

national centre for circus arts

Inclusivity Policy and Protocols: Gender Identity

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The Policy

1. About the Inclusivity Policy and Protocols

1.1 NCCA'S Inclusivity Policy and Protocols are designed to embed and support an inclusive environment for all members of NCCA, from staff to students and beyond. There are several sections to the Inclusivity Policy and Protocols, including:

- Disabilities
- Gender Identity
- Health and Wellbeing
- Religious Beliefs and Religious Observance
- Sexuality and Sexual Orientation
- Tackling Racial Inequality
- Bereavement Support
- Allyship & Being an Active Bystander

1.2 The Inclusivity Policy and Protocols are a key part of the NCCA's Inclusive Cultures Strategy. Policies which fall under the Inclusive Cultures Strategy include:

- Access and Participation Plan
- Code of Conduct
- Framework for Contextual Admissions and Programme Design
- Inclusivity Protocols:
 - Allyship & Being an Active Bystander
 - Disabilities
 - Gender Identity
 - Health and Wellbeing
 - Religious Beliefs and Religious Observance
 - Sexuality and Sexual Orientation
 - Tackling Racial Inequality
 - Bereavement Support
- Policy on Sexual Misconduct, Harassment and Related Behaviours
- Safeguarding Policy
- Student Support Guide
- Support Through Studies Policy and Procedures

2. About this section of the Inclusivity Policy and Protocols: Gender Identity

2.1 NCCA is committed to the inclusivity of the entire LGBTQ+ community. This particular section of the Policy and Protocols explicitly covers gender identity and transition. Matters relating more directly to sexuality and sexual orientation are addressed in the NCCA Inclusivity Policy and Protocols: Sexuality and Sexual orientation.

2.2 This section of the Policy and Protocols is intended to support and facilitate a student's ability to engage positively and fully with their programme of study and to fulfil the expectations of the training and course regardless of their gender identity. It is also intended to support current and prospective staff. It is a NCCA common policy designed to support the needs of students and staff

of all gender identities, those who have nearly ‘come out’ and those who are or have already taken steps toward transition and/or presenting themselves in a way different from their gender assigned at birth. This Policy sits with the NCCA’s Support Through Studies Policy and the wider NCCA Inclusive Cultures Strategy.

- 2.3 The NCCA aims to provide support and understanding to those who do not identify with or who do not sit comfortably within the gender assigned to them at birth. The NCCA recognises that coming out and transition can be a complex time and is committed to providing a positive, supportive, and sensitive environment for all staff and students.

3. Context and terminology

- 3.1 **‘Trans’** will be used in the Policy as an umbrella term to describe people whose gender identity does not align or relate comfortably to the sex they were assigned at birth. Trans identities are diverse and trans people may refer to themselves using one or more of a variety of terms such as transgender, transsexual, gender-queer (GQ), gender-fluid, non-binary, gender-variant, crossdresser, genderless, agender, nongender, third gender, bi-gender, trans man, trans woman, trans masculine, trans feminine and neutrois. Sometimes it is assumed that trans means a person feels that they are the ‘opposite’ binary gender (male or female) than the one assigned to them at birth. While this is true for some trans people it is not the case for others such as non-binary people.
- 3.2 **‘Transition’** describes the complex and diverse steps a person may take to live in the gender they identify as. This includes social steps such as name and pronoun changes, telling friends and family, dressing differently or changing official documents. For some trans people transition may include medical interventions such as hormone therapy or surgeries. It is crucial to understand and accept that not all trans people will seek medical intervention and that this choice does not make their identity any less valid than those who do.
- 3.3 **‘Gender identity’** denotes a person’s innate sense of self which may or may not correspond to sex assigned at birth. ‘Sex’ is assigned to a person on the basis of primary sex characteristic (genitalia) and reproductive functions.
- 3.4 **‘Deadnaming’** is calling someone by their birth name after they have changed their name. This does not need to be a legal change. If a person has changed their name in social environment but not in legal ones, calling them by their birth name is deadnaming. When done with intent and persistence this is bullying and harassment and would constitute a breach of the NCCA’s Sexual Misconduct, Harassment and Related Behaviours Policy.
- 3.5 **‘Misgendering’** is referring to someone by their incorrect gender identity. Incorrect use of pronouns (as such but not limited to he/him, she/her, they/them) is a common form of misgendering. When done with intent and persistence this is bullying and harassment and would constitute a breach of the NCCA’s Sexual Misconduct, Harassment and Related Behaviours Policy.
- 3.6 **‘Coming out’** refers to when a person first tells others about their orientation or identity. This is often understood as the first step in transition.¹ It is essential that the decision of an individual to ‘come out’ is fully in their control and not taken away from them. In the event a disclosure is made by an individual to another person about their orientation or identity, this does not in and of itself indicate that the individual has made the decision to openly ‘come out’. Sharing such

