

## DC or School

**Which best describes your organisation?**

Stonewall Diversity Champion

## About your org: DC

**Name of organisation:**

Wrexham Glyndwr University

Please note, this will be used when compiling Stonewall's Top 100 Employer guide and in any associated publications.

**Please select a sector from the below list which most fits your organisation:**

Please note, this will be the sector that your organisation will be benchmarked against. If your organisation features in the Top 100 Employer guide, this is the sector that the organisation will be listed under.

Education

**Which of the following parts of the UK does your organisation have offices, premises or branches in?**

Wales

Please tick all that apply.

**Which part of the UK is your organisation headquartered in?**

Wales

**Number of employees:** 600

Please enter the number of employees the organisation has, including all full-time, part-time and dispersed staff across the UK.

## **Form Complete**

Thank you for filling in your details, please proceed to the next page to and click 'view submissions' to create your application.

**Before starting a submission to one of Stonewall's indices or awards, please read the following very carefully.**

**It sets out how Stonewall will use the information you submit.**

**This privacy statement sets out how Stonewall uses and protects any information that you give Stonewall when you use this website.**

**Stonewall is committed to ensuring that your privacy is protected. Should we ask you to provide certain information by which you can be identified when using this website, then you can be assured that it will only be used in accordance with this privacy statement.**

**Stonewall may change this statement from time to time by updating this page. You should check this page from time to time to ensure that you are happy with any changes. This statement is effective from 25/02/2019.**

**Stonewall agree to comply the with any applicable legislation relating to data protection or privacy of individuals, the “Regulation” (which means Regulation (EU) 2016/679 of the European Parliament and the Council (“General Data Protection Regulation”) and its national implementing laws, as well as any applicable laws or regulations on cyber security (“Data Protection Laws”).**

## **What we ask you to submit**

**Whilst registering and completing a submission, we may ask you to submit the following information:**

- Names and job titles**
- Contact information including email address**
- Demographic information such as postcodes**
- Information and files as supporting evidence for submissions such as:**
- Policies**
- Communications**

- Screenshots of intranet posts
- Descriptions of processes and ways of working
- Examples of training
- Case studies
- *Schools only:* photographs (see additional information below)
- *Schools only:* screenshots of school procedures/systems, e.g. SIMS
- *Schools only:* minutes/agendas from Governing Body meetings

Please note that whilst completing your submission you may be asked to provide pieces of evidence which include personal details, such as profiles of individuals. It is your responsibility to ensure you have the permission of the individual to share this information with Stonewall. Schools should not submit details that can identify individual children.

### **Schools - Photograph Permissions**

- It is the responsibility of the school to ensure that they have parental permission before submitting a photograph of children as part of their supporting evidence.
- Any photographs submitted will not be used by Stonewall for any purpose other than scoring the School Champion Award application, without express written permission from the school.

### **What we do with the information you submit**

Stonewall may use the information you submit for the following purposes related to the Workplace Equality Index and to further LGBT equality and inclusion in the workplace:

- Stonewall will use the information you submit to review, score and rank your organisation in comparison to other entrants.
- The information supplied is confidential between Stonewall and the applicant/organisation.
- Any ranks outside of the Top 100 will remain confidential between Stonewall and the applicant/organisation.
- Any scoring or comments made on the submission is confidential between Stonewall and the applicant/organisation, except for purposes outlined below.
- Aggregated scores, information and data may be used to identify national, regional and sector trends and patterns of work. This information may be published in

**Stonewall resources. Where individual organisations or individuals are named, permission to do so will be sought.**

- Individual practice, where deemed good practice by Stonewall, may be shared with other organisations either directly through Stonewall Account Managers, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the organisation in question.**
- Demographic data about your organisation, for example number of employees, will be used for internal record keeping and to improve our offers and services.**

**Stonewall may use the information you submit for the following purposes related to the School Champion Awards and to further LGBT equality and inclusion in schools:**

- Stonewall will use the information you submit to review your school against the criteria for the Schools Award for which you are applying.**
- The information supplied is confidential between Stonewall and the school.**
- Any scoring or comments made on the submission are confidential between Stonewall and the school, except for purposes outlined below:**
  - If your school is successful in obtaining a Stonewall School Award, the name of your school and the level of award achieved will be published on our website.**
- Individual practice, where deemed good practice by Stonewall, may be shared with other schools either directly by the Stonewall Education Team, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the school in question.**
- Demographic data about your school, for example whether you are a primary or secondary school, will be used for internal record keeping and to improve our offers and services.**

**Stonewall may use the information you submit for the following purposes related to the CYPS Award and to further LGBT equality and inclusion:**

- Stonewall will use the information you submit to review, score and rank your organisation in comparison to other entrants**
- The information supplied is confidential between Stonewall and the applicant/organisation.**
- Any scoring or comments made on the submission is confidential between Stonewall and the applicant/organisation, except for purposes outlined below.**

- Information and data may be used to identify national and regional patterns of work. This information may be published in Stonewall resources. Where individual organisations or individuals are named, permission to do so will be sought
- Individual practice, where deemed good practice by Stonewall, may be shared with other organisations either directly through Stonewall Account Managers, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the organisation in question
- Demographic data about your organisation will be used for internal record keeping and to improve our offers and services

We are committed to ensuring that your information is secure. In order to prevent unauthorised access or disclosure, we have put in place suitable physical, electronic and managerial procedures to safeguard and secure the information we collect online.

#### Links to other websites

Our website may contain links to other websites of interest. However, once you have used these links to leave our site, you should note that we do not have any control over that other website. Therefore, we cannot be responsible for the protection and privacy of any information which you provide whilst visiting such sites and such sites are not governed by this privacy statement. You should exercise caution and look at the privacy statement applicable to the website in question.

#### Controlling your personal and organisational information

We will not sell, distribute or lease your personal information to third parties unless we have your permission or are required by law to do so.

You may request details of personal information which we hold about you under the Data Protection Laws. Please visit our wider [Privacy Policy](#) under 'Your Rights' to see how to do this.

If you believe that any information we are holding on you is incorrect or incomplete, please write to or email us as soon as possible, at the above address or:

- [REDACTED] for [REDACTED] related to the Workplace Equality Index or Global Workplace Equality Index

- [REDACTED] for queries related to School Champion Award
- [REDACTED] for queries related to CYPs Champion Award

**We will promptly correct any information found to be incorrect.**

### **FluidReview data protection and privacy**

**This site has been built and is managed using FluidReview, an online application system.**

**You can find the FluidReview privacy statement [here](#).**

**You can find the FluidReview security information [here](#).**

<b>Please tick here to show us</b>	I've read and understood the data protection and privacy
<b>you've read and understood the</b>	policy
<b>Stonewall data protection and</b>	
<b>privacy policy.</b>	

## Policies and Benefits: Part 1

### Section 1: Policies and Benefits

This section comprises of 7 questions and examines the policies and benefits the organisation has in place to support LGBT staff. The questions scrutinise policy audit process, policy content and communication. This section is worth 7.5% of your total score.

**Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.**

#### **1.1 Does the organisation have an audit process to ensure relevant policies (for example, HR policies) are explicitly inclusive of same-sex couples and use gender neutral language?**

**GUIDANCE:** The audit process should be systematic in its implementation across all relevant policies. Relevant policies include HR policies, for example leave policies.

Yes

#### **Please describe the audit process:**

State when the process last happened:	The process is used frequently, to support new/reviewed policies, procedures and strategies. This year has seen the implementation of an Policy Audit Timeline document; further details can be found below.
Describe the audit process:	<p>All policies submitted for approval are accompanied by a cover paper which directs the author of the policy to the mandatory requirement to complete a supporting Equality Impact Assessment (EIA), to help to determine if the implementation of the policy will have a negative impact or lead to any disadvantage for individuals or groups who fall under a protected characteristic.</p> <p>The EIA has been updated to include the following prompt:</p> <p>"Has consideration taken place with regards to the use of fully inclusive and gender neutral language. Please refer to the "Using Inclusive Language" Guidance Document"</p> <p>The prompt contains a live link to a guidance document,</p>



which provides support, advice and suggestions of how and where inclusive language can be used within policy development; with alternative terminology including those whose gender identities do not fit into the gender binary of either male or female.

