



**Trinity College Dublin**  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

tcd/  
**gender/  
policy**



# **Gender Identity** and Gender Expression Policy



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Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

Trinity College,  
the University of Dublin  
aims to provide an  
**inclusive environment**  
which **promotes equality,**  
and **values diversity**





# 1

## Introduction

This policy outlines the College's formal commitment to recognise and support an individual's gender identity and gender expression, so that all members of the College community experience a positive and inclusive environment, where every member is treated with dignity and respect

Trinity College, the University of Dublin aims to provide an inclusive environment which promotes equality, and values diversity. The College is committed to maintaining an environment of dignity and respect where all staff and students can develop to their full potential. The concept of equality is central to the College's ethos of academic and service excellence.

This policy outlines the College's formal commitment to recognise and support an individual's gender identity and gender expression, so that all members of the College community experience a positive and inclusive environment, where every member is treated with dignity and respect.

The College promotes, and is committed to supporting, a collegiate environment and this policy encompasses the entire College community; students, staff and visitors.

This document constitutes the current Gender Expression and Gender Identity Policy of Trinity College, published in conformity with the requirements of the Gender Recognition Act 2015, the Employment Equality Act, 1998 to 2011, Equal Status Acts, 2000 to 2012, the IHREC Act 2014; and the Data Protection Acts 1988-2018.

## Definitions <sup>1</sup>

### Gender Identity:

A person's deeply-felt identification as male, female, or some other gender. This may or may not correspond to the sex they were assigned at birth.

### Gender Expression:

The external manifestation of a person's gender identity. Gender can be expressed through mannerisms, grooming, physical characteristics, social interactions and speech patterns, etc.

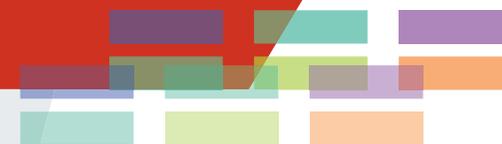
### Trans:

An umbrella term which can be used without offence for people whose gender identity and/or gender expression differs from that which is usually associated with the sex assigned to them at birth. This term can include diverse identifications such as: transsexual, transgender, non-binary, crossdresser, androgynous, agender, genderqueer, gender variant or differently gendered.

### Gender non-binary:

The term used to describe any gender identity which does not fit within the traditional binary of male and female.

<sup>1</sup> Trinity College Dublin wishes to acknowledge that language is an evolving construct, and that the advice around the use of language in this policy is not absolute. In creating the Gender Identity and Expression policy, Trinity College Dublin is attempting to be inclusive, and not exclusive. Neither is it attempting to mislabel, or to appropriate onto people labels that they have not chosen for themselves. It is anticipated that this policy will evolve as the language around gender identity and gender expression changes. College welcomes that evolution, and the discourse that should inform it.



The Act  
allows all  
individuals  
over the age  
of 18 to  
self-declare  
their own  
gender  
identity

**Intersex:**

An umbrella term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not fit the typical definitions of female or male. Although intersex individuals do not always identify as transgender or do not consider themselves covered by the Trans umbrella; where this policy uses the term trans it equally applies to intersex individuals.

**Sex:**

The designation of a person at birth as male or female based on their anatomy (genitalia and reproductive organs) or biology (chromosomes and hormones).

For further definitions see, for example, the Glossary of Terms of Transgender Equality Network Ireland (TENI), <http://www.teni.ie/page.aspx?contentid=139>.

**Context and Legislation**

This policy is developed in the context of the Gender Recognition Act 2015 which provides a process enabling trans people to achieve full legal recognition by the State of their preferred gender and allows for the acquisition of a new birth certificate that reflects this change. The Act allows all individuals over the age of 18 to self-declare their own gender identity, while requiring young people, aged 16-17, to make formal application for such recognition. It provides that a gender recognition certificate may be used as proof of gender or identity, if a person chooses, but that it shall not be required as proof of gender or identity “for any purpose save as required by law”.

