

Supporting Trans, Gender-Fluid and Non-Binary Staff and Students Guide

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## Our Commitment

The University is firmly committed to sustaining an inclusive learning, working and research environment characterised by respect and dignity, free from harassment, bullying, abuse and discrimination, as detailed in the [Dignity and Respect at Leicester Definitions Document](https://le.ac.uk/about/making-a-difference/edi/dignity-respect) and [Trans Equity Statement](https://le.ac.uk/about/making-a-difference/edi/dignity-respect#:~:text=Our%20commitment%20to%20trans%20equity,gender%20reassignment%2C%20begun%20or%20complete.)

The University of Leicester recognises that there can be differences between physical sex and gender identity/expression, and aims to foster a trans-inclusive environment and will at no time discriminate against people on the grounds of gender identity, transsexualism, intersex conditions or any process of gender reassignment, begun or complete. It is important to recognise and respect the lived experiences of all trans and non-binary people, including those of intersectional identities.

## Introduction Definitions and Scope

This guide aims to promote awareness and understanding of trans and non- binary identities, including the journey of transitioning. It provides guidance to those who are supporting trans, gender-fluid and non-binary staff and students, as well as highlighting key points of contact and support. It is important to acknowledge that the experience and journey of transitioning is unique to every individual and therefore this guide should be used to inform and advise support which is tailored to the individuals needs of the person transitioning. It has been developed in association with Student and Academic Services, the Staff LGBT+ Forum and the Students’ Union.

The aim of this guide is to ensure that there is consistency in procedures and knowledge, so that no current or prospective students or members of staff are subject to discrimination or victimisation as a result of being a trans, gender-fluid or non-binary person, whether transitioning or not. The support of managers, colleagues, staff and fellow students is vital. Throughout this document, the word ‘student’ is used to refer to current or prospective students i.e. enquirers, applicants and offer holders.

### **Definitions[[1]](#footnote-1)**

Terminology changes quickly and its use can be highly individual. It is important to be mindful of trends in language as a staff member or student may associate with a term perceived by some, even members of the same community, to be inappropriate, further definitions are outlined in [Appendix A](#_Appendix_A:_Glossary). It is always up to the individual as to how they describe their gender identity. Some people use multiple terms or shift between different terms to better represent their gender identity.

People can identify as another gender identity at any point in life and every individual has a unique journey which should always be respected and supported. For the purposes of this guide, we will be using the umbrella term ‘trans’ for people whose gender identity and/or gender expression differs from the sex (male or female) they were assigned at birth. The term may include, but is not limited to, trans men and women, non-binary people and dual role people. Not all people that can be included in the term will associate with it. A person is recognised and protected by equality legislation for their trans identity, irrespective of whether they have pursued any surgery/ treatment, physical or official change to their identity.

| **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. 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. |
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| **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, makeup, 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. |
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| **Gender incongruence and gender dysphoria** Gender incongruence is a medical term used when gender identity does not align, to a greater or lesser extent, with the sex assigned at birth. Where this causes discomfort, it is known as gender dysphoria. Gender dysphoria ‘is a term describing the discomfort or distress caused by the discrepancy between a person’s gender identity (their psychological sense of themselves as men or women) and the sex they were assigned at birth (with the accompanying primary/secondary sexual characteristics and/or expected social gender role)’ (NHS, 2013). Gender dysphoria is not considered a mental health issue but unmanaged dysphoria, or the social stigma that may accompany it and any changes a person makes to their gender expression can result in ‘clinically significant levels of distress’ (NHS, 2013). In order to qualify for NHS medical assistance to transition, a trans person in the UK must have a diagnosis of gender dysphoria. As not all trans people have gender dysphoria, this presents a significant barrier to accessing medical support and the provisions of the Gender Recognition Act. |
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| **Gender reassignment** is 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. |
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| **Gender-fluid** A term used to describe people whose gender identity can vary over time. A gender fluid person may at any time identify as male, female, agender, or any other non-binary identity, or some combination of identities. |
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| **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 (gender fluid), 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). |
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| **Pangender** Individuals whose gender identity and/or gender expression is numerous, either fixed (many at once) or fluid (moving from one to another, often more than two). |
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| **Trans and transgender** are inclusive umbrella terms for people whose gender identity and/or gender expression differs from the sex (male or female) they were assigned at birth. The term may include, but is not limited to, trans men and women, non-binary people and dual role people. Not all people that can be included in the term will associate with it. The terms trans should only be used as an adjective, for example, trans people, trans man or trans woman. However, a trans person may choose to identify themselves with the phase ‘I am trans’. |
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| **Transition** is the process of a person changing their social role in order to match their gender identity. Examples of transitioning include telling friends, family and colleagues, changing names, asking people to use different pronouns, and changing the way gender is expressed. For some people, this may involve medical assistance such as hormone therapy and surgery. |
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## The Legal Framework

The law protects all those in the UK who propose to undergo, are undergoing or have undergone gender reassignment. The University aims to create a trans-inclusive working and learning environment where individuals are treated with dignity and respect, regardless of their trans status or gender identity, including non-binary or pangender identities.

For Staff: In the workplace it is illegal to treat someone differently or discriminate against them because of their trans identity and there is a statutory duty on all public bodies such as the University to have due regard to the need to eliminate unlawful discrimination and harassment.[[2]](#footnote-2)

For Students: As part of that duty, for students, the University is specifically required to address and eliminate discrimination and harassment of trans students.

### **The Equality Act 2010**

The Equality Act 2010 applies to England, Scotland and Wales. Gender reassignment is one of nine protected characteristics under the Act. The protected characteristic of gender reassignment applies to a person 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).

Importantly, the EHRC technical guidance states that ‘under the (Equality) Act gender reassignment is a personal process ... rather than a medical process. Protection applies from the moment the person indicates their intention to start the reassignment process, even if they subsequently change their mind. The act does not require someone to undergo medical treatment in order to be protected’ (EHRC, 2012).

### **The Gender Recognition Act 2004**

The Gender Recognition Act 2004 covers all four countries of the UK and allows trans people to apply to the gender recognition panel to seek full legal recognition of their self-identified gender. The gender recognition panel, made up of lawyers and doctors, requires applicants to demonstrate that they:

* Are 18 years old or over.
* Have, or have had, gender dysphoria.
* Have lived in their self-identified gender for at least two years, ending with the date on which the application is made.
* Intend to continue to live in their self-identified gender for the rest of their life.
* Have medical records to demonstrate gender dysphoria.

If an applicant is successful, they will be issued with a full or interim Gender Recognition Certificate (GRC). In terms of employment, a person holding an interim GRC should be treated as though they have received a full [GRC](https://www.gov.uk/apply-gender-recognition-certificate/overview):

* [Gov UK: Apply for a Gender Recognition Certificate](https://www.gov.uk/apply-gender-recognition-certificate/overview)

### **Data Protection Act 1998/GDPR?**

The University treats all personal data, including data related to someone’s gender identity as strictly confidential. All staff are required to undertake training related to information security and equity and diversity which highlight the importance of confidentiality particularly in relation to trans identity.

The UK General Data Protection Regulation (UK GDPR) applies in the UK in conjunction with Data Protection Act 2018. Both pieces of legislation cover the protection of persons with regards to the processing of personal data. Gender identity is interpreted as special category data for the purposes of this guidance. Therefore, information relating to a person’s trans status cannot be processed, recorded, shared, transferred to another person unless lawful processing has been identified under Art 6 of the UK GDPR. This includes, but is not limited to, the need for an individual’s explicit consent for information to be processed. The definition of processing under UK Data Protection legislation is very broad and covers both data and information in relation to obtaining, recording or holding the information and data or carrying out any operation on them.

