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GUIDANCE FOR SUPPORTING TRANSGENDER AND GENDER NON-CONFORMING STAFF

#### Introduction

##### The following guidance has been put together to be read in conjunction with the *Policy for Supporting Transgender and Gender Non-conforming Individuals*, which is listed on the [Academic, Admissions and Student Support Policies page](https://www.chi.ac.uk/about-us/policies-and-statements/academic-and-student-support/) and the [Employment Policies page](https://www.chi.ac.uk/about-us/policies-and-statements/employment/). Please note there is a parallel document, *[Guidance for Supporting Transgender and Gender Non-conforming Students](https://www.chi.ac.uk/about-us/policies-and-statements/academic-and-student-support/)*.

##### The primary recipient of notifications from members of staff wishing to transition is the Chief Human Resources Officer. At the time of reissuance of this policy this is Alec Parry, [a.parry@chi.ac.uk](mailto:a.parry@chi.ac.uk), 01243 816119.

#### Disclosure

##### No member of staff is under any obligation to disclose that they wish to take, or have taken, steps to express themselves in a gender different to their sex at birth. However, they are encouraged to notify the University as soon as possible if they would like their new gender identity to be recognised on University systems, to ensure that the most appropriate support and advice is made available. Such notification may be made at any point during their employment or recruitment process. In the first instance, the notification can be communicated to the University via the line manager and/or Human Resources.

##### Making the University aware of their gender, gender identity or expression at an early stage will enable discussions, arrangements and support to be put in place if required.

#### Informing the University and the response

##### Members of staff wishing to transition are asked to notify Human Resources who should organise a meeting with the member of staff and offer reassurances that the University will support them during their transition. As not all trans people will be under medical supervision, it is not recommended that a doctor’s letter be asked for as evidence of intent to transition.

##### At the meeting, the member of staff should be informed about the support available within the University and they should be asked to let the University know of any dates that have been set with regard to commencement of real-life experience change or dates of any medical appointments, if applicable.

#### Providing support to individuals during transition

##### The way a member of staff may transition will vary depending on a range of factors, including whether a person chooses to socially transition but not undergo any medical treatment, opt for medical procedures, or alter their gender expression without undertaking any other steps of transition. The University recognises that all journeys are valid and all staff will be supported.

##### The most important consideration is ensuring that all staff can express gender identity preferences in the most comfortable way.

##### Once a member of staff has contacted a member of the Human Resources team, at an appropriate time, a meeting will be set up between the individual, the line manager and a member of the Human Resources team to discuss how the member of staff can be best supported. The individual may wish to be accompanied by a colleague, friend or Trade Union representative. Detailed arrangements should be agreed in the form of a support plan ([see Appendix C](#_Appendix_C:_Support)); it should be noted that this may entail a gradual and incremental process, with regular reviews and revisions. It will be led by the member of staff and will be confidential.

##### The support plan should include timescales to ensure appropriate steps are taken during the staff member’s transition. The plan should be confidential, and discussion should take place to agree where copies should be kept and who should have access. For example, the member of staff may wish to own the plan with a copy being held by the Human Resources team.

##### The support plan will outline the main steps for managers to take into consideration when supporting an individual. The items detailed are not intended to be exhaustive examples and can be added to in order to reflect the staff member’s role and circumstances as required. Any actions should have a named person responsible for them and a timeline for completion as appropriate.

##### The support plan and other arrangements should be monitored and reviewed regularly. Key review points are likely to include any time of significant change (whether personal or work-related) but this does not preclude review and revision at any other time.

#### Communication with colleagues during the transition

##### As part of the support plan, the member of staff should consider when or whether to inform peers and colleagues their transition, and what information should be given. Information should be pitched at a level and style appropriate to the audience, while respecting the individual’s wishes including their right to medical confidentiality.

