

## Student Transgender Equality Policy

### Background

1. The National Film and Television School (NFTS or the School) is committed to ensuring that transgender (trans) people are treated with respect and that it does not discriminate. This commitment is an important aspect of its overall commitment to providing equal opportunities for its students<sup>1</sup>.
2. This policy is intended to assist the School to put this commitment into practice and to help trans people and others to deal with any practical issues that may arise. Compliance with this policy should also ensure that staff and students do not commit acts of discrimination. The School seeks not only to eliminate all discrimination on grounds of gender identity, but also to create an inclusive working and learning environment based on good relations between all staff and students, including trans people.
3. It is important to recognise that experiences of gender are not independent of other aspects of people's lives. How people experience and/or express gender is influenced by their ethnicity, ability, culture, faith, age and class, as well as many other factors, and this can become particularly apparent when someone is also trans. To this end, the NFTS undertakes to provide diverse, non-stereotypical images of diverse gender identities in any materials which it produces, such as marketing and promotional material. The aim is to create a positive inclusive ethos where issues of stereotyping can be discussed openly, with a shared commitment to respecting diversity and difference, and to encouraging good relations between people with any gender identity, or in relation to other aspects of their identity, such as their age, religion or belief, disability or sexual orientation.
4. Striving to ensure that the School environment is free of harassment and bullying, and that everyone is treated with dignity and respect, is an important aspect of ensuring equal opportunities. The NFTS has a separate [Bullying, Harassment and Sexual Misconduct policy](#) that deals with these issues.
5. The NFTS recognises that, despite legislative attempts to achieve equality, trans people are still subject to discrimination. Trans people may be over-represented among poorly paid and transitory groups, including students.

---

<sup>1</sup> When this policy refers to 'trans people', it refers to people with a range of identities (see definitions in Appendix 1). When it refers to 'gender identity', it covers both the fixed identity of people living in the gender of their birth, non-binary people, those questioning their gender, and the more fluid identities of many trans people. Colleagues should be mindful that the terminology relating to transgender issues is evolving as society becomes more tolerant and individuals increasingly self-define

6. This document should also be read alongside “Trans staff and students in HE and colleges: improving experiences” produced by Advance HE.<sup>2</sup>
7. The rights of Trans people are protected by legislation including:
  - The Equality Act 2010
  - The Data Protection Act 2018 (GDPR 2018)
  - The Gender Recognition Act 2004

The broad aim of these laws is to maximise the inclusion of trans people, prevent discrimination, harassment and victimisation, and protect privacy / confidentiality. These laws underpin the NFTS’s approach to trans inclusion.

8. Compliance with this policy should also ensure that staff and students do not commit unlawful acts in accordance with key legislation. In addition, this policy wishes to send out a clear message that the inclusion of diverse people is good for everyone.

## **Transgender**

9. Transgender is an umbrella term describing people who identify themselves as being of a gender that differs from the one they were assigned at birth. People who feel that the sex they were assigned at birth, and the corresponding gender they were assigned / assumed to have, does not match or sit easily with their own sense of gender (their gender identity) may use the term ‘trans’ to describe themselves. This includes people with a very wide range of different experiences, such as:
  - People assigned male at birth who recognise themselves to be women (sometimes called trans women);
  - People assigned female at birth who recognise themselves to be men (sometimes called trans men);
  - People who do not recognise themselves as either men or women (sometimes called non-binary people);
  - People who may experience / express different genders at different times (sometimes called gender fluid people).
10. The terms trans should only be used as an adjective. For example, trans people, trans man or trans woman. However, a trans person may say ‘I am trans’.
11. In this policy the term ‘trans’ is used to mean anyone who feels that the sex they were assigned / assumed to have, does not match or sit easily with their own sense of self.
12. Some trans people will know from as early as they can remember that they are not the gender other people assumed they would be. Others may question their gender for a period of time before coming to an understanding of who they are. Sometimes a person may experience a process of development and change in their gender identity. People who come to realise they are trans, can do so at any age.

