



TRANSGENDER GUIDANCE

University of Oxford, 2018

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University of Oxford Transgender Guidance

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We would like to thank Oxford Student Union, the staff LGBT+ Advisory Group, and the many colleagues across the collegiate University who have helped with revising this guidance.

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SECTION 1. TRANSGENDER GUIDANCE: INTRODUCTION

This guidance has been developed to support members of the University in meeting the requirements of the University's Transgender Policy. The guidance is structured into three sections:

- Sections 1-3 provide a general introduction to transgender issues;
- Sections 4-8 provide guidance on supporting individual students, staff and alumni who are transitioning; and
- Sections 9-16 provide guidance on becoming a trans-inclusive organisation.

Terms included in the Glossary have been highlighted in bold text.

DEFINITIONS

In this policy 'Transgender' (trans) is used to refer to the following groups:

- People who are taking or have taken steps to change the gender identity they were assigned at birth. This includes people covered by the Equality Act definition: "A person has the protected characteristic of gender reassignment if the person is proposing 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."
- People who do not identify with a permanent binary gender identity, including those who identify in other ways, such as genderqueer, gender variant, non-binary or agender. These terminologies are evolving and highly personal and this list is not exhaustive.

AIMS

The aims of the policy and associated guidance are:

- to assist members of the University in understanding gender diversity in relation to the activities of the University;
- to clarify roles and responsibilities for supporting students, staff and alumni who wish to make, or have made changes to their gender identity; and
- to ensure that the University has protocols for changing student, staff and alumni records and for storing confidential information relating to gender identity.

The guidance is informative, not prescriptive and is intended to form the basis for sensitive support of transgender individuals.

It is recommended that colleges adopt this policy and guidance rather than developing their own.

SECTION 2. TRANSGENDER OVERVIEW

The University is committed to supporting people who wish to make or have made changes to their gender identity. However we recognise that this is a new area for everyone and that we are all learning and may make mistakes. Both the individual and University and college officers should engage in open and respectful communication, and take responsibility for ensuring the desired outcome.

The historic approach to gender and sex has been to classify people into the binary categories of male or female on the basis of their physical attributes at birth. Nowadays it is recognised that there are at least four dimensions to gender and sex.

- **Gender identity** is a person's internal sense of their own gender. For trans people their own sense of who they are does not match the sex assigned to them at birth.
- **Gender expression** refers to the ways in which people manifest their gender, for example through how they dress, speak and act.
- **Sex** – the two main categories (male and female) assigned to a person on the basis of primary sex characteristics (genitalia) at birth. In the UK this sex is included on the birth certificate and is their legal sex within the country's legal framework.
- **Sexual orientation** – a person's emotional, romantic and/or sexual attraction to another person.

An increasing number of people are identifying at different points on these scales, and sometimes in a fluid and changing way, contributing to a more complex spectrum of gender identity.

Transgender or **trans** is used as an umbrella term for people whose identity differs from what is typically associated with the sex they were assigned at birth. Every trans person's experience is different, and increasingly some people are taking an exploratory approach to gender identity.

Transitioning is a term used to describe the process and steps an individual takes in order to live in the gender with which they identify, where this is different from the one assigned at birth. The new identity may be non-binary (see below). Transitioning is a unique process for each individual and may include any number of changes to their life. Some people have a firm idea at the start of their desired outcome, but for other people the destination is not clear.

Transitioning may include dressing differently, changing name and pronoun, changing official documents, telling friends and family, or a number of other steps. Transitioning may include a medical intervention such as hormone treatment or surgery, though not everyone will choose this route.

Gender dysphoria is the clinical diagnosis for someone feeling profound distress at the discrepancy between the way they feel inside and the sex they were assigned at birth. However, some trans people reject the idea that experiencing gender dysphoria is a pre-requisite for being trans.

EXPLORING GENDER IDENTITY AT OXFORD

Oxford staff and students are contributing to the evolving debate about gender identity. For some people this is not an abstract academic discussion, but part of a personal process of developing greater understanding of one's self. This may include using a different name with friends or experimenting with changes to appearance. Later people may ask to be addressed by a different name or pronoun. At some future time they may change their name by deed poll or tell the University or college that they wish to be recognised in their affirmed gender, but at the start of transition they may not know what direction their journey will take. There may be personal reasons why people feel unable to transition, or feel they can only be 'out' in certain circles.

People who are **non-binary** do not identify themselves as either a man or a woman. They may have a more fluid sense of gender identity, and may experience themselves in different ways.

I came out as genderqueer/non-binary to my college in April of this year and they have been really supportive about it. They changed my name on the records, everyone was briefed and now use my new name. [The lack of proper use of] pronouns is disappointing but as I'm non-binary and prefer "they" it's just that way with almost everyone. All in all, it's been a very positive experience and I'm so relieved to be out and accepted by everybody. [Student]

Students and staff come to Oxford from countries round the world, with very different approaches to transgender issues. Gender identity interacts with other areas of identity, including ethnicity, culture, religion and disability, and this may sometimes lead to particular issues for individuals, or cause tensions.

PARTNERS AND FAMILY

Some members of the University have experience of dealing with the transition of a close family member, and they may need information and support too. This may be a bewildering and distressing time for the whole family, who may deal with the situation in different ways.

CONFIDENTIALITY

Under UK law, trans people are protected against discrimination, and their gender identity history must be treated as highly confidential.

SUMMARY

- Transitioning involves different steps and activities for different people.
- The timescales, activity and communication will be driven and led by the person transitioning.
- The University will take steps to support people who are transitioning, including making changes to records.
- A person's trans status and gender identity history must be treated as highly confidential.

SECTION 3. LEGAL PROTECTION

This section gives a short summary of some of the key legislation and explains the University's approach to supporting trans people.

EQUALITY ACT 2010

The **Equality Act 2010** lists gender reassignment as one of the 'protected characteristics' on the grounds of which people are protected against unlawful discrimination, harassment and victimisation. This applies in education, employment and the provision of goods and services.

It is not necessary for an individual to be under medical supervision, or to undertake reassignment surgery, to benefit from the legal protection, which commences from the point at which they first state their intention to transition. Employers have a responsibility to protect their employees from harassment and bullying, including in relation to gender reassignment.

It is unlawful to discriminate against someone because they are perceived to be transgender, whether or not the perception is accurate. It is also unlawful to discriminate against someone because of their association with a transgender person (for example as a family member, friend, partner, etc).

As a public authority, the University also has equality duties to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and to
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Some trans people may also be protected as having the protected characteristic of disability.

Where an individual has been diagnosed as having 'gender dysphoria' or 'gender identity disorder' and the condition has a substantial and long-term adverse impact on their ability to carry out normal day-to-day activities, they will also be protected under the disability discrimination provisions of the act. [EHRC, 2014, Section 2.28]¹

GENDER RECOGNITION ACT 2004

The **Gender Recognition Act 2004** allows individuals who have undergone gender reassignment to obtain a Gender Recognition Certificate (GRC). This means that they are legally recognised for all purposes in their confirmed gender. It is a criminal offence under this legislation to disclose

¹EHRC (2014) *Equality Act 2010 technical guidance on further and higher education*. Equality and Human Rights Commission, London. Section 2.28 <http://tinyurl.com/y84wu46r>

information relating to the individual's gender history obtained in an official capacity (i.e. as part of a person's work role).

To obtain the GRC an individual must provide evidence to satisfy the Gender Recognition Panel that they are at least 18 years of age, have or have had gender dysphoria, have fully lived in their confirmed gender for at least two years, and intend to live permanently in their confirmed gender.

Obtaining a GRC means that a person is:

- entitled to be issued with a new birth certificate reflecting their changed gender;
- legally recognised as belonging to their confirmed gender 'for all purposes' including the criminal law;
- entitled to state benefits and occupational pension schemes on the basis of their acquired gender.

It is illegal to ask to see a Gender Recognition Certificate. If the University needs proof of legal sex, university and college officers should request a birth certificate or passport.

DATA PROTECTION ACT 1998

The **Data Protection Act 1998** defines trans status and gender reassignment as 'sensitive data'. This should be treated in accordance with the University's Data Protection Policy. Records referring to a previous name or gender may reveal a trans history, and should be treated as sensitive data.

THE UNIVERSITY'S APPROACH

There has been considerable social change since the Equality Act was passed, and there has been criticism of the approach the legislation takes regarding transgender issues. In 2015, the Transgender Equality Report² from the House of Commons Women and Equalities Committee made a series of thirty recommendations for significant changes. In summer 2017 the government announced a consultation on a series of changes to the Gender Recognition Act to streamline the process, which may lead to legislative change.