##### When someone transitions this may challenge staff and students who have a fixed idea of gender identity. Support, education and training in adjusting to the situation will be offered at both an individual and University-wide basis as appropriate. While some individuals are very open about their gender identity or expression, they should not need to answer any intrusive questions if they do not wish. Others may want some help in dealing with other people’s questions, which Human Resources can support.

#### Practical issues

##### The following considerations are listed in alphabetical order:

##### **Confidentiality**

##### Confidentiality is crucial. The University respects the confidentiality of every member of staff, and will not reveal sensitive information about trans status without the prior agreement of the individual. In specified circumstances, the Gender Recognition Act 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.

##### **Forms and Questionnaires**

##### When designing forms or questionnaires, bear in mind that some people prefer a further option in addition to ‘male’ or ‘female’. An option ‘prefer not to disclose’ is helpful. 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.

##### **Records and Data Protection**

##### The University recognises that names, titles and pronouns are integral to self-identity and should be respected. An individual may wish to change their name for various reasons, including marriage, divorce, transitioning or for reasons of personal safety (for example, witness protection).

##### No records should be changed without the permission of the student or member of staff concerned. If an individual gives notification of their intent to transition during their employment, the University will need to agree with them the date from which their gender is changed on employment records and any public references.

##### After 2 years of living in their chosen gender, whether or not they have undergone surgery, an individual can apply for a GRC should they want (for more information, see <https://www.gov.uk/apply-gender-recognition-certificate>).

##### The University requires verification (e.g. passport, deed poll or statutory change of name) before changing names or titles on the HR database.

##### 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. It can take several years to transition fully to the opposite gender, and during this time the trans person may experience extensive physical changes. The full transition will not be instantaneous, so the individual may wish to update photographic identification throughout this period.

##### It is very important to ensure a trans person’s file reflects their current name and gender. Any material that needs to be kept that is related to the person’s trans status, such as records of absence for medical assistance, birth certificate and documentation of name change, should be placed in a sealed envelope and attached to a new file, marked ‘Confidential’.

##### When a trans person receives a GRC, they have the right to request that all references to their former name and gender are removed from old records to ensure their former identity is not revealed. All records held on paper file must be found and replaced with new records, and relevant information transferred to a new cover. For example, a person’s old birth certificate would need to be replaced with their new one; if the person has changed their name, their original offer letter will need to be replaced with an offer letter in their new name. Nothing should remain on the file that would disclose to a third person that a change has occurred.

##### All records (whether hard copy or electronic files, emails and database records) will be processed in accordance with current data protection legislation and the University’s Privacy Standard. See the University’s Data Protection webpages for further information: <https://www.chi.ac.uk/about-us/policies-and-statements/data-protection>.

##### **Washroom Facilities**

##### A trans person should have access to ‘men only’ and ‘women only’ areas – such as changing rooms and toilets – according to their gender. This may mean that a person changes the facilities they use at the point when they start to live in their affirmed gender. In some situations, it may be helpful to explain the situation to other students or members of staff who use the facilities; however, this should only be done following full consultation with the trans person, and if the trans person concerned wants this conversation to take place. It is not acceptable to restrict a trans person to using disabled toilets or other unisex facilities.

#### Protection from discrimination, harassment and victimisation

##### The University seeks to advance gender identity equality and will provide a supportive environment for anyone who wishes their trans status to be known. It is the right of the individual to choose whether they wish to be open about their gender identity, trans status or trans history. To ‘out’ someone without their permission is a form of harassment and, in a number of contexts may amount to a criminal offence. We take incidences of transphobia, gender identity discrimination or harassment very seriously and will take action against such incidences under the relevant staff and student complaint and disciplinary policies.

