

<b>Policy Title:</b>	<b>Equality (Anti-Bullying and LGBTQ+ Equality)</b>
<b>Policy Reference:</b>	<b>TOA042</b>
<b>Description:</b>	To provide support and guidance for all members of The Oxford Academy community in maintaining a safe, secure and accepting environment for everyone.
<b>Status:</b>	<b>Statutory</b>
<b>Category:</b>	<b>Student/Staff</b>
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<b>Version:</b>	<b>V2.0</b>
<b>Other relevant TOA polices</b>	<b>TOA007 Attitudes to Learning</b> <b>TOA011 Complaints</b> <b>TOA020 Home Academy Agreement</b> <b>TOA044 Disability Equality Scheme</b> <b>TOA135 Race Equality Scheme</b> <b>TOA140 Gender Equality Scheme</b>
<b>Approved by the Governing Board on:</b>	<b>27 March 2018</b>
<b>Date for Review:</b>	<b>October 2019</b>

## **Change Record**

<b>Version</b>	<b>Date</b>	<b>Description</b>
1.1	October 2010	Amended as part of review process
1.2	June 2013	Amended as part of review process
1.3	October 2014	Reviewed
2.0	November 2017- March 2018	Global Equality Policy created

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## THE OXFORD ACADEMY

The Oxford Academy is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life.

All at The Oxford Academy are committed to serving our local community. We are motivated by a desire to support and transform, working with and for our student and parent bodies and the wider Blackbird and Greater Leys, Littlemore and Rose Hill communities. Our values are inspired by our community and Church school status. Consequently, RESPECT, DETERMINATION, ASPIRATION and RESPONSIBILITY underpin all that we do to improve the outcomes and life chances of those we serve. We aim to build self-esteem, model conflict resolution and protect the vulnerable. We are committed to justice and compassion. Mutual respect and trust are central within the Academy.

Our vision for The Oxford Academy is based on the following beliefs:

- Education matters in society: the provision of a well ordered, stimulating learning environment is a common right for all our students.
- The Academy should articulate social and moral values and respect for others, irrespective of their class, gender, race or religion, sexuality or gender identity.
- The Academy will promote the highest achievement in students, irrespective of their abilities or self-expectations. Competition and collaboration are both equally important to learning. The aspirations of all our students will be nurtured.
- The Academy will celebrate students' achievements and challenge fixed notions of ability. We will value and reward young people's verbal, practical, academic, sporting, artistic and leadership skills.
- An effective and flourishing Academy should be "public" rather than "private", explaining to parents what is being taught and how the curriculum is being interpreted. It should be open to praise and constructive feedback in a genuine spirit of partnership.
- An effective Academy should work closely with neighbouring schools to improve opportunities for our students.
- The work of the Academy will be underpinned at all times by its ultimate aim – to improve standards, achievement and the life chances of young people. The Oxford Academy is, first and foremost, a place of high quality learning and teaching for young people aged 11-19.

This policy, and its associated procedures and protocols, is based on these key principles.

## Anti-Bullying

### 1. Introduction

- 1.1 The Oxford Academy is a community where every single member has the right to be themselves and to be included in a safe, respectful and happy environment. Everyone at our school – students, staff and visitor alike – is equal and should be treated with respect.

Bullying of any kind is unacceptable and will not be tolerated at the Academy. Here at The Oxford Academy the safety, well-being and welfare of all students and staff is a key priority. All incidences of bullying will be taken seriously and it is incumbent upon us as a community to take measures to prevent bullying, harassment or discrimination of any kind. We are a *TELLING* Academy. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Subsequently, all staff are expected to take each reported case of bullying seriously and to take action.

- 1.2 All governors, staff, students and parents should have an understanding of what bullying is and what the Academy's procedures are for responding to bullying.
- 1.3 As an Academy we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
- 1.4 Through listening to the views of parents and carers, students and staff, and through analysis of trends in types and motivations for bullying, we will endeavour to undertake proactive work with all members of the Academy community in order to reduce instances of bullying; we will judge our success based on seeing a term-on-term and year-on-year reduction in recorded instances of bullying.
- 1.5 Through a high profile *Anti-Bullying Week* to coincide with national events, assemblies, tutor times, lessons and through regular discussions at Parent and Student Forums we will do all we reasonably can to keep the commitment to reducing instances of bullying and maintaining this as an Academy-wide priority.
- 1.6 The Academy is committed to the *Safe to Learn* Agenda and has a robust system for the recording of incidents through SIMS and clear protocols for staff and students to follow in addressing bullying.
- 1.7 Bullying of any kind is unacceptable and will not be tolerated at the Academy. Here at The Oxford Academy the safety, well-being and welfare of all students and staff is a key priority. All incidences of bullying will be taken seriously and it is incumbent upon us as a

community to take measures to prevent bullying, harassment or discrimination of any kind.