The Gender Recognition Act 2004:

* Makes it illegal to disclose an individual’s gender identity or history internally/externally without their consent (Section 22).
* Prohibits disclosure of the fact that someone has applied for a gender recognition certificate (GRC), or disclosure of someone’s gender before the acquisition of a GRC. Such disclosure constitutes a criminal offence liable to a fine. Referring to or referencing a person’s gender identity before their transition, including their name is considered as direct discrimination.

Where information is disclosed, relating to a staff or student member’s gender identity, this is held and accessed on a strictly confidential basis. As well as a requirement to provide diversity monitoring data to the Higher Education Statistics Agency, under the Equality Act 2010, we are also legally required to produce and publish equalities monitoring information annually. This data will only be used anonymously and to make high level analysis.

We recognise that even where data relating to trans identity is captured, low disclosure often means that the data is not statistically viable. Therefore, we are taking a pro-active approach to advance trans equality across the University, through raising the profile of trans people and developing our processes and policies to promote an inclusive culture.

**Useful Contact: Information Assurance Services**

 **E:** **ias@le.ac.uk**

## Dignity & Respect at Leicester

The University is firmly committed to sustaining an inclusive learning, working and research environment characterised by respect and dignity, and free from harassment, bullying, abuse and discrimination.

The [Dignity and Respect at Leicester Policy, and associated documents](https://le.ac.uk/about/making-a-difference/edi/dignity-respect), outline with clear definitions and examples, what unacceptable behaviours are and the processes in place to address, deal with and report them.

Each member of the University community is expected to:

* Behave with respect and courtesy at all times.
* Contribute to ensuring that the University is welcoming and safe.
* Ensure that their behaviour is free from harassment, bullying, abuse and discrimination.

There are some behaviours that are unacceptable which have a clear legal definition and could be dealt with under the relevant legal framework, including discrimination, harassment and hate crime/incidents. Reported behaviours that are perceived by an individual to be unacceptable will be managed under the relevant University procedures.

Our Policy protects the rights of trans people to dignity and respect in their work and studies. The University will not tolerate discrimination or bullying and harassment of anyone based on their gender identity or expression.

The [Dignity and Respect at Leicester Definitions Document](https://le.ac.uk/-/media/uol/docs/about-us/equalities/dignity-and-respect/dignity-and-respect-at-leicester-definitions.docx) provides details and examples to inform your understanding of unacceptable behaviours y

Examples of unacceptable behaviour based on a person’s trans identity include:

* Refusing to promote a member of staff because they are trans person.
* Refusing to support a member of staff or a student who is a trans person.
* Deliberately excluding a trans person from any work or work-related activity on the grounds of their gender identity.
* Dismissal of a trans person for reasons connected to their gender identity.
* Verbally or physically threatening a trans person.
* Spreading malicious gossip about that person.
* Refusing to associate with or ignoring someone because they are a trans person.
* Sexual harassment of a trans person.
* Revealing the trans status of a person to others, by disclosing information to individuals or groups – in other words, ‘outing’ someone.
* Not respecting a person’s gender identity because the college or HEI thinks the individual is not sufficiently ‘convincing’ in their gender role.
* Treating a trans person less favourably than others in regard to sickness or other absences.
* Refusing to acknowledge the rights of a trans person and failing to acknowledge that they are living in their self-identified gender

### **Reporting Unacceptable Behaviours**

We want the University community to experience an environment that is stimulating, enjoyable and safe. However, during your time with us, you may witness or experience something that concerns or distresses you and you might want the University to know about it. We have channels for staff and students to report any unacceptable behaviours they encounter during their time with us.

Students and staff can disclose an incident and access support through the online disclosure tool [Report & Support](https://reportandsupport.le.ac.uk/). Please note that completing the form within the Report & Support site will not automatically start a formal disciplinary process.

In the system there are multiple choice questions. You are able to let us know about the incident(s) in one of two ways, either anonymously or by leaving your contact details, you will be asked for your choice at the end of the process. If you choose to disclose anonymously, we will not be able to offer direct advice or begin any formal processes. If you let us know about something and leave your email address, we will put you in touch with someone from either the Student Support Team, for students, or a Dignity and Respect Contact, for staff, who will be in touch about the support available to you.

You can leave the form at any point. The information from your responses in this system will be received by a member of Student Support or the EDI Team. If you have left your email address, they will endeavour to get back to you within two working days. The information you provide in this system won’t be shared with any other staff or students unless there is a safeguarding concern.

You can ask questions you have about this system by email the Standing Together Team: standingtogether@le.ac.uk.

## The Transition Process

Transitioning is a term used to describe the process of presenting in a gender different to that assigned at birth. A trans person may wish to pursue a number of changes to live in a gender role that matches their true gender identity rather than their assigned gender. For instance, by changing the name that they want to be known as, by dressing differently, by obtaining voice training, by accessing endocrinology services to affect hormones or by having surgery to change primary or secondary sex characteristics (e.g. chest or genitals).

Not everyone that identifies as a trans person will choose to transition in the same way. Each person’s journey to transitioning is unique. Each person’s situation and the period of time to transition will vary depending on a range of factors, including whether or not they want medical assistance and whether they are receiving this privately or via the NHS. Some people may wish to transition periodically, in which case they should also be supported the same as someone who has decided to transition permanently.

It is therefore difficult to outline a definitive process to support the transitioning process, however this section aims to ensure that the journey of gender reassignment is facilitated and supported fully at the University through outlining points for consideration for staff and students.

The next section of the guidance includes information on the first steps of transitioning at the University, including submitting an intention to transition and creating an action plan. For an overview of the steps:

**Students:** [Appendix C](#_Appendix_C:_Student) provides a flowchart for students who wish to notify the University of their intent to transition or of having previously transitioned.

**Staff:** [Appendix D](#_Appendix_D:_Staff) provides a flowchart for staff who wish to notify the University of their intent to transition or of having previously transitioned.

**First Steps**

### **Intention to Transition**

It is important to note that transitioning is a very personal journey and therefore it is not a prescriptive process. Any action or decision should be made in discussion and agreement with the person transitioning. The steps a person who is transitioning wishes to take should never be assumed. The process should be led by the person who is transitioning and the way they wish to manage this.

Although the person transitioning may wish to nominate a member of staff to support them through their journey, we encourage both staff and students who wish to transition to inform their line manager, personal tutor or a member of staff from Student Support Services or Human Resources, so that we are able to implement support or changes required.

It is noted that on some occasions the direct line manager or personal tutor may not be the most suitable person to have discussions with. It is important to note however that to support the person fully the manager or tutor will need to be made aware of the intention to transition. This does not necessarily have to come directly from the person who is transitioning.

The person who is transitioning may wish to contact the named person in student and staff services for support. These can be found in [Appendix B: Contacts for Nominated Persons](#_Appendix_B:_Contacts).

### **Initial Meeting**

A virtual or face to face meeting should be offered with the line manager and/or Human Resources Business Partner for staff; personal tutor and/or [Student Support Services](https://uniofleicester.sharepoint.com/sites/Student-Support) for students, who can help the person manage their transitioning experience at the University.

**Key Considerations for the first meeting:**

* The nominated member of staff initially contacted, should organise a face to face meeting (if possible) in a private space with the person and offer reassurance that the University will support them during their transition and afterwards.
* The trans member of staff or student should have the option to be accompanied by a colleague, friend or a trade union or students’ union representative to this meeting.
* During the meeting, you should discuss how they anticipate their transition may impact upon their work or study and start to agree an action plan.

