



# ROUNDHAY SCHOOL

EST. 1903

Policy name: **Preventing and Tackling Bullying Policy**

Author: **T Parson**

Governor committee: **N/A**

To be approved by: **Full Governing Body**

Date approved: **30 January 2018**

Review date: **Spring 2021**

Applicable to

**SECONDARY CAMPUS**

**SIXTH FORM**

## Tackling Bullying at Roundhay School

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, we can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential. The law says that every school must have measures in place to prevent bullying.

## The Equality Act 2010

A Key provision in The Equality Act 2010 and updated in 2014 is the Public Sector Equality Duty (PSED), which covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

The Equality & Diversity Policy gives further details

## Safeguarding

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may wish to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

## Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal

offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from our Safer Schools' Officer. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

### **Bullying which occurs outside school premises**

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. We will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While we have the power to discipline pupils for bullying that occurs outside school, we can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

### **What is bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example homophobic bullying, racist bullying, Trans bullying, on-line bullying, peer on peer bullying, gender bullying or SEND bullying.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to

socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

## **Cyber-bullying - refer to our "Online Safety policy"**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Only members of the ST should undertake this.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. Liaison with our Safer Schools officer is advisable.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.<sup>1</sup> If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

## **Dealing with bullying**

School staff, headteachers and governors are best placed to decide how best to respond to the particular issues that affect their pupils. There is no single solution to bullying which will suit all schools. We need to be able to demonstrate the impact of anti-bullying policies. Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

## **Prevention**

Our school's response to bullying does not start at the point at which a child has been bullied. We have developed a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of

---

difference, in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

Be effectively tackling bullying we have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. This culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

We also:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home
- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. We also work with other agencies and the wider community to tackle bullying that is happening outside school

- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive environment. We create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination/celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

## **Intervention - Support for pupils who are bullied**

In all cases we have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

### **Vulnerable pupils**

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

### **Where bullying has a severe impact**

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. We need to ensure that we make appropriate provision for a child's short term needs, including setting out what actions they are taking when bullying has had a serious impact on her/his ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have

significantly greater difficulty in learning than the majority of those of the same age, then we will need to consider whether the child will benefit from being assessed for SEN.

In extreme cases, where the effects of bullying are so severe that it is not possible to reintegrate a child back into their school, then other arrangements will be made for the pupil to continue their education. In the first instance this may involve the transfer of the child to another mainstream school. Where a child has developed complex needs as a result of bullying, which cannot be met in mainstream education, then alternative provision may need to be arranged.

Our disciplinary measures need to be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

## Further sources of information

### Other departmental advice and guidance you may be interested in

[DfE Behaviour and Discipline in Schools Guidance](#)

[Mental health and behaviour in schools advice for school staff](#)

[Counselling in schools a blueprint for the future: advice for school leaders and counsellors](#)

[Keeping Children Safe in Education \(KCSIE\)](#)

[Working together to safeguard children](#)

### Legislative links

Schools' duty to promote good behaviour: [Section 89 Education and Inspections Act 2006](#) and [Education \(Independent School Standards\) \(England\) Regulations 2014](#)  
[Power to tackle poor behaviour outside school](#)

[The Equality Act 2010](#)

### Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

### **Cyber-bullying and online safety**

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE](#) toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Intenet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

### **LGBT**

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

## **SEND**

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

## **Mental health**

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association – guidance and lesson plans](#) on improving the teaching of mental health issues

## **Race, religion and nationality**

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

### **Sexual harrassment and sexual bullying**

[Ending Violence Against Women and Girls \(EVAW\): A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

## Appendix 1: INFO FROM PLANNER

### Statement on Bullying

Bullying in all forms is unacceptable and is regarded as a most serious offence in school, on the way to school and on the way home from school. It is the right of all pupils to have a safe and secure environment, free of bullying, in which to learn, and of all teachers to have a free and safe environment in which to teach.

Bullying includes any form of physical or verbal behaviour which is aggressive in nature and which is intended to make the receiver feel bad and the perpetrator feel good. Examples of bullying are teasing, pushing, abuse, name-calling, intimidation, spreading malicious stories

It is hoped that bullying is minimised by the creation of an environment of trust where pupils are encouraged not to accept bullying and to be ready to tell their teachers when bullying does occur. Only when such trust exists can bullying be effectively tackled. It is important that parents also put their trust in the teaching staff and always inform the school immediately if they suspect that their child is being bullied. They should never become part of the conspiracy of silence that protects the bully, no matter how well-intentioned that silence is

E-Safety / Cyberbullying is not new, but some features of cyberbullying are different from other forms of bullying:

**24/7 and the invasion of home/personal space** – Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.

**The audience can be very large and reached rapidly** – The difficulty in controlling electronically-circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying. Electronically-forwarded content is hard to control, and the worry that content may resurface can make it difficult for targets to move.