The other directly relevant legislation is the Employment Equality Acts 1998 (as amended) and Equal Status Acts 2000 (as amended) which prohibit direct and indirect discrimination, sexual harassment, harassment and victimisation in relation to nine equality grounds<sup>2</sup> including gender. The gender ground protects trans persons from sex discrimination, that is, discrimination arising from gender identity and gender expression. Such an approach was approved by the European Courts of Justice in P v S and Cornwall County Council (Case C-13/9) and reaffirmed by the Equality Tribunal in Hannon v First Direct Logistics Limited (DEC-S2011-066).

The Employment Equality Acts prohibit discrimination in employment – including recruitment, promotion, pay and other terms and conditions of employment. The Equal Status Acts prohibit discrimination in access to and provision of services, accommodation and educational establishments. Finally, the IHREC Act 2014 sets out our overall responsibility to promote equality, prevent discrimination and protect the human rights of our students and staff, while the Data Protection Acts 1988-2018 set out rigorous requirements for the University in how we manage personal information.

This policy reflects the College’s commitment to meet its obligations under these Acts and foreseeable future legislative changes in relation to Gender Recognition<sup>3</sup>.

<sup>2</sup> The Equal Status Act also prohibits discrimination on the ground of “housing assistance” in relation to provision of accommodation.  
<sup>3</sup> We note that the 2015 Act stipulated a two-year review, with recognition of young people, non-binary and intersex people expected to be addressed as part of this review.

## Other policies

This policy should be read in conjunction with the following policies:

- Data Protection Policy,
- Dignity and Respect Policy,
- Equality Policy,
- Recruitment procedures,
- Student Charter.

And any other relevant College policies.

## Scope

This policy applies to:

- All applicants for employment, employees and former employees.
- All student applicants, students and alumni.
- All service users, visitors, customers and clients of the College.

Note: hereafter 'service user' will be used to denote customers, members of the public, visitors and clients.

All members of the College community share the right to protection under this policy and a carry a responsibility for ensuring the policy is adhered to.

In particular, this policy includes conduct that takes place on campus, on College property, at College functions and activities and where one is representing the College. This policy also pertains to usage of electronic technology and electronic communication that occurs in the above locations and situations.



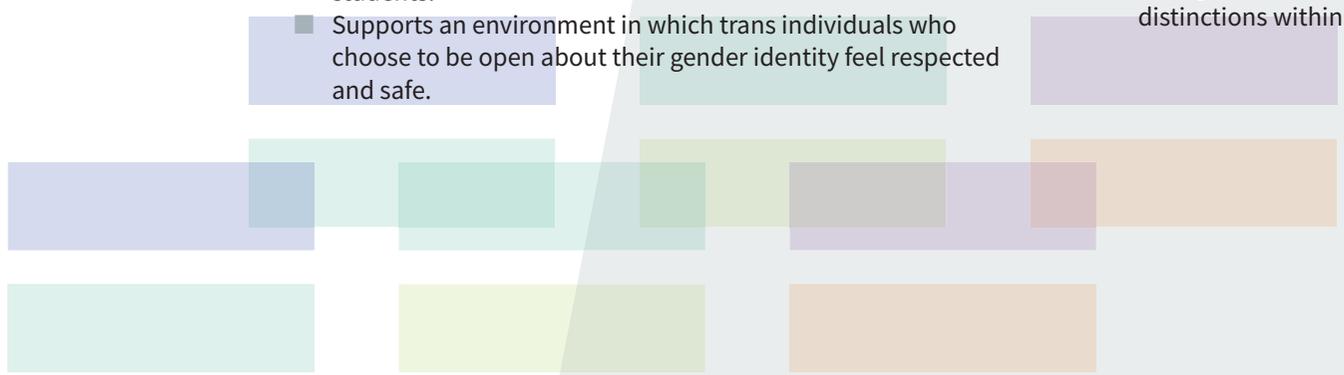


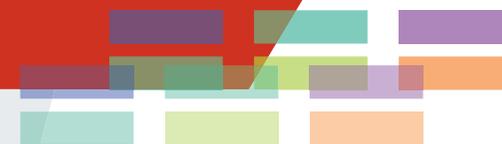
## 2 Statement of Commitment Accommodating Gender Diversity

College will treat all trans staff, students, alumni and service users with dignity and respect and seek to provide a work and learning environment free from discrimination, harassment or victimisation.