##### Bullying, harassment and discrimination are unlawful and will not be tolerated. Our policies protect the rights of trans people to dignity at work and in their studies. Some indicative examples of unlawful direct discrimination include:

###### refusing to support a member of staff or student who is trans

###### verbally or physically threatening a trans person, being transphobic, or spreading malicious gossip

###### refusing to associate with or ignoring someone because they are a trans person

###### refusing to address the person in their affirmed gender or to use their new name

###### sexual harassment of a trans person

###### revealing the trans status of a person to others, either by disclosing information to individuals or groups, in other words, ‘outing’ someone, which is a criminal offence

###### passing judgment on how convincing a trans person is in their affirmed gender

###### refusing to acknowledge the rights of a trans person and failing to acknowledge that a transition has occurred

###### transphobic propaganda, in the form of written materials, graffiti, music or speeches.

##### Steps that can be taken to prevent harassment include:

###### creating effective and well communicated policies to promote gender equality that explicitly cover gender identity

###### monitoring the policies and their impact regularly

###### developing clear procedures for investigating complaints

###### training staff involved in investigating complaints

###### collaborative working with the Students’ Union.

##### Any member of staff who experiences transphobic abuse, harassment or bullying is encouraged to seek support from the Human Resources team and to report the incident through their line manager. They can also make a complaint via the [Dignity at Work and Anti-Bullying and Harassment Policy](https://www.chi.ac.uk/about-us/policies-and-statements/employment/). The University takes any form of abuse, harassment or bullying very seriously and any complainant would be supported throughout the complaints process.

#### Trans awareness and respect training

##### Training for staff, academic and professional, is highly recommended and is currently delivered by Gendered Intelligence Training, and 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.

##### The University will aim to co-create any training materials with trans members of the community in order to embed their first-hand experience and knowledge.

##### Please see section 4 on how to support transgender and gender non-conforming individuals in the [Policy for Supporting Transgender and Gender Non-conforming Individuals](https://www.chi.ac.uk/about-us/policies-and-statements/employment/).

#### Complaints

##### Transphobic abuse, harassment or bullying (for example name calling/derogatory jokes, unacceptable or unwanted behaviour, intrusive questions) will be dealt with under the [Dignity at Work and Anti-Bullying and Harassment Policy](https://www.chi.ac.uk/about-us/policies-and-statements/employment/) and the [Disciplinary Policy and Procedure](https://www.chi.ac.uk/about-us/policies-and-statements/employment/). To “out” someone without their permission is a form of harassment and, depending on the severity, a criminal offence. The aim of the aforementioned policy and procedures is to promote a working and learning environment in which harassment and bullying are known to be unacceptable and where individuals have the confidence to deal with harassment and bullying without fear of victimisation.

##### If, in the interests of investigating a complaint, it is necessary to make disclosure of the person’s trans status to particular named persons, this will only be done with the written permission of the trans person. If the trans person feels unable to agree to such disclosure it must be explained to them how this will impact the investigation of the incident and the limits on any actions that can be taken.

##### The University undertakes to ensure a prompt response to all complaints and to treat them with due respect, relevant confidentiality and fairness. In some instances they may be dealt with informally, in others there may be grounds for disciplinary actions, including dismissal from the University.

#### Further information

**AdvanceHE** is a charity that works with institutions and higher education across the world to improve higher education for staff, students and society. Advance HE’s equality charters enable organisations to apply for an award recognising their commitment to, and progress on, equality and diversity. [www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion](http://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion)

**The Beaumont Society** is a support network that promotes better understanding of the conditions of transgender, transvestism and gender dysphoria. [www.beaumontsociety.org.uk](http://www.beaumontsociety.org.uk/)

**Depend** is an organisation that offers free, confidential and non-judgmental advice, information and support to all family members, partners, spouses and friends of trans people. [www.depend.org.uk](http://www.depend.org.uk/)

**Equality and Human Rights Commission** is a statutory body with responsibility for protecting, enforcing and promoting equality across nine protected characteristics – age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, and sexual orientation. [www.equalityhumanrights.com](http://www.equalityhumanrights.com/)