Below are some suggested points for the trans student/member of staff or person supporting the individual to consider before the initial meeting:

**Planning transition- points for consideration before the meeting:**

* Any change of name or personal details, such as title.
* The start of Social Gender Role Transition (SGRT)[[3]](#footnote-3)
* Appointments with doctors.
* The start of any hormone therapy or dates other medical procedures.
* Change of gender.
* If and where feasible, consider whether any supportive arrangements and adjustments need to be considered as part of their role/course.
* Which amendments to records and systems will be required?
* Whether they want to inform relevant people (line manager / colleagues / students) in person or for this to be done on their behalf and by what method, i.e. email or face to face.
* What training or briefing of colleagues, fellow students or service users will be necessary. It may be appropriate to circulate this document and to make sure people have completed the University’s mandatory Equity, Diversity and Inclusion training on Blackboard.
* How to provide an opportunity for other members of staff or students to ask questions, either of the person concerned, if they are comfortable, or another relevant person.
* What emotional support can be put in place for the person if they feel that they require it, i.e. Counselling, referrals to other agencies etc.
* How will records and information which identify the previous gender identity be protected?

### **The Action Plan**

Co-development of an action plan with the person should be offered, including timescales, to ensure that appropriate steps are taken during their transition. The action plan should be kept confidential, and discussion should take place with the individual to agree where copies should be kept and who should have access to them. For staff, the action plan can be made with support from HR, for students support can be accessed through Student Support Services.

* It should be made clear that they need only disclose information to enable the institution to support them.
* The action plan and timescales will need to be reviewed periodically with the person concerned and particular attention will need to be given to people in programmes of work or study that require them to undertake placements etc. This action plan should include the dates or expected timescales as appropriate to the person.
* The timescales will help the institution to consider any necessary arrangements for time off work or study in advance and when changes to records are likely to be required.

A list of possible consideration for actions which may need to be developed is provided in [Appendix G](#_Appendix_G:_Template).

Not everyone who is transitioning will require support from their colleagues or the University and are happy to directly contact departments such as the Information Hub, Recruitment or Human Resources to change their details. In such instances:

* A student who is transitioning should notify the University of their intention to transition by writing to the Library and Student Enquiries Manager (Information Hub), see [Appendix B](#_Appendix_B:_Contacts).
* A staff member who is transitioning should notify the HR Business Partner/Senior HR Advisor for their area, see [Appendix B](#_Appendix_B:_Contacts).

Informing the University in writing ensures that the request is treated formally and appropriate action is undertaken. A template letter for an intention to transition can be found in [Appendix E: Template letter 1](#_Appendix_E:_Template).

### **Managing the Reactions of Colleagues and Fellow Students**

When people transition or come out as trans or non-binary, the process itself may present challenges for other staff and students who may have fixed notions of gender. A trans member of staff or a student may face a broad range of challenges in their work or learning environment.

The trans person may want to tell their colleagues or fellow students that they intend to transition or about their trans status; others may not want to. In agreement with the person, it may be useful to arrange a meeting to discuss communication plans.

In arranging a meeting or communicating the transition to others, please consider the following:

* The content of any meeting and who attends should be discussed and agreed with the trans person in advance.
* If agreed and practical, invitations can be sent to anyone the person works with or interacts with frequently at the institution, in student accommodation or on programme placement. It is best not to discuss transition or trans status via email, although a letter (and guidance materials) could be circulated at the meeting.
* The individual should be free to choose whether they make an announcement themselves, or whether it is made for them by a chosen representative.
* There should be an opportunity for other members of staff or students to ask questions, either of the person hosting the meeting or, if they are comfortable, the person concerned. People should be made aware that what is appropriate to ask a professional trainer or educator is not always what is appropriate to ask an individual trans person.
* It is important that a senior member of staff within the student’s or staff member’s department or faculty, and in the case of students, their residence, is (and is seen to be) supportive.
* It would be good practice for the senior member of staff to make it clear that trans people, have the full support of the institution, and that the institution supports all people to express their gender however they feel most comfortable.
* The senior member of staff should also explain and reiterate the institution’s commitment to equity, and its policy on bullying and harassment.
* The senior member of staff should emphasise that the person be addressed by their preferred name and the appropriate pronoun. They should be referred to with their preferred name and pronoun in their absence.

### **Appropriate Terminology**

Once there is an awareness that a person wishes to transition, failing to address a trans person in their chosen identity or name could constitute harassment. A transperson does not have to pursue any legal changes to their birth name or initiate any medical treatment to be acknowledged in their new name and identity.

If you are not sure of the correct pronouns, ask the person what they prefer, doing so shows a level of understanding of trans issues. If you accidentally misgender with the wrong pronoun, it is important to correct yourself, apologise and move on.

When talking with a person who has a non-binary gender identity, it is important to avoid any gendered language such as sir/madam, ladies/gentlemen, his/her. Ask an individual if they have a preferred pronoun and seek to use gender neutral language such as ‘they’, ‘them’, ‘their’ when possible. A person who has a non-binary gender identity may prefer this to be acknowledged with the prefix Mx in place of ‘Mr’ or ‘Ms’, or may prefer not to use such a prefix at all.

It is not appropriate to use the terms ‘sex-change’ or ‘pre/post-operative’ as the choice to have or not to have specific surgeries is irrelevant to a person’s gender identity and is a private matter. Have respect for people’s boundaries. Do not ask personal questions unless you are invited to do so.

### **Supporting Changes in Gender Presentation**

Before a person starts to present in their preferred gender, it is important that the University plans with the staff member or student what will happen. This will help ensure that everything is in place when a person starts to present in their preferred gender to avoid any contradictory information or embarrassment. No records should be changed without the permission of the person concerned.

A trans person may not wish to transition in the workplace at the same time they transition at home. Therefore, assumptions should never be made. Once a person has transitioned you should discuss with them whether they would like all documents with references to their previous gender identity to be amended to their current identity.

Bear in mind that it can take several years to transition fully. During this time the trans person may experience extensive physical changes, so it may be necessary to update essential photo ID regularly throughout this period. In the early stages of transition, a trans person may not permanently present in their preferred gender as they may not feel able to do so until, for example, hormone therapy starts to alter their body – the person may require identification in their former as well as their new gender. Note that it is possible to separate photo ID from the staff and student cards used for door and library entry etc. (See [Section 7](#_Identity,_Names_and)).

## Inclusive Practical Arrangements

The sections below highlight the ways that we can ensure as a University we have inclusive practical arrangements in place for trans, non-binary and gender-fluid staff and students.

### **Gender Inclusive, Single Sex Toilets & Changing Facilities**

* The University has some gender inclusive toilets and changing facilities across campus and we endeavour to have more of these facilities when new builds or refurbishments are undertaken.
* Trans people have access to single-sex toilets and changing facilities appropriate to their self-identified gender and this may mean that a person changes the facilities they use at the point when they start to live in their gender.
* It is not acceptable to restrict a trans person to using accessible toilets or other unisex facilities, although providing that option is helpful for non-binary and trans people and some trans people prefer to use unisex facilities.

### **Sports**

* The Gender Recognition Act recognises that, in certain circumstances, it may be appropriate to restrict trans people from participating in competitive sports in their gender. This is to ensure fair competition and the safety of other competitors as well as the trans person; however, the Act makes it clear that a trans person should be given the same access to sports clubs as a non-trans person.
* Note that any restrictions only apply to competitors, not referees, coaches or club employees. The implications for each sport will differ and the National Governing Body’s guidance on transgender will be used as a point of reference where there is some dispute about who can play in what team:

**Useful Contacts:**

[**British Universities & Colleges Sport**](http://www.bucs.org.uk/athlete.asp?section=18556&sectionTitle=LGBT%2B)

[**Sport & Recreation Service**](https://le.ac.uk/sports)**:**

 **T: 0116 223 1500**

 **E:** **sport@le.ac.uk**

### **Dress Codes**

* Dress codes impact on trans people, particularly if they are forced to wear clothing that doesn’t align with their gender identity or expression.
* Where uniforms and/or dress codes are required, it is good practice for them to be gender-neutral in their description of what types of dress are appropriate. This allows for flexibility in dress and does not reinforce binary gender choice or gender stereotypes. Dress codes that specify different requirements for men and women may create practical difficulties for some trans people.
* If a person is transitioning then the organisation should make plans to make new uniforms available in good time.