Our experience has been that our students and members of staff often choose to take a more exploratory approach to gender identity, and we want to support them and recognise them in their affirmed gender identity. Our stance reflects the direction of the Report, and also the recommendations on good practice from Stonewall, developed in conjunction with leading transgender voluntary organisations.

There is a lack of clarity around non-binary identities in current law, but the University would accord people the same protection as other trans people.

The University will change student and staff gender in records on receipt of a written statement of an individual's intention to live permanently in a different gender. We do not require any medical evidence (see section 5 for details).

² Transgender Equality Report (2015) London: Stationery Office.
www.parliament.uk/business/committees/committees-a-z/commons-select/women-and-equalities-committee/inquiries/parliament-2015/transgender-equality

SECTION 4. CHECKLISTS FOR SUPPORTING STAFF AND STUDENTS WHO ARE TRANSITIONING

These checklists are intended to signal some of the main areas to be considered when an individual states that they intend to transition. Detailed arrangements should be agreed between the individual, department and college.

STAFF	Transition support checklist	
	Main contact	
	Identify a single point of contact to support the individual and agree an action plan. This would normally be a manager, HR professional or senior member of the department, who would liaise with HR if the point of contact is not the HR officer. For staff holding a joint college appointment, a college contact should be identified for liaison.	
	Timetable	
	Agree dates when any actions will be implemented e.g. changes to records, announcements/communication, use of gendered facilities, but remember that transition may be a gradual and incremental process.	
	Name and gender changes in University records	
	<i>Changes made by University officers</i>	
	The individual and department should agree what records need changing, including updating the CORE HR personnel management system, liaising with Payroll and the Pensions Office, obtaining a new University card and changes to department websites.	
	<i>Changes normally made by the individual</i>	
	The individual is likely to have to have to contact external organisations such as HMRC and the Home Office personally. Communication with other organisations such as funding bodies should be agreed with the individual.	
	Issues to be considered	
	Is the individual taking any extended time off? Is additional paid/unpaid leave needed?	
	Is time off needed for medical appointments (which may require travel to a Gender Identity Clinic)?	
	How can ongoing non-medical procedures be accommodated? People may have other appointments relating to transition, such as laser hair removal, or sessions with a speech therapist; an individual transitioning female-to-male may require structured programme of exercise to maximise the effect of hormone treatment. Consider whether these could be accommodated by working flexible hours and/or homeworking.	

<p>Is the individual having any planned surgery?</p> <p>Recovery periods may be short or extended, depending on the surgery, and any complications, and several surgeries may be needed. Staff will receive standard sickness leave, but may wish to negotiate additional paid/unpaid leave.</p>	
<p>What arrangements have been made to ensure the individual is able to return to work? The Occupational Health Service may help to plan a phased return to work.</p>	
<p>Are any temporary adjustments needed to duties during hormone treatment or following surgery? E.g. avoiding heavy lifting. Individuals may experience fatigue or mood fluctuations.</p>	
<p>Are any permanent changes to duties needed following medical treatment (for example in the case of a job where physical strength is required)?</p>	
<p>Are there any risks to the individual e.g. in relation to third parties or media intrusion, and how will they be handled?</p>	
<p>Has workload during transition been discussed with the manager? There may need to be some flexibility on deadlines, especially if there are unexpected side effects or surgical complications.</p>	
<p>Support for the individual</p>	
<p>Does the individual have a support network? Be sensitive to the fact that transitioning is a time that family/friendships/personal relationships may be strained and some individuals may be isolated from their previous support network.</p>	
<p>Is the individual receiving gender identity counselling through a specialist clinic?</p>	
<p>Is the individual aware of the LGBT+ Staff Network?</p>	
<p>Is the individual aware that support may be available through trade unions?</p>	
<p>Communication</p>	
<p>How will colleagues and students in department and college be informed? Can a statement be agreed?</p>	
<p>How and when will external contacts be informed?</p>	
<p>Is there a training need?</p>	
<p>May there be media interest in a high-profile individual? The Press Office can help.</p>	
<p>Overseas travel</p>	
<p>Does the role require travel? A risk assessment should be carried out to determine whether the individual may be at risk because of their trans status. How will the individual get medical care, including obtaining medication? Heads of Department delegate the responsibility for risk assessment to individual managers, with advice from department safety officers.</p>	

STUDENTS	Transition support checklist	
Main contact		
Identify a single point of contact to support the individual, agree an action plan and coordinate arrangements between college and University. This role would normally, but not necessarily, be undertaken by the Senior Tutor or Tutor for Graduates.		
Timetable		
Agree dates when any actions will be implemented e.g. changes to records, announcements/communication, use of gendered facilities, but remember that transition may be a gradual and incremental process.		
Name and gender changes in University records		
<i>Changes made following a request</i>		
Changes to the student record on SITS will update the main University systems. Colleges will be asked by Academic Records Office to update their own systems. The college and student should identify any changes required to college or department websites.		
<i>Changes the student should make</i>		
The student is responsible for contacting external organisations, such as funding bodies and HMRC.		
Issues to be considered		
Is the student taking any extended time off? Does the student want to continue their current programme of study, defer for a set time, or come to some other arrangement?		
Is time off needed for medical appointments (which may require travel to a gender identity clinic)?		
How can ongoing non-medical procedures be accommodated? People may have other appointments relating to transition, such as laser hair removal, or sessions with a speech therapist. an individual transitioning female-to-male may require structured programme of exercise to maximise the effect of hormone treatment.		
Is the individual having any planned surgery? Recovery periods may be short or extended, depending on the surgery, and any complications, and several surgeries may be needed.		
What adjustments can be made to minimise the impact on a student's learning? E.g. Extensions to deadlines, resits.		
Are any temporary adjustments needed during hormone treatment or following surgery? Individuals may experience fatigue or mood fluctuations.		

Are any adjustments needed to work placements?	
Are there any risks to the individual e.g. in relation to third parties or media intrusion, and how will they be handled?	
Are extensions to deadlines needed if students need time out to attend medical appointments, or if they are experiencing side effects from medication or complications following surgery?	
Are any arrangements needed in relation to social activities such as competitive sports where teams and changing facilities are based on gender? Discuss with the individual. The Sport Federation President may be able to offer advice if required. oufspresident@sport.ox.ac.uk	
Support for the individual	
Is the student's family aware and supportive? Do they have a supportive network of friends within the University/college?	
Is the student aware that the Oxford SU LGBTQ Campaign may be able to put them in contact with other students who have transitioned? lgbtq-chair@oxfordsu.ox.ac.uk	
Is the student aware that OU LGBTQ Society has a trans students' rep?	
Is the student in contact with the college nurse and/or doctor?	
Is the student in contact with the college welfare team?	
Students who have been diagnosed with a mental health condition and who receive a Disabled Students Allowance, may have funding for regular mentoring. Contact the Disability Advisory Service disability@admin.ox.ac.uk .	
The Counselling Service may be able to offer a student short-term support (typically 2-4 sessions) in thinking about any issues in relation to being transgender.	
Is the individual receiving gender identity counselling through a specialist clinic?	
Check whether the student is in any financial hardship. Refer to Oxford SU for advice, and to college and/or university sources of hardship funding if necessary.	
Communication	
How will staff and students in department and college be informed? Can a statement be agreed?	
How and when will external contacts e.g. placement providers be informed?	
Is there a training need?	
Overseas travel	
Does the student need to travel? A risk assessment should be carried out to determine whether the individual may be at risk because of their trans status. How will the individual get medical care, including obtaining medication? Heads of Department delegate the responsibility for risk assessment to supervisors, with advice from department safety officers.	

SECTION 5. CHANGES TO NAME AND GENDER RECORDS

This section treats name and gender changes separately.

CHANGING LEGAL NAME

Many people who change their gender identity decide to change their given name. The University will update its records when individuals provide evidence of a formal process to change their name. This can be done by Deed Poll, which is offered free or at low cost by various online companies. The University does not require deed polls to be enrolled through the courts. An alternative way to change one's name is to make a Statutory Declaration.

If an individual does not want to change their legal name, or is unable to do so (for example if they are not a UK national) they can ask the University to use a preferred name. We will use that for internal purposes, but where an official/legal process is involved the legal name must still be used.

An individual may also ask members of their college or department to use a different name informally, before making a formal request to add a preferred name to their records.

An individual who is transitioning should be given the opportunity to update any photographs on their University cards and on University webpages. They may wish to make several changes as their physical appearance changes over time.

The University cannot provide additional University cards in alternative names and an individual can only be issued with one card at a time.