¹ Definition adapted from the Stonewall Glossary of Terms: <https://www.stonewall.org.uk/help-advice/glossary-terms>

sensitive personal information about another person without consent would constitute a breach of the NCCA's Sexual Misconduct, Harassment and Related Behaviours Policy.

- 3.7 **'Stealth'** is a term used in the trans community which refers to when a person is living as their preferred gender but are not openly trans.

4. Purpose of the Policy: Scope and Principles

- 4.1 This policy applies to students studying on a course of Higher Education who are registered students of NCCA. This policy also applies to staff employed by NCCA.
- 4.2 The Inclusivity Policy and Protocols sits within the NCCA Inclusive Cultures Strategy and aligned with the NCCA Support Through Studies Policy and Guide to Student Support.
- 4.3 While the aim of the Policy and Protocols is to be inclusive it is particularly relevant to staff and students who have taken steps to transition, those who wish to take steps and those who have come out.
- 4.4 The Policy and Protocols are aimed at all staff, particularly those who manage staff or support or teach students. When a member of staff or a student first 'comes out', i.e. declares their gender identity; undergoes transition or has transitioned to better align the sex they were assigned at birth with their gender, a number of issues will arise, many of which are underpinned by legislation.
- 4.5 The Policy and Protocols apply to and should be followed throughout all stages of the student recruitment and application, studies and student life cycle with the NCCA. Similarly, they apply to and should be followed in all stages of the staff recruitment, application and employment cycle.
- 4.6 Although the Policy and Protocols provide a framework within which trans staff or students can be supported during their employment or education, this process should be very much informed by the individual concerned and they should be thoroughly consulted along the way.
- 4.7 NCCA understands that every trans person is different and not everyone chooses to pursue medical interventions, but some do. There are a variety of medical interventions that a trans person may pursue and a variety of reasons as to why different people pursue different options in regards to transition, why some choose to medically transition and why others choose to transition in other ways like alter their clothes, appearance or voice. This may be due to age, financial implications, social reasons or lack of healthcare options.
- 4.8 Whatever the individual circumstances, NCCA is committing to being flexible, supportive, and make clear that discrimination and harassment against trans people will not be tolerated.
- 4.9 The protocols outline the support that should be provided to an individual who discloses either their trans identity or their intention to transition (this may be an existing or new student or member of staff). We will not make assumptions about what the individual may want or need, and there is no 'right' or 'wrong'. It is important to make sure that anyone who discloses their trans identity to feel included and supported at NCCA.

5. Legislative Context

5.1 There are five pieces of legislation that are relevant to trans, non-binary and intersex people in a Higher Education setting:

- Equality Act 2010
- Gender Recognition Act 2004
- Data Protection Act 2018 (UK)
- General Data Protection Regulations (GDPR) (UK) 2018
- Human Rights Act 1998

5.2 The law is still developing and is often developing. Much of the following has been developed assuming binary notions of gender and, occasionally, are not inclusive of those who are non-binary, gender-fluid, intersex or otherwise do not conform to society's binary understanding of gender. In instances where the legislation does not offer sufficient protection, NCCA remains committed to supporting trans students, opposing discrimination towards them, and protecting their confidentiality.

