

Reference Number	T25
Version	2
Originator	Sonia Wood
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A Introduction

A.1 These procedures have been produced to highlight the College's commitment to trans equality and to outline the provisions put in place. The College recognises that it is important that the needs of trans young people are met, that they are treated fairly and that they feel safe and secure while they are with us. Consideration has been paid to the College's legal duty and to aspects of good practice.

B Terminology

B.1 Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, non-binary, genderqueer.

B.2 It is important to remember:

- Trans identities are diverse. Trans young people may identify in lots of different ways.
- Not everyone identifies as 'male' or 'female'. Sometimes, people assume that being trans is about feeling you are the 'opposite' gender. This is true for some trans people, but not for others. This assumption makes things difficult for those who identify outside of 'male' or 'female', for example non-binary young people. A non-binary young person may need some different things to feel comfortable, for example than a trans young person who identifies as 'male'.
- Not every trans young person will want to transition but may still like, or benefit from, ongoing support of some kind.
- Language is important. College staff sometimes worry about using the correct language when talking about gender identity and are often concerned about 'getting it wrong'. Stonewall has produced a glossary which includes a list of common terms and can be used to build confidence around trans terminology <https://www.stonewall.org.uk/help-advice/glossary-terms>
- A young person may change the term they use to describe their identity, or use a new term which is unfamiliar to staff. It is important to make sure that the words a young person uses to describe their identity are respected by others.

C Applications, Enrolment and MIS

C.1 Students are not required to tell the College about their intention to transition but we need to ensure that students feel safe to disclose. It is their choice and theirs alone.

However, we know from our experience that when a student does disclose this to us, our ability to support the young person is greatly enhanced.

C.2 We encourage applicants either directly or via their parents/carers (where their permission has been given) to contact the College prior to completing the on-line application to discuss any support needs. Alternatively, the young person has the opportunity to disclose any information in their application that would help us to support them. The Admissions Officer is usually the first point of contact for prospective students and their parents/carers. At a College or schools liaison event, should a parent/carer or student disclose possibly being trans, the member of staff should advise them in the first instance to speak to the Admissions Officer.

C.3 The Admissions Officer will arrange an admissions interview for the prospective student and their parents/carers with the College's Equality & Diversity (E&D) Lead or their deputy who will discuss the:

- Recording and sharing of information, including Tyber and Exams
- Use of pronoun
- Support needs
- Use of facilities
- Arrangements for Welcome to College and the enrolment process.

C.4 The interviewer will arrange to touch-base with the student during Welcome to College and answer any questions they may have. The Admissions Officer will organise an individual enrolment interview for the student with the College's E&D Lead or their deputy.

C.5 The enrolment interviewer will liaise with the MIS manager when recording personal information at enrolment, before the student progresses on through the enrolment process. Personal details may include:

- Preferred name
- School (if coming from a single-sex school)
- Gender

C.6 The name recorded on the student's GCSE results may not be the same as their preferred name. In some cases, the student may have changed their name legally and, in this case, should provide supporting documentation. Where the student has requested confidentiality, the MIS manager will also remove any documents, such as a scanned reference. The MIS manager will also ensure that class registers protect confidentiality.

D Examination and Certification Requirements

D.1 At enrolment, students will be advised that exam entries must be completed in accordance with JCQ regulations and the awarding bodies' requirements. This means, for example, the College's Exams Officer will use the student's birth name, unless they have changed their name legally by deed poll. The Exam Officer will keep abreast of and communicate any changes to JCQ regulations and Awarding Body requirements to the College's E&D Lead .

D.2 In terms of next steps and UCAS, an apprenticeship or employment, where a student requests confidentiality, they can ask for the College's E&D Lead or deputy to process their application.

E Trips, residentials and other activities

E.1 College activities need to be inclusive for all. When planning these, staff should take into account the needs of trans young people. College day trips are not likely to require anything specific unless a trans young person wishes to use a single-cubicle toilet. You may also need to contact the venue to ensure toilets will be accessible for trans young people.

E.2 There may be some specific considerations for residential trips, as young people are in closer quarters than usual. Talking about respect for boundaries, privacy and shared living space will help all students, but particularly trans young people.

E.3 Staff need to be aware of the general risks of travel-related DVT. General NHS advice to reduce the risks when travelling for 3 hours or more by plane, train or coach includes the wearing of loose, comfortable clothing. A trans male student is likely to use binding to flatten their chest to create the external appearance of a male torso. The trip organiser must make the student aware of the NHS advice and include this control measure in their risk assessment.

