

Equality Impact Assessment

Guidance on completing Equality Impact Assessments can be found on the intranet in the equality and inclusion section

Document:	Supporting Transgender People at Borders College
Executive Summary:	<p>The following guidance is aligned with the Scottish Governments 'Supporting Transgender Young People in Schools: Guidance for Scottish Schools' (2021), and draws upon evidence and advice from LGBT Youth Scotland.</p> <p>The guidance was developed in partnership with transgender and non-binary students. Their experience and feedback has helped shape the document. We are grateful for their valuable input.</p> <p>Transgender people are one of the most marginalised protected characteristic groups in the UK and are likely to experience abuse at various points throughout their lives. In a study by Scottish Transgender Alliance (2008) 25% of respondents said they had to move from a family home due to family responses, often resulting in homelessness, 46% of respondents explained they had experienced transphobic abuse in relationships and 62% said they had experienced transphobic abuse in public places.</p> <p>A key aspect of this EIA is the commitment to ensure issues relating to intersectionality are addressed across all future trans awareness training delivered to staff.</p> <p>It is anticipated that the guidance document will have a positive impact across all protected characteristics because it will help college staff understand the impact of discrimination on employees who reassign their gender and will ultimately support the rights of all trans people to work and study in a tolerant and respectful environment.</p> <p>The guidance serves to support and protect the rights of trans people and encourages a college that is more inclusive for all.</p>

By law we must meet the requirements of the Equality Act 2010 including the Public Sector Equality Duty. Please give due regard to the following when completing an EIA;



- 1: Does the policy/practice eliminate discrimination, harassment and victimisation?
- 2: Does the policy/practice promote equality of opportunity?
- 3: Does the policy/practice promote good relations?

Protected Characteristic	Commentary <i>For each protected characteristic provide a commentary of impact. If a negative impact occurs, consider the following;</i> <ol style="list-style-type: none"> 1. <i>Change the policy so impact is no longer negative</i> 2. <i>Justify why it has to be done e.g. health and safety legislation</i> 3. <i>Consider how you are going to mitigate the impact</i>
Age <i>Someone belonging to a particular age, or range of ages</i>	<p>Older people may experience prejudice relating to their age which may compound their experience of transphobic discrimination. Older people may also find it more difficult to transition due to a longer period of time not being open about their gender identity.</p> <p>The document was developed in line with the Scottish Governments 'Supporting transgender young people in schools' (2021) guidance. However, the content and supporting resources have been adapted to provide support for transgender people of all ages.</p> <p>Going forward, we commit to embedding discussion around intersectionality in all trans awareness training delivered at Borders College so that staff have awareness of these specific issues faced by trans people.</p>
Care Experienced <i>Someone who has been or is currently in care or from a looked-after background at any stage in their life. This includes adopted children who were previous looked-after.</i>	<p>It is not anticipated that the guidance would have any detrimental impact to care experienced people.</p>
Marriage/Civil Partnership <i>Married couples and civil partnership should be treated the same on a wide range of matters</i>	<p>It is not anticipated that the guidance would have any detrimental impact to those who are married or in a civil partnership.</p>