### The College:

- Is committed to non-discrimination (direct or indirect) on the grounds of gender identity and gender expression.
- Supports an inclusive environment of dignity and respect where everyone can develop to their full potential. The College does not tolerate harassment or bullying of staff, students or other members of the College community on the basis of gender identity or expression. Any such incidents will be dealt with via the procedures outlined in the College Dignity and Respect Policy.
- Respects the privacy of all trans individuals and will not reveal information related to their trans status without their prior agreement.
- Seeks to provide a supportive environment for staff and students.
- Supports an environment in which trans individuals who choose to be open about their gender identity feel respected and safe.
- Supports and is committed to providing reasonable accommodations for staff and students undergoing medical procedures related to gender reassignment, in accordance with the Code of Practice Applying to the Employment of People with Disabilities and the College Code of Practice for Students with Disabilities and other relevant College Procedures.
- Facilitates staff, students and alumni seeking to update their personal records to match their gender identity and expression by providing clear and easily accessible guidelines on processes.
- Encourages and facilitates staff and student training and awareness to ensure a supportive environment.
- College is committed to removing unnecessary gender distinctions within the College environment.





# 3

## Roles, Rights and Responsibilities

### As a Trans individual you have a right to:

- Openly be who you are. This means expressing your gender identity without fear of consequences.
- Be addressed by your preferred name, whether this has been reflected on your formal records or not.
- Be treated with fairness, dignity and respect.
- Privacy and appropriate confidentiality of records. Disclosure of information will only happen with your consent.
- Equal access to employment, education, services, activities and facilities through the College.
- Reasonable and appropriate arrangements, academic adjustments, and services if your trans status or transition is affecting your engagement with work / education.

### If you wish to disclose or avail of College supports/change records, as a Trans individual you have a responsibility to:

- Inform College of any support needs as soon as possible to allow appropriate arrangements to be put in place in a timely fashion
- Provide any documentation necessary for changing records in a timely manner.

### College has a right to:

- Request you to provide information and documentation from an acceptable professional source to establish the nature of reasonable arrangements to be put in place.
- Request documentation from you if this is necessary to change your records<sup>4</sup>.

### College has a responsibility to:

- Oversee the implementation of the College policy in relation to gender identity and gender expression in a fair and transparent manner.
- Take all reasonable steps to provide appropriate support and arrangements for trans individuals.
- To develop best practice and policy in line with legislation.
- To raise awareness and to provide advice and training on gender identity and expression to staff and students in College.
- Leaders have a particular responsibility to ensure the policy is upheld and to deal promptly and effectively with any issues that arise in relation to gender identity or gender expression.

### Members of the College Community have a responsibility to:

- Respect the dignity (including the right to privacy) of all members of the College community.
- Be aware of your own attitudes and behaviours in relation to gender recognition.

<sup>4</sup> Generally, official documentation is preferred but not required – see Section 7

# 4

## Non-Discrimination

Under the Employment Equality Acts 1998 (as amended) and Equal Status Acts 2000 (as amended) discrimination, harassment, and victimisation on the basis of gender, which encompasses gender expression and gender identity, is unlawful. Discrimination is defined as the treatment of a person in a less favourable way than another person is, has been, or would be treated in a comparable situation on any of the ten grounds which exists, existed, may exist in the future, or is imputed to the person concerned.

Furthermore, the College is committed to a policy of non-discrimination (direct or indirect) in access and participation in education and employment within the College Equality Policy and discrimination will not be tolerated by College.