The EIA has also been amended to ensure that consideration is given, where appropriate to the requirement to include a specific statement that states that the policy is inclusive of same-sex couples; please find an example below:

"Sexual Orientation (Consider bisexual, gay, heterosexual or lesbian people, using ) (Where appropriate ensure that the policy explicitly states that the policy is inclusive of same-sex couples)"

This year in order to ensure that we have a current audit trail in place we developed and implemented a "Policy/Strategy Audit Trail" document in order to maintain a list of existing policies and strategies, which would highlight when they are due for review. The audit document is checked monthly by the Organisational Development & Diversity (OD&D) Manager who then notifies the relevant author of the document of the impending renewal date. This also provides the opportunity to forward an Equality Impact Assessment to the author and remind them to ensure that the policy/strategy includes gender neutral and inclusive language throughout. The audit trail document includes the following detail:

Policy name

Policy number

Date implemented

Review date

Date author notified

Date EIA forwarded to author

Date EIA returned to OD&D Manager

Date policy checked for Gender Neutral and inclusive language by OD&D manager

Describe any previous outcomes of the audit process:

The HR Team have received an overview of the process and the newly implemented Audit Trail document, they also attended a short workshop discussion session to explore the use of inclusive language, undertaking an exercise to illustrate best practice use.

A review of the Maternity Policy and maternity correspondence has been undertaken, with a number of amendments being made following the implementation of the revised audit process and accompanying guidance document and training. This included the use of gender neutral language and any reference to "mother" being replaced by "birth parent". Any reference to "women" was also replaced by "employee". A review was also undertaken

of the Pregnancy Risk Assessment, with the title being altered to "New & Expectant Person's Risk Assessment", which is now supported with appropriate guidance, with gender neutral and inclusive language used throughout.

We have initially piloted the audit trail document within the HR Team, however with the start of the new academic year due to start the process will be rolled out across the University, with communications shared with staff via our weekly newsletter, all staff user emails and via our staff intranet. The University's Equality & Diversity Action Group will continue to monitor the completion of and effectiveness of the Equality Impact Process to determine if any refinements are required to make continuous improvements where required.

## 1.2 Does the organisation have a policy (or policies) which includes the following?

**Tick all that apply**

**GUIDANCE:** The policy/policies should clearly state that the organisation will not tolerate discrimination against employees on the grounds of sexual orientation, gender identity and/or trans identity. These may be listed along with other protected characteristics. The policy/policies should also demonstrate, through careful wording, a zero-tolerance approach to homophobic, biphobic and transphobic bullying and harassment. They should explicitly include examples of what homophobia, biphobia and transphobia in the workplace may look like.

- A. Explicit ban on discrimination based on sexual orientation
- B. Explicit ban on discrimination based on gender identity and gender expression
- C. Explicit ban on bullying & harassment based on sexual orientation
- D. Explicit ban on bullying & harassment based gender identity and gender expression

**Name the policy and paste the relevant policy excerpt:**

	Policy	Excerpt
		<p>EQUALITY, DIVERSITY &amp; INCLUSION POLICY FOR STAFF AND STUDENTS</p> <p>Wrexham Glyndŵr University (the University) is committed to supporting, developing and promoting equality, diversity and inclusion within its practices and activities and aims to establish an inclusive culture and environment free from discrimination, based on the values of dignity and respect.</p>

A. Explicit ban on discrimination based on sexual orientation

EQUALITY, DIVERSITY & INCLUSION  
POLICY FOR STAFF AND STUDENTS

The University recognises the real educational and business benefits of having a diverse community of staff and students who value one another and recognises that the institution is enhanced by a range of backgrounds, beliefs and cultures represented within its staff and student population, working to achieve the University's mission to inspire and enable; transforming people and places and driving economic, social and cultural success.

The University opposes all forms of unlawful or unfair discrimination on the grounds of all protected characteristics, part-time or fixed term contractual status and caring responsibilities. The University is committed to eliminating discrimination and actions or omissions which amount to a breach of this policy. Unlawful discrimination will be treated as a disciplinary offence resulting if appropriate in disciplinary action.

The University is committed to providing a learning, working and social environment in which the rights and dignity of all its staff and student population are respected, and which is free from discrimination, prejudice, intimidation and all forms of harassment and bullying. The University adopts a zero tolerance approach to bullying and harassment. This applies to all Employees, regardless of their length of service and entitlement to statutory maternity benefits and applies to all individuals regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity.

EQUALITY, DIVERSITY & INCLUSION  
POLICY FOR STAFF AND STUDENTS

Wrexham Glyndŵr University (the

EQUALITY, DIVERSITY & INCLUSION  
POLICY FOR STAFF AND STUDENTS

B. Explicit ban on discrimination based on gender identity and gender expression

University) is committed to supporting, developing and promoting equality, diversity and inclusion within its practices and activities and aims to establish an inclusive culture and environment free from discrimination, based on the values of dignity and respect.

The University recognises the real educational and business benefits of having a diverse community of staff and students who value one another and recognises that the institution is enhanced by a range of backgrounds, beliefs and cultures represented within its staff and student population, working to achieve the University's mission to inspire and enable; transforming people and places and driving economic, social and cultural success.

The University opposes all forms of unlawful or unfair discrimination on the grounds of all protected characteristics, part-time or fixed term contractual status and caring responsibilities. The University is committed to eliminating discrimination and actions or omissions which amount to a breach of this policy. Unlawful discrimination will be treated as a disciplinary offence resulting if appropriate in disciplinary action.

The University is committed to providing a learning, working and social environment in which the rights and dignity of all its staff and student population are respected, and which is free from discrimination, prejudice, intimidation and all forms of harassment and bullying. The University adopts a zero tolerance approach to bullying and harassment. This applies to all Employees, regardless of their length of service and entitlement to statutory maternity benefits and applies to all individuals regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender,

		gender identity/expression and sexual orientation and trans identity.
C. Explicit ban on bullying & harassment based on sexual orientation	Dignity at Work Policy	<p>1.1 Glyndwr University is committed to ensuring that employees are treated with dignity and respect whilst at work and acts of unfair treatment will not be tolerated. The University will not tolerate bullying or harassment against staff members on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity. Any incidents of bullying and harassment will be taken seriously and could lead to disciplinary proceedings, which may result in dismissal. The University adopts a zero tolerance approach to bullying and harassment.</p> <p>5. Harassment</p> <p>5.1. Harassment is defined as unacceptable conduct affecting the dignity of staff in the workplace which has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.</p> <p>Harassment may be related to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity; or any personal characteristic of the individual.</p> <p>5.2. The following list provides some examples of harassment. This list is not exhaustive.</p> <ul style="list-style-type: none"> <li>• Unnecessary, inappropriate and unwanted physical contact.</li> <li>• Indecent or sexual assault.</li> <li>• Unwelcome advances/attention.</li> <li>• Racist comments, including jokes and banter, insults and threats, degrading references, exclusion.</li> <li>• Religious comments, including jokes and banter, insults and threats,</li> </ul>

		<p>degrading references, exclusion</p> <ul style="list-style-type: none"> <li>• Homophobic, biphobic and transphobic comments, including jokes and banter, insults and threats, degrading references, exclusion, outing individuals and asking inappropriate questions</li> <li>• Gender Identify comments, including jokes and banter, insults and threats, degrading references, exclusion.</li> <li>• Oral and written harassment through jokes, offensive language, name calling, gossip and slander.</li> <li>• Visual displays of any offensive material, including electronically generated material</li> </ul>
D. Explicit ban on bullying & harassment based gender identity and gender expression	Dignity at Work Policy	<p>1.1 Glyndwr University is committed to ensuring that employees are treated with dignity and respect whilst at work and acts of unfair treatment will not be tolerated. The University will not tolerate bullying or harassment against staff members on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity. Any incidents of bullying and harassment will be taken seriously and could lead to disciplinary proceedings, which may result in dismissal. The University adopts a zero tolerance approach to bullying and harassment.</p> <p>5. Harassment</p> <p>5.1. Harassment is defined as unacceptable conduct affecting the dignity of staff in the workplace which has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.</p> <p>Harassment may be related to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity; or</p>