- 1.8 We actively promote values of respect and equality and work to ensure that difference and diversity is accepted and celebrated within the Academy. We want to enable students to become responsible citizens to prepare them for life in 21<sup>st</sup> Century Britain. These values reflect those that will be expected of our students as they leave our community and enter the wider world of employment or further study.

## 2. What Is Bullying?

- 2.1 Behaviour by an individual or group, usually, either a one-off, repeated over time or with the potential to be repeated, that intentionally hurts another individual or group either physically or emotionally. It involves a real or perceived power imbalance between bully and victim.

- 2.2 Bullying can be **Direct** or **Indirect** in nature.

- **Direct bullying** is when the bullying is done directly to the target – he or she might be pushed, hit, tripped, called names, have things taken, have signs made at them etc.
- **Indirect bullying** is the bullying that happens behind someone's back – spreading rumours, whispering, making signs to each other, stealing or damaging things without the person knowing who is doing it and so on, excluding someone indirectly, for example making up excuses why they cannot come rather than telling them directly.

### **There is a clear distinction between an incident of bullying and falling out with friends.**

We aim to help students to understand that sometimes friends have disagreements and arguments. Friends sometimes say mean words to each other and hurt each other accidentally. Friends may feel angry at each other for a short time. It is **usually** a one-off incident and not bullying. Through thorough investigation of incidents, we will be able to establish the distinction.

- 2.3 The main types of bullying are:

Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact against someone.

Attacking property – such as damaging, stealing or hiding someone's possessions.

Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.

Psychological – such as deliberately excluding or ignoring people.

Cyberbullying – such as using text, email or other social media to write or say hurtful things, or to start or spread rumours about people.

(This list is not designed to be exhaustive, and other methods will crop up along with technological advances etc.)

### **3. Why is it Important to Respond to Bullying?**

- 3.1 Bullying hurts. No one deserves to be a victim of bullying. Everybody in the Academy – student, staff or visitor - has the right to be treated with respect. Students who are bullying need to learn different ways of behaving and the Academy is committed to supporting bullies in addressing their behaviour(s).
- 3.2 We have a responsibility to respond promptly and effectively to issues of bullying.

### **4. Signs and Symptoms**

4.1 A child may indicate, by signs or behaviour, that he or she is being bullied. To those who know the child, this may simply be a feeling that “things aren’t quite right”. Adults should be aware of these possible signs and that they should investigate if a child:

- is unwilling to go to the Academy (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- is frightened of walking to or from the Academy
- does not want to go on an Academy or public bus
- begs to be driven to the Academy
- changes their usual routine
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above

- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

These signs and behaviours could indicate other problems but bullying should be considered a possibility and should be investigated.

## **5. Roles and Responsibilities**

### **5.1 Staff**

All school staff, both teaching and non-teaching, have a duty to report bullying, to be vigilant to the signs of bullying, and to play an active role in the Academy's efforts to prevent it. If staff are aware of bullying they should reassure the student and inform a relevant member of staff. The Academy's Equality Coordinators are Mr Neil Jeffery and Miss Sophie Mogridge.

The Senior Leadership Team and the Headteacher have overall responsibility for ensuring that the anti-bullying and equality policy is followed by all members of Academy staff and that the Academy upholds its duty to promote the safety and well-being of all members of its community.

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate, nor should they retaliate themselves, and should encourage children to report an incident of bullying to the Academy.

Students should not take part in bullying of any kind, and should watch out for signs of it among their peers. They should never be bystanders to incidents of bullying. If students witness bullying they should support the bullying and, if possible, accompany them to tell a trusted adult. They should never retaliate on behalf of a bullied student.

When an incident of bullying is reported or witnessed by Academy staff it will be challenged immediately. If members of staff receive reports of bullying they will reassure the victim or person making the disclosure.

The allegation or disclosure will be recorded on SIMS, specifically noting in the relevant drop-down that this is a bullying issue. Each incident, whether substantiated or not, will be recorded in such a way that staff will be able to analyse the motivation for each incident/alleged incident, the "type" of bullying activity/alleged bullying activity, the time and location of the incident/alleged incident and the names of all students/staff involved. Accordingly, we will be able to analyse the emerging trends in why, where and how these incidents occur and engage in proactive intervention to address with staff, students and parents. The log should be copied to the victim's and bully's tutor(s), Learning Mentor(s) and Head of Year(s) such that they can initiate action.

