#)).

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 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 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. Schools are therefore free to take special steps to meet the needs of Trans pupils without being accused of discriminating against pupils who are not Trans. There is no legal requirement, as there is for disability, to make "reasonable adjustments" for Trans pupils, but schools may take a similar approach to ensure that Trans pupils are properly catered for, and some of the possible steps discussed in this document are described as "reasonable adjustments". How this is done in practice may differ between schools as facilities and curriculums do vary, but should be worked towards, for the benefit of both school and pupils.

The Public Sector Equality Duty (PSED), at [section 149 of the Equality Act 2010](#) requires public bodies to consider all individuals when carrying out their day to day work – in shaping policy, in delivering services and in relation to their own employees. It requires public bodies – including schools - when carrying out their activities to have due regard to the need to:

- eliminate discrimination,
- advance equality of opportunity,
- foster good relations between different people

The duty for schools applies to all the protected characteristics except age.

The School's governing body has a responsibility to ensure that the school is complying with its requirements under the Equality Act.

Schools have to publish information to show how they are complying with the Duty, and equality objectives. Unlike earlier equality duties the PSED does not require equality schemes to be produced, although some schools may choose to continue their existing Single Equality Scheme. It is also good practice for schools to keep a written record to show that they have actively considered their equality duties in respect of all relevant protected characteristics, including Transgender, when making decisions or creating policies, and have asked themselves the relevant questions. Publishing this will help to demonstrate that the duty to have due regard to equality is being fulfilled. There is no legal requirement to produce a formal equality analysis document; although for key decisions this might be a helpful tool.

Absence from School or College

Schools and colleges must make reasonable adjustments to accommodate absence requests for treatment and support from external sources in line with their absence policy.

Care must be taken to accurately and sensitively record the reason for the absence e.g. the pupil or student may need time off for a medical appointment which does not merit being recorded as sick.

Terminology and Language

It is good practice to focus on correct terminology and the use of language in school. In addition, there may be a need to focus some education in class around sexual orientation and gender, so that young people have a clear understanding that sexual orientation (being heterosexual, bisexual, gay or lesbian) and gender (being male or female), are completely different things.

Terminology and language can be confusing around Trans issues. Different organisations and individuals sometimes prefer different terms to identify themselves and the nature of being Trans.

Often Trans people choose a different first name for their new identities and want documentation and records to reflect this, for example, the school roll and register.

It is extremely important, as a matter of fairness, respect and inclusion, to ensure that the correct gender, name and pronouns are used uniformly to address Trans people. Hearing people use 'him' or 'her' incorrectly can be uncomfortable or seriously detrimental for a Trans person to hear, especially when they are trying hard to confirm people's awareness of a new identity.

It can be very difficult a Trans pupil or student, and the school or college to get used to the change of name or gender if the pupil has not been known by that identity since the start of their school career. 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

There are a number of resources in our [resources section](#) that can help schools and colleges deal with and report Transphobia and Transphobic bullying. A robust and preventative anti-bullying strategy will deal with many of the issues that will arise. 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 and homophobic incidents.

Trans people are often the subject of prejudice and the target of bullying because of their “difference”. This can be compounded by a lack of understanding and clear explanations; which in turn can generate confusion causing people to revert to learned negative gender stereotyping. Transphobic behaviour may be directed to the actual Trans person, a friend or supporter, or anyone that may be perceived to be Trans (whether they are Trans or not). All of these situations must be managed in line with school policies. If further guidance is required contact the Local Authority.

Training

Schools and colleges may identify a knowledge and understanding need amongst staff, governors, volunteers and other stakeholders in the subject of Transgender in which case it is necessary to source training in the subject. Cornwall Council may help with identifying and supporting the school’s or college’s identified training need. There is also a list at the end of this document of key resources and organisations; some of whom offer suitable training packages.

Recommendations

To develop the skills of staff, governors, volunteers and other stakeholders to support and teach Trans pupils and students the following important training topics should be considered in training needs assessment:

- Confidentiality;
- Gender identity;
- Privacy and dignity;
- Tackling trans phobia; and
- Relevant legislation

Sports and Physical Education

Sports and Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical education develops pupils' competence and their confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A young Trans person has the same right to physical education and fitness as other young people.