	<p>any personal characteristic of the individual.</p> <p>5.2. The following list provides some examples of harassment. This list is not exhaustive.</p> <ul style="list-style-type: none"> <li>• Unnecessary, inappropriate and unwanted physical contact.</li> <li>• Indecent or sexual assault.</li> <li>• Unwelcome advances/attention.</li> <li>• Racist comments, including jokes and banter, insults and threats, degrading references, exclusion.</li> <li>• Religious comments, including jokes and banter, insults and threats, degrading references, exclusion</li> <li>• Homophobic, biphobic and transphobic comments, including jokes and banter, insults and threats, degrading references, exclusion, outing individuals and asking inappropriate questions</li> <li>• Gender Identify comments, including jokes and banter, insults and threats, degrading references, exclusion.</li> <li>• Oral and written harassment through jokes, offensive language, name calling, gossip and slander.</li> <li>• Visual displays of any offensive material, including electronically generated material</li> </ul>
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### 1.3 Where the organisation has the following policies, do they explicitly state they are applicable to same-sex couples and use gender neutral language?

**Tick all that apply**

**GUIDANCE:** Where applicable, the policies should explicitly state that they apply to same-sex couples (or same-gender or non-heterosexual couples). Alternatively, they should explicitly state that they apply regardless of the gender of an employee's partner. The policies should avoid unnecessarily gendered language and pronouns, for example, by using the term 'partner' instead of 'husband' or 'wife' (as long as you have previously stated what constitutes a partner). It should be clear that parental leave policies apply to all employees, regardless of gender.

A. Adoption policy

B. Special or Compassionate Leave Policy

C. Maternity policy

D. Paternity policy

E. Shared Parental leave policy

## **Provide a brief description of the policy/policies you have uploaded:**

The Adoption Policy and Procedure sets out the provisions and rights for employees who are newly adopting a child.

The Special Leave Policy clarifies the special leave schemes open to staff at Glyndŵr University.

The Maternity Leave Policy and procedure sets out the maternity leave scheme provided to Employees and explains the statutory rights to maternity leave and pay - This document aims to support the employee to balance their work and family life, to maintain communication and assist their return to work, encouraging equality and diversity within the workplace.

The Paternity Leave Policy and Procedure sets out the paternity provisions and rights for employees whose partner is pregnant and has an expected week of birth, or has been notified of a match for adoption. This includes spouses, civil partners and partners of either sex who meet the eligibility criteria outlined in this policy.

The Shared Parental Leave Policy and Procedure sets out the provisions and rights for employees who are undertaking shared parental leave to care for their child.

### **A. Upload the adoption policy**

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/110467260/OkBK41Lrgo/>

### **B. Upload the special or compassionate leave policy**

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/110467260/tkitMIXhdn/>

### **C. Upload the maternity policy**

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/110467260/0sGU2ihCky/>

### **D. Upload the paternity policy**

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/110467260/T3ERPqTNsQ/>



## E. Upload the shared parental leave policy

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/110467260/J0xLA4boR4/>

## Policies and Benefits: Part 2

### Next Steps

**1.4 Does the organisation have a** Yes  
**policy (or policies) which support**  
**employees who are**  
**transitioning?**

**Does the policy (or policies) in place to support employees who are transitioning cover the following?**

**Tick all that apply**

**GUIDANCE:** Evidence submitted should demonstrate how information around organisational support for people transitioning is tailored to different employee groups. For guidance on creating a transitioning at work policy, see Stonewall's resource [here](#).

A. Work related guidance for an employee who is transitioning

B. Work related guidance on the process for an employee to change their name and gender marker on workplace systems

C. Work related guidance for HR staff on how to support an employee who is transitioning

D. Work related guidance for managers on how to support an employee who is transitioning

E. Work related guidance for employees on how to support a colleague who is transitioning

## **Provide a brief description of the policy/policies you have uploaded:**

The Transitioning at Work Policy outlines the University's commitment to ensuring that Trans people are treated with dignity and respect and are not disadvantaged within the workplace. The policy sets out steps that the institution takes to welcome and support trans people and prevent discrimination.

We have also uploaded the following documents:

Guidance for Staff who are Transitioning at Work - supporting staff who are proposing to undergo/undergoing/undergone a process (or part of a process) for the purpose of transitioning to their chosen gender identity. The guidance provides practical information such as how to disclose, how to alter names, facilities and dress codes.

A Guide to being an Ally - providing information for staff with regards how they can support their colleagues who may be transitioning/have transitioned.

Transitioning at Work Action Plan - providing guidance to line managers to enable them to fully support their staff members who may be undergoing/have undergone the transition process.

Guidance for HR - to support our HR Team, providing links to support and advice to enable them to support our staff.

We have also published -

A Glossary of terms

A Myth Busting handout "The Truth about Trans"

A list of support services available to trans people

### **A. Upload guidance for members of staff**

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/110467260/gA5onlolfq/>

### **B. Upload guidance for making changes on systems**

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/110467260/4Gui2ytD5P/>

### **C. Upload guidance for HR staff**

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/110467260/7UOn01Nb1x/>

## D. Upload guidance for managers

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/110467260/ov2czmqo8C/>

## E. Upload guidance for colleagues

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/110467260/qlxgxfMaCH/>

**1.5 Does the organisation have a** Yes  
**policy (or policies) in place to support all trans employees, including people with non-binary identities?**

**Does the policy (or policies) in place to support all trans employees, including people with non-binary identities cover the following?**

**Tick all that apply**

**GUIDANCE:** Policies submitted should include clear information around how the organisation supports all trans employees, including non-binary people. Guidance on dress code should be offered regardless of whether an organisation has a uniform or dress code policy.

- A. A clear commitment to supporting all trans people, including those with non-binary identities
- B. Information on language, terminology and different trans identities
- C. Guidance on facilities and dress code for non-binary people

## **Provide a brief description of the policy/policies you have uploaded:**

To outline Glyndŵr University's commitment to ensuring that trans staff are treated with dignity and respect and are not disadvantaged within the workplace. Throughout this policy the word trans will be used as an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

The policy sets out the steps the institution takes to welcome and support trans staff and prevent discrimination. The University will not tolerate bullying, harassment, or any form of intimidation or discrimination of those working, studying or engaging with the University. This applies to all characteristics including unfavourable treatment based on gender identity (including gender fluidity and non-binary).

### **Scope**

The policy applies to all members of staff within the University, regardless of category or contract type, including job applicants and applies to all stages of the employment relationship.

## **Upload the policy and highlight content relevant to option A**

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/110467260/GFKDD3TTgb/>

## **Upload the policy and highlight content relevant to option B**

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/110467260/amtnaiEWc1/>

## **Upload the policy and highlight content relevant to option C**

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/110467260/zrQToS4t2r/>

## **1.6 In the past two years, has the organisation communicated that its policies are LGBT inclusive to all employees?**

**GUIDANCE:** The communication uploaded should demonstrate the organisation has informed employees that policies are LGBT inclusive. This may be on a post on an intranet system, but any file or screenshot must demonstrate the reach of the communication.

Yes

**Provide a brief description of the communication you have uploaded:**

The communication I have uploaded relates to a recent Management of Absence Policy, which was updated and launched to staff from 01.08.19. The communication was shared via our staff intranet from 25.07.19 to notify staff of changes to policy and procedure. The post states that the policy is inclusive of all individuals with protected characteristics and lists them, clearly stating gender, gender identity/expression and sexual orientation and trans identity. The intranet is available to all staff, regardless of their contract type, length of service etc, so in effect available to approximately 600 staff members. The post was included on the main page, which staff will automatically be directed to when accessing the intranet, therefore visible to all staff who would have accessed the intranet. It was also included in our weekly staff newsletter "Campus Talk" which is sent out to all staff via email.