**People who cyberbully may attempt to remain anonymous** – This can be extremely distressing for those being bullied. The person cyberbullying may never be in the same physical space as their target.

### Cyberbullying and the Law

**Education Law** – The Education & Inspections Act 2006 (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. The EIA also provides a defence for school staff in confiscating items such as mobile phones from pupils.

If mobile phones ring in school, they will be removed and only returned once you have read and returned a letter from the Progress Leader.

How Do you know if you are a bully?

**You're a bully if you do any of the following things to someone else:**

- ⊙ You call them names or spread rumours about them
- ⊙ You make up stories to get them in trouble.
- ⊙ You tell other people not to be friends with them.
- ⊙ You hit them, kick them, trip them up or push them around.

- ⊙ You make remarks about their culture, religion or colour.
- ⊙ You make remarks about their looks or weight.
- ⊙ You make remarks about their disability or medical condition.
- ⊙ You don't choose them to be your partner in class.
- ⊙ You leave them out when you're choosing a games team.
- ⊙ You tell them you're busy & then go off to enjoy yourself with other people.
- ⊙ You take away their possessions or demand money from them.
- ⊙ You damage their property or hide their books and bags.
- ⊙ You make jokes about them when you can see they're upset.
- ⊙ You send them nasty text messages or make silent calls on their phone.
- ⊙ You pretend to fight when you know they are not enjoying it.
- ⊙ You make threats about nasty things that will happen to them.
- ⊙ You're going along with the crowd who are doing any of these things.

If you take part in any of the bullying behaviours listed then just think about what you are doing and how much hurt you are inflicting on others. Then **STOP!**

#### Useful Contact

**Childline - 0800 11 11**

Support & advice for all ages - [www.childline.org](http://www.childline.org)

**The Market Place - 0113 2461659**

Leeds based support & guidance - [www.themarketplaceleeds.org.uk](http://www.themarketplaceleeds.org.uk)

**The Samaritans - 08457 909090** (Helpline available 24hrs a day)

[www.samaritans.org](http://www.samaritans.org) / [www.samaritans.org/how-we-can-help-you/if-youre-under-18](http://www.samaritans.org/how-we-can-help-you/if-youre-under-18)

**Get Connected - 0808 8084994**

Confidential helpline service - [www.getconnected.org.uk](http://www.getconnected.org.uk)

**Help & Support - Leeds Domestic Violence 24 hour help line - 0113 2460401**

[www.leedsdomesticviolenceandabuse.co.uk](http://www.leedsdomesticviolenceandabuse.co.uk)

National Men's advice line - 0808 801 0327

**FGM - NSPCC Help Line - 0800 028 3550** or Foundation for Womens Health - 020 8960 4000

[fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

Parent Partnership Service	SEN parental concerns/support	0113 395 1200
Benefits Helpline	Free school meals, clothing grants	0113 222 4404

## Appendix 2: Provision and Support for Transgender Students

**This procedure has been drawn up in conjunction with other schools in the North East Wedge.**

Students who identify themselves as transgender will need support with a number of issues whilst at school. Some of these are practical whilst others will be more about the emotional well-being of the student.

In order for Transgender students to feel fully involved and happy at Roundhay School, we recognise that they need to be accepted and respected by the whole school community. PSHE lessons and assemblies will be used to increase knowledge of Transgender issues and positive role models from the Transgender community will be used to combat stereotypes and any discrimination.

The following information outlines the steps we will take to support students who identify as transgender or are questioning.

### **Sharing Information with other students:**

Transgender students will approach their gender changing in different ways and will want their change to the correct gender to be communicated to other students and members of staff in different ways. We will always take into account the wishes of the student and their family when communicating this information so that they are comfortable with our approach and feel supported through this process.

### **Information on SIMS:**

Where a student wishes to be known by a different name and/or gender we will work with them and their family to facilitate this. Members of staff will be briefed to ensure that they use the correct name and pronoun whilst communicating with and about the student. This information will also need to be communicated to exam boards so that the correct name is used on exam board certificates and is also linked to the correct UPN.

### **School Uniform:**

Transgender students will wear the uniform of the gender they determine to be correct. At Roundhay School this is 'unisex'. Sensitivity may need to be shown to students in relation to PE kit and individual arrangements will be put in place.

