



Transgender Academy Guidance

This guidance has been approved by the Board of Trustees with reference to the academy's Equality Guidance. The aims of the Equality Guidance are to ensure that Plume Academy meets the needs of all, taking account of gender identity, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this academy we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.

Last Reviewed: March 2023

Next Review: March 2024

This guidance is aligned with our rigorous approach to safeguarding and equal opportunities at the academy.

Statement of Intent

Plume Academy recognises that transgender young people and their families face particular challenges and hurdles and are likely to need extra support from the academy to help them achieve their true potential. We are committed to supporting all of the students in our care, as well as their families, on an individual basis and will put into place as many extra levels of pastoral care as possible for all students who need it, including transgender young people.

Transgender Identity

Plume Academy 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 gender fluid 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 non-binary 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 young Trans people (and their families) will need some support or information as they grow up and develop.

Legislation

Legislation that informs this guidance and the participation of Trans (including gender-variant) students and students in the academy 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 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.

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 Re-assignment. The legislation lays down 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 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 student.

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 students, the academy will discuss the situation with the student and their parents/carers, and will allow the student to wear the uniform of their true gender if and when all feel it is appropriate.

Absence from the Academy

The academy 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 the academy. As an academy, it is a good idea to focus some education in relevant lessons (such as Personal Development) 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, 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 academy will take its lead from the student on an individual basis. The academy, in discussion with the student and their parents/carers, will change the preferred name(s) and gender on academy 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 Plume Academy, in line with the academy's 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
- Relevant Legislation

Transitioning and Physical Education

A young Trans person has the same right to Physical Education lessons and fitness as other young people. At Plume Academy there should be no difficulty with this. PE lessons in Years' 7 and 8 are single gender and a Trans student has the right to choose which group pathway they want to follow, and in Years 9-11, there is an opportunity to participate in mixed gender groups and a Trans student should be allowed to wear the sports kit of their true gender. In swimming, some adjustments may have to be made on an individual basis, perhaps with a T-shirt worn over a costume or a short wetsuit. 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 Years' 7 and 8 should present no particular issues and students 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 student. Although this needs to be handled sensitively, and in consultation with the Trans student and their parents/carers, the safety of every student 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 student 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 student that respects their dignity and privacy.

Transition from One Educational Setting to Another

It is important to acknowledge that children in primary school may socially transition. Particular needs may then arise for a child who, for example, socially transitioned in Year 4 of Primary School, at the point they move up to a secondary school as they will be faced by different challenges in this new context. Where a child's Trans identity is known by relevant staff then the following can be put in place:

- A meeting with the child and their parents and carers to address how they would like any issues that arise to be managed in the secondary school.
- A named contact or 'trusted adult' for the child to approach if issues arise during the day.

Some children and young people, with support from their families, may make a transition into their preferred gender identity at a point when they are changing schools. Secondary schools, therefore, may need to be particularly aware and supportive of children transferring from a primary to secondary school who are planning to begin Year 7 with a different name and pronoun. This would include working with the students and their families from the original primary school who may be aware of this change. A key principle to this support is in protecting the child's Trans status or gender identity. This would not be shared with the wider community without the agreement of the child and their family.

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 academy. 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 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 student, parents, previous school and the academy. In Plume Academy, this would be the relevant Head of Year/ Assistant Head of Year. This will help make the transition from one school to the other as seamless as possible. The academy then takes on a responsibility for preparing their academy community in a safe and secure way so that the student is supported in the most appropriate and effective way possible. The same process needs to be put into place for a Plume Academy Trans student moving to another school. At all times, the student and parents should be involved in any decisions and give permission for the sharing of any sensitive information.

Dealing with concerns of Staff, Families and Carers

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

Unfortunately, there may be occasions when, due to their own personal beliefs or feelings, a parent or carer may not always be the most supportive or appropriate person to assist the young person through transitioning. It may not be necessary for a parent or carer to provide permission for a Trans student or student to take steps to transition as there may be issues raised of Fraser Competence if parents/carers will not consent. In this case, the academy will liaise with external

agencies, such as Social Care and/or EWMHs so they can provide the best support they can for both the young person and their family.

Press Interest

The academy shall provide factual information regarding this guidance 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 Whole Academy Lead for Marketing, Media Communications and Community Engagement and who is directly line managed by the Executive Principal.

The Use of Toilets and Changing Facilities

There are several gender-neutral accessible toilets at Plume Academy.