<p>Race <i>Refers to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins</i></p>	<p>We recognise that Black, Asian and Minority Ethnic (BAME) trans people experience more barriers to support and healthcare than White trans populations.</p> <p>BAME trans people are more likely than White trans people to experience discrimination based on race and trans status, which can cause an increase in anxiety around seeking help.</p> <p>BAME trans people are at increased risk of violence and harassment compared to the White trans population.</p> <p>We hope that the following guidance provides reassurance to BAME trans people that fair and equitable support is available at Borders College, and that we are committed to creating safe and inclusive places for the trans community.</p> <p>Going forward, we commit to embedding discussion around intersectionality in all trans awareness training delivered at Borders College so that staff have awareness of these specific issues faced by trans people.</p>
<p>Sexual Orientation <i>A persons sexual and/or romantic attraction to other people, or lack thereof</i></p>	<p>Trans people may be discriminated against on the grounds of their perceived sexual orientation, This is often caused by a misunderstanding of the relationship between sexual orientation and gender reassignment, where the terms can mistakenly be used interchangeably. Trans men and women can experience homophobic abuse that compounds the overall experience of discrimination.</p> <p>Going forward, we commit to embedding discussion around intersectionality in all trans awareness training delivered at Borders College so that staff have awareness of these specific issues faced by trans people.</p>
<p>Disability <i>A physical or mental impairment which has a substantial and long-term adverse effective on a person's ability to carry out normal day-to-day activities</i></p>	<p>If a trans person has been diagnosed as having gender dysphoria and this has a long term impact on their ability to carry out normal day-to-day activities, then they may be protected under the Equality Act 2010.</p> <p>Of 900 trans people who participated in the Stonewall Scotland Mental Health Study, 88% reported having experienced depression. 80% experienced stress and 75% anxiety. 53% of had self-harmed and 84% had considered ending their lives. 35% had attempted suicide.</p> <p>Going forward, we commit to embedding discussion around intersectionality in all trans awareness training delivered at Borders College so that staff have awareness of these specific issues faced by trans people.</p>
<p>Gender identity/ reassignment <i>The process of</i></p>	<p>The Policy has been specifically designed to support trans inclusion and safeguard the rights of trans people. The policy</p>

<p><i>transitioning from one gender to another (can include changing names, pronouns, dressing differently, medical intervention and living in their self-identified gender)</i></p>	<p>provides a formal reference guide to getting it right, based in equality law.</p>
<p>Pregnancy/maternity <i>Refers to being pregnant and the period after birth (linked to maternity leave in the employment context)</i></p>	<p>Pregnancy and maternity discrimination may be exacerbated for pregnant/parent trans men or non-binary people.</p> <p>The guidance serves to support and protect the rights of trans people and encourages a college that is more inclusive for all.</p> <p>Going forward, we commit to embedding discussion around intersectionality in all trans awareness training delivered at Borders College so that staff have awareness of these specific issues faced by trans people.</p>
<p>Religion or Belief <i>Religious and philosophical beliefs, including lack of belief (atheism)</i></p>	<p>According to the Equality Network, around 70% of trans people have no religious beliefs. Their LGBT Equality Report (2015) suggests trans people from certain faith backgrounds will face prejudice from within faith communities. The report suggest that trans people with faith are less able to be open about themselves than people with no faith.</p> <p>Going forward, we commit to embedding discussion around intersectionality in all trans awareness training delivered at Borders College so that staff have awareness of these specific issues faced by trans people.</p>
<p>Sex <i>Gender assigned at birth</i></p>	<p>Trans people have historically experienced discrimination in the workplace due mainly to poorly informed practice in relation to sex segregation. Trans and non-binary people can experience challenges when trying to assert their rights to use facilities that match their gender. Lack of understanding can lead to poor decision making that places the burden of adjustment on the transitioning individual rather than the organisation.</p> <p>The college has accessible toilets available across all campuses. Work is continuing to create accessible changing rooms/showers for trans and non-binary people.</p> <p>Going forward, we commit to embedding discussion around intersectionality in all trans awareness training delivered at Borders College so that staff have awareness of these specific issues faced by trans people.</p>
<p>Employment or Trade Union Membership</p>	<p><i>No negative impact identified.</i></p>
<p>Past Criminal Convictions</p>	<p><i>No negative impacts identified.</i></p>

<p>Poverty or Deprivation</p>	<p>A US study of 27,000 trans people found people who did not identify with their birth gender were 4 times more likely to live in poverty than cisgender people.</p> <p>Going forward, we commit to embedding discussion around intersectionality in all trans awareness training delivered at Borders College so that staff have awareness of these specific issues faced by trans people.</p>
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Owner:	Amy Brydon	
Date initiated:	3/10/23	
Consultation:	<i>Which groups were consulted with in the development of this EIA? Equality Diversity and Inclusion Committee, trans students, Stonewall, Equality Network.</i>	
Signature (Owner)		Date 20-12-22
Signature (Equalities Officer)		Date 20-12-22

Please return the completed Equality Impact Assessment to the Equalities Officer (abrydon@borderscollege.ac.uk)