STUDENT RECORDS – NAME CHANGES

Information relating to a student's previous identity that needs to be retained, such as copies of qualification certificates, should be kept confidentially and separate from their current record.

A degree certificate is a legal document. The name that appears on the degree certificate is the student's legal name at the time the certificate is issued. However a degree certificate can be reissued for a trans individual (see Alumni records – Gender changes below).

The student is responsible for contacting external agencies with details of any changes to personal details. This includes Student Finance England, the Student Loans Company, UK Visas and Immigration and the student's bank. It is noted that some external agencies, such as UK Visas and Immigration, insist that students identify according to the male/female binary.

Students who wish to make changes to their gender identity but are not able to change their name legally may request that a preferred name is used on their University Card and email address.

For more information:

Students	www.ox.ac.uk/students/life/studentrecord
Administrators	weblearn.ox.ac.uk/portal/site/:central:aad:adm:aro

STAFF RECORDS – NAME CHANGES

Staff should contact their department HR officer to update their details on the CORE HR personnel management system.

The HR officer should change name details on receipt of proof of name change, for example Deed Poll, passport or driving licence.

Staff name changes should include personnel records, email details, University card and contact information. Where possible, information relating to a staff member's previous identity that needs to be retained, such as copies of qualification certificates, should be kept confidentially and separate from their current record.

ALUMNI RECORDS – NAME CHANGES

Alumni who change their name after graduating as part of a transition process may inform their college or department. All requests should be passed to the Academic Records Office, to ensure that all parts of the University have the correct current contact details.

See 'Alumni records – gender changes' below for re-issue of degree certificates.

TITLES

The titles Mr, Miss, Ms, Mrs are social titles and have no legal status. University students and staff may choose the gender-neutral title Mx, or opt for no title. Any options may be chosen, regardless of legal sex or preferred gender and no documentary evidence is required. Students may update their student record by contacting their college.

CHANGING GENDER IN RECORDS

The University will change recorded gender in student and staff records on receipt of written confirmation of the individual's intention to live permanently in a different gender. No medical evidence or other documentation is required.

The University aims to recognise people in the gender in which they identify. However the University needs to keep a record of an individual's legal sex to share with external organisations where required to do so for purposes such as tax, national insurance, pensions and visas.

The University will change an individual's recorded legal sex, as required by law, if they have obtained a Gender Recognition Certificate. University Officers should not ask to see the Certificate, but may ask for documentary evidence, such as a birth certificate or passport.

STUDENT RECORDS – GENDER CHANGES

Applicants for study, current students and alumni who intend to change gender permanently may request changes to the gender, name and title in their records. Such a request will start a process by which the individual will agree the detail of the changes in dialogue with the University.

Students	www.ox.ac.uk/students/life/studentrecord
Administrators	weblearn.ox.ac.uk/portal/site/:central:aad:adm:aro

ALUMNI RECORDS – GENDER CHANGES

Alumni who make changes to their gender identity may inform their college or department, or contact the Academic Records Office directly aro@admin.ox.ac.uk. Alumni should contact the Degree Conferrals Office to request the reissue of a degree certificate following gender transition degree.conferrals@admin.ox.ac.uk. They will normally be required to return their original degree certificate before a new one can be issued.

www.ox.ac.uk/students/graduation/certificates

STAFF RECORDS – GENDER CHANGES

Staff should send a written statement of their intention to live permanently in a different gender to their HR officer, who will be responsible for changing records. They should discuss a timetable for changing the individual's gender on the CORE HR and other systems.

The HR officer should pass a paper record of the changes to gender to the Head of HR Information for confidential storage for the purposes described above: liz.mitchell@admin.ox.ac.uk.

If the individual subsequently informs the HR officer that they have a Gender Recognition Certificate, the HR officer should contact the Head of HR Information and ask for the paper record to be destroyed.

USE OF PREFERRED GENDER IN RECORDS

STUDENT RECORDS

Some students may not wish to identify as male or female or may feel that they have a more fluid gender identity, either while they transition or permanently. We offer the option of a Preferred Gender in the student record, with the choices 'male', 'female' and 'other'. Non-binary students may wish to choose the 'other' option. Their preferred gender would appear on all student-accessed records (e.g. online student self-service), and in data returned to HESA, but would not be visible to University staff.

Students may also choose to use this option if they are not in a position to make a permanent change to their gender. See www.ox.ac.uk/students/life/studentrecord.

Students with a fluid gender identity, like other trans students, may seek support from services within the University and from national support services (see section 16).

STAFF RECORDS

The CORE HR personnel management system cannot currently accommodate 'other' gender, but this will be introduced in 2018.

Members of staff may ask colleagues to treat them as their preferred gender, including a fluid gender identity. See section 9 for guidance on good practice in communication.

INTERNATIONAL STAFF AND STUDENTS

International staff and students who are only in the UK for a limited period may wish to use a preferred name and gender within the University, but make no changes to their documentation from their own country. The University will need to keep copies of official documents for visa purposes.

International staff and students may seek support from services within the University and externally (see sections 7, 8 and 16). It is recommended that specialist external advice is sought on making changes to name and gender.

The Home Office has issued guidance³ that transgender people who hold non-British passports in their former name and gender are normally expected to align their passports and other identity documents to reflect their acquired name and gender so that they are using one name for all purposes.

However if a trans person is from a country whose national authorities do not recognise changes to name and gender in passports and national identity documents, they will be able to obtain a biometric residence permit in their acquired gender provided they can prove that they are using their acquired name and gender for all purposes.

SECTION 6. TELLING OTHER PEOPLE

AGREEING A TIMETABLE AND APPROACH

This section looks at some of the practical steps around transition.

When an individual transitions, both they and their colleagues might be somewhat anxious about this unfamiliar situation. The process of transition is complex and requires understanding on all sides. Individuals and their colleagues may need support, guidance and some awareness-raising activities. It is normal for people to be curious, as they might be any time a colleague experiences a major life change. Interest is often not intended to be intrusive, but may simply be a way of expressing support. The person who is transitioning may need to be willing to engage with their colleagues and also to tolerate questions and mistakes: years of habit are hard to change. However, it is important that a spirit of mutual respect is maintained.

For the individual

- Do you want to tell colleagues/fellow students yourself? You may want to speak to people, send an email or a letter.

3

www.gov.uk/government/uploads/system/uploads/attachment_data/file/404748/Align_Change_of_Name_Guidance_-_v1_0.pdf

- Do you want an agreed statement to come from a senior person within your department or college to show that your transition is supported by the organisation?
- You may want some general information about transitioning for people who are not familiar with the concepts, while not going into detail on your own personal or medical history.
- Are you happy answering questions, or would you like to refer people to someone else?
- Do you want to take a short period away from work/study, then return with your new name and affirmed gender? This is common practice, which enables the organisation to brief people during your absence, which may be a few days or weeks.
- If you are making a gradual transition, this should be reflected in communications.

For the organisational lead

- Have you helped to identify the people who need to know about the individual's transition?
- Have you agreed a timetable, and what steps will be taken?
- Have you offered support in communicating the message, including signalling organisational support?
- Have you agreed a timetable for the transition, which may be gradual?
- Is there a need for trans awareness training in the department or college?
- Have you considered how you will support people who are concerned about the individual's transition or who have questions?
- In the early days, check in regularly with the individual on how things are going, and resolve any issues.
- Remember that historic information about someone's transition should not be shared with people joining the department at a later date.
- Have you liaised with relevant colleagues to make changes?

Good practice: A member of staff who was transitioning went on holiday. During their absence another trans member of staff gave a transgender awareness talk to the department, covering the basics of what trans is, what terms mean, legal obligations and dos and don'ts. They explained that their colleague was transitioning and would be returning with a changed name and gender presentation. Colleagues could ask questions and were prepared to welcome back their colleague.

WELCOMING A NEW STUDENT OR MEMBER OF STAFF WHO IS TRANS

New students or members of staff may or may not be open about their trans status, or may disclose their status confidentially to some colleagues, managers, tutors or other staff. When this happens, the person with whom the information is shared should explore whether the individual has any ongoing support related to their transition, for example in relation to ongoing health care, and whether any action is needed by the department or college. Remember that details of trans status should be treated as confidential information.

TRANS RESPECT GUIDELINES FOR STAFF AND STUDENTS

The following informal guidelines⁴ from the Equality Challenge Unit on how to treat trans people may be helpful for colleagues or fellow students.

- 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. Don't make a big deal out of it.
- Respect people's privacy. Do not ask what their 'real' or 'birth' name is. Trans people are often sensitive about revealing information about their past, especially if they think it might affect how they are perceived in the present.
- Do not tell others about a person's trans status. 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 challenge it and/or bring it quickly to the attention of someone in a position of authority.
- 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.