5.3 Equality Act 2010

5.3.1 Trans people are included under the protected characteristic of the Equality Act 2010 of 'gender assignment' and are protected from discrimination and harassment on the grounds that they:

- intend to undergo gender reassignment;
- are undergoing gender reassignment
- have to some point in the past undergone gender reassignment

5.3.2 Gender reassignment is described in the Act as: "a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex." Whilst 'gender reassignment' has medical connotations, there is an emphasis in the Equality Act on the social transition (rather than medical transition) of the trans person.

5.4 Gender Recognition Act 2004

5.4.1 The Gender Recognition Act 2004 (GRA) enables a person to change their legal gender, provided it is male or female. The UK does not currently recognise a third or non-binary gender category in law, (although there is an increase in understanding and inclusion of non-binary identities, for instance the Mx title is accepted by most public bodies).

5.4.2 The GRA enables a person to obtain a gender recognition certificate (GRC), which leads to the issue of a new birth certificate. A person does not have to undergo a physical medical intervention to receive a GRC.

5.4.3 The GRA confers the right to marry, or update a current marriage certificate, and be regarded for HMRC purposes (such as pensions) as a member of their self-determined gender (provided it is male or female). It also works to ensure that the person has the right to confidentiality over their trans status or gender history.

5.4.4 The GRC has strict privacy provisions which must not be breached by any person acquiring such information in an 'official capacity'. Disclosure to a third party without the trans person's consent would be a criminal offence (GRA s22). You should never ask to see someone's GRC – they are under no obligation to disclose it. It is good practice to treat a person without a GRC exactly the same as one with a GRC. Everyone's confidentiality should be respected

5.5 Data Protection Act 2018 (UK) and General Data Protection Regulations 2018 (UK)

- 5.5.1 The Data Protection Act 2018 (DPA 2018) replaces the Data Protection Act 1998. It complements the EU's General Data Protection Regulation (GDPR) and adds provisions specific to the UK. It has brought stricter rules and tighter controls on personal data. Information about a person's trans status is considered 'special category data' under the Data Protection Act 2018. This data is subject to tighter controls than other personal data. Explicit consent is required before it can be collected, used and shared.
- 5.5.2 The General Data Protection Regulations 2018 (GDPR) covers the data protection principles, rights and obligations set out in the Data Protection Act 2018. The lawful bases for processing personal data are set out in Article 6 of the GDPR. Articles 9 and 10 of the GDPR apply to the processing of 'special category' data (commonly referred to as 'personal sensitive data').
- 5.5.3 Personal data must be looked after properly following the seven data protection principles, which include ensuring personal data is accurate, secure and processed fairly and lawfully.
- 5.5.4 Data relating to a person's 'sex life' is protected under Data Protection Act 2018 (DPA) and General Data Protection Regulation 2018 (GDPR). While the term 'sex life' is vague, it is understood to include gender identity. Under the DPA and GDPR, this data is defined as 'special category data' and is afforded an extra level of confidentiality and will nearly always require explicit consent from the individual concerned prior to disclosure to another party. The NCCA also has a responsibility under the DPA and GDPR to ensure that personal information is accurate and up to date, so it is important that the School holds a correct title and name.

5.6 The Human Rights Act 1998

- 5.6.1 Article 8 of the European Convention on Human Rights, as enacted under the Human Rights Act 1998, protects a person's rights to a private and family life. This can include a person's right to remain private about their identity, but also to live in a particular way or express oneself in a particular way.
- 5.6.2 Information that relates to a person's trans status is owned by the individual and so they are the ones that should choose to share it (or not). Within this principle anything that is considered personal information (records, images and letters) should be kept secure and not shared without the permission of the individual. There are however exemptions to this (and other Acts mentioned above), where it would be lawful to share this information without permission. For example, if a crime has been committed.

6. Protection Against Harassment and Bullying

- 6.1 The staff, students and other stakeholders should expect to be treated with respect at all times. All complaints of harassment or bullying will be treated seriously and thoroughly investigated. Disciplinary action can be taken in cases where bullying/harassment have been proved
- 6.2 Any act of harassment or bullying toward a person based on their gender identity will normally, in first instances, be dealt with under the NCCA's Sexual Misconduct, Harassment and Related Behaviours Policy.