**The Forum** for Sexual Orientation and Gender Identity Equality in Post-School Education brings together partner organisations to co-ordinate work that advances sexual orientation and gender identity equality in post-school education. [www.sgforum.org.uk/](http://www.sgforum.org.uk/)

**Gendered Intelligence** is a registered charity that works to increase understandings of gender diversity and improve the lives of trans people. [www.genderedintelligence.co.uk/](http://www.genderedintelligence.co.uk/)

**Gender Identity Research and Education Society** initiates, promotes and supports research, particularly to address the needs of people who have a strong and ongoing desire to live and be accepted in the gender in which they identify, although different from that assigned at birth. [www.gires.org.uk](http://www.gires.org.uk/)

**Gender Construction Kit** is an open source project created by a team of volunteers. [www.genderkit.org.uk](http://www.genderkit.org.uk)

**The Gender Trust** is recognised as an authoritative centre for professional people who encounter gender identity-related issues in the course of their work. In particular, this group includes employers, human resources officers, health workers and information services.

National helpline: 0845 231 0505. [www.gendertrust.org.uk](http://www.gendertrust.org.uk/)

**Mermaids UK** provides support and information for children and teenagers who are trying to cope with gender identity issues, and for their families and carers. [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk/)

**Press for Change** is a political lobbying and educational organisation that campaigns to achieve equal civil rights and liberties for all transgender people in the UK through legislation and social change. [www.pfc.org.uk](http://www.pfc.org.uk/)

**Transgender Zone** is an online resource that covers all aspects of transgender issues, including a section specifically for female-to-male trans people. [www.transgenderzone.com](http://www.transgenderzone.com/)

#### Appendix A: Glossary of Terms

##### This glossary of terms aims to be as comprehensive as possible and therefore contains terms beyond trans-specific terminology.

##### Language is evolving and therefore this glossary will not be fully exhaustive and will need further amendments in future iterations.

**Trans**

An inclusive term for those who identify themselves as transgender, non-binary or gender non-conforming. The term ‘trans’ can be used without offence but should only be used as an adjective, for example ‘a trans person’. Following gender transition, some people prefer to be referred to as men and women without reference to their historical transition status.

**Affirmed Gender**

The new gender of a person who has had their gender reassigned and/or legally recognised. It is possible for an individual to transition fully without surgical intervention.

**Agender**

Denoting or relating to a person who does not identify themselves as having a particular gender.

**Bi-gender**

Denoting or relating to a person whose sense of personal identity encompasses two genders.

**Cisgender**

Denoting or relating to a person whose sense of personal identity and gender corresponds with their birth sex. A cis man is a person who was assigned male at birth, and whose gender identity is a man. A cis woman is an individual who was assigned female are birth, whose gender identity is a woman

**Closeted**

Denoting or relating to a person who is concealing their sexual identity.

**Coming Out**

The process when someone discloses their gender identity (and/or sexual orientation) to others. It is also important to note that coming out is a continuous process, and not a one-time event.

**Crossdresser**

A person who dresses in clothing (stereo)typically worn by members of a different sex. A crossdresser is unlikely to have a full-time identity as a member of their cross-dressed gender and typically does not seek medical intervention.

**Deadname**

The birth name of someone who has since changed it.

**Disclosure**

The act of a person making known that they have taken or wish to take steps to express their gender identity differently to their sex at birth.

**Gender**

Gender consists of two related aspects: gender identity, which is the person’s internal perception and experience of their gender; and gender role or expression, which is the way the person lives in society and interacts with others based on their gender identity. Gender is less clearly defined than anatomical sex and does not necessarily represent a simple binary choice; some people have a gender identity that is neither clearly male nor female.

**Gender Dysphoria / Gender Identity Disorder**

The medical term for the condition in which a person has been assigned one gender (usually at birth on the basis of their sex), but identifies as belonging to another gender, or does not conform to the gender role society ascribes to them. Gender Dysphoria is not a form of sexual deviancy or a sexual orientation. Gender Dysphoria is a highly personal and complex condition.