It's easier to treat someone respectfully if you're thinking of them how they'd like to be thought of. It's much more difficult to interact with somebody when you're thinking "she... but I must say "they"", than it is to interact with somebody when you're just thinking "they". This isn't a change that happens overnight – I still think of myself as "she" sometimes, five years after I first told somebody that "they" felt like a better fit! [Staff]

⁴ Trans staff and students in HE and colleges: improving experiences (2016) Equality Challenge Unit www.ecu.ac.uk/publications/trans-staff-and-students-in-he-and-colleges-improving-experiences

SECTION 7. PRACTICAL ISSUES FOR TRANS STUDENTS

THINKING ABOUT THE TIMING OF TRANSITION

The name that appears on the Degree Certificate is the individual's legal name. Since new graduates may be asked to supply evidence of their qualifications to a new employer, current students may find it more practical to transition before sitting their final exams. (See below p.23 for information for alumni who transition after graduation).

FINANCIAL HARDSHIP RELATED TO BEING TRANS

Students who are transitioning may experience financial difficulties. They are likely to incur additional expenditure which may be significant: for example new clothing, travelling to specialist services/clinics, possibly private medical interventions and medication to avoid delays, laser hair removal and voice coaching.

Some students report experiencing a breakdown in relations with their families because of being trans, causing distress as well as potential financial hardship. If families are hostile to the transition, they may withdraw financial assistance. International students may face particular challenges in discussing their transition with friends and family at home, where cultural attitudes to gender variance may be very different.

Any student who is experiencing hardship may apply for hardship funding through college and University. However, this is very unlikely to pay for medical treatments or for specialist gender counselling. Counselling to assist with stress or mental health concerns may be available through the student support services.

Sources of financial support	
Student Advice Service	www.oxfordsu.org/advice/student-advice-service
College welfare officers	Support and access to college hardship funds
University Hardship Fund	www.ox.ac.uk/students/fees-funding/assistance/hardship/uhf
University Counselling Service	www.ox.ac.uk/students/shw/counselling
LGBTQ Society	www.oulgbtsoc.org.uk

Good practice: Keble College JCR voted to establish a Gender Expression Fund to support transgender students at the college who could not afford to buy binders, concealing underwear, and other necessary items.

ACCESSING MEDICAL TREATMENT

An individual does not need to seek medical intervention as part of a transition process, although they may choose to do so. In the UK the initial point of contact is normally the person's GP. For students this would be their college doctor. The GP can refer to specialist Gender Identity Clinics for assessment and treatment, but there may be long waiting lists.

This may be a distressing time, so we would encourage students to seek support from the college doctor, the college nurse or the Counselling Service. Support may also be available through the Disability Advisory Service, if a student has been diagnosed with a mental health condition.

Help is also available through the national MindLine Trans+ helpline: www.bristolmind.org.uk/help-and-counselling/mindline-transplus.

A GP may be able to prescribe 'bridging' endocrine treatments as part of a holding and harm reduction strategy while the patient awaits specialised endocrinology or other gender identity treatment. Endocrine treatments should be given under medical supervision and appropriately monitored, so self-medication is strongly discouraged.

The University does not pay for private medical treatment, including specialist counselling.

ACADEMIC DRESS

Academic dress at Oxford has been gender neutral since 2012. Members of the University may choose which elements of subfusc (e.g. skirts, trousers, bow ties, ribbons etc) to wear with academic dress. See: www.admin.ox.ac.uk/statutes/regulations/48-012.shtml

STUDENT SPORTS

Involvement in sport helps to promote a healthy lifestyle and gives opportunities for students to form social groups and contribute to college life. Trans students should be given the same opportunities to participate in sports as other students. Being socially accepted in their self-identified gender is important to trans students and a refusal to let them participate in sport might be seen as transphobic.

Case study: Lawrence Michael Dillon (1915-1962)

One of the University of Oxford's alumni achieved sporting prowess as a woman, and later as a man. Laura Maud Dillon was an undergraduate at St Anne's College, Oxford, who became president of the Oxford University Women's Boat Club and won a blue for rowing. After testosterone therapy he enrolled as Lawrence Michael Dillon in the medical school at Trinity College Dublin, where he rowed for the men's team.⁵

⁵ http://www.lgbthistoryuk.org/wiki/index.php?title=Michael_Dillon

British Universities and Sport (BUCS) has a transgender policy. They recommend that where transgender issues arise, the policy of each national governing body for that sport should apply⁶. Sports societies are encouraged to take action against homophobia and transphobia, in support of the principles of the Government's Charter for Action on Tackling Homophobia and Transphobia in Sport (2011).⁷

At less competitive levels trans people should be permitted to participate in their affirmed gender identity.

Trans and intersex individuals whose bodies differ from gender norms may be concerned about using communal changing facilities. Some may not have a binary gender identity, so only offering facilities designated male or female may not meet their needs. Providing gender neutral single stalls and private showers would be supportive.

Good practice: at the instigation of a trans member of staff, the University Sports Centre explored offering a trans-only swimming session during Oxford Pride.

AFTER COMPLETING STUDIES

Alumni who transition at any time after leaving the University, may contact the University to request that records are updated to reflect their name and gender changes. They may also request that the University reissues their degree certificate, which is formal evidence of a qualification from the University of Oxford. Legal proof of name change is required (see section 5 Alumni records – gender changes).

If an individual is applying for postgraduate study after transitioning, either here or at another university, it is recommended that sufficient time is allowed to permit changes to be made before an application for further study is submitted.

⁶ http://c1593.r93.cf3.rackcdn.com/BUCS_Transgender_Policy.pdf

⁷ <https://www.gov.uk/government/publications/sports-charter>

SECTION 8. PRACTICAL ISSUES FOR TRANS STAFF

The University recognises that a lot of thought goes into deciding to transition, especially when someone is established in their career. We understand that this is a personal issue that has a major impact on all areas of life, and are committed to supporting individuals. Every situation is different, and the approach and timetable should be determined by the individual.

Transitioning has a wider impact on family, friends and colleagues, and may strain personal relationships and established support networks. We encourage members of staff who are transitioning, or who have transitioned, to work with the University to agree an approach, and to make use of available support. In addition to their key contact, the individual may also want to access support from the Occupational Health Service, the LGBT+ Staff Network or unions.

RECRUITMENT AND SELECTION

Recruitment and selection may be a worry for transgender applicants. Highlighting the University's commitment to equality and diversity in all recruitment materials can help to reassure job applicants that they will be treated fairly.

SHORTLISTING

Good practice is to make decisions only on the basis of how the individual's skills match the essential and desirable criteria of the role. Issues for panels to bear in mind are:

- There may be unexplained gaps in an individual's work history while they were undergoing medical treatment for gender reassignment.
- Transphobia may have led to trans people leaving a previous employer, or experiencing difficulty in finding employment.
- Gender identity history may be revealed through attendance at single sex schools or colleges but should not be commented on

INTERVIEWS

Trans people may find interviews awkward, if they fear being judged on the basis of their appearance and perceived conformity to gender stereotypes.

When I came for my interview I was nervous. Not because of the work, which I was overly qualified for, but because I read stories on discrimination against trans people on a weekly basis. It may be illegal in the UK, but I still know people who have been turned away from jobs for no good reason. I myself had suddenly found many companies who 'always had a position for me' suddenly did not. The truth is, trans people expect to face discrimination and hostility during interviews. It was rather amazing when my interview actually concentrated on the work I was applying to do, and a relief.

[Staff]

REFERENCES

Look carefully for any additional instructions on contacting referees, or check with the applicant. Never assume anything other than the current name, unless told otherwise.

DOCUMENTATION CHECKS

Prospective members of staff are asked for identity documentation such as a passport or birth certificate to check that they have a valid entitlement to work and reside in the UK, and may also be asked for evidence of qualifications. Care should be taken to deal sensitively with a trans applicant whose documents may reveal their gender identity history. It is important that all documentation is held confidentially, only processed by those immediately responsible for personnel administration, and not held for longer than necessary.

Guidance on recruitment record-keeping	www.admin.ox.ac.uk/personnel/recruit/rec_rec
Privacy policy for staff data	www.admin.ox.ac.uk/councilsec/compliance/dataprotection/staffinfo

DBS CHECKING

A procedure exists within the University for applying for Disclosure and Barring Service (DBS) checks without the completed form being seen by departmental staff, if individuals express concerns about this. This may apply to job applicants or students who need a DBS check for a work placement. Applicants who have transitioned, for example, may be concerned about ‘outing’ themselves if they previously had a different name. The individual may have a confidential discussion with the University’s Head of Vetting or the Vetting Administrator. It is important to respect the individual’s right to privacy.