### **Language & Terminology**

The following informal guidelines on how to communicate and treat trans, non-binary and gender-fluid colleagues and peers may be helpful:

* 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 aren’t sure what the right pronoun is, politely ask them what name and pronoun they use. If you make a mistake with pronouns, correct yourself and move on.
* Respect people’s privacy. Do not ask what their ‘real’ or ‘birth’ name is. You may just be curious, but this implies that you don’t believe that their gender identity is ‘real’.
* Do not tell others about a person’s trans status or gender identity. If documents have to be kept that have the person’s old name and gender on them, keep them confidential.
* If you hear, or see staff members or students using transphobic language or behaviour, you may feel able to challenge this behaviour and/or bring it quickly to the attention of someone in a position of authority. However, there are some instances where consulting with the individual first is important.
* 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) and relationship status – past, present or future. Questions about medical transition, such as ‘Are you on hormones?’ can be considered personal.
* Listen to the person, and ask how they want to be treated and referred to.
* Educate yourself. A trans person may not have all the answers, or may not be comfortable answering some of your queries, as trivial as they may seem to you.

### **Training Programmes & Events**

* We recognise that gender identity specific training is an indispensable tool to raise awareness and in empowering colleagues to feel confident in supporting their trans colleague.
* When developing such training programmes, it is good practice to involve any trans staff or students in the planning and design phases, should they wish to be involved. Keep in mind that some trans staff or students may choose not to be publicly identified; confidentiality is vital. Through our partnership with the Leicester LGBT Centre we will ensure that training is conducted in such a way as to ensure participants are able to raise issues and concerns of their own; it is of paramount importance that they know what is expected of them and how the University will support them in meeting these expectations.
* Further information and guidance on potential training programmes is available as part of the University’s [LGBT+ Toolkit](https://uniofleicester.sharepoint.com/sites/staff/equality-diversity/SitePages/LGBT%2B-Toolkit.aspx).
* When developing any training programmes, including those not relating specifically to gender identity, it can be helpful to include a ‘rules of engagement’ section at the start to set out clear expectations around behaviours and respect for all attendees.
* If you require training or support please contact the Equity, Diversity and Inclusion Team (Email: equalities@le.ac.uk).

## Identity, Names and Record Management

### **Changing your preferred name, legal name and title on records**

Under the Equality Act 2010, a person who wishes to change their name due to transitioning does not have to present any official documentation to show this and equally the University do not pursue requests for evidence of legal name or gender change.

**Students:** Students can update their ‘known as’ name themselves through My Student Record, this will not update on any official documents the University provides until/unless the student provides official documentation.

**Staff:** Staff can update their ‘preferred first name’ and ‘preferred last name’ on Employee Self Service.

The University is satisfied with notification of a name change due to transitioning to be communicated in writing to the relevant persons (see [Appendix F- Template Letter 2](#_Appendix_F:_Template_1)) which may be used to notify the University of this change).

It is important for the trans person to be aware of the implications should they choose not to change their legal name or sex. Although the University is able to change internal systems, the University is unable to make changes to some records unless official documentation of a legal name change or change to legal sex is provided. These include changes to:

* the pension service records
* bank/funder
* details returned to national statistical agencies
* degree certification (prior to them being issued)

Official documentation of a legal name change or change to legal sex can be in the form of a passport or birth certificate. If someone does not have a suitable, passport or bank account then legal change of name documentation (i.e. deed poll or statutory declaration or overseas equivalent) is acceptable as proof of ID.

### **Record Management**

Any material that needs to be kept that is related to the person’s trans status is filed so that it is inaccessible to anyone other than an agreed person. Any paperwork that is provided to change the record can be sent electronically, or if not, it will be scanned and saved in an area that is inaccessible to others. This should include any document that links a person’s present name and gender status with a different name and gender status, such as records of absence for medical assistance, birth certificate and documentation of name change. For example, these records could be placed in a sealed envelope and attached to a new file with instructions such as, ‘confidential: Human Resources Business Partners Only’ or ‘Confidential: Head of Student Registry Services Only’.

The Human Resources Business Partner (staff) or Head of Student Registry Services (students) should allow other staff to view the information only if they require it to perform their specific duties and only with the permission of the person concerned.

When a trans person receives a gender recognition certificate, they have the legal right to request that all references to their former name and gender be removed from old records to ensure their former identity is not revealed. If this legal right is requested, then the University will ensure that all paper and electronic files which have reference to the previous gender identity will be updated accordingly, for example for staff, websites, minutes and academic papers and for students, their original offer letter will need to be replaced with an offer letter in their new name.

Where information is stored in a format that cannot be changed or replaced easily, such as microfiche, consider producing the document in a new (e.g. digital) format (as you would for similar documents that have been lost or damaged).

### **Forms, Surveys & Questionnaires**

When designing forms, surveys or questionnaires which include asking about gender identity, it is good practice to include further options in addition to ‘male’ or ‘female’ such as ‘other’, ‘self-identify’, ‘trans’ or ‘non-binary’ as well as ‘prefer not to disclose/say’ to allow respondents to self-identify their gender identity. It should also be made clear on forms requesting this information what the intended use is, as this may affect how some trans people respond.

### **References**

References for staff and students who have transitioned should make no reference to their former name or status otherwise the University would be at risk of breaching the Data Protection Act and the Gender Recognition Act, regardless of whether they have a Gender Recognition Certificate.

## Students: Guidance for Trans, Gender-Fluid and Non-Binary Students

### **Student Accommodation**

* The University’s Accommodation service works closely with Student Support Services to ensure that University accommodation meets the needs that any student may have.
* A trans student applying for accommodation will be offered their preferred type of accommodation based on their application preferences wherever possible.
* For current residents, any change of requirements at any point will be addressed in consultation with the needs of the individual. This may include alternative accommodation or consideration of the contract term.

**Useful Contact:** [**Accommodation**](https://le.ac.uk/study/accommodation)

 **T: 0116 252 2428**

 **E:** **accommodation@le.ac.uk**

### **Time-Off and Absence**

The law recognises that someone under medical supervision who is transitioning may require substantial periods of time off of study or work to undergo medical procedures. A trans person under medical supervision who has time off relating to their transition, has the right to be treated in the same way as someone who is absent for reasons of sickness or injury. The University will endeavour to support and facilitate leave which is related to medical appointments related to transitioning.

A student may apply to take time off from their studies or for extenuating circumstances, it is important to discuss what process, support or adjustments are needed to ensure the student remains on their programme of study or can return when they have recovered.

### **International Students**

Some countries do not have a process in place to enable their citizens to change their gender on identification documents. In some countries trans people can experience societal hostility and persecution. Consequently, some international students and staff may not have identification in their self-defined gender and may seek to transition while working and studying in the UK. Others may have had their self-defined gender legally recognised by another country and may be eligible to apply for a GRC (Gender Recognition Certificate). Trans foreign nationals whose national authorities do not recognise changes to names and/or gender in their passports or national identity cards can obtain a biometric residence permit in their chosen name and self-identified gender.

See: [UK Government – Home Office: Change of Name Guidance for Official Documents](https://www.gov.uk/government/publications/change-of-name-guidance)

If a student or staff member is faced with returning to a country where they have a well-founded fear of persecution due to their gender identity they can make an asylum claim.

Support for those seeking asylum in the UK, or who wish to immigrate here to be with their same-sex partner, is available through [Rainbow Migration](https://www.rainbowmigration.org.uk/). They offer free and confidential legal advice, as well as emotional support to those who are going through the asylum process and help them with accessing housing and health services.