---

<sup>2</sup> [https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/equality/public/trans/ECU\\_Trans\\_Guidance\\_2016.pdf](https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/equality/public/trans/ECU_Trans_Guidance_2016.pdf)

13. It's also important to know that gender identity (e.g. being a man, woman, non-binary person) and sexual orientation (e.g. being lesbian, gay, bisexual, heterosexual, pansexual) are different things. Trans people may have any sexual orientation, just like anyone else.

### **Transitioning**

14. Transitioning is a term used to describe the process and steps an individual takes in order to live in the gender they identify as. This may involve surgical treatment but some transgender people will not undergo surgery for personal reasons, such as age, health or finance or they simply may not want to or feel the need to. For those people who plan to undergo surgery, the process of transitioning will normally involve a period of at least one year when the trans person must live and work in the gender to which they are transitioning before they surgery can take place.
15. Transitioning is a unique process for each individual and may include any number of changes to a person's life. It may happen overnight or it may take place over a number of months or longer. There is no right or wrong way to transition. The process of transitioning will be different for everyone. Some trans people change social aspects such as their name, title, pronoun, clothes, hair style, speech and / or body language and / or any other features of their presentation. Some trans people undergo medical intervention such as taking hormones and / or having surgery. Some trans people use a piece of law called the Gender Recognition Act to change their legal gender. Trans people may use some or all of these things in combination.
16. Many people falsely believe that in order to transition a person must undergo a medical intervention, such as hormone treatment or surgery, or gain a Gender Recognition Certificate (GRC). It should not be assumed that that the goal of every individual's transition is to change their physiology or legal gender. If a trans person chooses not to undergo any medical intervention or gain a GRC, they are still entitled to dignity and respect along their chosen path of transition, whatever that may consist of.
17. Appendix 4 sets out details of the milestones along the transition process based on study journeys.

### **Gender non-conforming**

18. Gender non-conforming is a broad term that describes those who do not conform to social expectations of gender identities and/or gender expressions. Gender non-conforming people might use terms like non-binary or agender to describe their gender identity. Some people understand, for example, 'non-binary' to be an essential aspect of their identity, and others see, for example, 'agender' as being a political rejection of society's gendering practices. Some gender non-conforming people consider themselves to be trans, and some do not.
19. In addition, people may feel that they express gender non-conforming behaviour rather than identify as gender non-conforming per se. This might include appearances, behaviours and social roles that do not adhere to social expectations.

## **Gender identity and sexual orientation**

20. Gender identity and sexual orientation are not interchangeable terms. Gender identity is about the internal sense of one's gender. Sexual orientation is about a person's preference for sexual partners and encompasses attraction towards persons of the same sex, persons of the opposite sex, and persons of both sexes. Trans people can be bisexual, asexual, omnisexual, pansexual, gay or lesbian and assumptions should not be made about an individual's particular sexual orientation.

## **The importance of creating an inclusive work and learning environment**

21. An inclusive learning environment is one where everyone is recognised and valued, regardless of their gender identity, and where barriers that prevent people from feeling at ease and respected are removed. When people feel respected and valued they are more likely to be productive, motivated and successful.
22. Studies have found that discrimination can lead to individuals underperforming and losing their skills and knowledge; have a negative impact on people's wellbeing; and prevent people from working together effectively.
23. Some tips on language and etiquette can be found in Appendix 3.

## **Responsibilities**

24. The NFTS will be supportive of any student who expresses either an intention to transition or who wishes to explore the idea of transitioning and will work with them to try to ensure this time is as smooth as possible for them. Where this includes medical or surgical procedures relating to gender reassignment the School will aim to provide positive support to ensure their particular needs are met during this period.
25. The NFTS will appoint, in consultation with the individual, a member of staff to be the principal point of contact. In most cases this will be a member of Student Support and Wellbeing who will be responsible for agreeing with the individual an action plan (see Appendix 5) for managing the transition at School. These individuals are also the first point of contact for staff who might have questions on transgender issues.
26. Appendices 4 and 5 cover the key actions that need to be addressed when someone is transitioning, although details of support will be different for each individual.
27. Training on issues relating to trans matters will be available to staff via the H.R. Department.
28. **Gender-neutral and single-sex toilets and changing facilities** - the installation of gender-neutral toilets, washing and changing facilities is beneficial to trans people, particularly non-binary individuals. Trans people should be allowed to use single-sex toilets and changing facilities appropriate to their self-identified gender. It is not acceptable to restrict a trans person to using accessible toilets or gender-neutral facilities. If a person needs to change the facilities they use because they transition it may be helpful to explain the situation to other students who use the facilities; however, this should only be done following full consultation with the trans person, and if the person concerned wants this conversation to take place.