7. Disclosure and Confidentiality

- 7.1 NCCA will respect the confidentiality of trans people and will not reveal information without the prior agreement of the individual.
- 7.2 NCCA will respect the confidentiality of trans people and will not reveal information without the prior agreement of the individual.
- 7.3 If an individual notifies NCCA in writing of their intention to transition during their employment or education, the institution will agree with them what steps should be taken. A trans person's file will reflect their current name and gender. Any material that needs to be kept related to the person's trans status, such as records of absence for medical reasons, should be stored confidentially. No records will be changed without the permission of the staff member or student concerned.
- 7.4 When a person informs NCCA that they have received a Gender Recognition Certificate, the University will undertake further checks and action to remove references to the individual's former name and gender.
- 7.5 The NCCA is committed to supporting those who call out transphobic and other unacceptable behaviours, practices and structures both within the NCCA and elsewhere. A complaint can be raised under the following policies:
- 7.5.1 Policy on Sexual Misconduct, Harassment and Related Behaviours
 - 7.5.2 Non-Academic Misconduct Policy
 - 7.5.3 Student Complaints Procedure (students only)
- 7.6 NCCA also understands that raising a complaint may be complicated and will always strive to protect confidentiality where we can. Unfortunately, the NCCA is usually unable to investigate anonymous complaints or those made on behalf of a complainant.
- 7.7 However, where anonymous allegations are made or allegations are raised by third parties, these will be handled under Stage 1 of the Policy on Sexual Misconduct, Harassment and Related Behaviours and referred to NCCA. In consultation with officers of the NCCA as appropriate, it will determine whether there are any matters arising from the allegations that NCCA should endeavour to follow up, though there may be limitations to possible action.
- 7.8 We will use the data we receive to further our understanding of the experiences of our student, alumni, and staff communities, and help us to identify patterns of unconscious or implicit bias in our community.
- 7.9 A detailed record will be kept of all complaints. A report of this data may be compiled and reviewed by the Equality, Diversity and Inclusivity committee, the NCCA Board of Governors and other institutional committees as appropriate.
- 7.10 We will treat the data confidentially and remove the names of any individuals before the data is compiled into report form. We may also use the data received to drive improvements to relevant institutional policies.

The Protocols

Protocol Aim	Protocol	How this might be achieved	Supporting guidance and information
Supporting trans people	Person-centred Response	<ul style="list-style-type: none"> • Use the NCCA Inclusivity Protocol on Gender Identity to support individuals to support others. • Hold an awareness campaign on terminology and context to enable staff and students to communicate confidently. • Normalise the use of pronouns in everyday introductions: <ul style="list-style-type: none"> ○ Do not simply assume pronouns based on outward appearance. 	<p>When someone comes out to you, it is important to speak with the person to understand whether they are making a confidential disclosure and are not ready for this information to be known more widely, or whether they are ready to immediately be known in the way they identify.</p> <p>In the trans community, there is a term known as 'stealth' which refers to when a person is living as their preferred gender but are not openly trans. Should you know that a person is trans, it is important to be aware of how they prefer to navigate their environment so as to not out them.</p> <p>Listen to the person and ask them how they want to be referred to. Ask which name and which pronouns you should use. If the person is 'out', remember to use this name and these pronouns all of the time, not just when in the company of the person.</p> <p>If you make a mistake with pronouns, apologise, correct yourself, and then quickly move on. Similarly, if others misgender or deadname, correct them.</p>