E.4 When travelling overseas, students have the right to wear what they wish. However, staff and students need to be aware that binding materials may cause the trans male student to receive additional screening. It is recommended that this is removed before getting to the security checkpoint. When travelling overseas, students have the right to wear what they wish. However, trans students may need support to negotiate the following issues:

- Security scanners are configured for specific genders and may pick up unexpected body parts, bound breasts, prosthetics etc., leading to extra searches/security screening
- If a student's passport does not match the way they present now, this may lead to challenges

E.5 Binder safety information can be found on page 7.

E.6 Good practice

- If a trans young person wants to share a room with other young people who share their gender identity, they should be able to do so
- If a trans young person is sharing a room with their peers, there is no reason for parents or carers of the other young people to be informed
- If a trans young person is concerned about sharing a room with others, you could consider giving them their own room
- If showers are communal, find out if there are single-cubicle or private washing facilities which a trans young person could use. If these are not available, you work out a rota so that everyone can wash in private if they want to.
- Investigate the ethos and practice of the venue beforehand. If you have any concerns, contact the venue to discuss these in general terms, particularly safety and respect
- If a trip is to a foreign country, find out if there are anti-LGBT laws and seek advice from the College's E&D Lead who may decide to contact the Foreign Office for further guidance. Additional guidance can be found on the government website www.gov.uk/guidance/lesbian-gay-bisexual-andtransgender-foreign-travel-advice

E.7 Risk Assessments for Trips and Visits

Risk assessments can be useful for thinking about how you will keep a trans young person safe while they are in your care. Such assessments can help with trip or event planning, anticipating risks and the measures to put in place to support learner safety. For trans young people, such assessments are most helpful if you involve the young person in determining risk and how to mitigate it. However:

- Risk assessments should not be used to exclude a trans young person
- Risk assessments should be realistic and based on actual risk
- The information they contain should only be shared according to the College's confidentiality and information-sharing policy.

F **Confidentiality, information sharing and child protection (safeguarding)**

F.1 Confidentiality and privacy are important to trans young people. They can worry about people disclosing information about their gender identity to others, and/or about professionals taking action which they have not agreed to. Child protection/safeguarding guidelines require teachers to follow particular procedures for confidentiality and information sharing.

F.2 Good practice:

- It is important to respect a young person's right to privacy. Being trans is not a child protection issue or wellbeing concern in itself
- Young people should be involved in all decisions affecting them and understand what is happening and why
- If a young person wishes to 'come out' in a College setting, information may need to be shared. Staff should consider who to tell and how, taking into account the young person's view
- A trans young person may not have told their family about their gender identity. Inadvertent disclosure could cause stress for the young person or put them at risk. Therefore, information to parents or carers should not be disclosed without the young person's permission. This may mean using a different name/pronouns when speaking to parents.
- Only in exceptional circumstances would the College need to give information about a young person's transition to other students' parents. This would require the permission of the young person.
- It is never necessary for all staff at College to know that the young person is trans
- Young people find it increasingly difficult to maintain their privacy. Staff may need to support young people if personal information becomes common knowledge through social media
- If information about a young person's gender identity should become public knowledge, there should be an agreed procedure to respond to questions from other young people, teachers and parents to ensure staff give consistent information.

G Case Studies

G.1 Modern Languages

The College's Modern Languages team has much experience in successfully taking students on exchanges abroad. Staff planning residential trips and exchanges, or trips abroad, where the law and cultural norms may be different from the UK, would find talking to colleagues in the Modern Languages team a very useful starting point to.

The team always:

- Liaises with the student/parents/carers to gain consent to speak to the organisers in the host country. These conversations help when deciding whom to pair students and families with, and they explain to their colleagues the importance of the use of the correct pronoun when addressing the student
- As part of their planning with their hosts, finds out about the facilities available at the school/college for access to unisex or single toilets
- Checks official documentation e.g. passport details, in advance of booking flights, as the name that the student is known by may not be the same as in any official documentation. The personal details on these documents must be kept confidential at all times.

G.2 Playing Sport

College activities including sporting activities are inclusive for all. There is a single shower room in the sports hall, which a transgender young person could use. For competitive sports, the department follows national sports body rules regarding trans young people's participation in sport.