### **Degree Certificates and Transcripts**

The University recognises its role in balancing the rights of trans students and staff whilst protecting the degree integrity from the risk of fraud. We are also required to ensure that we maintain accurate records for UK visa and immigration purposes as well as for a number of professional bodies. We therefore require legal proof of change to name and/or sex in order to change degree certificates. Legal proof of a change of name is required in order to issue or to reissue a degree certificate in a name different to the name in which the student originally registered. Forms of legal proof of a name change in lieu of a birth certificate include a Statutory Declaration of Name Change or a Deed Poll or overseas equivalent.

**UK Deed Polls:**

[**UK Government: Change Your Name by Deed Poll**](https://www.gov.uk/change-name-deed-poll)

**[University of Leicester – Student and Academic Services: Certificates](https://le.ac.uk/library/information-hub/awarding-documents/degree-certificates)**

If none of these are available then the Head of Student Registry Services may exercise discretion as to what is acceptable, for example, a document witnessed by a UK- based solicitor to endorse the persons ID. A fee will not be charged for a replacement degree certificate required because of a transition.

### **Award Ceremonies**

The University of Leicester will support any transitioning student who wants to be announced in a way which is different from their name registered with the University and can do this speaking to Student and Academic Services, with the reason given in confidence.

**Useful Contact:** [**Graduation Ceremonies**](https://le.ac.uk/graduation)

 **T: 0116 252 2448**

 **E:** **graduation@le.ac.uk**

### **Gender Affirming Care Fund**

The Leicester Students’ Union is developing a [Gender Affirming Care Fund](https://www.leicesterunion.com/liberation/trans-student-resources/), which details to be published.

## Staff: Guidance for Trans, Gender-Fluid and Non-Binary Staff

### **Recruitment**

It is not necessary for applicants to disclose their trans status as part of the application process. Successful candidates will be required to abide by the statutory requirements of proving their right to work in the UK as per this guidance:

**[Right to Work Checklist](https://uniofleicester.sharepoint.com/sites/staff/information-for-managers/staff-recruitment/SitePages/Checking-Right-to-Work-and-Qualifications.aspx)**

### **Time-Off, Absence and Attendance Policies**

The law recognises that someone under medical supervision who is transitioning may require substantial periods of time off study or work to undergo medical procedures. A trans person under medical supervision who has time off relating to their transition has the right to be treated in the same way as someone who is absent for reasons of sickness or injury. The University will endeavour to support and facilitate leave which is related to medical appointments related to transitioning.

The University’s [Special Leave Policy](https://uniofleicester.sharepoint.com/sites/staff/information-for-managers/absence-attendance/Shared%20Documents/Special%20Leave%20Policy.pdf) includes provisions for leave, with members of staff who have completed 26 weeks of continuous service with the University entitled to up to one week’s paid leave (pro-rata to full time equivalent hours) per calendar year to undergo medical or non-medical treatment relating to gender reassignment

Staff should also be aware that the possible side-effects of medication may adversely affect performance, and the person may need reduced hours or duties for a temporary period when they return following surgery.

**Useful Contact:** [**HR Advice**](https://uniofleicester.sharepoint.com/sites/staff/corporate-services/hr/SitePages/Home.aspx)

 **E:** **hradvice@le.ac.uk**

### **Pensions**

Trans people without a GRC are treated as their assigned gender for state pension purposes. Those with a GRC are treated as their acquired gender and backdated state pension payments may be applicable if the GRC was obtained after retirement. It is important that a person, who has had their marriage annulled or their civil partnership dissolved in order to gain a GRC, reviews their pension arrangements otherwise a dependant’s benefit may be adversely affected.

**Useful Contact:** [**University Pension Office**](https://uniofleicester.sharepoint.com/sites/staff/pay-pensions/pensions/SitePages/Home.aspx)

 **E:** **pensions@le.ac.uk**

## Appendix A: Glossary of Terms

Terminology: [ECU’s (now Advance HE’s): Trans Staff and Students in HE and Colleges: Improving Experiences](https://www.advance-he.ac.uk/knowledge-hub/trans-staff-and-students-he-and-colleges-improving-experiences)

Terminology changes and its use can be highly individualised. It is important to be mindful of trends in language as a staff member or student may associated with a term perceived by some, even members of the same community, to be inappropriate.

Further information on terminology is available in the [LGBT+ Toolkit](https://uniofleicester.sharepoint.com/sites/staff/equality-diversity/SitePages/LGBT%2B-Toolkit.aspx), the University’s central LGBT+ resource hub.

This glossary covers the terms used in this publication and elsewhere.

| **Term** | **Definition** |
| --- | --- |
| **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 or is not/not yet eligible 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 (see below). |
| **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.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, only male and female genders are recognised in UK law. 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, makeup, 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 on the basis of their gender expression. If you are not sure, it is best to ask a person how they would like to be addressed. |
| **Gender Fluid** | A term used to describe people whose gender identity can vary over time. A gender fluid person may at any time identify as male, female, agender, or any other non-binary identity, or some combination of identities. |
| **Gender Incongruence & Gender Dysphoria** | Gender incongruence is a medical term used to describe a person whose gender identity does not align, to a greater or lesser extent, with the sex assigned at birth. Where this causes discomfort, it is known as gender dysphoria. Gender dysphoria ‘is a term describing the discomfort or distress caused by the discrepancy between a person’s gender identity (their psychological sense of themselves as men or women) and the sex they were assigned at birth (with the accompanying primary/secondary sexual characteristics and/or expected social gender role)’ (NHS, 2013). Gender dysphoria is not considered a mental health issue but unmanaged dysphoria or the social stigma that may accompany it and any changes a person makes to their gender expression can result in ‘clinically significant levels of distress’ (NHS, 2013). In order to qualify for NHS medical assistance to transition, a trans person in the UK must have a diagnosis of gender dysphoria. As not all trans people have gender dysphoria this presents a significant barrier to accessing medical support and the provisions of the Gender Recognition Act. See [Page 17](#_References). |
| **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 Act** | 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 [Page 1](#_References)7. 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 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. |
| **Gender Variance** | Gender variance, also referred to as gender non-conformity, is behaviour or gender expression that does not match socially constructed gender norms for men and women. |
| **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 across different countries. 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. |
| **Lesbian, Gay, Bisexual, Trans Plus (LGBT+)** | While being trans or having a trans history is different from sexual orientation, the forms of prejudice and discrimination directed against trans people can be similar to those directed against lesbian, gay, bisexual plus (LGB+) people and historically the two communities have coexisted and supported each other. As a result, advocacy and support groups often cover LGBT+ issues.Trans people can also identify as LGB+. |
| **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
 |
| **Real-Life Experience or Experience** | ‘Real-life experience’ or ‘experience’ are the terms used by the medical profession and refers to the period in which an individual is required to live, work and study full-time in their affirmed gender before they can undergo genital surgery. Previously the requirement applied to hormone replacement as well as genital surgery. Some trans staff and students may be asked by a gender identity clinic to provide confirmation from their institution that they are undertaking real-life experience or experience. |
| **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. Advance HE recommends that colleges and HEIs recognise a student or staff member’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. |
| **Sexual Orientation** | Sexual orientation is different from gender identity. Trans people, like any other people, can have a wide range of sexual orientations beyond those recognised by the Equality Act including heterosexual, lesbian, gay, bisexual, asexual, pansexual, omnisexual and demisexual. |
| **Trans & Transgender** | Trans and transgender are inclusive umbrella terms for people whose gender identity and/or gender expression differs from the sex (male or female) they were assigned at birth. The term may include, but is not limited to, trans men and women, non-binary people and dual role people. Not all people that can be included in the term will associate with it. The terms trans should only be used as an adjective, for example, trans people, trans man or trans woman. However, a trans person may choose to identify themselves with the phase ‘I am trans’. |
| **Trans History** | A person with a trans history will have transitioned to their self- identified gender. Consequently, they may no longer identify as a trans person, and simply see their transition as one part of their history. |
| **Trans Man** | A person who was assigned female at birth but identifies as a man or towards the masculine end of the gender spectrum. He usually uses male pronouns and is likely to transition to live fully as a man. The terms ‘female-to-male’ or ‘FtM’ are shorthand for indicating the direction of a person’s transition but these terms can be seen as offensive. Other people may use these terms to describe themselves. |
| **Trans Woman** | A person who was assigned male at birth but identifies as a woman or towards the feminine end of the gender spectrum. She usually uses female pronouns and is likely to transition to live fully as a woman. The term ‘male-to-female’ or ‘MtF’ are shorthand for indicating the direction of a person’s transition but these terms can be seen as offensive. Other people may use these terms to describe themselves. |
| **Transition** | Transition is the process of a person changing their social role to match their gender identity. Examples of transitioning include telling friends, family and colleagues, changing names, asking people to use different pronouns, and changing the way gender is expressed. For some people, this may involve medical assistance such as hormone therapy and surgery. |
| **Transphobia** | Transphobia is a term used to describe the fear, anger, intolerance, resentment and discomfort that some people may have because of another person being trans. This can result in discrimination, harassment, victimisation and hate crime. |
| **Transsexual** | Transsexual is a term that was traditionally used to describe a person diagnosed with gender dysphoria. Increasingly trans people are not comfortable with the use of this term preferring instead trans or transgender. While some people may find the term offensive, others may use it to describe themselves. |