RSE / Personal Development Curriculum

RSE and Personal Development are an important part of preparing young people for some of the issues 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 students are expected to follow our 'E-Safety Agreement' and are supported to ensure their experiences online are positive. Whilst incidences of online peer-on-peer abuse are very rare, we remain vigilant at all times and will take swift and effective action in response to any negative behaviours / interactions.

Trans students seeking help and support from social media need to, as do all young people, keep personal security tight, be aware of boundaries in online life and connect to only reputable websites. Information for parents and young people on internet safety is available from CEOP and NSPCC and the information contained in their websites. In recent years, TV has started to portray Trans people in a more positive way.

Changing Names, Gender and Examination Certificates

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

In regards to the academy recording this data, section 4.2.7 of the annual 'School Census' Department for Education guidance indicates that the gender of a student is recorded in the format of male or female. However, "In exceptional circumstances, a school may be unsure as to which gender should be recorded for a particular student. Where this occurs, gender is recorded according to the wishes of the student and/or parent/carer."

Students can be entered under any name with an examination board, however, once a result is accredited, it will need to be linked with the student's legal name held on the academy register not the preferred names. It is possible for examination certificates to be issued in the preferred name.

In all cases, there must be close consultation with the Trans student and their parents/carers. Examination 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 or by statutory declaration. The Government advice is published here: 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/carer, and simply changing name does not change a legal gender identity.

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

Vaccinations

Generally, vaccinations are given in the academy, however, consideration should be given to allowing the young Trans person to receive their vaccinations from their doctor's surgery if the vaccination is gender specific i.e. a F2M Trans student or student may find it very difficult to stand in a queue of girls awaiting a female specific vaccination.

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 students 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 carer (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 student 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: Support Resources for Parents/Carers and Young People

LGBT+ Inclusive Organisations

Source	Overview	Online links
Childline 	Childline is a private and confidential service for children and young people up to the age of 19. Young people can contact Childline via email, message boards or phone and access advice and information online	https://www.childline.org.uk/ Call 0800 1111
Ditch the Label 	Global Youth Charity. Here to help young people aged 12-25 navigate the issues affecting them the most; from mental health and bullying to identity and relationships	https://www.ditchthelabel.org/about/Bullying Support Hub Mental Health Hub Relationship support hub Support Forums
Families and friends of lesbian, gay and bisexual people (FFLAG) 	Families and friends of lesbian, gay and bisexual people (FFLAG) provides support for parents/carers and their lesbian, gay and bisexual children. The website offers resources, stories from parents/carers of LGB young people and information on local parent groups	https://www.fflag.org.uk/ Confidential Helpline 0300 688 0368
Galop 	Support LGBT+ people who have experienced abuse and violence. Providing confidential support to all members of the LGBT community, their family, friends, and the agencies supporting them. The helpline is run by trained LGBT people and provides a safe space where you can share your issues and think of next steps	https://galop.org.uk/ National LGBT+ Domestic Abuse Helpline 0800 999 5428 LGBT+ Hate Crime Helpline 0207 704 2040 National Conversion Therapy Helpline 0800 130 3335
Gendered Intelligence	Gendered Intelligence is an organisation that works to	http://genderedintelligence.co.uk/

	<p>increase the quality of trans people's lives and to raise awareness of trans people's needs. Their website hosts an online group for parents/carers of young trans people aged 13-25, a Guide for Parents/Carers and Families of Young Trans People and Parents/Carers and Family Members of Trans People in the UK – A Report on the Issues</p>	
<p>GiDS</p> 	<p>The Gender Identity Development Service (GIDS) is a highly specialised clinic for young people presenting with difficulties with their gender identity</p>	<p>https://gids.nhs.uk/</p>
<p>Gingerbread</p> 	<p>The charity supporting single parent/carer families to live secure, happy and fulfilling lives</p>	<p>https://www.gingerbread.org.uk/ Helpline number: 0808 802 0925.</p>
<p>Hidayah</p> 	<p>Hidayah is a nationwide organisation for LGBTQI+ Muslims in the United Kingdom. They campaign for social justice to defeat the stigma, taboo and discrimination faced by many within the Muslim community and to give LGBTQI+ Muslims visibility to gain social acceptance and change</p>	<p>https://www.hidayahlgbt.co.uk/</p>
<p>Kooth</p> 	<p>Kooth is a digital mental health support service. It gives young people access to an online community and a team of experienced counsellors</p>	<p>https://www.kooth.com/</p>
<p>LGBT Foundation</p>	<p>The LGBT Foundation supports LGBT people to increase their skills, knowledge and self-</p>	<p>https://lgbt.foundation/Advice Support & Information 0345 3303030</p>

