

<b>Reference Number</b>	T25
<b>Version</b>	3
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<b>Approved</b>	Senior Leadership Team: 7 June 2023
<b>Issue Date</b>	June 2023

#### 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, gender fluid, agender, pangender. A trans male is a person registered female at birth and whose gender identity is that of a male. A trans female is a person registered male at birth and whose gender identity is that of a female.

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 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. Each person's transition will vary and may involve telling friends and family, dressing differently, changing official documents or medical intervention.
- Gender reassignment is a protected characteristic under the Equality Act 2010. Gender reassignment is a personal process rather than a medical one. It is not necessary to be undertaking a medical or legal procedure to change sex to be protected under the act but the person must be taking steps to live in the opposite gender or proposing to do so.
- 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 Diversity, Equity and Inclusion (DEI) Lead or deputy who will discuss the:

- Recording and sharing of information
- 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.

C.5 The enrolment interviewer will liaise with the MIS team 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 at enrolment.

C.7 Once enrolled, if a student has made the decision to transition, they should firstly meet with their Academic Coach to discuss the support available to them.

## **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 DEI 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 DEI Lead or deputy to process their application.

## **E Trips & Visits**

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 Good practice when planning residential trips and exchanges or trips abroad includes:
- Liaising 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.
  - Finding out about the facilities available at the school/college for access to unisex or single toilets.
  - Checking 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.
  - Finding out if there are anti-LGBTQ+ laws and seeking advice from the College's DEI Lead who may decide to contact the Foreign Office for further guidance. Additional guidance can be found on the government website [Lesbian, Gay, Bisexual and Transgender foreign travel advice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/lesbian-gay-bisexual-and-transgender-foreign-travel-advice)
  - Overnight accommodation will be reviewed on a case-by-case basis.

E.6 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.

## **H In Class Support**

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. 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'.

H.5 Where males and females may be treated differently (for example, in Sports 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 College activities including sporting activities are inclusive for all. There is a single shower room in the sports hall, which a trans young person could use. For competitive sports, the department follows national sports body rules regarding trans young people's participation in sport.

H.7 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 Wider Support**

J.1 Every student has an Academic Coach who is the first point of contact for support in College.

J.2 Some trans people may experience mental health problems. All Academic Coaches are trained Mental Health First Aiders and each curriculum area has a trained Mental Health Champion. In addition, students can access support from the Mental Health Lead and can self-refer to the counselling team.

J.1 The College encourages students to set up student societies and groups, and supports local, national and international events. Students benefit from an active student LGBTQ+ society who organise College events in celebration of LGBTQ+ history month in February and Pride Month in June. In addition, there is staff group of LGBTQ+ allies who wear rainbow-coloured lanyards to demonstrate their support for the LGBTQ+ community and students are encouraged to speak to them.

## **J Associated Policies**

Equality Information & Objectives

Safeguarding Policy

SEND Policy

Student Mental Health Policy