## Appendix B: Contacts for Nominated Persons & Internal Support

Contact details for managers and tutors supporting trans staff and students and transitioning.

**General support, queries and advice:** Equity, Diversity and Inclusion Team

* Email: equalities@le.ac.uk

**IT and email account changes:**

IT Services Manager

* Name: Ismail Patel
* Email: ip177@leicester.ac.uk

Deputy Director of Service Delivery

* Name: Chris Tilbury
* Email: cjt23@le.ac.uk
* www2.le.ac.uk/offices/itservices

**Staff**

**For support and changing staff records: HR Business Partnering and HR Advisory Services**

* Each College/Corporate Services has a HR Business Partner and Advisory Team. Contact the Business Partner for your area, or ask HR Advice to arrange for them contact you.
* Email: hradvice@le.ac.uk (advice)
* [HR Contact List](https://uniofleicester.sharepoint.com/sites/staff/corporate-services/hr/SitePages/Staff%20listing%20and%20contact.aspx)
	+ [Business Partners](https://uniofleicester.sharepoint.com/sites/staff/corporate-services/hr/Shared%20Documents/HR%20staff%20list.pdf?csf=1&e=7bBN5T&cid=357c4f70-f6e3-4968-8a54-620f8774fbea)

**Students**

**For support and advice:** Student Welfare Service

* Email: welfare@le.ac.uk
* Tel: 1006 2231185

**Changing student records:** Library and Student Enquiries Manager (Information Hub)

* Name: Jessica Moore
* Tel: 0116 252 2033
* Email: jm759@leicester.ac.uk
* Information Hub: studentservices@le.ac.uk

**Other Contacts**

| **Area** | **Telephone** | **Email** | **Webpage** |
| --- | --- | --- | --- |
| **Accommodation** | 0116 252 2428 | accommodation@le.ac.uk  | [Accommodation](https://le.ac.uk/study/undergraduates/accommodation) |
| **Equity, Diversity and Inclusion Team** | 0116 252 2747 | equalities@le.ac.uk  | [Equity,](https://le.ac.uk/about/making-a-difference/equality) [Diversity &](https://le.ac.uk/about/making-a-difference/equality) [Inclusion](https://le.ac.uk/about/making-a-difference/equality) |
| **Graduation Ceremonies** | 0116 252 2448 | graduation@le.ac.uk  | [Graduation](https://le.ac.uk/graduation) |
| **HR Advice Line** | 0116 252 2439 | hradvice@le.ac.uk  | [Human](https://uniofleicester.sharepoint.com/sites/staff/corporate-services/hr/SitePages/Home.aspx) [Resources](https://uniofleicester.sharepoint.com/sites/staff/corporate-services/hr/SitePages/Home.aspx) |
| **Information Assurance Services** | 0116 229 7946 | ias@le.ac.uk  | [Data Protection](https://le.ac.uk/ias/data-protection) |
| **Staff LGBT+ Forum** |  | lgbt@le.ac.uk  | [LGBT+ Staff](https://uniofleicester.sharepoint.com/sites/staff/equality-diversity/culture-of-EDI/SitePages/LGBT%2B-Staff-Forum.aspx) [Equality Forum](https://uniofleicester.sharepoint.com/sites/staff/equality-diversity/culture-of-EDI/SitePages/LGBT%2B-Staff-Forum.aspx) |
| **Student LGBT+ Society** |  | su-lgbt@le.ac.uk  | [Leicester Students’ Union, Find a Society – LGBT+](https://www.leicesterunion.com/opportunities/societies/findasociety/7220/) |
| **Student Welfare Service** | 0116 223 1185 | welfare@le.ac.uk  | [Student Welfare](https://www2.le.ac.uk/offices/welfare) [Service](https://www2.le.ac.uk/offices/welfare) |
| **University Pensions Office** |  | pensions@le.ac.uk  | [Finance Division](https://le.ac.uk/about/who-we-are/corporate-services/finance) |

## Appendix C: Student Transition Flowchart

| Student consults the ‘Supporting trans, gender-fluid and non-binary staff and students’ Guide and wants to request changes to their records. |
| --- |

| Student informs either their Personal Tutor, Student Support Services, or Library and Student Enquires Manager - Personal Tutor, Student Support Services and/or Academic Services asks how they wish to proceed and puts the trans person in touch with the relevant staff member/s and guidance (with their consent). |
| --- |

| Intention to submit transition letter by the student (see [Appendix E](#_Appendix_E:_Template)) to Library and Student Enquires Manager. |
| --- |

| Personal Tutor and/or Student Support Services will arrange a virtual or face-to-face meeting with the student to detail the University process.During the meeting (see [Appendix G-Action Plan](#_Appendix_G:_Template)):* The Personal Tutor and/or Student Support Services/Student Academic Services are informed about any important dates and plans.
* The student is made aware of any limitations of the changes at this stage e.g. is the name in which they registered viewable to staff accessing their record even though they use the known name as or nickname within records?
* Any necessary support and/or changes required are identified.
* The important dates and plans are to be outlined, this can include medical appointments, where applicable, and if they are known. The student is not expected to provide details of these appointments and will only need to indicate if the appointment may involve a recovery period and, consequently, time off from their studies or impact on their ability to continue or complete their studies within the period of registration.
* Agree who needs to be made aware of the changes such as to names, pronouns, records, and who needs to be informed and how. This may include their tutor, head of department, fellow students and external providers e.g. placement providers, funders.
 |
| --- |

| Using details from [Appendix F](#_Appendix_F:_Template_1), changes to student records are made by Library and Student Enquires Manager with support from Ismail Patel (IT Services Manager- ip177@le.ac.uk). The student is informed of the changes via email. |
| --- |

| Both the student and the University are to review changes periodically to ensure they are appropriate and correct. A review may arise by changes in technology, services and facilities available, or further changes in the student’s gender expression. |
| --- |