	<p>confidence to improve and maintain their health and wellbeing. They also work in partnership with other organisations to build strong, cohesive and influential LGBT communities</p>	
<p>LGBT+ Switchboard</p> 	<p>Switchboard is an LGBT+ helpline – a place for calm words when you need them most. They’re here to help you with whatever you want to talk about. Nothing is off limits and conversations are 100% confidential</p>	<p>https://switchboard.lgbt/ Advice 03003300630 Email chris@switchboard.lgbt</p>
<p>Mind</p> 	<p>LGBTIQ+ mental health. Gives information about mental health support for people who are lesbian, gay, bisexual, trans, intersex, queer or questioning (LGBTIQ+)</p>	<p>https://www.mind.org.uk/information-support</p>
<p>NHS</p> 	<p>NHS choices website – think your child might be transgender? Information and guidance for parents/carers who think their child may be trans or whose child has just come out as trans</p>	<p>https://www.nhs.uk/conditions/gender-dysphoria/</p>
<p>Pink Therapy</p> 	<p>We are the UK's largest independent therapy organisation working with gender and sexual diversity clients</p> <p>As an organisation we aim to promote high quality therapy and training services for people who are lesbian, gay, bisexual and transgender and others who identify as being gender or sexual diversities</p>	<p>http://www.pinktherapy.com/</p>

<p>Stonewall</p> 	<p>Our Info Service is here to help with any issues affecting LGBT people or their families. Whatever your situation, you're not on your own. We'll do what we can to help or point you in the right direction of someone who can</p>	<p>https://www.stonewall.org.uk/ Stonewall's Information Service FREEPHONE 0800 0502020</p>
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Appendix 3: Useful Book List

LGBTQ+ Books available in our MRC LAIC

- From Prejudice to Pride (Lame, Amy)
- Trans Global (Head, Honor)
- Boys Don't Cry (Blackman, Malorie)
- Love in Revolution (Collins, B.R.)
- Happy families (Davis, Tanitas)
- Hollow Pike (Dawson, Juno)
- Margot and me (Dawson, Juno)
- Pet (Emezi, Akwaeke)
- George (Gino, Alex)
- Noah Can't Even (Green, Simon James)
- Ivy Aberdeen's Letter to the World (Herring Blake, Ashley)
- Totally Joe (Howe, James)
- Whats up with Jody Barton? (Long, Harley)
- This Song Will Save Your Life (Sales, Leila)
- To Night Owl from Dogfish (Holly Goldberg Sloan)
- Starring Kitty (Stainton, Keris)
- Parrotfish (Wittlinger, Ellen)

LGBTQ+ Books available in our FRC LAIC

- Trans Mission: My Quest To A Beard (Bertie, Alex)
- Simon vs. The Homo Sapiens Agenda (Albertalli, Becky)
- The Black Flamingo (Atta, Dean)
- Last Bus to Everland (Cameron Sophie)
- FreakBoy (Clark, Kristin Elizabeth)
- One in Every Crowd (Coyote, Ivan.E)
- Geography Club (Hartinger, Brent)
- I'm The King of the Castle (Hill, Susan)
- Hideous Beauty (Hussey, William)
- Almost Perfect (Katcher, Brian)
- Trumpet (Kay, Jackie)
- Openly Straight (Konigsberg, Bill)
- Out of the Pocket (Konigsberg, Bill)
- The Full Spectrum (Levithan, David; Merrell, Billy)
- Two Boys Kissing (Levithan, David)
- Boy Meets Boy (Levithan, David)
- Proxy (London, Alex)
- Strange Boy (Magrs, Paul)
- Pretend You Love Me (Peters, Julie Anne)
- Tomboy (Prince, Liz)
- Jack of Hearts (Rosen, L.C.)

- Aristotle and Dante Discover the Secrets of the Universe (Saenz, Benjamin Alire)
- History is all you left me (Silvera, Adam)
- Starring Kitty (Stainton, Keris)
- It's a kind of a funny story (Vizzini, Ned)
- Girl 2 Girl (Rashid, Norrina; Hoy, Jane)

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. (Please check the book's age range to ensure it is appropriate)

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*