29. **Photographic identification** – individuals who are transitioning should be given the opportunity, without charge, to update any photos on their ID cards. They may wish to make several changes as their physical appearance changes over time.

### **Name changes**

30. Under the Gender Recognition Act, a person has the right to request that all references to their former name and gender are removed and replaced with their current name and gender.
31. Some people choose not to change their name formally straight away, have no intention of changing their name or are unable to for other reasons. When a student notifies the School of their intention to transition during their course of studies, the date from which their name and gender marker is changed on all records should be agreed with the individual. The student's file should reflect their current name, title and gender marker. Where possible information relating to an individual's previous name that needs to be retained, such as copies of qualification certificates, should be kept confidentially and separately from their current record.
32. In order for a person to change their name on their bank account, HMRC records, pension scheme, and their qualification certificates, they will need to carry out a formal name change through either a statutory declaration of name change or by deed poll.
33. It is the individual's responsibility to contact external agencies such as banks and the UK border agency to make these changes and not that of the School. However, there are many support organisations who are also able to provide up-to-date information, help and guidance to individuals. Information for transgender people about changing their name, including at the Department of Work and Pensions, the Driver and Vehicle Licensing Agency, and the Passport Agency is also available at:  
[www.equalityhumanrights.com/advice-and-guidance/your-rights/transgender/trans-peopleyour-right-to-change-your-name/](http://www.equalityhumanrights.com/advice-and-guidance/your-rights/transgender/trans-peopleyour-right-to-change-your-name/)

### **Maintain contact**

34. At some point, the trans individual may no longer want or need specific support in relation to their gender reassignment. Communications will revert to the usual interventions. It is important that assumptions are not made about this and agreement should be reached with the individual when support around the transition is no longer required or needed. Some individuals may want a longer period of support and may request different support at different times of their transition, such as counselling. It should be noted that sometimes transition results in personal or family relationships breaking down temporarily or permanently and the School could offer a place of stability during difficult times.

### **Post transition**

35. When people regard themselves as having transitioned, some people may consider this part of their history that has now been resolved. In such cases, they will simply describe themselves as a man or woman and the School must respect this decision.

## **Further information and queries**

36. The document has been produced drawing on guidance from the Government Equalities Office, Advance HE, Stonewall, Gendered Intelligence, Xpert HR and other sector best practice. It should be noted that language continues to evolve and this guidance will be updated on a regular basis. Any queries concerning this document should be addressed to the Registrar.

## Appendix 1-Terminology and definitions

Understanding the appropriate terminology relating to trans issues is the first step to creating an inclusive workplace for transgender people. Avoiding the inappropriate use of language removes a potential source of offence and distress to individuals and helps reinforce the School's efforts to support transgender people.

Trans people may have preferences regarding the language they use and the pronouns they wish to go by and these wishes should be respected. See Appendix 3 for some guidelines on general etiquette when people are transitioning.

Terms and language regarding trans people and trans issues are evolving rapidly and many terms may mean different things to different people.

In order to stay up to date with definitions we are signposting to the comprehensive glossaries below. The definitions given here are common, but not universal, understandings of these terms and neither is it an exhaustive list. It should be used as a reference guide:

- Trans Glossary and Signposting LGBT Partnership, October 2016  
<https://nationallgbtpartnershipdotorg.files.wordpress.com/2016/10/young-lgbt-people-and-mentalhealth-trans-glossary1.pdf>
- List of LGBTQ+ Vocabulary Definitions It's Pronounced Metrosexual  
<http://itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-termdefinitions/#sthash.h0Ea4YtJ.dpbs>
- LGBTQ+ Definitions Trans Student Educational Resources (US)  
<http://www.transstudent.org/definitions>

### Some general key terms

**Acquired gender:** A legal term used in the Gender Recognition Act 2004. It refers to the gender that a person who is applying for a gender recognition certificate (GRC) has lived for two years and intends to continue living in. Affirmed gender may be used when a person has transitioned but has decided not to apply for a GRC.

