



TITLE	REF	VERSION
Gender Identity Procedure	LSPRO005	2.0

DEPARTMENT	Student Services		
DATE	19/07/2024	REVIEW DATE	19/07/2027

GENDER IDENTITY PROCEDURE

Procedure Statement

Activate Learning is committed to advancing equality of opportunity; respecting, and celebrating difference; eliminating discrimination, harassment, and victimisation; and fostering good relations between all who work, learn, reside, or use the services of Activate Learning.

We aim to create and maintain a working and learning environment in which all people can participate fully, give of their best and achieve their full potential in a climate free from discrimination or harassment, and one that supports all gender identities within its community.

Purpose

Our Learning Philosophy recognises that people who feel emotionally safe are more motivated to learn, develop and achieve.

This procedure outlines our commitment to supporting the rights and well-being of those who identify as transgender or with a gender diverse identity. It sets out how we create an inclusive, respectful, and supportive environment for everyone within our community, and how we provide appropriate support for students who identify as transgender, gender diverse or gender questioning.

Scope

This procedure applies to all staff and students at Activate Learning, including our Further Education, Higher Education, Apprenticeships, Online and Residential provisions.

Definitions

Cisgender: When someone's gender identity is the same as the sex they were registered at birth.

Gender Distressed or Confused: Is a way of describing distress or confusion that may arise from a broad range of experiences connected to a person's understanding of their biological sex and associated attributes and behaviours, but where a formal diagnosis of gender dysphoria has not been made.

Gender Diverse: Refers to the range of gender identities and expressions that exist beyond traditional binary gender categories of male and female.

Gender Dysphoria: Is a diagnostic term. The condition is associated with clinically significant distress or impairment of functioning.

Gender Identity: It is a sense a person may have of their own gender, whether male, female or another category such as non-binary. This may or may not be the same as their biological sex.

Gender Incongruence: Is a medical diagnostic term for a marked and persistent incongruence between an individual's experienced gender identity and their biological sex.

Gender Questioning: Is a broad term that might describe people who are asking questions about their biological sex and perceived gender identity.

Non-binary: Someone who is non-binary does not identify as exclusively male or female – they may identify as both, neither, or some combination of the two.

Social Transition: Is a term often used to refer to a process by which people change their name, pronouns, clothing, or use different facilities from those provided for their biological sex. Not all people who go through this process will do so in the same way.

Trans or Transgender: Where a person's gender identity is different to the sex they were assigned at birth.

Procedure statement

Activate Learning:

- Recognise the right of every individual to choose whether to be open about their gender identity.
- Respect the dignity of all students and their self-identified gender status.
- Challenge any report of discrimination, bullying, harassment, or victimisation relating to gender identity.
- Process the student's request to update Activate Learning records, systems and documentation to accurately reflect their gender identity, as appropriate.
- Store information provided by the student appropriately and in accordance with GDPR.
- Comply with the law in relation to the protected characteristics of gender reassignment that is in force in Great Britain and Northern Ireland.
- Use the preferred name and pronoun associated with the student's gender identity.
- Allow appropriate time off for medical appointments.

Procedures

Application and Enrolment:

Students are not required to tell Activate Learning about their intention to transition but we must ensure that applicants and students feel safe to disclose this, if they wish.

We encourage applicants to declare any additional support needs through application or enrolment. Where it is felt additional support may be required, a member of the Learning Support or Student Support team may contact the applicant to discuss these needs in further detail and pre-emptively implement support through transition and upon enrolment.

Personal Data:

During enrolment, applicants must declare their sex and legal first name and surname. Applicants can also indicate their chosen title (Mr, Mrs, Miss, Ms, Mx or other); gender identity (male, female, prefer not to say, or other); preferred pronoun (he/him, she/her, they/them, he/they, or she/they); as well as preferred first name and surname.

Students can notify Advice and Admissions if they would like to make a change to how their personal details are recorded by Activate Learning by requesting a 'Change of Personal Circumstances' form.

- *Change of name:* All students are required to provide legal evidence of a change of name, for example a copy of a deed poll or marriage certificate to formally change their name.

- *Change of preferred name:* Students can request a preferred name which will appear on their ID card but not formal documents, such as exam certificates etc.
- *Change of title:* Students have the option to be addressed as follows: Mr., Ms, Mrs., M., or Mx.
- *Change of pronoun:* Students can be referred to as he, she, they, ze, or zir.
- *Change of gender:* No evidence is required to change a student's recorded gender.
- *Change of sex:* For a student's sex to be changed we require a copy of the student's Gender Recognition certificate.