Supporting trans people	Respect and Confidentiality	<ul style="list-style-type: none"> • Set expectations for appropriate behaviour in your institutional Code of Behaviour. • Ensure there is space with kindness and understanding for students and staff to learn • Be prepared to be agile and to learn. Trans rights, as an umbrella term to include those who do not identify with binary genders, and the language used to discuss trans rights is rapidly developing. What is more important is to refer to people in the way in which they wish to be referred. 	<p>You should never ask a person 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. Their real name is the one they are currently using.</p> <p>It is imperative that we respect people’s boundaries. Consider whether it is appropriate to ask a personal question. Would you ask this to another person? If not, then reconsider asking it. If you do 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, medical treatment, and relationship status – past, present, or future. Nobody is obliged to answer personal questions; a person may find such questions to be an intrusion of privacy. If the person chooses not to answer a personal question, respect their decision not to do so.</p> <p>When someone starts to live as their correct gender, they may be very sensitive to the ways in which their physical appearance differs from others. It is inappropriate to discuss someone’s appearance and it is never appropriate to judge someone by how they look.</p> <p>It is always important to respect a person’s privacy, and especially so when they are coming out or make a disclosure to you. Do not tell others about a person’s history. If documents have to be kept that have the person’s old name and gender on them, keep them confidential. Ensure that the individual understands this to be the case, and also the reasons why.</p> <p>Similarly, if someone has told you of their intention to transition, including the intention to change names and pronouns, it is important this is kept confidential until the individual gives clear consent for this to be shared.</p>
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Supporting Transition	Planning Support	<ul style="list-style-type: none"> • Develop and embed the action plan template (see Appendix 1). This should cover administrative and social steps that might be necessary during transition, for example: <ul style="list-style-type: none"> ○ The anticipated point in time of change of name, personal details, and gender ○ Whether the employee wishes to stay in their current post or explore the possibility of redeployment, on a temporary or permanent basis ○ Whether the student wishes to stay on their current programme, suspend studies or explore the possibility of transferring to another programme ○ Depending on the individual, an anticipation of time off for medical appointments, treatments, and surgical procedures and how any such absences will be managed ○ Who needs to be informed of the transition, the method(s) of communication and the timescales ○ How to handle any harassment or hostile reaction. For example, would some training on gender identity issues be helpful. • Make holistic use of existing policies: <ul style="list-style-type: none"> ○ For, example, if a student intends to transition medically, require a break from study or feel as though their ability to train is compromised, their case may fall under the NCCA Support Through Studies Procedures. 	<p>When a student or member of staff expresses the intent to transition, socially, medically and/or otherwise, it is important that NCCA supports this decision. There will be a series of formal and informal steps that will need to be taken including, although not limited to the changing of records and informing other members of the school community.</p> <p>Successful support and management of a person's transition depends crucially on taking account of their views on how to proceed. Sensitive and considered discussions can identify and resolve potential areas of difficulty and conflict before they arise.</p> <p>As stated above, this must be a person-centred process. You should always start by asking someone how they would like to be referred to and respecting their right to self-identify</p> <p>It is important to emphasise that the process will move at the pace dictated by the individual. Confidentiality is crucial. Only tell others and take any formal measures to update records with the explicit consent of the person in question to avoid 'outing' them before they are ready. Agility and flexibility are also imperative. What a person requires may change over the period of their transition. These changes should be pre-empted and where they are not, they should be approached positively.</p>
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Supporting Transition	Practical Support	<ul style="list-style-type: none"> • Establish a single point of contact who can support the individual and provide a positive and supportive environment where issues connected to their transition can be discussed: <ul style="list-style-type: none"> ○ The main point of contact should work in partnership with the individual to develop a plan of support needed and how it might be provided in order to assist in the transition process. Any information disclosed must be treated in the strictest of confidence and must not be shared without the express consent of the individual concerned. 	<p>Being trans is not a mental health issue. However, worries about experiencing discrimination or distressing feelings relating to their gender identity mean that some trans young people may experience mental distress. A trans young person may want to talk to someone if they have started to transition or if they are confused or unhappy about their gender identity. Teachers, school staff and adults who work with young people can help by providing pastoral support or counselling within a school setting or signpost to counselling or therapy services outside of the school environment. It's important to find a mental health professional equipped to talk about gender identity and with some knowledge about the experiences of trans young people.</p> <p>In addition to a main point of contact, it also might be helpful to agree who else might need to be involved in supporting the individual in their transition, either in terms of active involvement or involvement in an advisory capacity (for example, the relevant HR staff member, Programme Head, Tutors, Student Support Manager or a SU Advisor).</p>