## Appendix D: Staff Transition Flowchart

| Staff member consults the ‘Supporting trans, gender-fluid and non-binary staff and students’ Guide and wants to request changes. |
| --- |

| Employee informs their Line Manager or HR Business Partner (see [Appendix B](#_Appendix_B:_Contacts)). Line Manager/HR Business Partner asks how they wish to proceed and puts the trans person in touch with the relevant staff member/s and guidance (with their consent). |
| --- |

| Intention to submit transition letter by the staff member (see [Appendix E](#_Appendix_E:_Template)) to HR Business Partner for their area (see [Appendix B](#_Appendix_B:_Contacts)). |
| --- |

| HR Business Partner/Advisor/Line Manager will arrange a virtual or face-to- face meeting with the member of staff to detail the University process.During the meeting (see [Appendix G-Action Plan](#_Appendix_G:_Template)):* HRBP/Line Manager are informed about any important dates and plans.
* The member of staff is made aware of any limitations of the changes at this stage e.g. is the name in which they registered viewable to staff accessing their record even though they use the known name as or nickname within records?
* Any necessary support and/or changes required are identified.
* The important dates and plans are to be outlined, this can include medical appointments, where applicable, and if they are known. The member of staff is not expected to provide details of these appointments and will only need to indicate if the appointment may involve a recovery period and, consequently, time off from work.
* Agree who needs to be made aware of the changes such as to names, pronouns, records, and who needs to be informed and how. This may include their colleagues, head of department, students and external agencies such as pension and insurance providers.
 |
| --- |

| Using details from [Appendix F](#_Appendix_F:_Template_1), changes to staff records are made by HR Business Partner/Advisers with support from Ismail Patel (IT Services Manager- ip177@le.ac.uk). The member of staff is informed of the changes via email. |
| --- |

| Both the member of staff and the University are to review changes periodically to ensure they are appropriate and correct. A review may arise by changes in technology, services and facilities available, or further changes in the member of staff’s gender expression.When an employee leaves, HR must ensure that references are provided in their preferred name and should they request, on presentation of a new birth certiﬁcate, their former name and gender will need to be removed from records. |
| --- |

## Appendix E: Template Letter 1 – A template letter for an intention to transition for further support

**It is optional for applicants/students/staff/alumni to complete this form.**

This form is for trans applicants/ students/ staff / alumni who intend to transition or have previously transitioned and would like to ensure that the University of Leicester is aware so that appropriate support can be provided. If applicants/ students/ staff/ alumni do not wish to complete this form they can instead contact a nominated contact (see [Appendix B: Contacts for Nominated Persons](#_Appendix_B:_Contacts)).

* **Staff:** Please send letter to the Human Resources Business Partner (HRBP), see [Appendix B](#_Appendix_B:_Contacts).
* **Students:** Please send letter to Student Support Services

Dear…………………………………

I am writing to notify the University of Leicester that (please tick as appropriate):

* I have already transitioned to my self-defined or legally recognised gender.
* I intend to transition to my self-defined gender.
* I understand that the information that I share with you will be used to ensure that I can go about my day to day life in my self-identified or legally recognised gender with ease.

I also understand that if appropriate, the information shared will be used to ensure appropriate support for me as an applicant to/ student of/ staff member of the University of Leicester.

Please tick:

* I understand that the information I share with you will only be passed on with my consent.
* I understand that you will contact me within 7 working days to organise a meeting within 14 working days that will provide an opportunity for me to give an overview of my circumstances, discuss the changes that can be made, the support available and any timescales.

| **Details** |  |
| --- | --- |
| **Name:** |  |
| **Known as:** |  |
| **Pronouns:** |  |
| **Staff ID / Student ID:** |  |
| **Email:** |  |
| **Contact Number:** |  |

Signed:………………………… Print Name:…………………… Date:…………………

| [**Our commitment to trans equity**](https://le.ac.uk/about/making-a-difference/edi/dignity-respect#:~:text=Our%20commitment%20to%20trans%20equity,gender%20reassignment%2C%20begun%20or%20complete.)The University is firmly committed to sustaining an inclusive learning, working and research environment characterised by respect and dignity, and free from harassment, bullying, abuse and discrimination as detailed in the[*Dignity and Respect at Leicester Definitions Document*](https://le.ac.uk/-/media/uol/docs/about-us/equalities/dignity-and-respect/dignity-and-respect-at-leicester-definitions.docx).**Further information and support**Please refer to our transitioning at work guide which has detailed information relating to the support available. |
| --- |

## Appendix F: Template letter 2- A template letter for notification of change of gender, name, title and pronouns

This form is for trans applicants/ students/ staff/ alumni who intend to change their name, gender, title and pronouns and want to inform the University of Leicester so that their records can be updated.

* **Staff:** Please send letter to the Human Resources Business Partner (HRBP), see [Appendix B](#_Appendix_B:_Contacts).
* **Students:** Please send letter to the Library and Student Enquiries Manager (Information Hub).

Dear Library and Student Enquires Manager (Information Hub) / Human Resources Business Partner, (**delete as appropriate**)

I understand that you are the named contact for trans applicants/ students/ staff/ alumni (**delete as appropriate**) and that information that I share with you will be used to ensure that I can go about my day to day life in my self-identified or legally recognised gender with ease.

I also understand that if appropriate, the information shared will be used to ensure appropriate support for me as an applicant to/ student of/staff member of (**delete as appropriate**) the University of Leicester

Please tick:

* I understand that the information I share with you will only be passed on with my consent. For college/ HEI purposes my **personal details** (please select one of the following):
* Are reflective of my preferred names, gender, pronouns and title (**delete as appropriate**). Please be aware, if you are using nicknames or known as names you will need to have formally changed your name for a degree certificate to be issued in a name that is different to the one in which you registered.
* Are not reflective of my preferred names, gender, pronouns and title (**delete as appropriate**). I would like to meet with you to discuss changing my records. Please complete the information below if you would like a different name/s to be used during the meeting.
* Are not reflective of my preferred names, gender, pronouns and title (**delete as appropriate**). I would like my records to be changed as per the information provided below as soon as possible. I understand that you will contact me to ensure I am aware of the implications of the change and to agree a date from which the change will occur.

| **Current details on record** |  |
| --- | --- |
| **Name:** |  |
| **Known as:** |  |
| **Pronouns:** |  |
| **Staff ID / Student ID:** |  |
| **Email:** |  |
| **Contact Number:** |  |
| **Date of Birth:** |  |

| **Changes to be made to records** |  |
| --- | --- |
| **Title:** |  |
| **Pronouns:** |  |
| **Forename(s):** |  |
| **Surname (if applicable):** |  |
| **Gender:** |  |
| **Email (if applicale):** |  |

Signed:……………………………………………

Print Name:………………………………………

Date:………………………………………………

[**Our commitment to trans equity**](https://le.ac.uk/about/making-a-difference/edi/dignity-respect#:~:text=Our%20commitment%20to%20trans%20equity,gender%20reassignment%2C%20begun%20or%20complete.)

The University is firmly committed to sustaining an inclusive learning, working and research environment characterised by respect and dignity, and free from harassment, bullying, abuse and discrimination as detailed in the [*Dignity and Respect at Leicester Definitions Document.*](https://uniofleicester.sharepoint.com/sites/staff/equality-diversity/SitePages/Dignity%20and%20Respect%20at%20Leicester.aspx)

**Further information and support**

Please refer to our transitioning at work guide which has detailed information relating to the support available.

## Appendix G: Template Action Plan

Staff or students who are transitioning each have different needs and requirements for support, thus not all aspects of this action plan may apply. However it should be used as the basis of a sensitive discussion that outlines and provides the support needed, while still ensuring that the transitioning member of staff or student are listened to and lead the discussion.

Further information and clarity is available at [ECU’s (now Advance HE’s): Trans Staff and Students in HE and Colleges: Improving Experiences](https://www.advance-he.ac.uk/knowledge-hub/trans-staff-and-students-he-and-colleges-improving-experiences).