A student's sex is recorded on our Management Information System (REMS). A student's gender and preferred name is displayed in ProMonitor.

Support for Students:

Activate Learning recognises that generalisations about children, young people and adults who are questioning their gender or identify as a different gender to the one assigned at birth, are often unhelpful. People are individuals and sense of identity is not always fixed and may evolve over time. Therefore, the needs of each transgender or gender diverse student will be assessed on a case-by-case basis.

Activate Learning understands that being transgender, non-binary or gender questioning is not a mental health diagnosis, nor does it mean that that a person will necessarily experience psychological problems. However, statistics do show that there can be associated difficulties partly due to prejudice or discrimination, and experiences of bullying, which can also be detrimental to their mental health.

Activate Learning offer a wealth of holistic support to all students and engage in a wealth of activity to promote and support our diverse community. This includes LGBTQ+ societies, and engagement with national and local events such as Pride month or Transgender Awareness Week. Activate Learning regularly engage with community groups and services to signpost students to support and spread awareness of key issues affecting transgender or gender diverse people through enrichment and our personal and social development curriculum.

For more specialist support, students are signposted to student support services such as counsellors, college nurses (in Oxfordshire), or the Student Support and Safeguarding Team. These services may also signpost or refer to external organisations for support in the community or online.

Attendance and Absence:

All students have an equal right to education, and we understand that regular attendance serves as a crucial protective factor. However, as per the Attendance, Punctuality and Absence Management Policy, Activate Learning recognises that some students experience additional barriers to attendance and punctuality, including those with medical conditions, disabilities, special educational needs, mental health concerns, or those who are disadvantaged. This may encompass students who are transgender or have a gender diverse identity.

As per our Student Attendance, Punctuality and Absence Management Procedure absence can be authorised for medical appointments that cannot be arranged outside college hours.

Curriculum and Training:

Learning about gender and how it affects other people allows us all to be allies in our learning environments and workplaces. Inclusion, mutual tolerance and respect form the basis of Activate

Learning's Personal and Social Development Curriculum. Staff training and resources on Equality, Diversity and Inclusion are provided, including training around gender equality and gender awareness at work.

Examinations:

Activate Learning enter candidates under names that can be verified against suitable identification such as birth certificate, driver's license or passport. Information will be provided to awarding bodies as detailed on our Management Information System (REMS). Any changes can be made by contacting Advice and Admissions, as detailed in this procedure, but any change of name should be accompanied by legal documentation such as deed poll.

If Activate Learning decide to enter a candidate under a name that does not appear on other official documentation, they should make the candidate aware, that:

- If the name on a certificate is different to official identification when a learner is approaching, HE/FE institutions, employers, work visas, or other third parties, it may be difficult to prove that the certificates legitimately belong to that learner.
- Not using the name on the official identification may cause issues when trying to validate the identity of Private Candidates sitting exams.
- Inconsistent information across awarding organisations may cause issues when transferring credit or using recognition of prior learning.

To change any certificate details once a student has left Activate Learning, the student should contact the appropriate awarding body with the necessary evidence.

Residential Accommodation:

As per Activate Learning's Procedure for Admissions to Residential Student Accommodation, where a student in residential accommodation identifies as transgender or with a diverse gender identity, suitable sleeping accommodation and living arrangements are made, which provide appropriate privacy for all students. As far as possible, transgender or gender-questioning students should be able to sleep in accommodation appropriate to their gender identity.

However, the Equality Act 2010 does permit certain exceptions from the prohibition on discrimination against trans people in relation to communal accommodation. The exception allows communal accommodation to be restricted to one sex only for privacy reasons, as long as the accommodation is managed as fairly as possible for both males and females.

We will consult with the student, their parents or carers (for those under 18), and any relevant professionals (where appropriate) to assess suitability on a case-by-case basis. For instance, it may be considered appropriate for those who have medically transitioned to use accommodation that matches their gender identity, while those who are gender questioning or wish to socially transition, may be advised to use accommodation corresponding to their biological sex.

Sport:

College activities including sporting activities are inclusive for all. For competitive sports, Activate Learning follows national sports body rules regarding trans young people's participation in sport.

Toilets and Changing Rooms:

Assumptions should not be made about the facilities a transgender or gender questioning person would like to use. There are a range of single-sex toilets, showers, and changing rooms, as well as unisex and gender-neutral facilities available.