It is the role of the tutor(s) to reassure the victim that they are aware of the situation and that action is being taken and to alert the alleged bully to the fact that an allegation has been made.

It is the responsibility of the Learning Mentor(s) to investigate the matter. Throughout the process they will seek support from the victim's/bully's tutor(s) and the relevant Head(s) of Year. The incident/disclosure should be logged on the same day such that action can commence, at the latest, the following morning.

The Learning Mentor(s) will collect statements from the victim, alleged bully and witnesses. They will collate these statements and highlight key points and then pass them to the Head(s) of Year. The Learning Mentor(s) will also call the parents/ carers of both the victim and the alleged bully to inform them of the allegation and that an investigation has been undertaken and reassure them that they or the Head of Year will call back with an outcome later on the following day.

Established Protocols will be followed and Equality Coordinators notified. These protocols are shown in Appendix One.

Courses of action are detailed in Appendix One.

## **5.2 Students**

If bullying is witnessed or experienced, students have a duty to report it to a member of Academy staff. Bullying can be reported to ANY member of staff and students can be assured it will be taken seriously. The best member of staff to report bullying to will usually be a student's tutor, Learning Mentor or Head of Year.

Students should support each other by challenging bullies and bullying whenever it is seen.

## **5.3 Parents/Carers**

If parents become aware that their child, or another child, is being bullied or bullying, or suspects such, they should contact the Academy and to speak with their child's tutor or Learning Mentor. It is likely that they will have to leave a message in the first instance which will be passed on to the appropriate member of staff at the first opportunity. Parents/carers may also email the Academy with information or write a letter which can be passed to the appropriate member of staff. Parents should leave their name and contact details as anonymous reports of bullying are difficult to follow up.

Academy staff will contact parents to inform them of the action taken.

## **6. Courses of Action**

6.1 Courses of action could include:

- restorative justice meeting
- verbal warning
- written warning
- detention
- isolation
- supervised break/social time
- police/outside agency involvement
- fixed term exclusion.

6.2 Although there is no prescription of which action is appropriate at what stage, a broad rationale is set out below for which actions may be applied for bullying in the first instance, second offences and repeat offences:

6.3 Students who have been bullied will be supported by a range of measures which may include:

- Offering an immediate opportunity to discuss the experience with Learning Mentors, mentors or a member of staff of their choice
- Reassuring the student
- Offering continuous support with a designated member of staff
- Restoring self-esteem and self confidence
- Referral to a Peer Mentor if appropriate
- Referral to a counsellor
- Offering continuous support and advice to parents.

6.4 Students who have bullied will be helped by a range of measures which may include:

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrongdoing and the need for change
- Informing parents to help change the attitude of the student
- Referral to a counsellor as appropriate

6.5 Parents/carers will be informed at each stage of action or intervention.

## **7. Reporting Bullying**

If a student feels that they are being bullied they are encouraged not to retaliate but to inform someone such as a friend, family member or trusted adult. Everybody is asked to report incidents of bullying related to school, or to incidents in school.

- Report to a member of teaching staff – such as form tutor, Head of Year, Learning Mentor, or any other teacher

- Report to the Academy's Equality Coordinators
- Any other member of the Academy staff.

In any event, incidents will be channelled via the Equality Coordinators who will use the established procedures to ensure communication to all relevant parties.

Bullying can be reported in any of the following ways:

- Email ([anti.bullying@theoxfordacademy.org.uk](mailto:anti.bullying@theoxfordacademy.org.uk))
- Calling the Academy by telephone
- Using the anonymous school bullying reporting box (location to be advised).
- Sending a message to the TOA Anti-Bullying Facebook page (being set up in November 2017)

### **7.1 Bullying Outside of the Academy Day**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of the Academy. Bullying can take place on the way to school, or on the way home, at weekends or during holidays, or in the wider community. The nature of cyber bullying, in particular, means that it can impact severely on students' well-being outside of the Academy day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined within this policy.

### **7.2 Derogatory Language**

Derogatory or offensive language is not acceptable under any circumstances and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on SIMS. Follow up actions and sanctions, where appropriate, will be taken for any member of the Academy community using any such language.

### **7.3 Prejudice-based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitude towards a protected characteristic or minority group. All prejudice-based incidents are taken seriously and recorded and monitored in school. The Equality Coordinators will monitor the frequency of incidents and report back regularly to the Headteacher and governors. This not only ensures that all incidents are dealt with accordingly, but also helps in the prevention of bullying as it enables targeted anti-bullying interventions.