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Supporting Transition	Informing others	<ul style="list-style-type: none"> • Ensure that a timetable for informing others is agreed with the person. • When someone transitions this may challenge other members of staff and students who have a fixed idea of gender identity. This can also be an opportunity to identify if awareness raising training is required for both staff and students. Educating others of trans issues should not be the responsibility of the individual in question. • Ensure that staff managing the processes and protocols for supporting trans individuals (for example, but not limited to, updating student records or HR records, or reviewing educational support arrangements) are fully conversant with the relevant data protection and equalities legislation. 	<p>Agreement with the individual should be reached before communication of any intention to transition. The approach taken will depend on how the individual wants to progress and will need to be appropriate to their circumstances. It may not be necessary to inform those who have no direct contact with the individual, although you should be aware that informal information and ‘gossip’ can travel fast and wide, so it may be preferable to include such people in order to avoid misinformation.</p> <p>If the information is not to be conveyed by the individual, it must be shared at a time agreed by the individual, and conversely if by the individual, then management will need to know when and how the disclosure is to take place, so that appropriate support can be co-ordinated.</p> <p>Any communication must be practical and address important issues such as how to address the individual (name, pronouns, etc), how to support them, and how to approach any questions that may arise without breaking confidentiality.</p> <p>Respecting privacy is of utmost importance. Many trans people will have transitioned before commencing their education or employment. Some trans people will wish to keep their status as private as possible, even though others are willing to discuss it either confidentially with close friends or openly. It is vital that neither management nor colleagues breach the personal privacy of employees and students, recognising that the right to disclose or discuss their medical history is the prerogative of the individual. Such disclosure may constitute an offence under the Gender Recognition Act 2004.</p>
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Supporting Transition	Access to facilities	<ul style="list-style-type: none"> • Allow people to use the changing rooms and toilets they feel most comfortable with. • Offer gender neutral facilities • Ensure communications are clear and agreed in advance 	<p>A trans person should have access to single sex areas – such as changing rooms and toilets – according to whichever they feel most comfortable with. This may mean that a person changes the facilities they use at some point throughout their transition. In some circumstances, it may be helpful to explain the situation to work colleagues or other students who use the facilities; however, this should only be done following full consultation with the trans person, and only if the trans person concerned wants this conversation to take place.</p> <p>It is best practice to also offer gender neutral toilets and changing room as not everybody will identify as a binary gender or feel comfortable in these spaces. However, it is not acceptable to restrict a trans person to using gender-neutral facilities.</p>
Inclusive Record Keeping	Staff and Student Records	<ul style="list-style-type: none"> • Establish a process for amending records which follows these principles: <ul style="list-style-type: none"> ○ The individual is consulted every step of the way. ○ Records are not changed without the permission of the staff member or student concerned. ○ Everyone is clear and is in agreement about the sharing of information. The decision about what to share and with whom is at the discretion of the individual. 	<p>Records should be changed from the date that the individual notifies the School of any changes to their name. It may however be necessary to retain some information relating to an individual's previous identity for other purposes, such as financial regulation. Such records should be held confidentially for the minimum time period required, with access strictly limited to only those members of staff who require access for a specific purpose.</p> <p>If an individual discloses their status as a trans person, or gives notification of their intent to transition during their employment or education, the date from which their name and/or gender is changed on all staff/student records and public references, such as identification passes, library cards, contact details, email addresses, formal records, website references, and so on, must be agreed with them.</p>