Trips and Visits:

Risk assessments can be useful for thinking about how you will keep a person safe while they are in our care. Such assessments can help with trip or event planning, anticipating risks and the measures to put in place to support learner safety. Such assessments are most helpful

when the person is involved in determining risk and how to mitigate it.

In advance of any residential trip, staff who have a good professional relationship with the student should discuss practical arrangements and identify whether they have any worries. For example, their official documentation may not correspond to their gender identity or presentation.

It is also important to consider whether the country they are visiting have different legal protections afforded to LGBTQ+ people, and if there are any additional steps required to ensure the student or staff members safety, for example, in relation to harassment or discrimination, and consideration should be given to whether this needs to be added to the residential trip risk assessment.

Uniform:

Changes to any uniform or requests for unisex uniform is accommodated, where possible.

Safeguarding

The fact a person is transgender, or gender questioning is not in itself an inherent risk factor for harm. However, Activate Learning recognises young people who are LGBTQ+ or perceived by others to be (whether they are or not) may be more at risk of harm from specific issues such as bullying, discrimination, or exploitation. We recognise that risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce additional barriers faced and create a culture where students can speak out or share their concerns with any member of staff.

If staff are worried about the safety or welfare of any student (regardless of their gender identity), they must pass this on immediately to the Safeguarding Team via one of the below methods:

- Call: 01865 550401
- Email: safe@activatelearning.ac.uk
- Complete a record of concern form on SharePoint ([Link to record of concern form](#))
- Speak to the Designated Safeguarding Adviser directly.

As per the Safeguarding – Reporting a Concern Procedure, once referred, staff must follow up immediately with a written record and ensure this is sent to the relevant Designated Safeguarding Adviser. Referrals should not be via ProMonitor due to confidentiality.

Confidentiality and Information Sharing

Confidentiality and privacy are important to all people; however, we recognise that transgender people or those questioning their identity, may experience additional concerns. For example, worries about being ostracised, fear of stigma or discrimination, or a lack of control if people act or disclose sensitive information without their consent (sometimes referred to as being “outed”).

When supporting a gender questioning child, it is important to consider the broad range of individual needs, often in partnership with the child’s parents/carers (other than in rare circumstances where involving parents would constitute a significant risk of harm to the child). Staff may refer to the Department for Education ‘Guidance for Schools and Colleges in relation to Gender Questioning Children’ when deciding on how best to proceed.

Equality, Diversity and Inclusion

Activate Learning are committed to advancing equality of opportunity, respecting and celebrating difference, eliminating discrimination, harassment and victimisation and fostering good relations between all who work or learn at, or use the services of Activate Learning.

Activate Learning take a zero-tolerance approach to bullying, discrimination or harassment, and

such behaviour will be dealt with swiftly and proportionately, under the Student Behaviour and Disciplinary Policy.

Our commitment to inclusivity aligns with our Student Health and Wellbeing Policy and Equality and Diversity Policy and we pay due regard to our duties under the Public Sector Equality Duty. Activate Learning give due consideration to the individual circumstances of students with a protected characteristic and apply the Fitness to Study and Reside Policy when a student's health or wellbeing, impacts upon attendance, and when it is deemed unsuitable to apply the Student Behaviour and Disciplinary Policy.

Feedback

Activate Learning seek student's voice through a variety of mechanisms such as learner surveys, student conferences, student leadership team, and focus groups, and use this feedback to identify areas for improvement.

Review

This procedure will be reviewed every 3 years or as needed to ensure it remains relevant and effective in supporting the needs of transgender, non-binary and gender-questioning students.

References

This Procedure should be read in conjunction with the following Activate Learning guidance:

- Admissions Procedure Residential Student Accommodation
- Attendance, Punctuality and Absence Management Policy
- Department for Education - Gender Questioning Children Non-statutory guidance for schools and colleges in England (draft)
- Department for Education - Keeping Children Safe in Education
- Equality and Diversity Policy
- Fitness to Study and Reside Procedure
- Information Security and Data Protection Policy
- Residential Student Accommodation Policy
- Safeguarding – Reporting a Concern Procedure
- Safeguarding Policy
- Student Attendance, Punctuality and Absence Management Procedure
- Student Behaviour and Disciplinary Policy
- Student Change in Personal Circumstances Form
- Student Health and Wellbeing Policy
- Trips and Residential Procedure

Appendices

- Appendix 1 – Change of personal circumstance form
- Appendix 2 – External resources

Appendix 1 - Change of Personal Circumstances Form

Family name: Click or tap here to enter text. Click or tap here to enter text. Given (first) name: Click or tap here to enter text.