With regard to young Trans people at school or college PE lessons, there should be reasonably few, if any issues regarding participation within the sports of their true gender. There should certainly be no issue at primary level (where indeed most lessons will be mixed gender). At secondary level, this should also be the case. There may be sports where, as puberty develops, M2F Trans participants may have a physical advantage over other girls but this should not present a problem within a carefully and sensitively managed lesson context. The issue of physical risk within certain sports should also be managed properly within the lesson context rather than by preventing young Trans people from participating, (which would be discriminatory).

It may be that due to the nature of contact and physicality of sports such as rugby that the school would consider whether Trans participation in full contact lessons is appropriate towards the latter stages of puberty. This is something schools are advised to take a view on prior to the delivery of those lessons, in discussion with parents or guardians.

The use of changing room facilities also needs to be carefully considered. Facilities for Trans participants should be sensitive to their needs and also recognise the needs and sensitivities of other students.

Within the competitive and representative aspects of school sports (outside of PE lessons), schools are advised to seek the advice of the various sporting governing bodies, which are beginning to attend to Trans issues bearing in mind the Equality Act 2010. That said, in the legislative framework of some sporting governing bodies, there is currently little clarity regarding Trans participation particularly around competition and representation at school level.

Certainly, F2M young people may not gain a physical advantage in some sports, so there should be no issue regarding their participation (except those sports where there may be an issue regarding physical risk in high contact sports, where the school would need to carefully consider its approach).

The issues of competitive sport in relation to M2F is a little more complex, as there may be a physical advantage gained by M2F Trans participants in some sporting contexts. Whilst the various sporting bodies have not given specific advice about this at school level, schools are advised to take a common sense approach to the issue and deal with specific circumstances on an individual case by case basis. *For example*, it is highly likely that in football, no physical advantage would be gained in participation at the age of 11-12, but by the age of 15-16, there may be significant differences which may need to be taken into account. In certain circumstances some pupils or students may be in receipt of hormone blockers which may affect performance and eligibility for competition.

Whilst schools are advised to be cognisant of the advice of the various sporting bodies, which do have more issues with M2F participation than F2M, they are also encouraged to treat each case individually and sensitively, and to have close liaison with families and carers through this process. Changing facilities would need to be managed sensitively at competitive or representative level. When competing at another school or outside venue, school staff would need to make sure appropriate and sensitive provision is made for changing which respects both the dignity of a young Trans participant and also their privacy.

A situation where a Trans pupil or student arrived in another school as part of a team and found that no appropriate provision had been made in advance for changing and showering could be both distressing and detrimental.

Recommendations

- Considering the legislation and available sporting bodies' advice, it is recommended that pre-puberty, there should be no issue regarding Trans participation in the sport of their choice at competitive or representative level.
- At secondary level, schools are advised to take a common sense approach to whether participation in a sport gives a physical advantage. If not, there should be no reason why a Trans pupil or student could not represent their school.

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 effecting 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. The thoughts, concerns and wishes of the young Trans person and their family or carers need to be sought and considered at the earliest opportunity. Preparations might include identifying a single point of contact in the next school or college so that the young Trans person has the opportunity to develop a relationship with that single contact prior to arrival. This will help make the transition from one school or college to the other as seamless as possible. The new 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.

Transition in a Single Sex School

Transition may be one of the most difficult environments for a young Trans person to be who they are, as additional pressures from their peers may contribute to feeling, in some cases, isolated and excluded. A young Trans person will be clearly more identifiable in a single sex school.

If the young Trans person is [transitioning](#), outside that of the school's or college's single sex status, then clear and concise communication should be made with the new school or college (If this is a new school please see "[Transition from one school to another](#)", above).

Transitioning by a pupil is not a threat to the school's single-sex status because;

A girl's school which permits a pupil who is undergoing gender reassignment to remain after they adopt a male gender role would not lose its single-sex status.