**Cisgender:** A term used to describe people who are not transgender. Cisgender is based on the Latin prefix cis, which means 'on this side of'. The Latin prefix trans means 'across from' or 'on the other side of'. The use of cisgender is debated within the trans community and some people prefer the term non-trans as it familiarises the use of the term Trans.

**Dual role:** A dual role person occasionally wears clothing and/or makeup and accessories that are not traditionally associated with the sex they were assigned at birth. Generally, dual role people do not wish to transition and do not necessarily experience gender dysphoria (the discomfort or distress caused by the discrepancy between a person's gender identity, i.e. their psychological sense of themselves as men or women, and the sex they were assigned at birth). Some people prefer the term alter ego. Historically the terms transvestite and cross dresser were used to describe dual role people, but they are now considered to be outdated. While some people may use the terms to describe themselves, other people may find the terms offensive.

**Gender:** Gender refers to the cultural and social distinctions between men and women. It consists of three related aspects: a society's constructed gender roles, norms and behaviours which are essentially based on the sex assigned at birth; gender identity, which is a person's internal perception of their identity; gender expression, which is the way a person lives in society and interacts with others. Gender does not necessarily represent a simple binary choice: some people have a gender identity that cannot be defined simply by

the use of the terms woman or man. It should be noted that currently, **for the purposes of UK law, gender is binary – people can only be male or female**. However, there is growing pressure from campaign groups for this to change in line with other countries including Australia, Bangladesh, Denmark, Germany, India, Nepal and New Zealand.

**Gender expression:** While gender identity is subjective and internal to the individual, gender expression refers to all of the external characteristics and behaviours that are socially defined as either masculine or feminine, such as clothing, hairstyle, make-up, mannerisms, speech patterns and social interactions.

Typically, trans people seek to make their gender expression match their gender identity, but this is not always possible. It is best practice to not assume someone's gender identity based on their gender expression. If you are not sure, it is best to ask a person how they would like to be addressed.

**Gender reassignment:** The legal term used in the Equality Act to describe the protected characteristic of anyone who 'proposes 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' (Equality Act, 2010).

This is the protected characteristic that protects trans people from discrimination, victimisation and harassment in employment, education and when using services. Importantly, the act requires no medical supervision or interventions for a trans person to be afforded protection.

**Gender recognition certificates (GRC):** are issued by the gender recognition panel under the provisions of the Gender Recognition Act 2004. The holder of a full GRC is legally recognised in their acquired gender for all purposes. A full GRC is issued to an applicant if they can satisfy the panel that they fulfil all the criteria outlined in the Gender Recognition Act. Applicants can be UK residents or from recognised overseas territories who have already acquired a new legal gender. The act requires that the applicant is over 18, has, or has had, gender dysphoria, has lived in their affirmed gender for two years prior to the application, and intends to live permanently according to their acquired gender status. See ECU guidance.

It is never appropriate to ask a trans person for a GRC and regarded as unlawful because it breaches their right to privacy. Once a person has obtained a GRC their gender history can only be disclosed where there are explicit exceptions in law:

- in accordance with an order of or proceedings before a court or tribunal, when it is strictly relevant to proceedings
- for the purposes of preventing or investigating crime, where it is relevant
- for the purposes of the social security system or a pension scheme

**Intersex:** An umbrella term used for people who are born with variations of sex characteristics, which do not always fit society's perception of male or female bodies. Intersex is not the same as gender identity or sexual orientation.

Until recently, parents of intersex babies were encouraged to elect for surgery so that their child would conform to stereotypical male or female appearances. As a result, many intersex people can encounter difficulties as the gender assigned at birth may differ from their gender identity and surgery may have compromised sexual, urinary and reproductive function. Today, parents are advised to delay surgery until their child reaches puberty so that the child can inform decision-making. Some parents do not observe this advice and attitudes will vary

country by country. Not all intersex people opt for surgery, and many will consider themselves to be intersex rather than male or female.