Inclusive Record Keeping	Staff and Student Records <i>(continued)</i>	<ul style="list-style-type: none"> ○ The process of changing name, gender, or pronoun is simple and accessible: <ul style="list-style-type: none"> ▪ Subject to the agreement of the individual, and with the exception of degree certificates, a written notification of intent to transition is sufficient for the gender, pronouns and name on staff and student records to be changed. This is necessary to enable the person to go about their daily life as a staff member or student without their sex assigned at birth being known. ▪ Ensure that the person transitioning provides written consent for their status as a trans person to be discussed with/disclosed to others. This consent should be clear about who they are happy to have this information, so it may be a very limited disclosure or it may be that they are happy for anyone to know. It is at the discretion of the person transitioning as to the extent to which they are comfortable with this. ▪ Please see Appendix 2 for a template form that can be submitted for these purposes. ○ The process does not rely on medical evidence: <i>(Continued...)</i> 	<p>Should any of these documents also include photographs, these should also be changed if requested</p> <p>Particular consideration should be given to agreeing the date from which a student applicant's name and gender will change at the pre-enrolment stage, ensuring that UCAS or other application forms are amended. This will enable all subsequent identification to be produced accordingly. The applicant will need to notify the student loans company and other funding bodies to ensure payment and enrolment records match.</p> <p>Degree certificates are legal documents therefore legal proof of a change of name is required in order to issue or to reissue a degree certificate in a name different to the name in which the student originally registered. Legal proof of name change is also required for changing names on official records such as pensions, bank accounts and tax documentation.</p> <p>Forms of legal proof of a name change can include:</p> <ul style="list-style-type: none"> ✓ Deed poll certificate: Changing name by deed poll is relatively straightforward and inexpensive. A free template can be obtained from www.freedeedpoll.org.uk. The majority of organisations will accept a free deed poll. Very occasionally, some organisations require that the deed poll is enrolled. This means that the change of name is put on public record and available for anyone to see. For this reason some people prefer to make a statutory declaration of name change <p><i>(Continued...)</i></p>
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Inclusive Record Keeping	Staff and Student Records <i>(continued)</i>	<ul style="list-style-type: none"> ▪ Asking a trans person to provide medical evidence of transition before changing their name and gender on records is not appropriate as not all trans people transition medically. However, when dealing with external organisations on matters related to areas such as taxes, national insurance, pensions, and visas this must be done on the basis of their sex on their birth certificate and not the one on other formal documents. 	<ul style="list-style-type: none"> ✓ Statutory declaration of name change: Statutory declaration of name change provides written evidence that someone has decided to change their name and would like their records changed to reflect their new choice of name. It must be witnessed by a solicitor for a small fee (£5-£10) ✓ Birth certificates: A trans person may apply for a gender recognition certificate (GRC) which is a legal recognition of their gender, although currently this only recognises binary genders. When a trans person receives (GRC), they are sent information on how to obtain a new birth certificate and provided with details of who should be informed. The individual will now have the right to request that all references to their former name and gender are removed from old records to ensure their former identity is not revealed. For example, a person's old birth certificate will need to be replaced with their new one. Similarly, if the person has changed their name, their original offer letter will need to be replaced with an offer letter in their new name. Nothing should remain on file that would disclose to a third person that a change has occurred. When a member of staff provides a copy of their new birth certificate, HR/Payroll should check if their change of gender affects their National Insurance contributions.
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Inclusive Record Keeping	Staff and Student Records (continued)		<p>It is within the discretion of the School's validating university whether to charge trans students or alumni for a replacement degree certificate. Any fee charged should not be more than what would normally be charged for replacement documents.</p> <p>In order for changes to staff or student records to take place, it may be necessary to discuss with others in the School the fact that the person is transitioning. However, it is essential that the individual provides written consent for their status as a trans person to be discussed with others.</p>
Creating an Inclusive Environment	Best Practice for Inclusivity	<ul style="list-style-type: none"> • Including your own pronouns in your email signature. This can help foster an open and positive environment; • As a rule, during class demonstration neutral pronouns they/them should be used unless you have confirmation otherwise; • Consider flexibility when specifying class dress code. Form fitting clothing may force trans people to use unhealthy methods to conceal their bodies such as binding or tucking. It is important for trans people to not feel self-conscious during training; • Encourage, but do not demand, an open dialogue with those around you. The more 	<p>Performing arts subjects, and particularly Ballet, can be very gendered in their approach and traditions. This presents difficulties for the inclusions of those who are non-binary, genderfluid and gender non-conforming. Similarly, Ballet training in particular presents specific challenges in supporting students who are transitioning.</p> <p>That is not to say that there is not precedent for more inclusive practice. Dazed magazine and Pointe Magazine have featured articles on three dancers, two of whom are transgender and one who is genderfluid, in 2018 and 2019 respectively, so the landscape is evolving:²</p> <ul style="list-style-type: none"> • Chase Johnsey is a genderfluid dancer who uses standard masculine pronouns. In 2018, Johnsey was given the opportunity to dance female corps roles in the English National Ballet's <i>Sleeping Beauty</i>.