(Taken from - Department for Education, March 2012, "Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities", 2.2 'Single-Sex Schools')

Dealing with the Concerns of Staff, Families and Carers

Staffs concerns can be dealt with by providing appropriate training and having a clear policy (Equality and Diversity Policy) for the school to address the issues that are most commonly raised. Showing that the social, moral, spiritual and cultural considerations and also any legal and financial issues have all been addressed can reduce the anxieties that develop amongst staff e.g. disclosure. There are a number of factors that determine how much information schools and colleges may disclose. Confidential information about pupils must not be shared with other parents.

The following suggested press release has been used and will be suitable in most circumstances in relation to Trans issues:

As this issue involves the personal circumstances of a young child we are unable to make any comment on this individual case.

The Council is committed to working with schools, families and other agencies to ensure that the needs of all children and young people in Cornwall are met and that they can achieve their full potential.

Recommendations

- In general schools should not engage with the press over this issue. Any questions around media concerns should be directed towards the appropriate press officer or media relations officer.
- Early contact is made with your local press officer to obtain advice and guidance regarding possible press interest into the school and the young Trans person so that all school staff are aware of the potential interest and that they are prepared. This will allow staff to remain professional and calm throughout and remain clear about the message that the school endorses.
- Staff must know their duties and responsibilities around data protection so that they fully understand why information is protected, and when, how and to whom certain information can be released.

It must be recognised that people have their own prejudices. 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 their permission for a Trans pupil or student to take steps to transition.

Everyone's experience of life, particularly in respect to diversity, is different. Sometimes this can be because they do not know, or have not needed to think about what it means or how it feels to be a Trans person. Sometimes concerns can arise from the fear of wanting to get things right but not knowing how to approach the subject, or even what to say and what words to use. This can be addressed through school policies and specific awareness raising to help staff feel more supported and comfortable in dealing with these issues.

Work Experience

There is an obligation on the part of the school or college and its work experience placements to keep pupils safe. As already stated the Equality Act 2010 encompasses every environment that pupils will be working in, therefore all placements should be aware of their duties and responsibilities. Where a school is considering allowing a trans young person to attend a work experience placement the school must complete a suitable assessment on the potential placement to establish if there is any risk to the young Trans person taking account of the young Trans persons right to privacy - as a general principle personal information on the young Trans person must not to be shared.

Schools must be sensitive to this in their planning before any young Trans person is placed in any business or organisation. Careful discussion about the placement with the pupil, parents or guardians needs to occur to find the most suitable way forward to ensure the placement is successful.

Use of Toilets and Changing Facilities in School or College

The use of toilets and changing facilities often causes the most amount of debate around inclusion of Trans pupils and students. Concerns of Trans pupils and students are that they may find themselves in vulnerable situations such as a toilet or changing room where they could fall victim to unwanted attention, that could (if escalated), lead to sexual bullying, assault or other physical or emotional harm, but equally, that they are seen and treated as a member of their true gender.

Trans pupils and students are often told use the 'accessible' facilities rather than those for their true gender. It may then be appropriate to rename these facilities using terms such as 'unisex accessible toilets', 'larger toilet', 'toilet and changing facility' or simply 'toilet' to reduce the stigma of using toilets commonly identified as 'Disabled Toilet'. This will help ensure schools and colleges respect the dignity and privacy of Trans pupils and students, whilst ensuring their safety.

Possible solutions will depend on existing facilities and curriculum; some may already provide toilets and changing facilities that are unisex.

Recommendations

- Conduct an appropriate risk assessment and audit of your facilities.
- Identify, consider and make any reasonable adjustments.

Personal Social Health Education and Curriculum

PSHE lessons are an important part of preparing young people for some of the issues that they will come across in their lives. Awareness of Trans issues can be embedded within the curriculum from the outset. There are organisations that can support schools through all the key stages to widen their breath of knowledge. It might be as simple as ensuring, from the earliest key stage, that the resources available (see resources section) are more widely used in the school.

When reading to classes or setting history projects selecting as broad a spectrum of people/subjects as possible does not highlight any one individual, but Trans issues are made more mainstream. It may be appropriate that lessons intended for an older age range should be brought forwards a year or two and lessons might need to be more flexible in their content, particularly if you are aware that you have a Trans child/teacher/parent within the school community. Schools may find the lesson-resources provided on the 'School's Out' website useful in this respect ([see resources section for more information](#)).