Learner I.D.: Click or tap here to enter text.

Date of birth: Click or tap to enter a date.

Please indicate the information to be changed on the student database:

- | | |
|--|--|
| <input type="checkbox"/> Family name | <input type="checkbox"/> Given (first) name |
| <input type="checkbox"/> Term-time address | <input type="checkbox"/> Home address |
| <input type="checkbox"/> Telephone number (home) | <input type="checkbox"/> Telephone number (mobile) |
| <input type="checkbox"/> Personal email | <input type="checkbox"/> Emergency contact information |
| <input type="checkbox"/> Disability/ learning difficulty | <input type="checkbox"/> Other |

Other (please state) Click or tap here to enter text.

Give new details here: Click or tap here to enter text.

- The student has now *declared* the following disability / learning difficulty information:

Disability			Learning Difficulty		
<input type="checkbox"/>	Visual impairment	4	<input type="checkbox"/>	Moderate learning difficulty	10
<input type="checkbox"/>	Hearing impairment	5	<input type="checkbox"/>	Severe learning difficulty	11
<input type="checkbox"/>	Disability affecting mobility	6	<input type="checkbox"/>	Dyslexia	12
<input type="checkbox"/>	Other physical disability	93	<input type="checkbox"/>	Dyscalculia	13
<input type="checkbox"/>	Other medical condition e.g. epilepsy, asthma, diabetes	95	<input type="checkbox"/>	Other specific learning difficulty	94
<input type="checkbox"/>	Emotional / behavioural difficulties	8	<input type="checkbox"/>	Other learning difficulty	96
<input type="checkbox"/>	Mental health difficulty	9			
<input type="checkbox"/>	Temporary disability after illness or accident	16			
<input type="checkbox"/>	Profound/complex disabilities	7			
<input type="checkbox"/>	Autism spectrum disorder	14			
<input type="checkbox"/>	Aspergers syndrome	15			
<input type="checkbox"/>	Speech and communication needs	17			
<input type="checkbox"/>	Other disability	97			

What does the learner consider to be their main difficulty? Click or tap here to enter text.

This learner has an EHCP? Yes No

- The student has agreed that the following disability / learning difficulty information should be *removed* from their record: Click or tap here to enter text.

Staff name: Click or tap here to enter text.

Job title: Click or tap here to enter text.

Date: Click or tap to enter a date.

Appendix 2 – External Resources

AKT

Supports LGBTQ people aged 16-25 who are homeless or living in a hostile environment.

<https://www.akt.org.uk/>

Brook

Provides wellbeing and sexual health information and support for young people.

<https://www.brook.org.uk/>

Clare Project

Provides online information and online groups for trans, non-binary and intersex adults.

<https://clareproject.org.uk/>

Galop

[0207 704 2040](tel:02077042040) (LGBT+ hate crime helpline)

[0800 999 5428](tel:08009995428) (LGBT+ domestic abuse helpline)

[0800 130 3335](tel:08001303335) (Conversion therapy helpline)

help@galop.org.uk

galop.org.uk

Provides helplines and other support for LGBT+ adults and young people who have experienced hate crime, sexual violence or domestic abuse.

Gender Identity Research & Education Society (GIRES)

Works to improve the lives of trans and gender non-conforming people of all ages, including those who are non-binary and non-gender.

gires.org.uk

Gendered Intelligence

Charity supporting young trans people aged under 25, and information for their parents and carers.

genderedintelligence.co.uk

Gender Trust

www.gendertrust.org.uk/

A charity that helps trans people and all those affected by gender identity issues.

LGBT Foundation

Advice, support and information for people identifying as LGBTQ+.

[0345 3 30 30 30](tel:03453303030)

<https://lgbt.foundation/>

Mermaids

Supports gender-diverse young people aged 19 and under, and their families and carers. Offers a helpline and webchat.

[0808 801 0400](tel:08088010400)

mermaidsuk.org.uk

MIND

Useful contacts - LGBTQIA+ mental health

<https://www.mind.org.uk/information-support/tips-for-everyday-living/lgbtqia-mental-health/useful-contacts/>

Samaritans

Samaritans are open 24/7 for anyone who needs to talk.

[116 123](tel:116123) (freephone)

jo@samaritans.org

Stonewall

Information and advice for LGBT people on a range of issues.

[08000 50 20 20](tel:08000502020)

stonewall.org.uk

Trans Unite

Resource for people in the UK to search for trans support groups.

transunite.co.uk

Trans Actual

Information for trans and non-binary people on healthcare and the law.

transactual.org.uk