Transgender applicants may use the DBS confidential checking service.

University Head of Vetting	01865 (2)72945
University Vetting Administrator	01865 (2)82152
Disclosure and Barring Service (DBS)	sensitive@db.s.gsi.gov.uk 0151 676 1452

MEDICAL APPOINTMENTS AND LEAVE

Where a member of staff is transitioning, it is important to consider the needs of the individual alongside the requirements of the employing department or college. The University does not attempt to prescribe the amount of additional leave that may be appropriate in each case; departments have discretion to authorise additional paid or unpaid leave according to individual circumstances. It is expected that individuals may take a mixture of annual leave, sickness leave (for any medical procedures) and additional paid or unpaid leave. It is not possible to predict in advance how much leave may be needed for medical procedures and recovery.

Most people have to travel for specialist medical care and oversight at a gender identity clinic, necessitating a longer period away from the office.

People may have other appointments relating to transition, such as laser hair removal or sessions with a speech therapist.

Intersex people can face medical issues that sometimes affect their working life. Some have experienced involuntary medical treatment during childhood which may leave a legacy of poor mental health. Some people require frequent hormone replacement and many have impaired fertility. Some may choose to have surgery. It is very important that personal privacy is respected, and that confidential medical information is not shared.

PENSIONS

Individuals who change their gender identity should check how this affects their pension arrangements. The age at which an individual becomes eligible for a state pension depends on their legal sex. In the past arrangements were different for men and women, but these are gradually being harmonised. It is the responsibility of the employer to take suitable steps to keep confidential the reason for the individual's apparently early or late retirement.

Most occupational schemes offer a Death in Service lump sum and a Dependant's Benefit. The individual should ensure they have completed an 'expression of wish' form.

TRANSITIONING AFTER EMPLOYMENT

Former employees who transition after leaving employment with the University, may want to inform the University to ensure that any references use the individual's correct name and gender.

SECTION 9. GOOD PRACTICE IN COMMUNICATION

In response to requests from students and colleagues, this section includes information and suggestions from our trans students and staff on communication approaches. Language is constantly evolving, and well-meaning people may unwittingly use phrases that others consider objectionable. Rather than being censorious, we should give one another the benefit of the doubt as we navigate significant social change with mutual understanding and respect.

SENSITIVITY AROUND DISCUSSING TRANSGENDER TOPICS

Since there is no reason why a transgender person should be identifiable, all members of the University should be sensitive when discussing transgender topics: this may be a personal issue for some people involved in the conversation.

I am not out to my tutors. One engaged me in what she thought was an intellectual and abstract debate on trans people and 'authenticity'; as a trans person, it was incredibly uncomfortable, but I didn't want to explain something which feels very personal. [Student]

FACE-TO FACE COMMUNICATION

Everyone should be treated with courtesy in daily interactions, including how they are directly addressed and how they are spoken of. Any expressed preference on language or pronouns should be respected. However sometimes things are more difficult when we are meeting people for the first time. We tend to make assumptions about gender, based on our perception of gender norms and we may sometimes get it wrong. If so, simply apologise and try to get it right next time.

In English, much language is gendered. For some people who are in the process of transitioning, or who have transitioned, being addressed in their affirmed gender is an important milestone on their journey. However people with a non-binary gender identity may feel uncomfortable when gendered language is used about them.

Trans students and staff have some suggestions for colleagues on how to be inclusive of trans people:

- Try not to draw attention to any apparent discrepancy between, for example, a 'male' name and a 'female' appearance.
- Some phrasing can avoid highlighting gender e.g. 'Your visitor [name] is waiting in Reception. Will you come and meet them?' not 'Will you come and meet him?'
- Those moderating public events might consider welcoming 'Colleagues and guests' or similar.
- When taking questions at a Q&A you can try to point someone out without identifying their gender, e.g. 'There's someone at the back in red; just keep your hand up until the microphone gets to you.' If you know the questioner's name, use that instead. This helps to include people whose appearance does not match gender norms, or who have a non-binary gender.

ON THE PHONE

Trans people may have particular difficulties in using the phone, since their voice pitch may differ from gender norms.

- Try not to make assumptions about gender based on voice pitch.
- Use the caller's name rather than gendered terms such as 'sir' or 'madam'.
- In most situations the caller's gender is unlikely to be relevant.

WRITTEN COMMUNICATION

When writing about a particular individual, their preferred pronouns should be used, whether that entails using a gendered pronoun for someone who has transitioned to a binary gender, or a non-gendered pronoun for someone who is non-binary.

Good practice: The webpage listing members of the LGBT Advisory Group includes pronouns.

When writing about people in general, non-gendered language such as 'the student', 'they' and 'their' can be used instead of 'he' or 'she' and this style is increasingly being adopted in the University's written documents as they are revised.

Good practice: The Standard Constitution for student societies has used 'they' instead of 'he or she' since 2017.

Once a trans person has made known their chosen name, this should be used in all situations except those where their legal name is required (such as on a degree certificate). People with fluid gender identities may have more than one name, so discuss with them how they would like their names to be used. It is never appropriate to put quotation marks around a trans person's chosen name.

Be alert to sensitivities around language to avoid unintentionally excluding trans people.

Good practice: Oxford University Dramatic Society took a motion to its AGM to propose revising its constitution to change binary gendered pronouns to gender neutral terms: 'This is to ensure that the Constitution is updated to be inclusive of individuals who might otherwise feel excluded from the Constitution because of their gender identity, and to eliminate potential procedural issues or disputes about who the Constitution applies to.'

Preferences on language vary widely, even among trans people. For many people the concept of self-identification is very important, so they would be happy with the use of 'identifies as', whereas in the quotation below a student expresses a different view.

While understanding gender identification is very important, the phrase "identifies as" is sometimes used as a buzzword which actually means very little, and can sometimes actually have the effect of delegitimising trans people. For instance, if you talk about "women and people who identify as women", you are in fact just talking about women! Here, the phrase 'people who identify as women' is clearly meant to indicate trans women, but in doing so suggests they aren't 'real' women. If you need to explicitly state that you're including trans women when you talk about women – for instance,

if you're running a women-only event and want to reassure trans women that they are welcome – you can always say 'women, whether trans or cis'. [Student]

PRONOUNS

For transgender people who are transitioning to a new binary gender, use of the correct personal pronoun (i.e. he or she), is very important. We are all human and mistakes are likely to be made on occasion, sometimes even by the transgender person themselves, and it is important that everyone is patient and tolerant, particularly in the early days. However, deliberately or persistently using the wrong personal pronoun may be interpreted as a form of harassment and should be treated as such.

An individual may ask people to use a particular pronoun: this might be 'he', 'she' or 'they' (used to refer to a single person) or a constructed pronoun such as 'zie' or 'ey'.

For example, Jo is non-binary: they have asked their tutors to use 'they' and 'them'. At first it is difficult, but people make an effort to use Jo's preferred pronouns when they explain how hurtful they find it to be misgendered.

To begin with, you might need to think carefully or proof-read a bit more than usual – I've had kind, well-meaning people say "of course I'll use the right pronouns for you in this important email" and then immediately call me up to apologise because the wrong pronoun had just slipped out and they'd hit "send" without noticing. But you'll get there, I promise – and it's only this difficult the first time. Get it right with me and you'll find it much easier to be an ally to the next trans person you meet.

[Staff]

It is noted that some foreign languages may not have neutral pronouns, or a sufficient variety of pronouns that could be substituted for gendered pronouns. This may be an issue for students of those languages and their tutors. Tutors should address it with students, and reach an agreement on how to proceed, rather than simply leaving it unaddressed.

Good practice: Some people include their pronouns in their email signature file. People who feel shy about making this request face-to-face may prefer to do this.

If the staff could get briefed on the importance of using the correct pronouns and about how "they" is a legitimate pronoun, I'm sure that would help a lot of trans folk. [...] When people get it right I'm actually surprised that it's not ANOTHER cis person misgendering me! [Student]

Good practice: Speakers at Oxford SU (formerly OUSU) meetings are asked to state their personal pronouns for use in the meeting and to ensure accurate minutes.

In OUSU Council, anyone who speaks is asked to state the pronouns they use, both for minuting reasons and to ensure that debate can be carried out respectfully. [Student]

Good practice: The webpage listing members of the LGBT+ Advisory Group includes members' pronouns.