² <https://www.dazeddigital.com/life-culture/article/40706/1/ballet-gender-binary-genderqueer-transgender-dancers-chase-johnsey-interview>;
<https://www.pointemagazine.com/nonbinary-ballet-dancers-2625118186.html>

Creating an Inclusive Environment	Best Practice for Inclusivity <i>(continued)</i>	<p>open an environment, the more comfortable people will feel to discuss what they need to feel comfortable and safe;</p> <ul style="list-style-type: none"> • Remove gender specific language from NCCA policies, documents and course materials. Rather than ‘he/she’ use ‘they’; • When there is a new external speaker, or on the first day of class encourage everyone to introduce themselves stating their names and pronouns; • In so far as is possible, ensure that gender is not recorded as a static identifier in schools records; • Where possible, allow for individuals to self-declare gender in an open text box rather than forcing the selection of ‘female’, ‘male’ or ‘other’; • Where forms or documents require a title, offer both a gender-neutral title (Mx) and a non-disclosure option (‘prefer not to say’). 	<ul style="list-style-type: none"> • Scout Alexander was assigned female at birth and is in the process of transitioning to male. Alexander trained in female classes until he came out at the age of 15. He has since auditioned and earned a place on a full male scholarship to train with BalletMet. He has been accepted on the basis on talent, even if he requires some additional support to reach the same specific skill level as male dancers who have trained in male classes since birth. • Jayna Ledford also began dancing young. Due to her gender assignment at birth, she was forced to take male classes from the age of five and conceal her gender identity to progress in ballet. Jayna came out while training on a full male scholarship at the Kirov Academy of Ballet. The school supported her journey, exempting her from male partnering class and enrolling her into pointe training. <p>Part of the NCCA’s role in supporting trans students is to make reasonable adjustments to their training and assessment. These processes fit within the informal procedures of NCCA’s Support Through Studies Policy as a matter of course. As with all students, formal Support Through Studies procedures may be used by Schools to facilitate and provide more structured support where necessary.</p>
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Appendices

Inclusivity Protocols: Gender Identity

8. Appendix 1- Individual Support Action Plan

Student/Staff Name	
Named Contact	

Disclosure – Telling others					
Name and/or role (ie Senior Manager, Course Tutors)	Who will tell them? Yourself/Named Contact	How? Email, meeting, one on one	When?	Date completed	

Action Plan				
Agreed Action	Responsible Party/Parties	When	Date Completed	Next Steps (if any)
e.g. Changing records				

General Discussion Notes

Any student requests for reasonable adjustments or interruption/suspension of studies should be addressed using the informal and/or formal procedures (as appropriate) of NCCA's [Support Through Studies Policy](#), and should be clearly set out in a Support Through Studies Action Plan, agreed and signed off by the student.

9. Appendix 2 – Change to Student or Staff Records Request Form

Details to be removed				
Previous First Name				
Previous Surname				
Details to be added				
Title	Miss, Miss, Mrs, Mr, Mx			
First Name (if different to above)				
Surname (if different to above)				
Gender				
Pronouns				

Records to be changed	Please ticket	Date Completed (<i>Office use only</i>)
Name Badge		
Online Records		
All Staff/Student Records (excluding degree awards)		
Website References		
Other documents/records (if applicable)		

For legal reasons, some documents including Degree Certificates, cannot be altered without official documentation. This includes: Deed Poll Certificates, Statutory Name Change Declarations, and Birth Certificates.

Degrees for any student of NCCA are awarded by the University of Kent. It is at the discretion of the validating university as to whether the name on a Degree Certificate may be changed. Individuals who wish to enquire about such a change should contact the validating university directly. Contact details can be obtained from the relevant Member School of the NCCA with whom the degree was completed.

By signing below, you are giving explicit consent to change the aforementioned records in the manner stated.

Name of individual whose details are being changed (print)	
Signature	
Date	