JOURNEY OF RFU POLICY

• PRE-2015
  • RFU Transgender Policy was based on the principles of the 2003 Stockholm Consensus
  • Panel of three approval
  • Criteria consistent with IOC criteria
  • Limited cases and limited awareness

• 2015-2019
  • RFU Interim Position Statement pending IOC policy being agreed, and in turn World Rugby policy
  • Applications reviewed on a case by case basis
  • Panel of three approval
  • Increase in cases and increased awareness

• May 2019 to date:
  • RFU Policy for the Participation of Transgender and Non-Binary Players
  • Adopted World Rugby criteria
  • Panel of three approval
  • Permitted variations at domestic level but World Rugby criteria mirrored in full
  • Sharp spike in cases and further increased awareness
RFU Policy for the Participation of Transgender and Non-Binary Players

• Education document as well as a practical document for participants and clubs/schools. Game friendly, informative and accessible.
• Application form
• Key contacts
• Structure:
  • Other helpful resources
  • Useful terminology
  • Scope of policy
    • Domestic rugby within RFU jurisdiction
    • Non-binary and transgender players
    • Separate World Rugby policy at international level
• Gender in rugby
• Eligibility criteria with medical detail as appendix
• Approval process
• Confidentiality
• Contact
• Acknowledgments
POINTS TO NOTE

• Contactable, personable, trained contact person(s) within the RFU

• Handling of and sensitivity of data is paramount

• Agile and trained panel

• 39 applications in last 2 years, of which:
  - 4 Transgender Female applications
  - 35 Transgender Male applications
  - 14 pertain to age grade players
  - 25 pertain to adult players

• All pertain to participation in the community game. No professional player applications

• No notified injuries
LEARNINGS TO DATE

• Community/Participation v Elite/Performance

• Player Welfare scrutiny
  - Safety v Fairness v Equity

• General social perceptions
  - Lack of understanding rather than unwillingness

• Education and Support is key
  - Lots of guidance for schools, minimal for clubs.
  - Awareness on topics e.g. use of language, changing facilities, safeguarding, chaperoning