## **8. Monitoring, Evaluation and Review**

- 8.1 The Equality Coordinators will feed back data on bullying at regular intervals to SLT. This data outlines the aggressor(s), aggrieved, time, location, type of bullying, motivation of bullying, the SEN designation (if any) of those involved, whether they are on the “Blue List” (vulnerable students including Young Carers), and can also be filtered to recognise any patterns of “groups” of students being prevalent as *bullies* or *bullied*. We commit to acting upon trends we find in this data and initiating interventions to address any such trends evident.

## **9. Initiatives to prevent and tackle bullying at The Oxford Academy**

- A student-friendly anti-bullying policy will be on display on Academy information screens and dedicated notice board in the Bistro
- The Personal Development programme includes opportunities for students to understand about different types of bullying and what they can do to respond to or prevent it
- Tutor periods provide opportunities for discussion of issues
- Year group assemblies help raise student awareness of bullying and derogatory language
- Difference and Diversity are celebrated across the Academy. National events such as Anti-Bullying Week, Black History Month and LGBT History Month are used, as applicable, within the curriculum and are used in displays around the Academy
- The Academy values of equality and respect are reinforced across the curriculum
- Stereotypes are challenged by staff and students at all times
- Peer-mentoring, student-led programmes and restorative justice schemes offer support to all
- An annual Academy anti-bullying survey is initiated so relevant and up-to-date Academy-focused statistics are available
- Working with parents, carers, community organisations and in-house systems such as the Counselling service to tackle bullying wherever it occurs.

## Gender Identity

The purpose of this section of the policy is to explain the Academy's good practice in the field of transgender consideration in order to minimise distress and disruption to staff or students by:

- Ensuring staff and Governors deal with transgender matters inclusively and sensitively
- Providing an inclusive environment for any transgender student
- Ensuring all students are aware of and are educated about issues of transgender.

Gender is a spectrum, which is not limited to male or female – but can span anywhere between these two binary points. A transgender person feels that their external appearance (sex) does not match up with the way that they feel internally about their gender identity.

The word transgender is a term used to describe people who identify with the opposite gender to which they were assigned at birth; it is however also an umbrella term which can include people who do not feel exclusively male or female.

Gender can be fluid, and some children or students that do not relate to their assigned gender may never fully transition into the opposite gender, but may choose alternative pronouns. For example, someone who is gender fluid but chooses to keep their sex as male may prefer to be known by 'she/hers/her' pronouns. Others may prefer to be known by 'they/them/theirs'.

Gender Dysphoria is a clinical condition that can present from a very early age and can only be diagnosed by a medical expert. A person diagnosed with Gender Dysphoria may require treatment, e.g. hormone blockers to delay puberty, before being prescribed hormones of their desired gender. 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 available from specialist Gender Identity Clinics (GICs) which are located across the United Kingdom. It must be understood that some people with Gender Dysphoria may not want any treatment, or may want to be known under a different name, or to wear different clothes. However, most or all young transgender people (and their families) will need some expert support as they grow up and develop. With its excellent counselling service, The Oxford Academy aims to provide an excellent source of support and information for any young person who regards themselves as transgender or is questioning their gender identity.

## **10 Legislation**

### **10.1 Data Protection Act 1998**

Information about a person's transgender status is considered sensitive personal data and as such is subject to stricter controls than other personal data. Explicit consent is required before it can be processed.

### **10.2 Human Rights Act**

The following Articles from the Human Rights Act 1998 support the rights and needs of transgender people to live their lives in their true gender:

- Article 8: The right to respect family and private life
- Article 10: Freedom of Expression
- Article 14: Prohibition of Discrimination

### **10.3 The Gender Recognition Act 2004**

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

### **10.4 Equality Act 2010**

The Equality Act 2010 ensures legal protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine protected characteristics defined in the Act, one of which is Gender Reassignment (also known as transgender).

Part 6 of the Act makes it clear that the Act specifically refers to school and young people.

In Section 2:1:7 it 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 student will not necessarily have to be undergoing a medical procedure to change their sex, but they must be taking steps to live in the opposite gender, or be proposing to do so.

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

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

- Less favourable treatment relating to absence is unlawful if it is less favourable than if it had been due to sickness or injury, or other causes
- Less favourable treatment includes arrangements relating to terms or conditions under which education, training or employment is offered.

## **10.6 Discrimination**

As stated, the Equality Act 2010 ensures legal protection against discrimination.

The legislation states that a school must not discriminate against a student 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 protected characteristic at a particular disadvantage, and it cannot be justified as a proportionate means of meeting a legitimate aim. Such discrimination would occur in a school where an inflexible 'no trousers' rule for girls would create a particular difficulty for a FTM transgender student.