**Upload a communication from the past two years highlighting the relevant content:**

please be aware only **one** file is allowed per answer

<https://stonewallsubmit.fluidreview.com/resp/110467260/h6CkZjbBNu/>

**Provide the date that the** 25/07/2019  
**communication was shared.**

**The following question is for information gathering purposes only and is not scored.**

**1.7 Does the organisation provide its employees with private healthcare insurance which is explicitly inclusive of LGBT-specific health needs?**

No

MATERNITY POLICY & PROCEDURE			
<b>Department</b>	Human Resources Department		
<b>Author</b>	HR Business Partner		
<b>Authorised By:</b>	HR Director		
<b>Implementation By:</b>	HR Department		
<b>Policy and Procedure Reference:</b>	POPRHR1819097		
<b>Policy and Procedure Replaced:</b>	POPRHR1516061		
<b>Version No:</b>	1	<b>Approval Committee:</b>	VCB HR Committee
<b>Date approved:</b>	2.5.19	<b>Minute no:</b>	18.76.02.01 18.40.01
<b>Status:</b>	Approved	<b>Implementation Date:</b>	April 19
<b>Period of approval:</b>	3 years	<b>Review Date:</b>	April 22

I have carried out an equality impact assessment screening to help safeguard against discrimination and promote equality. ✓

I have considered the impact of the Policy/Strategy/Procedure (*delete as appropriate*) on the Welsh language and Welsh language provision within the University. ✓

## 1 Introduction

This policy sets out the University's Occupational Maternity leave scheme provided to Employees and explains the statutory rights to maternity leave and pay.

The aims of the policy are:

- To support Employees to balance work and family life.
- To maintain communication with Employees and assist their return to work.
- To retain Employees and thereby encourage equality and diversity within the workplace.

## 2 Scope

2.1 This policy applies to all Employees, regardless of their length of service and entitlement to statutory maternity benefits and applies to all individuals regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity.

### 3 Definitions

3.1 The following definitions are used in this policy:

- EWC:** Expected Week of Childbirth
- MAT B1:** Maternity Certificate which is issued by the doctor or midwife indicating the expected week of childbirth.
- QW:** Qualifying Week to receive SMP (26 weeks' service at the end of the 15th week before EWC)
- SMP:** **Statutory Maternity Pay**, paid according to statutory provisions, which guarantee the minimum rights and benefits required by law
- OMP:** **Occupational Maternity Pay**, paid according to the University's occupational scheme, which enhances the statutory provisions
- Childbirth:** The birth of a live child, or the birth of a still born child after the 24<sup>th</sup> week of pregnancy. There is no distinction between live and still births in the granting of maternity leave.
- OML:** **Ordinary Maternity leave**, the period of 26 weeks from the start of the maternity leave.
- SPL:** **Shared Parental Leave**, enables eligible parents to choose how to share the care of their child during the first year of birth or adoption (please refer to the Shared Parental Leave policy and procedure for more information).

3.2 Please note Statutory Maternity leave of 52 weeks is a right for all from the first day of employment.

3.3 Maternity pay is dependent on the employee's eligibility for Statutory Maternity Pay (SMP), Maternity Allowance (MA) or the University's enhanced pay called Occupational Maternity Pay (OMP).

### 4 Eligibility

4.1 To qualify for OMP employees must be on GU terms and conditions and have been continuously employed in the University's service for a minimum period of 26 weeks service by the 15<sup>th</sup> week before their EWC.

4.2 Employees who are on Techniquet terms and conditions and have been continuously employed in the University's service for a minimum period of 26 weeks service by the 15<sup>th</sup> week before their EWC will qualify for SMP.

4.3 Employees who have been employed at the University for less than 26 weeks before the 15th week before their EWC do not meet the criteria for SMP, but may qualify for Maternity Allowance via the Department for Work and Pensions. The payroll team can advise you of your eligibility in terms of qualifying for this allowance and how to obtain the SMP1 form to claim.

- 4.4 Employees on GU terms and conditions who become pregnant again whilst on maternity leave will qualify for OMP during their second period of maternity leave but eligibility for SMP will be assessed using the QW and average weekly earnings.
- 4.5 Please note that an eligible birth parent can end their maternity leave early and, with their partner or the child's father, opt for shared parental leave (SPL) instead of maternity leave. If they both meet the qualifying requirements, they will need to decide how they want to divide their shared parental leave and pay entitlement.

## **5 Procedure**

### **5.1 Notification of pregnancy**

- 5.1.1 In accordance with statutory requirements, all employees seeking maternity leave must formally notify the University of the fact that they are pregnant and their expected week of childbirth and produce medical evidence of the EWC, as soon as possible and no later than the end of the 15th week before the EWC. Medical evidence will normally be in the form of a MATB1 (Maternity Certificate) available from the doctor or midwife.
- 5.1.2 Employees should also specify the date on which they intend to start their maternity leave and whether they wish to return to work with the University. This should be done via the Application form for Maternity Leave and Pay, available on WGYou.
- 5.1.3 The University has a duty to respond to the notification within 28 days of receiving notice of pregnancy and will do so by letter, confirming the start date of the employee's maternity leave, pay details, any annual leave to be taken, and their expected return date.

### **5.2 Ante-natal care**

- 5.2.1 Once they have informed the University about their pregnancy, all pregnant employees, irrespective of length of service, have a statutory right to reasonable paid time off work to keep appointments for ante-natal care prescribed by a doctor, midwife or health visitor. Evidence of appointments may be requested after the first appointment. Employees should give as much notice as possible to their line manager.
- 5.2.2 An expectant fathers/partner of pregnant person have the right to take paid time off to attend up to two ante-natal appointments with the expectant birth parent.

### **5.3 Health and safety**

- 5.3.1 This policy acknowledges the importance of protecting pregnant employees and new birth parent from avoidable risk to them and their children. An expectant birth parent should advise both their line manager and Human Resources that they are pregnant as early as practicable.
- 5.3.2 The University is required to carry out a risk assessment to assess the workplace risks to persons who are pregnant, have recently given birth, or are breastfeeding. Employees should complete an expectant birth parent risk assessment in conjunction with their line manager, as soon as they have notified the University that they are pregnant.



- 5.3.3 If the risk assessment reveals that the employee would be exposed to health hazards in carrying out their normal duties, the University will take all reasonable steps to avoid those risks, such as altering their working conditions. In some cases, this may mean offering them suitable alternative work (if available) on the same terms and conditions.
- 5.3.4 If risks are identified and it is not possible for the University to alter the employee's working conditions, and there is no suitable alternative work available to offer them on a temporary basis, the University may suspend them on full pay from work on maternity grounds until such time as there are no longer any risks to their health. This may be until the commencement of their maternity leave.
- 5.3.5 If an employee is suspended in these circumstances, their employment will continue during the period of the suspension and it does not in any way affect their statutory or contractual employment and maternity rights. They will be entitled to their normal salary and contractual benefits during the period of their suspension, unless they have unreasonably refused an offer of suitable alternative employment.
- 5.3.6 A new birth parent risk assessment must be completed on the employee's return to work.

## **5.4 Maternity leave**

- 5.4.1 All pregnant employees are entitled to 52 weeks' maternity leave (26 weeks' Ordinary Maternity Leave and 26 weeks' Additional Maternity Leave (AML)), regardless of their length of service.
- 5.4.2 Employees may curtail their maternity leave entitlement from 2 weeks after the birth of their child and they or their partner if eligible may opt-in to the Shared Parental Leave (SPL) system and take any remaining weeks as SPL. This means their partner could begin to take SPL while the birth partner is still on maternity leave. Please note that SPL can be taken subject to meeting certain eligibility criteria (please see the Shared Parental Leave policy and procedure).
- 5.4.3 Employees may commence maternity leave at any time from the 11th week before the EWC.
- 5.4.4 Notice of the intended start date of maternity leave should be given in writing when the employees formally notifies the University, or at the latest 28 days before the leave is due to start.
- 5.4.5 Entitlement to maternity leave will be calculated from the agreed date of cessation of work. If the baby is born before the date notified as the maternity leave start date, maternity leave starts automatically on the day after the date of the birth (even if this is before the beginning of the 11th week before EWC).
- 5.4.6 The University will write to the employee within 28 days of receiving notification of maternity leave. The letter will confirm their leave dates, the amount of annual leave that they will accrue during their period of maternity leave, and whether they have indicated if they wish to take annual leave prior to or following maternity leave, or in lieu of some unpaid leave.
- 5.4.7 It is recommended that employees take any outstanding annual leave accrued prior to their maternity leave, before their maternity leave starts.