Some indicative examples of unlawful discrimination include:

- Refusing employment, education, services or support on the basis of gender expression or gender identity,
- verbal or physical threats, harassment, or malicious gossip,
- refusing to address a person by their preferred gender pronoun or new name,
- Revealing the trans status of a person to others without their explicit consent, excluding exceptional circumstances detailed in the Confidentiality section.



# 5

## Dignity and Respect

The College promotes, and is committed to supporting, a collegiate environment, which is free from bullying, sexual harassment and other forms of harassment. The College will not tolerate harassment or bullying of staff, students or other members of the College community. All members are protected by the College Dignity and Respect Policy. For full details of the College policy and procedures for dealing with an informal or formal complaint, see

<http://www.tcd.ie/about/policies/respect.php>.

# 6

## Confidentiality and Privacy

All persons have a right to privacy, and this includes the right to keep one's trans status private. Each individual has the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share.

College is committed to respecting the right to privacy. All information disclosed relating to a person's gender identity and expression will be treated as confidential. Confidential information will only be disclosed with the person's prior consent.

The principle that no confidential information will be passed on to third parties without the express permission of the individual concerned applies unless there is a serious concern that there may be a threat to the safety or life of the individual or is otherwise required by operation of law.

Information held by College complies with the requirements of the Data Protection Acts, the Freedom of Information Act and relevant College policies. In order to comply with the above principles, College staff must take all necessary precautions to ensure the safe-keeping and accuracy of all records containing personal information.

Where information is recorded or shared, the terminology used must be respectful. You may use this policy as a guide for what is acceptable language.

# 7

## Accommodating Gender Diversity

### Training and Awareness Raising in College

College will provide education for staff and students in order to ensure the implementation throughout College of this policy. Awareness will be incorporated in relevant training programmes for staff and students including equality and diversity training, and staff and student support training. This will include online and printed literature as appropriate. Where desirable, College will develop, promote and run specific training on trans issues for students and staff.

See appendix 2 for guidance on how to promote trans equality within College and appendix 3 for guidance for staff and students on supporting trans individuals.

### Forms and Records

Please note that everyone has the right to be addressed by their preferred name and pronoun. A legal name or gender change is not required, and the individual need not change their official records.



### Student Records:

College will maintain records<sup>5</sup> in the name and gender under which an individual originally applied to, and was admitted, to College. College will change an individual's official record to reflect a change in name or gender upon receipt of official documentation.

Where an individual wish to use a name / gender that is not recorded on their official documentation, they can instead complete a declaration form allowing them to self-declare a change to their name/gender, with the expectation being that they would supply the foregoing documents in due course once obtained.

This process is administered by the Academic Registry. Full details in relation to updating of personal details can be accessed at <https://www.tcd.ie/academicregistry/service-desk/documents-and-forms/>

### Student IT username and email addresses:

Student IT services usernames and email addresses are randomly generated and are generally gender neutral. In circumstances where the system generated username/email address is inconsistent with a student's preferred gender identity, IT Services offer the flexibility to students to have their email address updated.

Requests to have this facility made available to a student can be activated through [itservicedesk@tcd.ie](mailto:itservicedesk@tcd.ie)

### Staff Records:

College is obliged to maintain records that include an individual's name and gender. Typical documentation required from employees or potential employees includes academic qualifications, proof of identification, proof of eligibility to work in Ireland, PPS number. If the name or gender on any of these documents differs from the preferred name or gender to be used, supporting documentation would be required.

The HR department will change an individual's staff record to reflect a change in name or gender upon receipt of official documentation.

In situations where College is required by law to use one's legal name or gender, such as for pension purposes, staff shall adopt practices to avoid the inadvertent disclosure of such confidential information.

Additional detail in relation to Official Documentation is attached at Appendix 2.

<sup>5</sup> Where a student also undertakes casual work with the University or is in receipt of a stipend paid through the University payroll, they will also have a personal record on the HR system, separate to that held in the student system. Students in this situation should contact Human Resources separately in relation to their HR record.