School Uniform and Regulations

School uniform should not present an issue for Transgender young people: just as for any other pupil, they should be expected to follow the school uniform policy. All schools have a set of rules for makeup and appropriate dress and this will need to be enforced for any pupil. In schools which have uniform, there is generally a broad range available for both genders (*i.e. girls can wear skirts, shorts or trousers and boys can wear trousers and shorts also*) so that pupils that are having gender issues can have a 'gender neutral' option. There might need to be some consideration in relation to F2M pupils who are [binding](#).

Where a school has a gender specific uniform, including PE kit, the young Trans person should be able to wear the uniform of their true gender ([please see PE/Sport section](#)). In some schools consideration may need to be given to the swimwear worn by pupils when participating in swimming lessons or water based activities. Exploring alternative swimwear options may avoid potential issues that could develop due to the revealing nature of this type of clothing. For example, schools may wish to permit young Trans pupils to wear skirted swimsuits, rash vests, 'baggy' shorts or short wetsuits as alternatives to traditional costumes.

The most likely situation where clothing may be an issue is in a school that does not have uniform. Where children are free to choose clothing, making a transition from M2F or F2M may be harder as the change in clothing may be more obvious. However, many people will enjoy the freedom to choose clothing that expresses their individual style. Provided the child is dressing in an appropriate manner for the school regulations and feels safe and supported there should not be an issue.

Changing Names and Exam Certificates

Changing their name and gender identity is a pivotal point for many Trans people. If a Trans pupil or student wishes to have their preferred name recognised on school systems, this needs supporting and will feed on to letters home, report cycles, bus pass information etc. Furthermore the change of name and associated gender identity should be respected and accommodated in the school. It is a real indicator that the Trans pupil or student is taking steps to, or proposing to move towards a gender they feel they wish to live in. It is relatively simple to change a name on a register and school or college roll for a preferred name and when sending details of young people to exam boards.

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.

Schools and colleges are encouraged to ensure a strategy is agreed with the pupil or student and their parents / carers, then agreed with the various exam boards prior to starting GCSE courses as some exams may be sat in Year 10 and the length of time the process re-registering may take. Schools will also need to be aware that the DfE analysis of school performance may still present the student in the gender registered by their UPN.

It is possible for any document to be changed to reflect the chosen name of the young person. Changing the gender record 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 Citizens Advice Bureau and other Trans support organisations listed in the resources section will have more information on this subject. A person under 16 years cannot change their name legally without the consent of a parent.

Recommendations

- When sending data about the pupil or student to 3rd parties always ensure you are sending the correct information.
- Ensure that the correct name is used on exam certificates before being sent to pupils and students.
- Engage with the pupil or student as well as their parents and guardians to agree a strategy for presenting the correct information to the examination boards.
- The examination officer should contact the relevant exam board to discuss their processes.

**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

Historically vaccinations have been given to young people of all genders together in a large space such as sports hall. More recently, GP surgeries provide some schools with their vaccinations at the surgery while some vaccinations are given in school.

Consideration should 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 pupil or student may find it very difficult to stand in a queue of girls awaiting a female specific vaccination.

It should also be recognised that 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 could 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. Issues may arise for both young Trans pupils and students but this must not mean that they cannot be included on the trip. 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 etc. 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.

The school or college should consider, just as anyone can be searched, Trans pupils and students may be searched at borders and other places. Different countries will have policies and procedures that they will follow. Contacting the relevant border control or agency in advance will ensure that any policy or risk assessment completed by the school or college 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. Schools and colleges should consider and investigate the laws regarding Trans communities in countries considered for school visits. 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:

<http://www.ukdps.co.uk/AdviceForTranssexuals.html>

Recommendations

- A risk assessment for the school or college visit/trip should be conducted to include Trans pupils and students.
- Any risks identified from the assessment should be managed so that any reasonable adjustments can be considered to facilitate the participation of the Trans pupils and students.