**meeting**

| Meeting Details |  |
| --- | --- |
| Date of Meeting | [Date] |
| Person Transitioning | [Name] |
| Pronouns | [He/Him/She/Her/They/Them] |
| Staff or Student | [Staff/Student] |
| Conducted By | [Name] |
| Name of any other attendee(s) | [Colleague, Friend, Trade Union / Students’ Union Representative] |

* **How is the person transitioning feeling about their work/studies?**
* **Are there any temporary changes that could be considered to support them in their role/studies?**
* **Are there any permanent changes that could be considered to support them in their role/studies?**

**Timeframes for changes to gender identity**

* **Planned changes to name and title**
* **Timescale for name/title change**
* **Timescale for changing gender expression**
* **Dress code and role specific clothing requirements to be considered where relevant**
* **Toilet/changing facilities (identify locations of gendered and non-gendered provision)**
* **Any related appointments with external agencies/clinicians, or periods of absence required, if known**

**RECORDS**

* **Amending staff/student records**
* **Amending SAP data**
* **Amending email/websites**
* **Amending payroll/student finances**
* **Other records to be amended where appropriate**

**Communications**

* **Informing human resources or student support services**
* **Informing fellow staff/students**
* **Department awareness training/workshops**
* **Other departments and external bodies/contacts to be informed where appropriate, i.e. external funders, academic/student administration, etc.**

**Internships, placements, work abroad**

* **Amendments to placement details**
* **Foreign travel considerations**

**Any other agreed actions**

**Future meetings**

| **Date** | **Time** | **Attendees** |
| --- | --- | --- |
| [Date] | [Time] | [Name] |
| [Date] | [Time] | [Name] |
| [Date] | [Time] | [Name] |

**Action plan**

**Where will the action plan be kept and who will have access to it?**

| **Title** | **Name** | **Email** | **Consent** |
| --- | --- | --- | --- |
| [Title] | [Name] | [Email] | [Consent] |
| [Title] | [Name] | [Email] | [Consent] |

**ACTION PLAN AGREEMENT**

Print First & Last Name:……………………………………………………………………

Title:……………………………………………………………………………………………

Signature:………………………………………………………………………………………

Date:……………………………………………………………………………………………

Print First & Last Name:……………………………………………………………………

Title:……………………………………………………………………………………………

Signature:………………………………………………………………………………………

Date:……………………………………………………………………………………………

Note: Additional signatures might be required if the document changes significantly per the request of the member of staff or student.

## Appendix H: Useful Links & External Support

## [University of Leicester: LGBT+ Toolkit](https://uniofleicester.sharepoint.com/sites/staff/equality-diversity/SitePages/LGBT%2B-Toolkit.aspx)

## The University’s central information and resource hub to promote and support a LGBT+ inclusive workplace.

## [Leicester Students’ Union: Resource Guide for Trans and Nonbinary Students](https://www.leicesterunion.com/pageassets/liberation/trans-student-resources/Trans-Resources-SU.pdf)

## [Leicester Students’ Union: LGBT+ Handbook](https://www.leicesterunion.com/pageassets/voice/campaigns/past/lgbtplushandbook/Jay-Handbook-FINAL-UPDATED.pdf)

## [Leicester Students’ Union: Support and Signposting Guide for Trans and Non-Binary Students](https://www.leicesterunion.com/pageassets/voice/campaigns/current/transsupport/Support-Signposting-Guide-for-Trans-and-Non-binary-Students.pdf)

## [Advanced HE: Trans Staff and Students in HE and Collages: Improving Experiences](https://www.advance-he.ac.uk/knowledge-hub/trans-staff-and-students-he-and-colleges-improving-experiences)

## [Advanced HE: Trans Guidance and Resources](https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/creating-inclusive-environment/trans-people)

## [Beaumont Society](https://www.beaumontsociety.org.uk/)

## The largest and longest established transgender support group in the UK.

## [Depend](https://www.depend.org.uk/)

## Gives support, advice and information to anyone who knows or is related to a trans person in the UK.

## [Equality and Human Rights Commission](https://equalityhumanrights.com/en)

## [Gender Matters – Consultancy Services](http://www.gendermatters.co.uk/)

## [Gender Trust](http://www.gendertrust.org.uk/)

## Offers support for those affected by gender identity issues.

## [Gendered Intelligence](http://genderedintelligence.co.uk/)

## Supports young trans people aged 8-25.

## [GIRES](https://www.gires.org.uk/)

## Hears, helps, empowers and gives a voice to trans and gender diverse individuals, including those who are non-binary and non-gender, as well as their families.

## [Leicester LGBT Centre](https://leicesterlgbtcentre.org/)

## Established to support lesbian, gay, bisexual and transgender people in the Leicester, Leicestershire and Rutland area.

## [Adult Trans Project](https://leicesterlgbtcentre.org/trans-project)

## Supporting adult transgender people in Leicester, Leicestershire and Rutland.

## [Youth Service](https://leicesterlgbtcentre.org/youth-service)

## [LGBT Foundation](https://lgbt.foundation/who-we-help/trans-people/resources-for-trans-people)

## [Mermaids](https://mermaidsuk.org.uk/)

## Supporting transgender, nonbinary and gender-diverse children, young people, and their families since 1995.

## [NHS Choices](https://www.nhs.uk/)

## [How To Find An NHS Gender Identity Clinic](https://www.nhs.uk/live-well/healthy-body/how-to-find-an-nhs-gender-identity-clinic/)

## [Living My Life](https://www.nhs.uk/livewell/transhealth/documents/livingmylife.pdf)

## [Pink Therapy](https://www.pinktherapy.com/)

## [Gender and Sexual Diversity Therapy (GSDT)](http://www.pinktherapy.com/portals/0/downloadables/Translations/GB_GSDT.pdf)

## [Press for Change](http://www.pfc.org.uk/)

## Experts in transgender law.

## [Stonewall](https://www.stonewall.org.uk/)

## [The Truth About Trans](https://www.stonewall.org.uk/truth-about-trans)

## [Come Out For Trans Equality](https://www.stonewall.org.uk/our-work/campaigns/come-out-trans-equality)

## [Terrence Higgins Trust](https://www.tht.org.uk/)

## [Transwomen Health Matters](https://www.rainbowhealthontario.ca/resource-library/trans-women-trans-health-matters/)

## [Transmen Health Matters](https://www.rainbowhealthontario.ca/resource-library/transmen-trans-health-matters/)

## [Transgender Europe](https://tgeu.org/)

## [Transgender Inclusion Argumentation Toolkit](https://tgeu.org/sites/default/files/transgender_inclusion_argumentation_toolkit%20.pdf)

## [TransgenderNI](https://transgenderni.org.uk/)

## Appendix I: Gender Inclusive Toilets, Wash & Changing Facilities

The University of Leicester maintains a number of central facilities including the main campus, Brookfield campus, The Village and off-campus departments, offices and accommodation.

An updated campus and facilities map will be included once published.

Please follow these links to access additional location resources:

* University of Leicester: [WorkSmart Facilities](https://uniofleicester.sharepoint.com/sites/worksmart/SitePages/facilities.aspx)
* University of Leicester: [Campus Map](https://www.le.ac.uk/maps/)
1. Source of definitions- ECU (now Advance HE) [Trans Staff and Students in HE and Colleges: Improving Experiences](https://www.advance-he.ac.uk/knowledge-hub/trans-staff-and-students-he-and-colleges-improving-experiences) [↑](#footnote-ref-1)
2. There are some circumstances when being treated differently due to being trans is lawful, this will be the case where the circumstances fall under one of the exceptions in the Equality Act that allow organisations to provide different treatment or services on the basis of gender reassignment. Source: [Equality and Human Rights Commission: Gender Reassignment Discrimination](https://www.equalityhumanrights.com/equality/equality-act-2010/your-rights-under-equality-act-2010/gender-reassignment-discrimination). [↑](#footnote-ref-2)
3. Previously known as real life experience, the period during which the individual will begin to live in a social role of their gender identity. Source: [NHS UK: Gender Dysphoria](https://www.nhs.uk/conditions/gender-dysphoria/treatment/#:~:text=In%20addition%20to%20you%20having,hormones%20for%20some%20surgical%20procedures) [↑](#footnote-ref-3)