### **Toilet facilities:**

Transgender students will be asked to use the gender-neutral toilets in the building which are available throughout the day. Using these toilets will protect the rights of both the transgender student and other students.

### **PE Lessons:**

Transgender students will be asked to change in the gender-neutral physio room by the changing rooms. They will access these from the main corridor. If necessary, they will have a delayed start and early finish to lesson if they feel uncomfortable drawing attention to themselves.

Students will be allowed to participate in all PE lessons available for their gender but a risk assessment process will be used to consider any risks of participation. In particular consideration will be given to unfair advantage in a sporting context or risk of injury in contact sports.

When transgender students are participating in a sporting fixture, guidance will be sought from the relevant sporting governing body. The member of staff responsible for the team should contact the opposing team's coach to ensure they are aware and so that the suitable changing facilities are available. If this is not possible all students will change into their kit before travelling to the fixture.

### **Vaccinations:**

Arrangements for vaccination will be discussed with Transgender students in advance so that reasonable adjustments can be made. The school recognises that queuing for gender specific vaccinations may be difficult for transgender students and individual arrangement will be made about the venue to be used and the timing of vaccinations. Where necessary, arrangements will be made for vaccinations to be administered by GPs at their surgeries.

### **School trips and Residential visits:**

Transgender students will be asked to use gender-neutral toilets when on school trips to maintain the arrangements put in place in school. On residential trips, sleeping arrangements will be discussed well in advance of the visit to allow reasonable adjustment to be made to the accommodation arrangements. In particular students may be asked to sleep in a single room. Passport issues will be the responsibility of parents/carers but the school will work with parents/carers to ensure the correct documentation is in place. Parents/Carers will be signposted to the relevant contact details for the passport office.

We will also check the law regarding transgender individuals in the countries to be visited so that any potential issues are discussed with the student and parents/carers in advance.

### **Support and Guidance:**

A key worker will be assigned to Transgender or Questioning student to ensure they are given the appropriate support. Where appropriate, counselling will be arranged through the ARM Cluster.

Students will also be signposted to external support agencies such as the Yorkshire Trans Support Network.

### **Links to external support:**

#### **Transtastic**

Transtastic is a Trans\* youth group for people aged 13 to 18 years old who identify as Trans\*. It is run through the Leeds City Council Youth Services and it aims to support Trans\* people with a wide range of activities and mutual peer support.

They provide group work on issues affecting young people, trips out and residential weekends with other LGTBQ/LGBTQ friendly groups from around the country. They also run social activities such as DJ workshops, dance, photography, self defence, graffiti art, film nights, bowling, and much more.

Transtastic meets on alternate Thursdays, (alternating with Out 2 18) at a city centre location (6.30pm – 8.30pm).

If you're interested or want to know more, call Sam on **07712214421** or **07545604329**.  
Trans Leeds is a social and support group for all Trans people. It runs various social groups, including one in Leeds.

### Trans Leeds

Trans Leeds provides:

- A safe & confidential space.
- Experienced volunteers who can meet in confidence.
- Practical help with living in a new gender role, whether full time or part time.
- Information and guidance on Trans issues.
- Trans awareness workshop.
- Guidance on working with / employing Trans people.

Trans Leeds is an organisation working towards improved awareness, equality, support and resources for trans people throughout Yorkshire. As an umbrella group, they assist trans people, trans support groups, service providers, employers and charities to connect with each other. They want to see organisations across Yorkshire responding in a better way to the needs of the diverse trans community. They believe that everyone – regardless of gender expression or identity – has the right to feel safe, and are committed to eliminating discrimination and harassment against trans people.

Meetings are in Leeds on the first and third Monday of the month from 6.00pm to 8.00pm. It is a great opportunity to meet up with other trans people and to make friends at the Yorkshire MESMAC meeting room.

Trans Leeds is run by trans members who kindly volunteer and will give a warm welcome to new visitors. If you would like further details or directions then please

email [transleedscontact@gmail.com](mailto:transleedscontact@gmail.com)

Facebook: [Trans Leeds](#)

Twitter: [@transleeds](#)

### Leeds Gender Identity Service

The Leeds gender identity service offers assessment and support to people with gender dysphoria who want to explore the possibility of transition into their true gender.

Contact:

Leeds Gender Identity Service  
Management Suite  
1st floor Newsam Centre  
Seacroft Hospital  
York Road  
LS14 6WB  
Office Telephone: 0113 8556346

### Mermaids-

A charity for trans young people (aged 19 and under) and their families.