**Gender Expression**

How a person presents their gender, for example, through dress, demeanour and actions. Such expression is usually culturally determined and interpreted through gender norms. Typically, trans people seek to make their gender expression match their gender identity, rather than their assigned sex at birth.

**Gender-fluid**

Denoting or relating to a person who does not identify themselves as having a fixed gender.

**Gender Identity**

How a person perceives their gender, for example male, female, gender-fluid, gender-queer, etc.

**Genderless**

Denoting or relating to a person who does not identify as, or consider themselves to have, a particular gender.

**Gender Neutral (identity)**

Neutral gender identity or expression, may identify with the preference for gender neutral language and pronouns. It is similar to and often overlaps with the experience of being agender, genderless or having no gender identity.

**Gender Neutrality**

The rejection of gendered norms, language (e.g. Fireman), and cultural associations (e.g. pink is for girls). One can identify with gender neutrality but still align with a gender identity.

**Gender Non-conforming**

Denoting or relating to a person whose behaviour or appearance does not conform to prevailing cultural and social expectations about what is appropriate to their gender.

**Gender Presentation / Gender Expression**

While gender identity is subjective and internal to the individual, the presentation of one’s self, either through personality or clothing, is what is perceived by others. Typically, trans people seek to make their gender expression or presentation match their gender identity, rather than the sex assigned at birth.

**Gender-queer**

Denoting or relating to a person who does not subscribe to conventional gender distinctions but identifies with neither, both, or a combination of male and female genders.

**Gender Reassignment/Transitioning**

A process that is undertaken under medical supervision for the purpose of reassigning a person’s sex by changing physiological or other characteristics of sex and includes any part of such a process.

**Gender Recognition Certificate (GRC)**

A certificate issued by a Gender Recognition Panel under the Gender Recognition Act 2004 means that a holder of a full Gender Recognition Certificate (GRC) is legally recognised in their affirmed gender for all purposes. Although defined here, this cannot legally be asked for.

**Genuine Occupational Requirement (GOR)**

In UK employment discrimination law, a GOR exists when the nature of a particular job causes the sex or gender of an applicant to become a reasonable cause for choosing one applicant over another. For example, physiology or authenticity (for example, in choosing actors to play a role) or privacy and decency of people the employee would be dealing with (for example, staff in a care home).

**Gender-variant**

Denoting or relating to a person who feels that their gender identity does not fit within society’s gender binary norm of being exclusively male or female. They may embrace aspects of binary genders or may identify with neither.

**Intersex**

A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn’t fit the typical medical or social definitions of female or male.

**Medical Transition**

The process which is undertaken through medical supervision to change a person's physical and sexual characteristics to match their gender. Medical transition can include hormone therapy; voice therapy and possibly (although not always) chest and bottom surgery. However, this is not an exhaustive list. This process is also referred to as 'gender reassignment' in equality legislation.

**Non-binary**

Denoting or relating to a person who does not subscribe to the customary binary approach to gender, and who may regard themselves as neither male nor female, or both male and female, or take another approach to gender entirely.

**Neutrois**

Denoting or relating to a person who has a neutral gender identity or who lacks a specific gender identity.

**Outed**

When a person's gender identity (or history) is disclosed to someone else without their consent. The term ‘outing’ is also used in terms of revealing an individual's sexual orientation without their permission.

**Passing**

A term that often refers to a transgender person, where they are widely perceived as the gender that they wish to present themselves as.

**Pronoun**

A word that is used in place of a noun; personal pronouns replace a person’s name. Using a person’s correct pronouns fosters an inclusive environment and affirms a person’s gender identity. It is best practice to ask someone for their pronouns if unknown.

Students can select from the following pronouns on ChiView:

* Any pronouns
* He/him
* He/they
* It
* Just use my name
* She/her
* She/they
* She/he/they
* They/he
* They/she
* They/them
* Xe/xem
* Ze/zem.