Some intersex people may decide to transition to their self-identified gender and start to identify as trans.

**Legal sex:** A person's 'legal' sex is determined by their sex on their birth certificate and the assumption made at birth is that their gender status (boy, girl) matches. For higher education institutions (HEI's) and colleges a person's legal sex is only relevant for insurance, pension purposes and in rare cases occupational requirements.

For the purposes of everyday life (including banking, personal identification and travel), a person's legal sex may not be the same as their self-identified gender. For instance, a trans woman can have identity documents such as a passport, driving licence and employment records based upon her gender as female, but still have a birth certificate which states that she is male.

**Non-binary:** Non-binary is used to refer to a person who has a gender identity which is in between or beyond the two categories 'man' and 'woman', fluctuates between 'man' and 'woman', or who has no gender, either permanently or some of the time.

People who are non-binary may have gender identities that fluctuate (genderfluid), they may identify as having more than one gender depending on the context (e.g. bigender or pangender), feel that they have no gender (e.g. agender, non-gendered), or they may identify gender differently (e.g. third gender, genderqueer).

Research by the Scottish Transgender Alliance (2016) found that 65% of non-binary respondents identify as trans. Just as with trans men and trans women, non-binary people transition and live their lives in various ways – which may or may not include medically transitioning (i.e. taking hormones or having surgeries).

**Pronoun:** A pronoun is the term used to refer to somebody for example she/her/hers/herself or he/him/his/himself. Gender-neutral pronouns include:

- they/them/their/themselves
- che/chim/chis/chimself
- E/Em/Eir/Eirs/Emself
- Per(person)/pers/perself
- Xe/hir/hirs/hirself

A person should be addressed and referred to using the pronouns which make them feel comfortable. If you are not sure what the correct pronoun is, politely ask the person what they prefer. This could be he, she or some trans people, particularly those with non-binary identities, may prefer a gender-neutral pronoun, such as they or per. It is never appropriate to put quotation marks around a trans person's chosen pronoun.

**Self-identified gender:** The gender that a person identifies as. The trans community is campaigning for UK law to be based on self-identification as is currently the case in other European countries. It is recommended by Advance HE that HEIs recognise a student's self-identified gender.

**Sex:** Sex refers to the biological status of a person as male or female in their physical development. Sex is judged entirely on the genital appearance at birth but internal reproductive organs, skeletal characteristics and musculature are also sex differentiated.

## Appendix 2 – Sources of support and information

A selection of some useful agencies and organisations who offer support. There are also many microsupport groups and faith groups available and it should be easy to search for these.

- [The Beaumont Society](#) This is a national self-help body run by and for transgender people. Its website provides links to a range of information and advice resources.
- [Consortium of lesbian, gay, bisexual and transgendered voluntary and community organisations](#) This is a national specialist infrastructure and membership organisation focusing on the development and support of lesbian, gay, bisexual and transgender groups, organisations and projects.
- [Depend](#) is an organisation that offers free, confidential and non-judgemental advice, information and support to all family members, partners, spouses and friends of trans people.
- [The Forum](#): for sexual orientation and gender identity equality in post-school education promotes equality and good practice in employment and the provision of post-school education, with a specific focus on sexual orientation and gender identity, or transgender, equality issues.
- [Galop](#) gives advice and support to people who have experienced biphobia, homophobia, transphobia, sexual violence or domestic abuse. Galop also produce trans-inclusive resources, such as their recent '[Do What You Both Want](#)' campaign.
- [The Gender Identity Clinic](#) is the largest and oldest gender clinic in the UK, dating back to 1966, and is a multi-disciplinary administrative and clinical team, including psychologists, psychiatrists, endocrinologists, speech and language therapists, and nurses, who work together in order to provide holistic gender care, focusing on the biological/medical, psychological and social aspects of gender. They accept referrals from all over the UK for adults with issues related to gender.
- [Gender Identity Research and Education Society \(GIRES\)](#) This seeks to improve the circumstances in which trans people live by changing the way society treats them. It provides advice to policy makers, acts as a consultancy service and provides training, promotes research and develops good practice guidelines and literature on gender identity. They have a very useful [Wiki](#) page that offers links to local support and information groups etc.
- [Gendered Intelligence \(GI\)](#) is a registered charity that works to increase understanding of gender diversity and improve the lives of trans people. They work throughout the UK, offering a broad spectrum of non-judgmental, practical services to the public, private and not-for-profit sectors. They also provide services for young trans and gender questioning people and those who support them, especially within educational settings
- [Living My Life](#) is a booklet produced by the NHS providing information and guidance to anyone who identifies as a trans person or who thinks that they may be trans.
- [National LGBT Hate Crime Partnership](#) brings together 35 LGBT organisations from across England, Wales and Scotland and is led by the LGBT consortium on behalf of