# 8

## Transitioning through a Gender Reassignment Process



Transitioning is the process of changing one's gender presentation and/or sex characteristics to align with one's personal sense of gender identity. An individual can change one's gender without any medical intervention (i.e. a social transition), or an individual can choose to undergo a medical transition.

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

College aims to support students or members of staff considering gender reassignment and offers a number of support services (see Mental Health and Supports in College for a list of College-based supports).

The College is aware that gender reassignment and transition may not be applicable, necessary or desirable for all trans individuals for a variety of reasons.

If a student or member of staff has decided to undergo gender reassignment, they should contact one of the following to arrange a meeting to discuss in confidence how they wish to deal with their transition and to agree a process with which they are comfortable:

### Undergraduate Students:

Personal Tutor, Senior Tutor or Students' Union Welfare Officer

### Postgraduate Students:

Postgraduate Advisory Service, Supervisor or Course Director, or GSU Vice President

### Staff:

Line Manager, Human Resources, Equality Officer.

An important element of this meeting will be to determine who should be told what, and when, and how this should occur.

It can be helpful to draw up a confidential plan for the period of transition and thereafter. The implementation of the plan should be reviewed regularly and reassessed at each significant part of the process. The plan should include the following issues, where applicable:

- The expected point or phase of change of name, personal details or gender,
- The expected time scale of any medical and surgical procedures,
- What time off will be required for treatment and/or how possible side effects from any medication may affect job/study and any arrangements needed,
- Whether a student wants to continue their course of study, defer for a set amount of time or come to some other arrangement,
- Who will need to be informed initially, and the level of information to be provided, in order to offer support and arrangements during the transition process,



- Whether the individual wishes to inform line managers, co-workers/fellow students themselves, or would prefer this to be done for them,
- What amendments will be required to records and systems,
- Whether training or briefing of co-workers, fellow students or service users will be necessary, at what point and by whom this will be carried out.

Appendix 1 provides a useful flow chart and checklist that covers most of the issues that need to be considered when an individual is going through this process.

It is important to understand that one of the most significant moments will be when the individual wishes to start presenting in their chosen gender publicly. It is crucial that this is managed and communicated well to those who have a working or study relationship with the individual. It is also important to note that different individuals will have different needs, and that there is no set, standard model of transition.

### Practical Considerations

Some practical considerations will arise when a person is transitioning, for example, single gender accommodation and facilities. See Appendix 3 for guidance on practical considerations and how to promote trans equality within College, and Appendix 4 for Informal Guidance to Staff and Students on Supporting Gender Diversity

Please note that when a person transitions to live in the gender in which they identify, they will normally use the facilities appropriate for their identified gender.

## 9 Mental Health and Supports in College

The following resources are available for staff and students seeking advice or support.

- College Health Centre
- Dignity and Respect Contact Persons

### Student Resources

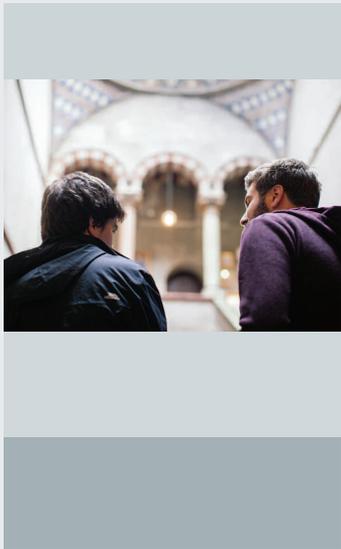
- Students' Unions:
  - LGBT Rights Officer*
  - Welfare Officer*
  - GSU Vice-President*
- College Tutorial Service
- The Postgraduate Advisory Service
- The Student Counselling Service

### Staff Resources

- Employee Relations (Human Resources)
- The Employee Assistance Programme
- Your Trade Union Representative

# 10

## Complaints Procedures



Bullying or harassment and complaints alleging discrimination based on a person's actual or perceived gender identity or expression will be taken seriously and will be dealt with under the College Dignity and Respect Policy <http://www.tcd.ie/about/policies/respect.php>.