- 5.4.8 Employees continue to be employed throughout their ordinary and additional maternity leave periods; therefore, it will count towards their period of continuous employment for the purposes of pension rights, redundancy rights and other similar rights.
- 5.4.9 Where an employee has a fixed term contract and qualifies for maternity leave they will be accorded the same entitlements as comparable Employees employed on open ended contracts. Following their maternity leave, they will be expected to return to work for 3 months or to the end of the contract; whichever date is sooner.
- 5.4.10 If the contract end date falls within the period of maternity leave and this cannot be extended and no suitable vacancy exists, we will not require the employee to return to work. Maternity pay under the University's OMP scheme, if applicable, will be paid until the expiry of the contract. If the employees is due further SMP, the University will continue to pay this in monthly instalments. If the individual begins work for another organisation during this period they must inform the University as this will affect their SMP payments.

## 5.5 Maternity pay

### 5.5.1 Occupational Maternity Pay (OMP)

- 5.5.1.1 Where an employee meets all the required conditions, they will be entitled to receive pay made up of Occupational Maternity Pay (OMP)/Statutory Maternity Pay (SMP)/Maternity Allowance for 39 weeks at the rates detailed in the table below.

Length of Service	Entitlement (SMP/OMP)
All employees with less than 26 weeks	Apply for maternity allowance
GU Terms & Conditions – Employees with over 26 weeks service by the end of fifteenth week before the EWC	13 weeks on full pay 26 weeks on half pay plus lower rate of SMP <sup>1</sup> 13 weeks on no pay
Technique Terms & Conditions – Employees with over 26 weeks service by the end of the fifteenth week before EWC and satisfy a minimum earnings requirement.	SMP - 90% of salary for six weeks, followed by the lower statutory rate for up to 33 weeks (or 90% of normal pay if less).

<sup>1</sup> No combination of payments will exceed full pay

- 5.5.1.2 A 'Week's Pay' is the amount payable to the employee under the current contract of employment for working their normal hours in a week. Where there are no normal working hours, a week's pay is the average remuneration in the period of 8 weeks preceding the date on which the last complete week ended, excluding any week in which no remuneration was earned.
- 5.5.1.3 The University retains the right to reclaim all or part of the occupational element of maternity pay if the Employees member fails to return to work, and to continue in employment for at least 3 months. In cases where a second pregnancy prevents the employee from returning to work for 3 months following their first period of maternity

leave, this will be extended to 6 months following their second period of maternity leave.

5.5.1.4 In order to determine the OMP for a Sessional Lecturer, details will need to be provided by the Faculty of the amounts of hours that they would have been offered to work, if they had not been going on maternity leave. The payroll team will then be able to calculate their entitlement.

5.5.1.5 Employees will be entitled to receive their normal annual increment in accordance with their contract of employment which will take effect from the normal incremental date.

### **5.5.2 Statutory Maternity Pay (SMP)**

5.5.2.1 Employees who are on Techniquist terms and conditions and have more than 26 weeks service, will qualify for SMP.

5.5.2.2 Or, if employees have more than 26 weeks' service but are not intending on returning to University employment after the birth of their child, they will qualify for SMP.

5.5.2.3 In this instance employees will receive:

- 6 weeks on 90% of full pay
- Followed by 33 weeks SMP (or 90% of normal pay if less)

5.5.2.4 In instances where employees have decided not to return to work after their maternity leave, the relevant notice of termination (as required by their contract) must be given to the University in writing. The resignation letter should be sent to their department and copied to Human Resources.

5.5.2.5 Employees who have resigned will receive SMP as per above, as regular monthly payments. Any annual leave accrued will be paid in a lump sum at the end of their contract.

### **5.5.3 Maternity Allowance**

5.5.3.1 Employees who have less than 26 weeks' service at their 15th week before EWC, or earns less than the lower earnings limit, may still be entitled to Maternity Allowance. In this instance please contact the Payroll team for more information and claim forms.

5.5.4 If pregnancy ends, other than by a live birth, before the end of the 24th week of pregnancy, neither SMP nor OMP will be payable. Any absence in such circumstances will be treated as sickness absence, and normal contractual sick pay allowances will apply.

5.5.5 Where child is born early and lives for only a short period of time, the employees will, irrespective of the timing of the birth, retain their full rights to maternity leave and OMP and SMP.

5.5.6 If pregnancy ends in a miscarriage or still birth after the 24th week of pregnancy, employees will be entitled to full maternity leave and pay. For help, support and advice in any of these situations, please contact the HR team.

5.5.7 Employees will be entitled to receive their normal annual increment in accordance with their contract of employment, which will take effect from the normal incremental date.

- 5.5.8 All payments of statutory and occupational pay will be subject to deductions of tax and NI. Average weekly earnings will be calculated in accordance with the SMP Regulations.

## **5.6 Sickness absence**

- 5.6.1 If an employee is absent from work during pregnancy they will receive contractual sick pay as normal provided she has not yet commenced maternity leave. However, if they are absent with a pregnancy related illness after the 4th week before EWC, their maternity leave will start automatically from the day following the start of their illness.
- 5.6.2 If the employee is unable to return to work at the end of their maternity leave due to ill health, pregnancy related or not, this will be dealt with under the arrangements for sick leave. Absences should be supported by a Medical Certificate.

## **5.7 Contact during maternity leave**

- 5.7.1 Under the Work and Families Act 2006, employees and their managers can agree to up to 10 'Keeping in Touch' (KIT) days during a period of maternity leave, without bringing the maternity leave to an end. During these days, they may attend work, undertake training or keep in touch with work developments through other means (please note KIT days cannot be taken within the first two weeks of maternity leave).
- 5.7.2 Arrangements should be agreed with the Line Manager, with notification sent to the HR Team. A KIT form is available from WGYou and should be filled out for every time an employee completes one or more KIT days. The form should be signed by the department and sent to the HR team.
- 5.7.3 This provision does not give the University any right to require any work to be carried out during the maternity leave period, nor any right for an employee to request work during this period. There is no obligation on either the University or the employee to use all 10 days.
- 5.7.4 Any amount of hours worked during 1 day will constitute 1 KIT day. Any KIT days worked will not have the effect of extending the total maternity leave period.
- 5.7.5 Employees are able to take a KIT day during any full pay period of maternity leave. This should be recorded on the KIT day form in the same way.

## **5.8 Return to work**

- 5.8.1 If the employee is returning to work at the end of their maternity leave period on the date already agreed with the University, no further notification is required.
- 5.8.2 If the employee works during term-time only, and their date of return falls at a time when they would not be required to be at work, their actual return date will be postponed until the first day they are required to work after their period of maternity leave.
- 5.8.3 Employees who have stated they wish to return to work after maternity leave may exercise this right at any time, within 52 weeks of the commencement of the maternity leave period (except for the 2 weeks immediately after the birth of their child). If they

have not taken their full maternity entitlement and wish to delay their return date, notification must be given at least 8 weeks prior to their original return date. If they wish to return earlier than the date originally agreed 8 weeks' notice must be given prior to the date they wish to return.

- 5.8.4 Employees will normally have the right to return to the job in which they were employed under the original contract of employment. In the event of this not being possible, by reason of general reorganisation or redundancy, they will be offered a suitable alternative vacancy, where one exists.
- 5.8.5 The University will give consideration to all requests from employees who wish to reduce their hours of work, either to a part-time or job share basis, after maternity leave. Employees should submit their request to their line manager in writing as early as practicable, but in any event not later than 28 days before the notified date of return to work. This should be done in line with the University's Flexible Working policy and procedure.
- 5.8.6 Employees who wish to breastfeed should discuss their requirements prior to returning to work. A risk assessment should be undertaken to identify any possible factors preventing employees from doing this. The risk assessment should include consideration of appropriate breaks for a person who is breastfeeding or expressing milk.
- 5.8.7 In order to provide all possible support and facilities to employees who are pregnant or who have returned to work after a period of maternity leave, the department must provide a private rest room for employees to breastfeed, rest and to store expressed milk, if an employee advises the department that they will be breastfeeding. Where possible this should be a room that can be locked from the inside. Managers should give consideration to a suitable space, ideally near the employee's place of work, and can discuss requirements with the HR team, and Occupational Health, who can advise how suitable arrangements can be made for this on campus.
- 5.8.8 In situations where the employees current working conditions prevent them from continuing to breastfeed successfully, or do not allow the reasonable removal of risk (such as reasonable adjustments to working conditions or hours of work), then suitable alternative work may be offered.