Staff also have a range of options to select from.

**Real Life Experience**

This refers to the phase during gender reassignment in which the individual must live and work in their affirmed gender; this is usually a requirement before certain medical procedures will be carried out.

**Self-identification**

Where a person uses a specific trans self-descriptor the University will attempt to work with this definition.

**Social Transition**

Can involve social, cosmetic, and legal changes, without regard to medical interventions. People who have socially transitioned may ask others to refer to them by their preferred name and pronouns, and some may legally change their name.

**Third Gender**

Denoting or relating to a person who does not identify as male or female, but rather as neither, both, or a combination of male and female genders.

**Trans**

An inclusive term for those who identify themselves as transgender, non-binary or gender non-conforming. The term ‘trans’ should only be used as an adjective, for example, ‘a trans person’. Following gender transition, some people prefer to be referred to as men and women without reference to their historical transition status.

**Transgender**

An umbrella term for people whose gender identity and/or gender expression differs from their sex assigned at birth. Transgender people may or may not seek medical transition, this is unique to the individual. The term transgender should only be used as an adjective, for example, 'transgender people'.

**Trans Feminine**

A broader term for all trans individuals with predominantly feminine identities or gender expression, and includes trans women as well as non-binary individuals who were assigned male at birth and may have an identity that is partially feminine but not entirely female.

**Trans Masculine**

A broader term for all trans individuals with predominantly masculine identities or gender expression, and includes trans men as well as non-binary individuals who were assigned female at birth and may have an identity that is partially masculine but not entirely male.

**Transphobia**

A term used to describe discrimination that can be experienced by trans people, which arises as a result of their expression of their gender identity.

**Transitioning**

A term used to describe the process someone goes through to change from one gender to another, with or without medical intervention.

**Transsexual Person**

A person who feels a consistent and overwhelming desire to transition and fulfil their life as a member of the opposite gender. This is an outdated term and could be considered offensive.

**Transvestite**

A person who dresses in the clothing typically worn by the opposite gender. Generally, transvestites do not wish to alter their body and do not necessarily experience Gender Dysphoria.

**Two-spirit**

Denoting or relating to a person who identifies as having both a masculine and a feminine spirit. Used by some Indigenous people to describe their sexual, gender and/or spiritual identity.

#### Appendix B: The Transition Process

The following information is intended to illustrate some people’s transition journey; not all trans people will want to, or be able to, take all of the steps outlined. Each individual’s situation will vary depending on a range of factors, including whether or not a person opts for medical procedures, and whether they are receiving medical assistance privately or on the NHS. There are helpful online resources such as <https://genderkit.org.uk/> that will provide information on the transition process.