To identify an individual as trans to a third party without the individual's permission (i.e. to 'out' someone) is a form of harassment. The aim of the aforementioned policy is to promote a working and learning environment in which harassment and bullying are known to be unacceptable and where individuals have the confidence to deal with harassment and bullying without fear of victimization.

For complaints of discrimination under the Equal Status Acts there is a requirement for a written notification to the person against whom the complaint is being made (the Respondent) within 2 months of the most recent occurrence of the incident; a six-month time-limit for raising a complaint with the Workplace Relations Commission (WRC) applies. For more information contact the Equality Office ([equality@tcd.ie](mailto:equality@tcd.ie)).

Normal staff and student complaint procedures apply.

# 11

## Policy Review Procedures

This policy shall complement existing Equality policies adopted by College. It shall be subject to continuous assessment and evaluation and shall be reviewed at least once every three years. The implementation of this policy will take into account the impact of other policies on trans staff, students and services users.

Guidance on implementation can be sought from the Equality Officer.

The College Equality Officer is responsible for reviewing this policy and will report to the Equality Committee.

### Contact

**Equality Officer** West Theatre Trinity College, Dublin 2  
[equality@tcd.ie](mailto:equality@tcd.ie) T 01 896 3282 [www.tcd.ie/equality](http://www.tcd.ie/equality)

**Equality Committee** [www.tcd.ie/committeepapers/equality](http://www.tcd.ie/committeepapers/equality)

The Equality Committee secretary is the Equality Officer, contact details for correspondence above.

# Appendix 1

## Flowcharts and checklists for transition

It is important to note that each individual will have a different approach to their transition. Some may want to change their entire record, yet others may not wish to do so, and the University will respect and support individual's choices and wishes. If someone does not wish to change their record, some of the actions below may not apply. This flowchart is only a guideline and all cases will be treated individually

### Flowchart

The individual decides to transition.

The individual approaches a representative from College in confidence and goes through the transition checklist (See below), using it to develop a transition action plan. (See Transitioning through a Gender Reassignment process (Section 7) for a list of contacts).

Actions are taken according to the agreed action plan and the University issues a letter to the individual confirming the changes.

Ongoing support for the Trans individual will be provided as necessary.



**Appendix**  
**1**  
**Flowcharts and checklists for transition**

<b>Checklist to consider when discussing a student or staff member's transition</b>	
<b>i. Time scale</b>	
What will be the timetable of transition?	
What will be the date for <ul style="list-style-type: none"> <li>- name changes,</li> <li>- use of facilities (toilets, changing rooms),</li> <li>- Change of records?</li> </ul>	
What is the expected time scale of any medical procedures? (Note the need for flexibility as the timescale for medical procedures may not always be clear from the outset)	
<b>ii. Updating Records</b>	
<b>Which identification / Records will need to be changed? (Check all that apply)</b>	
University Staff / Student ID card (new photograph and names and title)	
All student/staff records systems and databases (e.g. SIS, CORE)	
Information on school / service websites (e.g. staff biographies)	
Name plates on offices	



**Appendix 1**  
**Flowcharts and checklists for transition**

<b>Checklist to consider when discussing a student or staff member's transition</b>	
Any locally held records with the school / staff area e.g. programme and module lists,	
All HR held records (for staff)	
Exams office (for students)	
Library records	
Personal tutor records (for students)	
Services used (counselling records, Health Centre, Disability Service, Sports Centre)	
Logon / Email address (probably not necessary- usernames only use first name initial).	
Volunteering and mentoring records	
Committee minutes and records	
Certificates, e.g. training attendance, Transcripts / degree certificates	
Club and society membership records	
Payroll (and banking details)	
Employee Benefits, e.g. Pension and Death in Service Benefits, Private Health Insurance (e.g. VHI) etc.	
Corporate Insurance policies.	