## **5.9 Pensions contributions**

- 5.9.1 Whilst on paid maternity leave an employee will remain a member of the relevant pension scheme (where applicable) and will continue to accrue pensionable service.
- 5.9.2 During the first 26 weeks, if no remuneration is due from the University, pension's contributions are maintained by the University. However, for any periods of unpaid leave after this time, employees will not accrue any pensionable service.
- 5.9.3 On an employee's return to work, the Pensions team will write to the employee to offer the opportunity to pay any missing pensions contributions.
- 5.9.4 Any KIT days worked will have pensions contributions deducted from any pay received.

## **6 Review**

- 6.1 This policy and procedure will be reviewed every three years, or in line with changes to relevant legislation or University Practice, whichever is sooner.

## **7 Equality Impact Assessment**

- 7.1 The Equality Act 2010 includes a requirement for all HE Institutions to carry out impact assessments on all policies. This policy has been screened to determine equality relevance for the following equality groups: grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity.

## **8 Associated practices**

- 8.1 This policy and procedure complies with relevant UK employment legislation.

- 8.2 In addition, other relevant Glyndwr University People Practices include:

- KIT Days form
- Family Friendly Checklist
- Adoption Leave & Pay
- Parental Leave
- Paternity Leave & Pay
- Flexible Working
- Shared Parental Leave

## **Appendices**

Application Form

## **Guidance for Staff who are Transitioning at Work**

The University is committed to welcoming and supporting trans staff and removing barriers to their recruitment, promotion and retention. Providing a working environment that is free from discrimination, harassment or victimisation due to gender identity is an important step in ensuring that trans staff are respected and valued.

The disclosure of information by staff/job applicants is voluntary and any information disclosed will be treated in confidence, stored securely and used only to provide statistics for monitoring purposes.

The following guidance notes have been put together to support staff who are proposing to undergo, are undergoing or have undergone a process (or part of a process) for the purpose of transitioning to their chosen gender identity.

### **Disclosure and Initial Support**

- Once the institution has been made aware by the member of staff that they will be starting, or have started, the process of transitioning, an appropriate point of contact will be agreed with them. That person will work with them to develop a confidential action plan to manage their transition at work; in most cases within the University this would be their line manager. A member of the Human Resources Team should also be notified, who will act as an internal support to ensure support and confidentiality take place. This is likely to be the HR Business Partner – Development & Diversity.
- The staff member transitioning may wish to be redeployed on a temporary or permanent basis. Requests to be redeployed will be discussed with the relevant line manager and the institution will seek to accommodate the individual's request by utilising internal opportunities wherever reasonably possible.
- An initial meeting will be set up between the staff member, their line manager and HR Business Partner – Development & Diversity to develop a Transitioning at Work Action Plan to fully support them. This will include steps and timelines to change the individual's name and pronoun on relevant systems and documents and a discussion around how this will be dealt with in a confidential and discreet manner.

### **Names and Pronouns**

- Should the staff member wish to change their name the institution will take steps to ensure that their request is respected.
- The institution will always respect an individual's chosen pronoun.
- The timelines around name and pronoun changes will be discussed with the necessary changes to relevant documentation and systems actioned by the line manager/HR Business Partner.

## Changing Staff Records

- Any records that hold personal details will be updated and will include systems that may contain names, titles and other personal identifiers. The institution will work with the individual to ensure that nothing is omitted.
- During the discussion consideration will take place with regards timelines and permission to notify relevant staff members to make the necessary changes. No action will be taken without the individual's consent.
- A trans individual is able to change their pronoun and preferred name and changes can be made as soon as they request this, e.g. through the "known as" field on HR's personnel and payroll system, email address and login details for a variety of systems. Where staff members confirm on their HR record that they are trans, they will also be able to specify their preferred gender identity.
- Best practice suggests that new records are made rather than amending old ones, to ensure confidentiality, in line with General Data Protection Regulations. All details should be passed to the appropriate point of contact who will confidentially ensure that the changes are made with the appropriate members of staff.
- Should the individual wish to legally change all records in order to update National Insurance, Pension Providers and HMRC, this can be undertaken upon production of a formal change of name certificate; a Gender Recognition Certificate (GRC). A GRC is the document issued that shows that a person has satisfied the criteria for legal recognition in their chosen gender.
- For more details and to apply please click [here](#).

## Confidentiality

- All records that include details of an individual's gender history will be destroyed in a secure manner, unless there is a specific reason for retaining them. Where other people in the institution need to be aware of the transition to make a change to a particular record, the institution will obtain the staff members consent, and restrict the information to those who need to know.
- Where there is a need to retain documentation that shows someone's gender history, this information will be stored confidentially in line with the requirements of data protection legislation. The information will be held electronically in a secure environment (for example, password protected) that can be accessed only with the consent of the individual concerned. Only named individuals will be allowed to access this information and those individuals will be made aware that breaches of confidentiality could be unlawful and result in disciplinary action.
- Where an individual discloses information about their gender history or status (verbally or in writing), this will be treated as confidential. This includes any information provided to the line manager or HR. Such information will not be shared with others, unless there is a specific reason and then not without the written consent of the individual concerned. Disclosure of the gender history



of someone with a GRC without their specific permission would normally be a criminal offence.

- Information relating to an individual's gender status or history will not be disclosed to a third party without the individual's consent, for example when responding to a reference request.

## **Communication**

- The University will work with the staff member to agree the level of information that needs to be conveyed to work colleagues and when/if the information should be conveyed.
- The individual may wish to tell colleagues about their transition or may prefer if this is done by someone else on their behalf. The institution will encourage the individual to do what is best for them and, if they are not ready to tell anyone at the early stages, the University will respect their wishes.
- Where the staff member has a public or client-facing role, the institution will discuss if any third parties need to know and how this should be handled.

## **Bullying & Harassment**

The University adopts a zero-tolerance approach to bullying and harassment, such behaviour may result in action being taken under the institutions Dignity at Work Policy & Procedure.

For more information please refer to the Transitioning at Work Policy and [Dignity at Work Policy](#)

## **Facilities**

- The University will support the rights of trans staff to use the toilets and facilities appropriate to their gender from the point at which the individual declares that they are living their life fully in that gender. In some cases, the individual may wish to use a single-occupancy toilet during their transition, but they must not be pressurised to do so and this should not be seen as a long-term solution. A trans person should not be expected to use an accessible toilet unless they have a disability.
- The institution will agree with the member of staff when they would like to start using the facilities appropriate to their acquired gender and how this should be communicated to colleagues. Any concerns raised by others will be dealt with promptly and sensitively and harassment of the individual will not be tolerated.
- The University will support all non-binary staff member's right to use the toilets and facilities by encouraging them to use the available gender neutral facilities, where applicable.

- Where possible, the institution will move from providing a number of gender specific toilets to gender neutral toilets wherever possible throughout the University.

## **Dress Codes**

- The University requires specific dress codes in relation to a number of key roles. In such cases the institution will agree with the individual the flexibility within the dress code that may be permitted to accommodate the process of transition or where a gender-specific mode of dress would be uncomfortable for the individual.
- If a trans staff member is required to wear a uniform, the University will ensure that arrangements have been made to provide them with a uniform appropriate to their chosen gender. The uniform will be available from the point at which the individual presents in their new gender status.
- If a non-binary staff member is required to wear a uniform individual discussions will take place between the line manager and the individual to agree a flexible approach to provide a uniform that is appropriate for them and the required dress code.