SECTION 10. ASKING SURVEY QUESTIONS ABOUT GENDER IDENTITY

The University seeks to measure its progress in creating an inclusive culture for trans people. For this reason it may ask questions about the experience of trans people or awareness of transgender issues through surveys and questionnaires. Reporting data on gender identity should be done at University level only due to the low numbers involved.

On many forms, questions are asked about gender as if it is a neutral piece of information, which is already public. However for someone who is transitioning, or who is non-binary, it may be very sensitive information, especially if there is a difference between their apparent gender and the gender on University records. It is recommended that current forms are reviewed to ensure that questions about gender are necessary, and are worded appropriately.

Think carefully about which questions you need to ask, how you ask them and how responses are reported, to prevent trans respondents being identified where they do not wish to be.

ASKING ABOUT SEX/GENDER

Consider your reasons for asking questions about sex/gender in any survey or form, since such questions may be problematic for people with a trans identity. There may be a justifiable need to ask questions about gender, such as for monitoring take-up of services.

National guidance on data collection in higher education has changed, with a move towards recognising a gender spectrum by offering three options of 'male', 'female' or 'other'. It is also good practice to offer a 'prefer not to say' option.

Including 'trans' as a gender option is totally unacceptable even when well-meant, as it assumes e.g. that trans women are not women, and that trans men are not men. 'Trans' in itself is not a gender.
[Student]

ASKING ABOUT GENDER IDENTITY HISTORY

Survey information about gender identity history should only be collected if the organisation has an objectively justifiable reason for requiring these data and is able to store and report on it securely. Advice is available from the Equality and Diversity Unit.

Trans people may describe their gender identity in different ways, and may prefer not to use the word 'trans'. Often, people who have transitioned identify in their affirmed gender and not as trans.

The wording recommended by HESA is below. Such questions should never be compulsory.

'Does your gender identity match your sex as registered at birth?'	Yes/no/prefer not to say
--	--------------------------

Alternative questions might include:

'Do you identify as trans or do you have a trans history?'	Yes/no/prefer not to say
'Do you live and work/study in a gender role different from your sex as registered at birth?'	Yes/no/prefer not to say

SECTION 11. TOILETS AND CHANGING FACILITIES

OFFERING A CHOICE OF FACILITIES

People should be able to use toilet and changing facilities appropriate to their gender identity.

Providing gender neutral toilet and changing facilities is supportive of trans people, including those who are non-binary. It avoids potential problems that may arise if there is a discrepancy between physical appearance and inner sense of gender. It provides a private space, where the right to use the facilities will not be challenged. There may be times when trans members of staff feel unable to express their gender identity in public, or when travelling to and from work, for fear of transphobic attack. However they may want somewhere to change so that they can freely express their gender identity at work.

GENDER NEUTRAL TOILETS

Equality considerations coupled with sensitivity to the needs of all users should underlie the provision of toilet facilities. A range of gendered and non-gendered facilities should be provided where possible to meet individual preferences and for cultural, religious or sensitive personal reasons.

The University recommends that the provision of some gender neutral facilities is considered in every new build and refurbishment. Ideally these should include single cubicle gender neutral toilets, with integrated washing facilities and floor to ceiling doors.

We recommend the provision of gender neutral toilets *in addition to* existing accessible toilets, and would not normally expect accessible toilets to be used by trans people, since they may be needed urgently by disabled people.

Good practice: Since 2009 St Catherine's College has been converting gendered toilet facilities into gender neutral facilities. 90% had become gender neutral by as early as 2012.

TOILET SIGNAGE

In the UK there is no commonly accepted icon for a gender neutral toilet. Using signage with the words 'gender neutral toilet' can send a clear message of being a trans-inclusive organisation.

Good practice: In response to comments that the shortage of gender neutral toilets near the bar and theatre posed difficulties for transgender or transitioning students, Wadham College refurbished toilets near the JCR bar to make them gender neutral.

Wadham is an excellent example of gender-neutral toilet provision on a college level, as gender-neutral toilets are clearly marked and offered in prominent public spaces (e.g. the bar) as well as in staircases or accommodation.

The Counselling Service and Disability Advisory Service have gender-neutral toilets, as does the OUSU building where Student Advice Services are based. While gender-neutral toilets should be provided wherever possible, their provision in relation to support services is especially important. [Student]

SECTION 12. TRANSPHOBIC ABUSE, HARASSMENT AND BULLYING

Many trans people and those who do not conform to gender norms report experiencing discrimination. This may be because of deliberate and overt treatment, or it may be the result of insensitivity and ignorance. Discrimination has a serious impact, not only on a person's health and happiness, but also on their performance in study and at work. Some people may experience discrimination on multiple grounds, for example on the basis of their ethnicity as well as their gender identity.

People whose appearance does not conform to binary gender norms may be more vulnerable to harassment than those who successfully 'pass' as male or female. Persistently 'accidentally' addressing an individual with the wrong name or pronoun might be experienced as harassment by the person concerned. People who are perceived to be transgender, including those who are intersex, are protected from bullying and harassment, whether or not the perception is true.

A person associated with someone who undergoes gender reassignment (e.g. a partner or friend) is protected against discrimination on the grounds of that association.

The University recognises the right of every individual to choose whether to be open about their gender identity and history. Any unlawful discriminatory behaviour, including transphobic harassment or bullying by individuals or groups, will be regarded extremely seriously and could be grounds for disciplinary action, which may include expulsion or dismissal. Such behaviour will be dealt with under the University Policy on Harassment and Bullying:

www.admin.ox.ac.uk/eop/harassmentadvice.

TRANSPHOBIA

Transphobia is discrimination, harassment and bullying or hate crime experienced by trans people (or those associated with them) on the grounds of their gender identity and/or expression.

To 'out' someone – whether staff or student – without their permission is a form of harassment and possibly a criminal offence.

Transphobia includes **transmisogyny**, a term used for prejudice, discrimination and violence directed at trans women and transfeminine people due both to their trans status and their womanhood or femininity.

Examples of transphobia include:

- Making derogatory jokes;
- Unacceptable or unwanted behaviour;
- Asking intrusive questions: "So what surgery have you had?"
- Deliberately ignoring someone's preferred pronoun: "He/she/whatever ...", or failing to use "they" when asked to do so by someone who is non-binary;
- Speculating openly about their gender: "Is that a man or woman?"
- Unlawfully disclosing their trans history: "Oh, yes, he used to be a woman";

Misuse of information about gender transition contravenes the [University Policy on Data Protection](#) and may be a criminal offence under the Gender Recognition Act.

REPORTING TRANSPHOBIA WITHIN THE UNIVERSITY

Speaking to a Harassment Advisor is a good place to start. The University has a network of approximately 370 Harassment Advisors in departments and colleges, including six who are LGB. Talking through the events and your feelings with the advisor will help you decide on the best way to address the behaviour and clarify the options open to you.

See: www.admin.ox.ac.uk/eop/harassmentadvice

Further information on the Harassment Advisor Network, including the names of LGB Advisors: www.admin.ox.ac.uk/eop/harassmentadvice/advisornetwork

REPORTING TRANSPHOBIC HATE CRIME OUTSIDE THE UNIVERSITY

If you experience or witness transphobic hate crime in the local community, it is important to report this. You may do so anonymously. Reporting incidents helps the Police, local councils and housing associations, for example, to build up a picture of your local community and take action to prevent abuse. You will also be able to get the help and support you need.

Police	<p>The Thames Valley Police have a number of police officers who have had special training in lesbian, gay, bisexual and transgender issues, the LAGLOs (Lesbian, Gay, Bisexual and Transgender Liaison Officers). You can call 101 and ask to speak to a LAGLO, or ask for one to be informed and to assist you. Some LAGLOs have also had training on domestic abuse:</p> <ul style="list-style-type: none">• Dial 101• In an emergency, dial 999
Hate Crime Network	<p>Victims and witnesses of a hate crime who don't feel comfortable reporting it to the Police can report it to the Hate Crime Network:</p> <ul style="list-style-type: none">• www.victims-first.org.uk/crimes/hate-crime• Tel. 0300 1234 148
True Vision	<p>Report it to True Vision, a national hate crime reporting website: http://report-it.org.uk/homophobic and transphobic hate crime</p>

DOMESTIC ABUSE IN THE LGBT COMMUNITY

Domestic abuse in the LGBT community may be inadequately recognised and reported. It is often hard for abuse victims to seek support since they may not wish to reveal their gender identity or sexuality to police or other organisations.