#### Appendix C: Support Plan for a Transgender or Gender Non-conforming Member of Staff

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| Member of Staff’s Information | Details | Action By and Date |
| What gender, name, title and pronoun does the person want to be known by from their transition date onwards?  If the person has a fluid gender identity, discuss their requirements. |  |  |
| Post Title |  |  |
| Department |  |  |
| Line Manager/Head of Department |  |  |
| Transition Timetable | **Details** | **Action By and Date** |
| What is the likely timetable for the transition and any key dates?  When will the person begin their gender presentation in a different manner (their transition date)? |  |  |
| If applicable, are there dates for appointments relating to the transition process, or will time off for procedures be needed?  Will any temporary adjustments be needed on medical advice on their return to University from any procedures, such as phased return?  Will the person be taking any medication that may affect their performance?  Further discussions may be required at a future date. |  |  |
| Emotional Support | **Details** | **Action By and Date** |
| What emotional support can be put in place for the person if they feel that they require it, i.e. lived experience mentoring, counselling, mental health support, referrals to other agencies etc. |  |  |
| Photos | **Details** | **Action By and Date** |
| Electronic or hard copy items including photos of the person may need to be updated and/or on more than one occasion as directed by the person. |  |  |
| Records and Documents | **Details** | **Action By and Date** |
| Which documents and records need to be replaced or altered and when? Examples:   * Personal/University records and databases * Payroll/finance records * Internal/external records, such as pension, death in service and benefits forms * Email and telephone systems * User names and email addresses * University I.D. cards * Gym membership cards * Contact lists * Office door names * Intranet and internet references * Course handbooks * Prospectuses * Any information provided within communications * Membership lists of groups and committees * Academic biographies * Course/module materials * Insurance policies * Funders * Other |  |  |
| Informing Others | **Details** | **Action By and Date** |
| Who would the person like to be informed of the transition, to ensure that they are addressed and treated according to their gender? Examples:   * Line manager * Department head * Class / team members and wider department * Regular email and telephone contacts * Lecturers and supervisors * Staff who will implement the changes noted in this document, e.g. Professional Services departments (Human Resources, Payroll, etc.) * Committees and groups   Does the person give their permission for agreed information to be shared with these people? |  |  |
| Communication | **Details** | **Action By and Date** |
| How would the person like the above people to be made aware of their gender?  For example, an email from the person (or their line manager) stating that from [date] they will be presenting at work according to their gender and will be known as [new name], or a more personal message. Or speaking directly to individuals, holding a team meeting or a mix of all of these. The person might also want to consider this as an opportunity to set expectations and boundaries with individuals about what they are comfortable discussing, or how they would like to deal with any questions other people may have. It can also be an opportunity to educate people about trans issues, for example, by circulating this guidance document. |  |  |
| Training | **Details** | **Action By and Date** |
| Specific training for those with responsibilities (e.g. line managers or colleagues).   * Who will deliver this training? * What will the training cover? * Does the person want to be involved to share their experience and expectations? |  |  |
| Occupational Requirements | **Details** | **Action By and Date** |
| Are there any occupational requirements within the person’s role? Consider uniform or personal protective equipment.  Also certain jobs require security checking and may require a Disclosure and Barring Service (DBS) check which will be indicated on the Job Profile for the role. There is a DBS specialist Sensitive Application Team and a confidential DBS process specifically for trans applicants who should contact the DBS sensitive applications line on 0151 676 1452 or email [sensitive@dbs.gsi.gov.uk](mailto:sensitive@dbs.gsi.gov.uk) for further advice about completing the form. |  |  |
| Facilities |  | **Action By and Date** |
| The University has single gender (i.e. male or female) and gender-neutral toilets, showers and changing facilities. Maps of the University’s gender-neutral facilities on both campuses is currently being devised. |  |  |
| Specific Support for Trans Academic Staff |  | **Action By and Date** |
| Teaching and Learning Environments:  TransEdu Scotland has found that trans academic staff may face specific challenges when teaching, lecturing and delivering seminars through the reactions and behaviour of some students, which may cause the member of staff significant anxiety and distress. The University has clear expectations around the behaviour of students and will work with staff and students to address any inappropriate conduct. Please contact the HR/Inclusivity Officer for confidential support.  Changing Names on Publications:  Trans and gender non-conforming scholars could face significant difficulties in changing their name on previously published work. TransEdu Scotland research has found that trans scholars can be put in a difficult position regarding the disclosure of their publication history, which may lead to them having to out themselves as trans to their prospective employers or funders or forgoing opportunities if publishers are un-cooperative with regards to name changes. The University acknowledges this potential issue and recognises it is very important for a trans person to have their correct name on publications. Please contact the HR/Inclusivity Officer to discuss further if you are experiencing any difficulties with this process. |  |  |
| Any Other Issues for Discussion | **Details** | **Action By and Date** |
| How the person is covered by existing policies relating to issues such as Confidentiality, Equal Opportunities, Dignity at Work and Study etc. |  |  |
| Are there any other issues that the person would like to discuss? |  |  |