## **Transitioning at Work Action Plan**

The University will be supportive of staff who has made the decision to transition. The institution acknowledges that the transition process and the time it takes will be unique to each individual and that it is not always a linear process.

Once the institution has been made aware by the staff member that they will be starting, or have started, the process of transitioning, an appropriate point of contact will be agreed with the individual. That person will work with them to develop a confidential action plan to manage the individual's transition at work.

The plan will consider the steps required before, during and after the staff member's transition to fully support them. No action will be taken without their consent.

It is important to develop a plan that is bespoke to the individual. Some of the key issues to address are likely to include:

- when and how an individual will present at work in their new gender status;
- handling a request by the staff member to change their job temporarily during the transition process or to move to a new role permanently;
- the point at which colleagues, especially any direct reports, will be informed and how this will be done;
- if and how third parties, such as clients, should be informed;
- how absence from work for reasons associated with transitioning (for example, for medical appointments and/or medical treatment) will be handled;
- arrangements for changing the individual's name on their personnel records, email, security badges etc.

- confidentiality; and
- dress codes and/or uniforms
- use of facilities

Transitioning is a process that takes time, and, to help both parties, regular review meetings will be arranged to manage the process and fully support the staff member. This will ensure that the right support is in place and enable the plan to be amended as things change. Effective support for someone who is transitioning requires dialogue, agreed action and respect.

For additional information and confidential support please contact

[REDACTED]

[REDACTED]

[REDACTED]

**Sources of Support and Information for HR Staff to support Staff Members who are proposing to undergo/undergoing/undergone a process (or part of a process) for the purpose of transitioning to their chosen gender identity**

Relevant policies can be found on the staff intranet WGYou, please find links below:

[Transitioning at Work Policy](#)  
[Equality and Diversity Policy for Staff and Students](#)  
[Dignity at Work Policy](#)

The LGBT + Staff Network are available to offer support, please contact the following:

████████████████████ – a confidential email accessed by the Chair of the LGBT+ Staff Network

██████████ – Organisational Development & Diversity Manager, who will either help with your query or direct you to a member of the LGBT+ Staff Network

Stonewall, can provide support and advice to any queries you may have.

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

██████████ can also put you in touch with our Stonewall Advisor ██████████ please contact ██████ for further details.

The Equality Challenge Unit provide resources available to Higher Education. Guidance is available on their website [www.ecu.ac.uk](http://www.ecu.ac.uk)

Depend is an organisation that offers free, confidential and non-judgemental advice, information and support to all family members, partners, spouses and friends of trans people – [www.depend.org.uk](http://www.depend.org.uk)

The Equality and Human Rights Commission is the statutory body responsible for protecting and promoting equality across the nine protected characteristics of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief and sexual orientation – [www.equalityhumanrights.com](http://www.equalityhumanrights.com)

The Forum for Sexual Orientation and Gender Identify Equality in Post-School Education promotes equality and good practice in employment and the provision of post-school education, with a specific focus on sexual orientation and gender identity or trans equality issues – <https://sgforum.org.uk/>

Gendered Intelligence is an organisation which provides support, training and resources for those who work with and support trans people as staff members, colleagues and students for young trans people up to the age of 25; offering mentoring, workshops and training – [www.genderedintelligence.co.uk](http://www.genderedintelligence.co.uk)

LGBT Foundation provide a wide range of support services to lesbian, gay, bi and trans people. We also work with healthcare and other professionals to help make public services more accessible and inclusive for LGBT communities.

The LGBT Foundation can provide advice and support, visit <https://lgbt.foundation/> or telephone 0345 3 303030

Transitioning at Work Policy			
<b>Department</b>	Human Resources Department		
<b>Author</b>	HR Business Partner – Development & Diversity		
<b>Authorised By:</b>	Director of Human Resources		
<b>Implementation By:</b>	Human Resources Department		
<b>Policy Reference:</b>	POHR1819089		
<b>Policy Replaced:</b>	NA		
<b>Version No:</b>	1	<b>Approval Committee:</b>	VCB 22.10.18 HR Committee 08.11.18
<b>Date approved:</b>	November 2018	<b>Minute no:</b>	18.19 18.08
<b>Status:</b>	Approved	<b>Implementation Date:</b>	November 2018
<b>Period of approval:</b>	3 years	<b>Review Date:</b>	November 2021

## 1. Purpose

- 1.1 The aim of this policy is to outline Glyndwr University's commitment to ensuring that transgender (referred to throughout this policy as trans) staff are treated with dignity and respect and are not disadvantaged within the workplace. Throughout this policy the word trans will be used as an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.
- 1.2 The policy sets out the steps the institution takes to welcome and support trans staff and prevent discrimination. The University will not tolerate bullying, harassment, or any form of intimidation or discrimination of those working, studying or engaging with the University. This applies to all characteristics including unfavourable treatment based on gender identity (including gender fluidity and non-binary).

## 2. Scope

- 2.1 The policy applies to all members of staff within the University, regardless of category or contract type, including job applicants and applies to all stages of the employment relationship. The policy will also be of interest to the wider public in relation to how the University meets its obligations in relation to the Equality Act 2010 with specific reference to trans people.

- 2.2 This policy should be read alongside the Equality & Diversity Policy for Staff and Students and the Dignity at Work Policy, which together ensure the values of the University are upheld and legislation is met.

### **3. Our Commitment**

- 3.1 The Institution believes that diversity and inclusion bring benefits to the business and that people work better when they can be themselves. The University is committed to welcoming and supporting trans staff and removing barriers to their recruitment, promotion and retention. The University will support staff to live in their experienced gender, regardless of gender assigned at birth.
- 3.2 Separate guidance is available for staff transitioning within the workplace. Comprehensive guidance on supporting trans staff is also available from the Equality Challenge Unit website.

### **4. Definitions and Language**

- 4.1 Trans is an inclusive term for people whose experienced gender is different from that which they were assigned at birth. It is an umbrella term that covers different trans identities, statuses and people with a trans history. The definition of what constitutes a trans identity is continually evolving and the associated terminology can be individualised; trans people may describe themselves using one or more of a wide variety of terms. A glossary of terms used socially and legally in relation to gender identity is provided as an appendix to this policy (Appendix A).
- 4.2 Non-binary is an umbrella term for people whose gender identity doesn't sit comfortably with 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.
- 4.3 Using inappropriate language and terminology can cause offence and distress and undermines the institution's efforts to create an inclusive workplace for all staff, students and visitors.
- 4.4 The institution recognises that gender identity and sexual orientation are not interchangeable terms. Trans people can be bisexual, gay, heterosexual or lesbian and so it should not be assumed that a trans colleague has a particular sexual orientation.

### **5. Legislation - Equality Act 2010**

Trans people are protected under the Equality Act 2010 and the Gender Recognition Act 2004. The Data Protection Act 2018 and the Human Rights Act 1998 are also relevant.

- 5.1 Gender reassignment is one of the nine protected characteristics covered by the Equality Act 2010. In 2016 a Women and Equalities Committee Report recommended that the use of the terms "gender reassignment" and "transsexual" are outdated, noting that the preferred umbrella term is trans. Whilst the Equality Act has not been updated, the University adopts the use of trans as the preferred adjective.
- 5.2 The Act protects a person from discrimination, harassment and victimisation if they are "proposing to undergo, are undergoing, or have undergone a process (or part of a

process) of gender reassignment". There is no requirement for the person to be under medical supervision as gender reassignment is considered to be a personal rather than a medical process. Under the Act, a person who takes time off work for gender reassignment must not be treated less favourably in respect of employment decisions, for example by being denied access to training or promotion opportunities.

- 5.3 The Act also protects anyone who is perceived to have the characteristic of gender reassignment or is associated with someone who has the protected characteristic of gender reassignment, such as an individual's partner or a friend.
- 5.4 The law currently does not recognise non-binary people as a protected characteristic; as an institution the University is committed to supporting all trans members of staff, including those who identify as non-binary.