Appendix 1: External Support and Resources

There are a number of organisations locally and nationally that exist to provide support to pupils, staff and parents around Transgender issues. There are also many books, DVD's and materials to assist integrating Transgender issues into the curriculum and wider school life. (see book list)

	Agency / Contact Details	Web links	Services provided
	The Laurels Gender Clinic	(use logo to link)	Offering ongoing support to people with Gender Identity issues through the NHS
	YAY!	www.lgbtqyouthcornwall.co.uk	LGBTQ Youth Cornwall is for Lesbian, Gay, Bisexual, Trans and Questioning young people who are aged up to 25 years in Cornwall.
	Schools out	www.Schools-out.org.uk	There are lesson plans, items about LGBT History Month (February), Transphobic bullying and info for teachers.
	The Intercom Trust	www.intercomtrust.org.uk	South West charity that provides local professional community support and advocacy for LGB and Trans people and their families, and training and consultancy on LGB and Trans issues.
	Gendered Intelligence	http://genderedintelligence.co.uk/	A community interest company that runs arts programmes, creative workshops, mentoring, and youth group sessions to Trans youth (under the age of 25) across the UK.
	Gender Identity Research and Education Society	www.gires.org.uk	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.
	Mermaids	www.mermaidsuk.org.uk	National charity that connects and supports young Trans people and their families
	Trans Media Watch	www.transmediawatch.org	Provides guidance for the Media in representing Transgender people as well as guidance for Transgender people in dealing with the Media
	Qwest	www.qwestftmuk.org	South west based national charity supporting F2M Trans people
	The Beaumont Society	www.beaumontsociety.org.uk	National society that supports mainly M2F Trans people and their families and friends
	International Lesbian and Gay Association	www.ilga.org	ILGA - International Lesbian and Gay Association information on international LGB&T issues

These organisations provide advice and support on a national and regional level and have policies and regulations governing their practices

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	http://www.education.gov.uk/schools/pupilsupport/inclusionandleaderssupport/inclusion/equalityanddiversity/a0064570/the-equality-act-2010
Equality & Human Rights Commission	http://www.equalityhumanrights.com
Home Office	https://www.gov.uk/equality-act-2010-guidance
Cornwall Council Equality & Diversity	http://www.cornwall.gov.uk/default.aspx?page=1958
Local schools network	http://www.localschoolsnetwork.org.uk
Human Rights Article List	http://www.legislation.gov.uk/ukpga/1998/42/schedule/1
Equalities Act 2010 (Part6)	http://www.legislation.gov.uk/ukpga/2010/15/part/6
Citizens Advice Bureau (Change of name advice)	http://www.adviceguide.org.uk/england/your_family/family_index_ew/change_of_name.htm
AQA Education Board	http://www.aqa.org.uk/
Useful DVD list (Wikipedia)	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
True Vision Online Crime Reporting	http://www.report-it.org.uk
Government Advice for School Leaders	https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00062-2011

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.

Cornwall Council Equality and Diversity service have a large range of books and films available to borrow to assess their suitability for your target school group. They welcome schools to borrow these items and their contact details are towards the end of the document. If you discover an interesting or relevant document please inform them so that they can add it to their portfolio of support resources.

Different Families

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

Children

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

Teenagers

Choir Boy	– <i>Charlie Anders</i>
Freak Show	– <i>James St James</i>
Morgan in the Mirror	– <i>C C Saint Clair</i>
My Brother Beth	– <i>Rebecca Sardella</i>
Parrotfish	– <i>Ellen Wittlinger</i>
Luna	– <i>Julie Anne Peters</i>
My Gender Workbook: How to Become a Real Man, a Real Woman, the Real You or Something Else Entirely	– <i>Kate Bornstein</i>
Feeling Wrong in Your Own Body: Understanding What it Means to be Transgender	– <i>Jaime A Seba</i>

- 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 (eds)*

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: Glossary of Terms

Binding – a [F2M](#) adolescent that 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.

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 either, both.

Gender Dysphoria – the medical condition that describes the symptoms of being transgender.

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.

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.

M2F – Male to Female, a person that was identified as male at birth but came to feel that their true gender is actually 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.

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 – 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.

SMSC – Social, Moral, Spiritual & Cultural.

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