Appendix **1**  
Flowcharts and  
checklists for  
transition

**Checklist to consider when discussing a student or staff member's transition**

**iii. Supports during Transition:**

Who will need to be informed initially, and what level of information should be provided, in order to offer support and arrangements during the transition process?

If the individual experiences effects from any medication what accommodations may be needed?

Will the individual require time off for medical treatment and recovery, or flexibility for the duration of the transition?

If yes, what will be done to ensure they remain on their programme of study/in employment, or can return when they have recovered?

Are there any professional requirements or attendance requirements that may be affected by the person's absence for medical treatment?

**iv. Other considerations:**

If the individual is involved in an awards ceremony during the transition process what name will be used?

If the individual is involved in a degree ceremony during the transition process what name will be used if the person's name has not been changed legally (on certificate, in ceremony programmes, name read out, etc.)?



Appendix **1**  
Flowcharts and  
checklists for  
transition

<b>Checklist to consider when discussing a student or staff member's transition</b>	
<b>v. Training and Awareness</b>	
Who will need to be informed, and who will inform (Check all that apply and state who will inform):	
Does the individual wish to inform line managers, co-workers/fellow students themselves, or would prefer this to be done for them?	
Who will need to be informed: <ul style="list-style-type: none"> <li>- Staff within the individual's school / area?</li> <li>- Students within the individual's school / area?</li> <li>- Support departments used by the individual (disability, student counselling, etc.)</li> <li>- Other Services (e.g. Accommodation, Facilities)</li> <li>- Work placement providers?</li> <li>- Committee chairs/secretaries where the individual is a member?</li> <li>- Club and society members?</li> </ul>	
<b>vi. Training:</b>	
Will there be a need to arrange training?	
Who should be trained, e.g. fellow students or colleagues, staff in staff/ student services? Who will deliver this training?	
What will the training cover?	
Will the student/staff member be involved to share their experience and expectations?	

## Appendix **2**

### Notes regarding official Documentation

#### **To change all records<sup>6</sup> one of the following items of documentation would be acceptable:**

Passport, Birth Certificate, Driver's Licence, Deed Poll (for name change), National Identity Card (country dependant) or other documentation deemed acceptable by the Academic Registry or Human Resources.

Relevant forms and further procedures for students are available from Academic Registry  
<http://www.tcd.ie/academicregistry/service-desk/update-details/>

Relevant forms and further procedures for staff are available from Human Resources <http://www.tcd.ie/hr/services/personnel/>

#### **Limitations for Change of Name for Students:**

In order to facilitate the processing of final examination results and arrangements for Commencements ceremonies, a student's registered name may not be changed after the end of the second week of Hilary Term in the student's final year.

A graduate candidate for award may apply to have their name changed or corrected no later than after the end of the second week of Hilary Term in their final year.

Students are advised that the name under which any grants / visa applications are applied for should correspond with their registered name in College. Failure to ensure this could result in difficulty in claiming a grant cheque.

#### **Changing a Degree Certificate:**

Alumni who wish to change the name in which they were admitted to an award must submit a request in writing to [academic.registry@tcd.ie](mailto:academic.registry@tcd.ie) for consideration by the University Senate. Such requests should provide the following:

- Full name (forename[s] and surname) in which award(s) made
- Date of birth
- Awards obtained from the University of Dublin / Trinity College
- Year(s) in which award(s) made
- Current address
- Previous address (for verification purposes)

Any request for a change or correction to a name or date of birth in the record of a graduate must be supported by official documentation.

<sup>6</sup> Note: this applies to current records

## Appendix **3**

### **Promoting trans equality within College: Accommodation, Campus Facilities and other Practical Considerations**

#### **Accommodation**

In providing accommodation for students, any special issues which may be raised in relation to trans students will be treated respectfully by accommodation services.