Further information is available from:

Reducing the Risk	www.reducingtherisk.org.uk/cms/content/lesbian-gay-bisexual-and-transgender-community
LGBT+ Oxfordshire	www.lgbtoxon.uk/domestic-abuse
Stonewall Housing	For LGBT people who are at risk of forced marriage: www.stonewallhousing.org/insights/post/article.120.html

SECTION 13. HOW EVERYONE CAN SUPPORT TRANS INCLUSION

Senior managers can visibly support trans inclusion, promote and attend trans awareness sessions, encourage staff to engage with the LGBT equality network, support events and celebrate local or University role models.

Good practice: The University is taking part in the Stonewall Role Models programme, which will help to give members of staff who wish to be open about their sexual orientation and gender identity the confidence to do so.

Line managers can have a huge impact on the culture within their team, supporting trans members of staff, facilitating if they wish to take part in role model programmes, ensuring that the needs of trans service users are met, combatting transphobia, informing staff about equality networks and encouraging participation in equality events.

Good practice: A role models panel event for LGBT History Month 2016 included members of staff who identified as non-binary and trans. The event was open to members of the local community as well as staff and students.

All staff can attend events to find out more about how to support their trans colleagues and how to challenge transphobia as a bystander. They can also suggest ways to improve the experience of trans staff, students and visitors.

Good practice: A department held a bystander training event to support people in challenging unacceptable behaviour.

All students can similarly attend events to find out more about how to support their trans peers and challenge transphobia. They can help suggest ways to help their colleges become more trans-friendly.

Good practice: The LGBTQ Society holds regular open events for students to find out more about transgender issues.

Our **LGBT+ Staff Network** helps support trans inclusion through:

- Creating a confidential place for staff to talk together;
- Educating the wider organisation through awareness raising events;
- Consulting on and inputting into relevant policies and procedures;
- Initiating a programme to support LGBT members of staff in being out as visible role models;
- Raising awareness in the local community of the University as an employer that supports LGBT people, through participation in Oxford Pride.

Good practice: A member of staff from the University featured in Stonewall's collection of posters to celebrate 2017 Trans Day of Visibility.

SECTION 14. HOW COLLEGES CAN SUPPORT TRANS STUDENTS

SUPPORTING STUDENTS WISHING TO TRANSITION

A single point of contact in the college should be identified to support the student and coordinate action between college, department and University. For undergraduates this would normally be the Senior Tutor. However, staff with welfare responsibilities may also act as the main point of contact for students wishing to change their assigned gender identity.

Colleges should anticipate that they may have students wishing to change their assigned gender identity, and should think about what steps need to be taken.

The checklist in Section 4 gives guidance on some of the issues to consider.

College staff should inform the Academic Records Office of any student requests to changes to name or gender records, so that University data can be updated. They should also change college systems that do not draw data from central systems. See:

weblearn.ox.ac.uk/portal/site/:central:aad:adm:aro

WELCOMING TRANS PEOPLE

Provide positive messages that trans people are welcome. The absence of explicit mention of trans people may be interpreted as a sign that the organisation is neither supportive nor aware.

Examples of good practice include:

- Working with student representatives to develop a list of the practical steps to be taken within college to support students who transition;
- Providing information on a college's website about support for trans students;
- Publicising the location of gender neutral toilets;
- Providing trans awareness training for staff;
- Including transgender information in briefing for new students; and
- Making private changing facilities available for those who choose to use them for sport. Ensure that gendered sports teams welcome trans people.

Good practice: Wadham College offered Gendered Intelligence training sessions and invited staff from other colleges and departments to attend.

Good practice: In recent years, Hertford College has held a service in the College Chapel to mark Transgender Day of Remembrance on 20 November.

Good practice: Linacre College women's weightlifting club welcomes members who are women, cis or trans, as well as people with a complex gender identity which includes 'woman'.

STUDENT ADMISSIONS AND TRANS APPLICANTS

Trans prospective applicants may research college websites for information and be encouraged to apply if they find information about the college's positive approach to trans inclusion.

Good practice: Jesus and Merton Colleges include information on transgender and gender identity on their websites:

www.jesus.ox.ac.uk/current-students/welfare/transgender-and-gender-identity

www.merton.ox.ac.uk/transgender-and-gender-identity

Staff engaged in student admissions should have awareness of transgender issues and of the profound impact of gender dysphoria. We would encourage applicants and schools to mention in their applications if schooling has been seriously disrupted by absence, mental ill-health or transphobia.

Colleges should be aware that applicants may have started a transition process and that official documents may differ from the individual's current name and gender. Where an applicant contacts the college to request that a preferred name and gender are used, the college should ensure that relevant individuals, including interviewers, are briefed appropriately. Colleges may ask to see some proof of identity. Staff should check the name that should be used for correspondence to the home address, since this may differ from the preferred name to be used within the college. Once an offer has been made and accepted, the college should liaise with the student over practical arrangements relating to their transition.

SECTION 15. TRAINING AND AWARENESS

It may be helpful to provide specific briefing sessions for colleagues or fellow students of people who are transitioning to enable them to raise any concerns and ask questions about appropriate behaviours. It is important that such a session gives both general information about transgender people and specific information about how the particular individual wants to be treated.

INTERNAL

Possible sources of training within the University include:

- The student LGBTQ Society, which holds regular open events for students;
- The Oxford SU Officers, including the Transgender Reps;
- Equality and Diversity Unit;
- The LGBT+ Advisory Group, including the Transgender Representative.

We are proud of the contribution of members of staff to raising awareness of trans issues both locally and nationally. One member of staff is actively involved with local youth groups for LGBT, and has worked with council officers and the Thames Valley Police on trans issues, while another contributed to a group article in the British Medical Journal to raise awareness of the experiences of trans patients⁸.

EXTERNAL

GIRES	Free e-learning resource: www.gires.org.uk/e-learning
NHS	Video stories of two people's experience of transition: Jay's story: http://tinyurl.com/yce7nxmy Ruth's story: http://tinyurl.com/y8h2u7fw
Gendered Intelligence	Workshops: www.genderedintelligence.co.uk

⁸ www.bmj.com/content/357/bmj.j2963

SECTION 16. SUPPORT AND FURTHER RESOURCES

WITHIN THE UNIVERSITY

OU LGBTQ Society	www.facebook.com/OULGBTQ (they have a trans students' rep)
Oxford SU LGBTQ Campaign	lgbtq-chair@oxfordsu.ox.ac.uk
Rainbow Peers	Peer supporter scheme for LGBTQ students at the University www.facebook.com/rainbowpeers
LGBT+ Staff Network	www.admin.ox.ac.uk/eop/sexualorientation/informationforstaff
Counselling Service	www.ox.ac.uk/students/shw/counselling
Disability Advisory Service	www.ox.ac.uk/students/shw/das
Equality and Diversity Unit	www.admin.ox.ac.uk/eop

LOCAL ORGANISATIONS

LGBT+ Oxfordshire	Information on local services and sources of support www.lgbtoxon.uk
Oxford Friend	Free and confidential information, support and counselling services for LGBT people www.oxfordfriend.co.uk Help line Tel. 01865 726893
My Normal	Arts based project to give LGBT+ youth safe spaces and a bigger voice in the community of Oxfordshire www.facebook.com/mynormaloxford
Topaz Oxfordshire	Support group for LGBTQ+ young people in Oxfordshire and their family members http://tas91731.wixsite.com/topaz/home

NATIONAL ORGANISATIONS

Action for Trans Health	A trans pressure group, which has some ring-fenced funding for trans people of colour to access health care. www.actionfortranshealth.org.uk
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The Beaumont Society	Support network for the transgender community www.beaumontsociety.org.uk
Depend	Advice for family and friends of transgender people in the UK www.depend.org.uk
Galop	National LGBT domestic abuse helpline www.galop.org.uk/domesticabuse
The Gender Trust	Support and information centre for trans people and their families. Also provides advice for employers and others who encounter gender reassignment in their work. www.gendertrust.org.uk
Gender Identity Research and Education Society (GIRES)	Initiates and promotes research into gender identity www.gires.org.uk
Gendered Intelligence	Offers a free mentoring service for trans students and those questioning their gender identity genderedintelligence.tumblr.com/post/26357414756/gendered-intelligence-mentoring-service-free-support Publishes guidance on supporting BAME trans people www.gires.org.uk/wp-content/uploads/2016/02/BAME_Inclusivity.pdf GI also runs specific events for trans young people of colour genderedintelligence.co.uk/trans-youth/BAME
Mermaids	Support group for gender variant children, teenagers and their families www.mermaidsuk.org.uk
Mindline+	Confidential mental health support line for people who identify in ways including trans, agender, gender fluid and non-binary, and their families www.bristolmind.org.uk/help-and-counselling/mindline-transplus Tel. 0300 330 5468.
Press for Change	Major support and lobbying organisation for UK trans people www.pfc.org.uk
Queer Youth Network	National voluntary group for lesbian, gay, bisexual and transgender young people www.lgbtyouth.org