the EHRC. It aims to increase the reporting of homophobic, biphobic and transphobic hate crimes and incidents and improve the support available to those targeted.

- [Stonewall](#) is a campaigning organisation but also helps organisations including HEIs and colleges to recognise the benefits of the perspectives of lesbian, gay, bi and trans people for all employees, service users and members of the community. Recently Stonewall has published a series of publications on trans employees.
- [Transgender Zone](#) is an online resource that covers all aspects of transgender issues, including a section specifically for female-to-male trans people.
- [Transiness](#) supports trans and gender diverse people with a focus on wellbeing.

### Appendix 3 Etiquette

The following are some informal guidelines on how to treat people who are transitioning or genderqueer:

- Listen to the person, and ask them how they want to be treated and referred to.
- Think of the person as being the gender that they self-identify as.
- Use the name and pronoun that the person asks you to. If you are not sure what the right pronoun is, then simply ask. If you make a mistake with pronouns, correct yourself and move on. Do not make a big deal out of it. Some genderqueer people choose to use gender-neutral pronouns.
- Do not ask what their 'real' or 'birth' name is. Trans people are often sensitive about revealing information about their past, especially if they think it might affect how they are perceived in the present, and their real name is the one they are currently using.
- Do not tell others about a person's trans status. If documents have to be kept that have the person's previous name and gender on them, keep them confidential.
- Respect people's boundaries. If you feel it is appropriate to ask a personal question, first ask if it is ok to do so. Personal questions include anything to do with one's sex life, anatomy (not just genitalia), medical treatment and relationship status – past, present or future. Would you ask this question of any other colleague?
- When someone starts to live in accordance with their gender identity, they may be very sensitive to the ways in which their physical appearance differs from cultural or societal gender norms. It is usually inappropriate to discuss someone's appearance and never appropriate to judge someone by how they look.
- If you hear, or see people using transphobic language or behaviour challenge it and or bring to the attention of an appropriate member of staff.

The process of transition is complex and requires understanding on all sides. This can be a difficult situation and it is normal for people to be interested, as they might be about any major life change of a friend or colleague. Interest is not necessarily intrusive, but may be a way of expressing support.

The [transgender health](#) site on NHS Choices has a number of case studies and videos; these resources which along with training will help to increase understanding and raise awareness.

## Appendix 4 Student Journey

### Recruitment Process

A student's gender identity status is irrelevant to the recruitment process unless they need support during this. The School will not ask questions about gender identity status and applicants are not required to volunteer information about it. A student with a gender recognition certificate is never required to disclose their gender history.

If during the recruitment process information is disclosed about an applicant's gender history, for example because certain documents are in a previous name, NFTS will keep the applicant's gender history confidential and will not take this into account in the recruitment process.

### Dealing with the transition

The NFTS will be supportive of any student who expresses an intention to transition and will work with them to try to ensure as smooth a transition at the School as possible.

The School will appoint, in consultation with the student, a member of staff to be the student's principal point of contact. In most cases this will be a member of staff In Student Support and Wellbeing who will be responsible for agreeing with the student an action plan (see Appendix 5) for managing the transition whilst studying.