## **10.7 School Attendance**

The Oxford Academy will make reasonable attempts to accommodate absence requests for treatment and external sources in line with its absence policy. Sensitive care will be taken when recording the reason for absence.

## **10.8 Transphobia and Bullying**

The Oxford Academy has a robust anti-bullying policy. In line with this policy, transphobic incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice.

## **10.9 Training**

In order to ensure all staff and Governors have the skills to deal with transgender issues, training sessions will be held as appropriate on INSET days or in directed time.

## **10.10 Changing and Toilet Facilities**

Accessible toilets are available in places across the Academy site. Transgender students will be able to use these facilities that have been, or will be, labelled appropriately.

### **10.11 Future Considerations**

Further research will be carried out and this policy will be added to with regard to the curriculum, work experience, exam certification, vaccinations and school visits.

## Appendix 1: Staff Procedure for Bullying Incident

- 1) Victims and bullies to have initial meetings with learning mentors.
- 2) Learning mentors to upload relevant documents onto SIMS and send to the anti-bullying email address (anti.bullying@theoxfordacademy.org.uk). This will then be stored on the Equality Sharepoint.
- 3) Equality Officers to meet with bullies/victims and provide them with relevant documentation: behaviour report for bullies and daily audit for victims.
- 4) Should bullying continue, meetings will be arranged with parents.
- 5) Should this be unsuccessful SLT contact for the year group will meet with students.
- 6) Should this be unsuccessful the Headteacher will meet with students.

## Appendix Two: Procedures for Supporting Transgender Students

- 1) When a student wishes to be identified as Transgender, the designated safeguarding officer will be notified
  - 2) The student will lead consultation of their needs
  - 3) A designated Key Worker will be offered from the staff body
  - 4) Other staff will be informed as appropriate
- The Students' teachers and Form Tutor will be informed according to the student's wishes
  - If appropriate, parents and carers will be involved
  - The student will be asked for their preferred name and pronouns (him/her/them)
  - We will identify those who already know – does the student want our support in informing selected others?
  - Advice for the student and staff will be offered (In-House counselling, TOPAZ etc)
  - Student made aware of accessible toilets
  - Student's tutor group spoken to when the student wishes it
  - SIMS will be updated with preferred name and gender (Non-binary not currently an option on SIMS)
  - The student will be asked when they would like to come out, to whom and in which order
  - There will be liaison with the exams office regarding name change and in-house exam place-cards
  - Is the student attending a GIC? If not, would they like out help in a referral?

### Appendix Three: Glossary of Terms

<b>AFAB</b>	Assigned Female at Birth
<b>Agender</b>	Not relating to any gender
<b>AMAB</b>	Assigned Male at Birth
<b>Asexual</b>	A person with no sexual feelings or desires
<b>Binary/Non-binary</b>	Refers to the gender spectrum; Binary refers to the fixed ends of the spectrum – male and female; non binary can be described to use someone who identifies somewhere in between
<b>Binding</b>	A FTM adolescent that is developing breasts may strap down their chest so that it is less obvious. This can be hot, uncomfortable and restrictive but may be important to their psychological and emotional wellbeing. It can lead to problems with PE lessons
<b>Cisgender</b>	Someone who identifies with their assigned gender at birth
<b>FTM</b>	Female to male – someone who was born female but identifies as male
<b>Gender</b>	The way a person feels about themselves, their basis of identity
<b>Gender Dysphoria</b>	The medical condition that describes the symptoms of being transgender
<b>Gender fluid</b>	Someone who identifies on a varying basis
<b>Gender identity</b>	The gender someone feels that they are inside
<b>Gender Identity Disorder</b>	GID is a medical term describing transgender – it tends not to be used nowadays due to misuse of the word disorder
<b>Gender Recognition Certificate</b>	An official document that enables all official documents (incl. birth certificates) to be amended to reflect true gender
<b>Gender Spectrum</b>	The continuum between two points of male and female
<b>Hormone suppressors / Puberty Blockers</b>	Drugs taken to delay the process of puberty. Prescribed when a child is not

	old enough to take hormones such as oestrogen or testosterone
<b>MTF</b>	Male to female – some born male who identifies as female
<b>Packing</b>	A FTM person may wear a prosthesis in their pants to give a bulge in their trousers
<b>Sex</b>	The way a person's body appears
<b>Transgender</b>	A person who feels that their assigned gender at birth conflicts with their true gender
<b>Transition</b>	The process of changing gender. This may be through surgery or by taking hormones
<b>Tucking</b>	A MTF person may sometimes tuck (or tape) their genitals between their legs so it doesn't show at the front