Trans Media Watch	Guidance for transgender people when dealing with the media www.transmediawatch.org
The UK Intersex Association (UKIA)	Campaigns for and supports intersex people www.ukia.co.uk

FURTHER RESOURCES

British Universities and Sports (BUCS)	Transgender policy http://c1593.r93.cf3.rackcdn.com/BUCS_Transgender_Policy.pdf
Carpenter, M., Hough, D. (2014)	Employers' Guide to Intersex Inclusion. Sydney: Pride in Diversity and Organisation Intersex International Australia www.oii.org.au/wp-content/uploads/key/Employer-Guide-Intersex-Inclusion.pdf
Equality Challenge Unit	The experience of lesbian, gay, bisexual and trans staff and students in higher education (2009) www.ecu.ac.uk/publications/lgbt-staff-and-students-in-he
	Trans staff and students in HE and colleges: improving experiences (2016) www.ecu.ac.uk/publications/trans-staff-and-students-in-he-and-colleges-improving-experiences
	Case studies www.ecu.ac.uk/guidance-resources/inclusive-environment/providing-support/trans-people
Equality and Human Rights Commission	Equality Act 2010 technical guidance on further and higher education (2014) http://tinyurl.com/y84wu46r
GIRES	Inclusivity: supporting BAME trans people (2016) www.gires.org.uk/inclusivity-supporting-bame-trans-people
Government Equalities Office	Headline findings from our transgender online survey (2011) www.homeoffice.gov.uk/publications/equalities/lgbt-equality-publications/transgender-survey?view=Binary

	<p>Sports Charter (2011)</p> <p>https://www.gov.uk/government/publications/sports-charter</p>
	<p>Providing services for transgender customers: a guide (2015)</p> <p>www.gov.uk/government/publications/providing-services-for-transgender-customers-a-guide</p>
	<p>The recruitment and retention of transgender staff: guidance for employers (2015)</p> <p>www.gov.uk/government/publications/recruiting-and-retaining-transgender-staff-a-guide-for-employers</p>
NHS	<p>Video stories</p> <p>Jay's story: http://tinyurl.com/yce7nxmy</p> <p>Ruth's story: http://tinyurl.com/y8h2u7fw</p>
Practical Androgyny	<p>How many people in the UK are non-binary (2014)</p> <p>https://practicalandrogyny.com/2014/12/16/how-many-people-in-the-uk-are-nonbinary</p>
Richards. C. (2016)	<p>Non-binary or gender queer genders</p> <p>oro.open.ac.uk/46107</p>
Stonewall	<p>Six resources on supporting trans staff in the workplace</p> <p>www.stonewall.org.uk/our-work/workplace-resources</p>
	<p>Role models posters to celebrate Trans Day of Visibility 2017</p> <p>www.stonewall.org.uk/sites/default/files/stw-trans-posters-2017-web.pdf</p>
United Nations, Office of the High Commissioner for Human Rights	<p>Intersex factsheet</p> <p>www.unfe.org/en/fact-sheets</p>
Women and Equalities Committee (House of Commons)	<p>Transgender Equality Report (2015)</p> <p>www.parliament.uk/business/committees/committees-a-z/commons-select/women-and-equalities-committee/inquiries/parliament-2015/transgender-equality</p>

GLOSSARY

Preference for terminology can be highly individualised, i.e. a student or member of staff may wish to associate with a term which is perceived by others as inappropriate.

Terminology is also changing rapidly: this glossary therefore may not be comprehensive.

Cisgender	Term used to describe a person whose gender identity matches the gender they were assigned at birth; someone who is not trans or non-binary. Often shortened to 'cis'.
Cross-dresser	See Dual role
Dual role	A dual role occasionally wears clothing and/or makeup not traditionally associated with the sex they were assigned at birth. Generally dual role people do not wish to transition and do not experience gender dysphoria. Historically the terms transvestite and cross-dresser were used to describe dual role people and some people may still use these terms for themselves, although other dual role people may see them as derogatory.
Gender dysphoria	A medical condition when a person assigned to one gender (on the basis of their physical characteristics at birth) experiences a deep discomfort with that gender and identifies as belonging to another gender. In order to qualify for NHS medical assistance to transition, a trans person in the UK must currently have a diagnosis of gender dysphoria although many trans people reject the idea that experiencing gender dysphoria is a prerequisite for being trans.
Gender expression	Term used for the external characteristics and behaviours that are socially defined as male or female. Often, but not always, trans people seek to make their gender expression match their gender identity.
Gender identity	A person's internal perception and experience of their gender. For trans people their own sense of who they are does not match the sex assigned to them at birth.
Gender incongruence	Term used to describe people whose gender identity does not align, to a greater or lesser extent, with the sex assigned at birth.
Gender reassignment	<p>Legal term used in the Equality Act 2010 to describe someone 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).</p> <p>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.</p>
Genderqueer	Term used for people with gender identities other than male or female, thus outside the gender binary. Genderqueer people may think of

	<p>themselves as one or more of the following: both men and women (bigender, pangender); neither men nor women (genderless, agender); moving between genders (genderfluid); third gender or other-gendered; having an overlap of, or blurred lines between gender identity and sexual or romantic orientation.</p>
Intersex	<p>People born with physical, hormonal or genetic features that are neither wholly female nor wholly male, or are a combination of female and male. This is a biological difference. Worldwide it is estimated that between 0.05 and 1.7% of babies are born with a blend of male and female characteristics. In some cases these are visible at birth, while in others they are not apparent until puberty. In contrast, many trans people are born with physical characteristics that match gender norms, but these do not match the gender they feel themselves to be. Intersex people do not fall within the umbrella transgender category, although they may face similar difficulties.</p> <p>In the past intersex babies were often subjected to surgery to try to make their appearance conform to binary sex norms, but many intersex adults report that this contributed to stigma and shame around their intersex traits. Now the approach is to wait until the individual is older. Some intersex people may choose to transition from one gender to another, but many do not.</p>
Legal gender	<p>This is legal sex as recorded on a person's birth certificate. External organisations such as HMRC can require this information. People who obtain a Gender Recognition Certificate under the Gender Recognition Act 2004 may apply for a revised birth certificate in their acquired gender which then becomes their legal sex.</p>
Non-binary	<p>A descriptive term used for people who identify outside of, or non-exclusively with, the categories 'male' or 'female'.</p>
Sex	<p>The two main categories (male and female) assigned to a person on the basis of primary sex characteristics (genitalia) at birth. In the UK this sex is included on a person's birth certificate and is their legal sex within the country's legal framework.</p>
Sexual orientation	<p>A person's emotional, romantic and/or sexual attraction to another person.</p>
Trans	<p>See Transgender</p>
Trans man	<p>A self-defined term for a person who was assigned female at birth, but who identifies as male or towards the masculine end of the gender spectrum. They usually use male pronouns and are likely to transition fully to live as men. They may describe themselves as AFAB, which stands for 'assigned female at birth'. This is preferable to describing someone as 'born female' or 'born a girl', as it avoids conflating gender identity with physical characteristics. Some people also use DFAB (defined/designated female at birth) and CAFAB (coercively assigned female at birth).</p>

Trans woman	A self-defined term for a person who was assigned male at birth, but who identifies as female or towards the feminine end of the gender spectrum. They usually use female pronouns and are likely to transition to live fully as women. They may describe themselves as AMAB , which stands for 'assigned male at birth'. This is preferable to describing someone as 'born male' or 'born a boy', as it avoids conflating gender identity with physical characteristics. Some people also use DMAB (defined/designated male at birth) and CAMAB (coercively assigned male at birth).
Transgender or trans	An umbrella term for people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth. This includes, but is not limited to, trans people who feel a consistent and overwhelming desire to transition to their preferred gender. It also includes those who are gender fluid or non-binary.
Transitioning	Term used to describe the process and steps an individual takes in order to live in the gender with which they identify, where this is different from the one assigned at birth. The new identity may be non-binary. Transitioning is a unique process for each individual and may include any number of changes to their life.
Transmisogyny	Prejudice, discrimination and violence directed at trans women and transfeminine people due both to their trans status and their womanhood or femininity.
Transphobia	Discrimination, harassment and bullying or hate crime experienced by trans people on the grounds of their gender identity and/or expression.
Transsexual	Term formerly used to describe a person with gender dysphoria. Increasingly trans people prefer trans or transgender instead, although some may still use this term.
Transvestite	See Dual role