G.3 Support for LGBT Rights

The College encourages students to set up student societies and groups, and supports local, National and International events. Students benefit from an active student LGBT society who organise College events in celebration of LGBT history month in February. In addition, there is staff group of LGBT 'allies' who wear rainbow-coloured lanyards to demonstrate their support for the LGBT community and students are encouraged to speak to them.

H Good practice guide for teachers: Supporting transgender learners

H.1 Trans students have the same quality first teaching needs as all other students. Teaching and learning should not be affected by a trans student in the class, and 'business as usual' is the best policy. Many trans students will not need any extra support and may not even disclose their status, however, some may have associated mental health issues and/or other learning support needs and may need to access support via the College's Additional Learning Support Team.

H.2 Use the individual student's preferred name and pronouns. If you get it wrong, apologise, correct yourself and move on without drawing undue attention to the oversight.

H.3 When students share the same experience, there is no need to make special arrangements for trans students. Avoid putting students in to male / female groups; find some other way of grouping.

H.4 Think about how you address the class – ‘ladies and gentlemen’ ‘boys and girls’ ‘guys’ – try to get into the habit of using gender neutral, inclusive language e.g. ‘Good morning everyone’ all of the time and then you won’t run the risk of getting it wrong.

H.5 Where males and females may be treated differently (for example, in PE lessons), follow College policies and seek advice from your line-manager at the planning stage. Be alert to transphobic teasing, tormenting and bullying, and address any instances in line with College policy.

H.6 Protect the privacy and dignity of trans students in the same way that you would any student, and never gossip about them to third parties. Any contact from the press or other outside bodies should be referred promptly to senior management.

J Further advice, guidance and information can be found here:

A guide for young trans people in the UK is a booklet funded by the Department of Health as part of its Sexual Orientation and Gender Identity Advisory Group’s work programme and produced the trans youth group from ‘SCI: Identity’

<https://www.mermaidsuk.org.uk/assets/media/17-15-02-A-Guide-For-Young-People.pdf>

‘**Living my Life**’ provides information for people currently identify as trans or who are beginning to explore their gender identify.

<https://www.nhs.uk/livewell/transhealth/documents/livingmylife.pdf>

National Education Union has produced a Trans Equality Toolkit that provides information for education staff on transitioning in school/college.

<https://neu.org.uk/transgender>

MERMAIDSHELPLINE:

Freephone :- 0808 801 0400

Open Monday - Friday; 09.00 - 21.00 (Bank Holiday opening times may vary)

MERMAIDS WEB CHAT accessed via our website www.mermaidsuk.org.uk

Open Monday - Friday 18.00 - 21.00 accessed via the Mermaids website



Binder Safety Information

- We wash binders before posting them, but please wash your binder before putting it on for hygiene reasons.
- Never sleep while wearing your binder.
- Where possible, do not bind for more than 8 hours per day.
- When first using your binder, listen to your body. You may only be able to bind for an hour or two to begin with, until your body adjusts to it.
- Avoid strenuous sport & exercise when binding. Where possible, use a less tight method of binding when doing so, for example a sports bra.
- If you have asthma and/or other respiratory conditions, take extra care when binding, as doing so can reduce your lung capacity.
- If you are in doubt about how long you can wear your binder at any given time, it is usually best to air on the side of caution.
- With responsible use and good care, this binder may last you many years with no significant impacts on your physical health.
- **IF YOU FEEL SICK, LIGHT- HEADED, DIZZY OR OUT OF BREATH, REMOVE YOUR BINDER AS SOON AS POSSIBLE.**

Binder Care Information

- Any binder you receive from us should last you for years with good care and responsible use. Please observe the following few guidelines for caring for your binder.
- Wash your binder regularly in cold water, avoiding harsh cleaning substances.
- If machine washing, use a gentle cycle.
- Do not use bleach.
- Dry flat – do not wring.
- If tumble drying, do so on a low heat setting.
- Do not iron.

How to put on your binder

- Hold both straps of the binder and step into it. Pull the binder up to chest level and slide your arms through the armholes. Adjust for comfort.
- If you have difficulty with this method, you can also put on your binder like a tank top, over your head.
- It is easiest to put on your binder when your skin is dry – attempting to do so immediately after a bath or shower will likely be more difficult.
- Observe how your body reacts to the binder, and try to ensure you wear it responsibly.