When a student applies for accommodation and advises that they are non-binary, transitioning, or intend to transition once in College, they will be housed in mixed gender accommodation. If transitioning, or intending to transition, the point at which they will begin to live day-to-day in their gender identity will be established and once the transition has taken place they can apply to live in accommodation appropriate for their identified gender. Trans individuals who are not transitioning (such as non-binary, agender or intersex individuals) will also be accommodated where possible in mixed gender accommodation.

If the student has started as one gender in a single sex flat and then changes gender, the Accommodation Office will always look to move them to their preferred type of accommodation, space permitting. If there is no suitable alternative, releasing them from their contract will be considered.

#### **Single Gender Facilities**

When a person transitions they will normally use the facilities (e.g. bathroom and changing rooms) appropriate for their identified gender. It is not acceptable to restrict a trans person to use disabled toilets or other unisex facilities. Requiring the person to use disabled toilet facilities is not acceptable unless the person requires these facilities due to a disability.

When a person who is transitioning begins to live in the gender in which they identify, they will normally start to use the facilities appropriate for their identified gender. This should not happen suddenly. Usually it will be necessary to explain the situation carefully to work / study colleagues after consultation with the person who is transitioning.

For a range of equality-related reasons, it would be considered good practice for College to consider the provision of private cubicles within existing changing facilities where they are not currently provided. It is also considered good practice for College to provide non-gender specific facilities where possible (e.g. non-gendered toilet facilities, accommodation etc.). This has been agreed by College's Estates and Facilities function in a specific commitment to Diversity Requirements for Building Design (2015).

#### **Dress Codes (where applicable)**

It is good practice to allow enough flexibility so that any dress codes do not reinforce binary gender choice or gender stereotypes.

#### **Forms and questionnaires**

When designing forms and questionnaires consider whether it is necessary to request that respondents provide their gender. If it is necessary to request gender, bear in mind that some people prefer a further option in addition to 'male' or 'female'.



## Appendix 3

### Promoting trans equality within College: Accommodation, Campus Facilities and other Practical Considerations

Also, an option ‘prefer not to disclose’ is helpful. It should also be made clear on forms requesting this information what the intended use is, in accordance with best data protection practice. The HEA has now (effective from 2019) enabled provision for the following gender categories in student records: male; female; gender non-binary; prefer not to say.

#### Pensions

For pension, life cover and disability cover purposes, all staff can only be regarded as their legal sex.

#### References

References being provided for current or former students or staff who have transitioned must make no reference to the person’s former names or gender and must use the appropriate pronoun. If College receives a reference for someone who has previously transitioned, which refers to them by a previous name, this information should be treated as confidential.

#### Sport

The College expects College student sports clubs and the Department of Sport to support its Equality and Gender Identity and Gender Expression policies.

Sports Clubs should seek to be inclusive in their activities, ensuring a person can participate according to their identified gender.

College is aware that there may be restrictions in place regarding some competitive sports and sports clubs should address their relevant sport’s governing bodies for guidance regarding this. The Equality Officer, the Head of Sport and the DUCAC Administrator are available to provide advice on supporting this policy in sports activities.



## Appendix 4

### Informal Guidance to Staff and Students on Supporting Gender Diversity

The following informal guidelines on how to treat trans people may be helpful for a trans person's colleagues and fellow students.

- Think of each person as being the gender that they identify as.
- Use the name and pronoun that the person asks you to. If you aren't sure what the right pronoun is, politely ask them what name and pronoun they use. If you make a mistake with pronouns, correct yourself and move on.
- Respect people's privacy.
- Do not ask what their 'real' or 'birth' name is. Any individual can be sensitive about revealing information about their past, especially if they think it might affect how they are perceived in the present.
- Similarly, 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.
- 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 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.
- 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.

(Extract from the Equality Challenge Unit: Trans Staff and Students in Higher Education: 3rd Edition 2016).





**Trinity College Dublin**  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