Matters to be addressed may include the following:

- **Study:** The impact the transition will have on their course. Whether the student wants to continue their programme of study, defer for a set amount of time, or come to some other arrangement. While equality law does not make specific provision for student leave due to gender reassignment, it would be good practice to ensure that students are not treated any less favourably for being absent due to gender reassignment than if their absence was due to illness or injury. If it is necessary for a student to retake a module or suspend their studies consideration will need to be given to the support that they will need to enable them to successfully complete their course within a reasonable timeframe.
- **Overseas travel:** Travelling abroad can pose problems for trans people. There is no single experience of travelling as a trans person. Destinations that look particularly challenging on paper might prove to be straightforward for a traveller (and vice versa). However, it is advisable to assess the risk of travelling, particularly to countries that have a tradition of disproportionate punishments for gender non-conformity and where it will be difficult to access diplomatic assistance and the School will assist students to assess the risk of travel where it is part of their course. The student will not be put at a disadvantage in relation to other students on their course if they cannot travel due to fears for their own safety. Safety might refer to physical safety, i.e. safety from physical harm, harassment, but also to safety from being arrested or imprisoned on the basis of gender identity or perception of a student's gender identity.
- **Field trips:** Trans, students should have the same access to field trips alongside other students. In all aspects, they should be treated in their self-identified gender. The School will endeavour to support the student in finding toilets, showers, changing facilities and room allocation with which the student feels comfortable.

- **Time off:** The student may require time off for medical or other treatment. Time off for these purposes will be treated no less favourably than time off for illness or other medical appointments.
- **Change of social gender:** Please note this is not a linear process. Consideration will be given to:
  - when the student expects to change name and to start presenting at School in the new gender and the steps that need to be taken to prepare for that point;
  - how staff and fellow students are to be informed of the change;
  - whether the student wishes to inform others of the change or to have someone else do it;
  - what information or training is to be given to staff and course members;
  - the point at which the student will start to use any single-sex facilities, such as toilets, in their new gender.
- **Records:** Consideration will be given to changes to records and systems that may be needed. After a student has transitioned, records relating to the transition will be destroyed.
- The action plan and timetable will need to be reviewed periodically with the student. Particular attention will need to be given to students in order for them to meet course requirements.
- Where a trans student suspends their studies, it is good practice to allow them to continue to access any mentoring, and counselling programmes. If they are taking a break because they are struggling they are typically left with very little help when they need it most.

### **Former Students**

Former students may contact the School requesting that changes are made to their records. They are entitled to request that their former name and gender are removed from all records. Where such a request is made the former name and gender should be removed from all records and replaced with the new one and confirmation, in writing, should be given to confirm that this has been done.

Trans alumni without a GRC may also make such a request and it would be good practice to fulfil it but as with current students, identification documents as provided during enrolment may need to be kept and stored confidentially in line with the policy for existing students.

## Appendix 5 - Student Action Plan Template - Confidential when complete

This type of template is a useful starting point to develop a plan. Remember each individual's transition will be different.

Questions and points to consider:

### Who needs to know?

	Who will tell them?	When?	Date completed
HOD/Course tutor			
Registry			
Others - specify			

### Planning the future

Your new name (in full if known)	
Your course of study	
Name of course contact	
Medical advisor (name/contact details)	

### Telling course team and course fellows/friends

- Who will tell course team and fellow students?
- Will you be there?
- When will this take place?
- Where will this take place?
- **What information will be provided?**

### Getting ready for your first day in your new gender

- When will this be?
- Are you ready?
- Is your wardrobe ready?
- Are course team prepared?
- Additional support for you and/or loved ones?
- Any media concerns?

### Changing everything into your new identity

	Who will do this?	When?	Date completed
ID card (see para 29 of policy)			
Registry			
IT systems: email workplace other			
Student Union – clubs and societies if appropriate			
Social Media			
Local records – Department			

Library			
Certificate			
Other			

**Course related actions**

What adjustments can be made to minimise the impact on learning?	
Are any adjustments needed to work placements?	
Are there any risks e.g. in relation to third parties or media intrusion, and how will they be handled?	
Any financial hardship?	

**Medical appointments and absences**

Reason	Dates

**Details of meetings with nominated contact**

Date	Comments	Actions	Date of next meeting