## **6. Gender Recognition Act 2004**

- 6.1 The Gender Recognition Act 2004 allows trans people to apply for a Gender Recognition Certificate (GRC), which allows them legal recognition in their acquired gender and enables them to obtain a new birth certificate. The Act safeguards the privacy of an individual with a GRC by defining information relating to the gender recognition process as "protected information" and, except "in certain specific circumstances" (for example, for the purpose of preventing or investigating crime), it is a criminal offence to disclose such information without the individual's consent.
- 6.2 An application for a GRC will be made to the Gender Recognition Panel. Individuals are required to provide a medical diagnosis of gender dysphoria and evidence that they have lived in their acquired gender for two or more years and intend to do so permanently.
- 6.3 Trans people are not required to apply for a GRC and many choose not to for various reasons. An individual should never be asked if they have a GRC and to do so could be considered harassment.

## **7. Recruitment**

- 7.1 The University wishes to attract applicants from a wide talent pool and the recruitment process is designed to be inclusive of trans applicants. Only in exceptional circumstances will a job applicant's gender identity be relevant; where the nature of a specific role might prevent someone who is transitioning from applying; advice should be sought in advance of advertising a vacancy.
- 7.2 Job advertisements should make clear that opportunities are open to all suitably qualified applicants. If this statement makes explicit reference to not discriminating on particular grounds, those grounds should include gender identity. Where an application form is used, this should not include a question about previous names.
- 7.3 Recruiting managers should not ask questions about an applicant's gender identity/history. If an individual chooses to mention this during the interview, they should be informed that the institution supports trans staff and assure them that their disclosure will have no bearing on the outcome of the interview and will remain confidential.



- 7.4 The requirement to provide proof of identity to confirm the right to work in the UK can be particularly sensitive for a trans applicant whose identification documentation may be in their previous name. The University will always ensure that an applicant is made aware of the full range of permissible identification documents and that the process of checking is handled sensitively and with respect for privacy of the individual.
- 7.5 Where an individual's documentation reveals their previous name and therefore their gender history, this information should remain confidential and be stored securely in accordance with the institution's data protection policy. The same approach will apply where an applicant is required to present qualification certificates before a job offer is confirmed and the certificates are in the applicant's previous name.

## **8. Supporting Staff who are transitioning**

- 8.1 The University will be supportive of staff who have made the decision to transition. The institution acknowledges that the transition process and the time it takes will be unique to each individual and that it is not always a linear process. Transitioning is a major decision and the individual may have taken years to come to this point. It is therefore vital that the institution supports them so that they can continue to work without fear of discrimination and harassment and that colleagues are helped to understand the process.
- 8.2 Once the institution has been made aware that the staff member will be starting or has started the process of transitioning, an appropriate point of contact will be agreed with them. In most cases this would be their line manager, or the HR Business Partner for Development & Diversity who will confidentially support them. The point of contact will work with them to develop a confidential action plan to manage their transition at work.

The plan will consider the steps that require consideration before, during and after the transition. No action will be taken without the individual's consent.

- 8.3 It is important to develop a plan that is bespoke to the individual. Some of the key issues to address are likely to include:
- when and how an individual will present at work in their new gender status;
  - handling a request by the staff member to change their job temporarily during the transition process or to move to a new role permanently (where possible);
  - the point at which colleagues, especially any direct reports, will be informed and how this will be done;
  - if and how third parties, should be informed;
  - how absence from work for reasons associated with transitioning (for example, for medical appointments and/or medical treatment) will be handled;
  - arrangements for changing the individual's name on their personnel records, email, security badges etc.
  - confidentiality;
  - dress codes, and
  - use of facilities
- 8.4 Transitioning is a process that takes time, and, to help both parties, regular review meetings will be arranged. This will ensure that the right support is in place and enable the plan to be amended as things change.

## **9. Employment**

- 9.1 An individual who is transitioning may wish to be redeployed on a temporary or permanent basis. This could be due to the fact that they work in a public-facing role and wish to avoid having to answer questions about their gender status; or the role involves particular tasks, for example heavy lifting, that will be difficult to undertake if undergoing a particular type of treatment. Requests to be redeployed should be discussed with the relevant line manager and the institution will seek to accommodate the staff member's request by utilising internal opportunities wherever reasonably possible. There may be circumstances where this may not be possible due to business and operational requirements and this will be discussed fully between the individual and their line manager.
- 9.2 The line manager should not put pressure on an individual to change jobs or make assumptions about their capability or wishes.
- 9.3 A staff member's gender history or status will not have a bearing on any employment decisions or access to benefits, except where permitted by law.

## **10. Names and pronouns**

- 10.1 The institution will take all necessary steps to ensure that an individual's change of name is respected in relation to University systems and documentation. The institution is aware that failure to change pronouns and names on records in respect of a trans member of staff could constitute direct discrimination.
- 10.2 A GRC is not required to enable a trans person to change their name and the institution will never ask an individual if they have a GRC to verify a name change, as to ask such a question would be inappropriate.
- 10.3 An individual who has transitioned may be required to disclose their gender history where legal identify is required, such as National Insurance, Pension and HMRC records; a Gender Recognition Certificate (GRC) is required for this. In such circumstances, the institution will handle such information in line with its data protection policy. The institution will guide the individual through this process.

## **11. Changing staff records**

- 11.1 Once the institution has been made aware by the staff member that they will be starting/have started the process of transitioning, an appropriate point of contact will be agreed with the staff member. Discussions will take place with the staff member to determine if they would like to change their pronoun and name on university systems and HR Records and assist with the completion of this.
- 11.2 Records will include all systems that may contain names, titles and other personal identifiers. The institution will work with the staff member, however it will not be possible to alter any records where legal identity is required. Should the individual wish to legally change all records in order to update National Insurance, Pension Providers and HMRC, this can be undertaken upon production of a formal change of name certificate; a Gender

Recognition Certificate (GRC). A GRC is the document issued that shows that a person has satisfied the criteria for legal recognition in their chosen gender.

- 11.3 A trans individual will be able to change their pronoun and preferred name and changes can be made as soon as they request this, e.g. through the “known as” field on HR’s personnel and payroll system, email address and login details for a variety of systems. Where staff members confirm on their staff record that they are trans, they will also be able to specify their preferred gender identity.
- 11.4 Best practice suggests that new records are made rather than amending old ones, to ensure confidentiality, in line with General Data Protection Regulations. All details should be passed to the appropriate point of contact who will confidentially ensure that the changes are made with the appropriate staff members.

For more details and to apply for a GRC please click [here](#).

## **12. Confidentiality**

- 12.1 All records that include details of an individual’s gender history will be destroyed in a secure manner, unless there is a specific reason for retaining them. Where other people in the institution need to be aware of the staff member’s transition in order to make a change to a particular record, the institution will obtain the individuals consent and restrict the information to those who need to know.
- 12.2 Where there is a need to retain documentation that shows an individual’s gender history, information will be stored confidentially in line with the requirements of data protection legislation. The information will be held electronically in a secure environment. Only named individuals will be allowed to access this information and those individuals will be made aware that breaches of confidentiality could be unlawful and result in disciplinary action.
- 12.3 Care will be taken to ensure that any search of the institution’s records by others will not inadvertently reveal an individual’s gender history.
- 12.4 It is an individual’s decision whether or not to reveal their gender status/history and the institution will respect their right to privacy. The right to privacy will apply regardless of whether or not the individual has a GRC.
- 12.5 Where a staff member discloses information about their gender history or status (verbally or in writing), this will be treated as confidential. This includes any information provided to the line manager or HR. Such information will not be shared with others, unless there is a specific reason and then not without the written consent of the individual concerned. Disclosure of the gender history of someone with a GRC without their specific permission would normally be a criminal offence.
- 12.6 Information relating to an individual’s gender status or history will not be disclosed to a third party without the individual’s consent, for example when responding to a reference request.

### **13. Communication**

- 13.1 The University will work with the staff member to agree if information needs to be communicated to work colleagues. Discussion will also take place around the extent of information communicated and how and when it should be conveyed.
- 13.2 The staff member may wish to tell colleagues about their transition or may prefer if this is done by someone else on their behalf. The institution will encourage the individual to do what is best for them and, if they are not ready to share their information, the University will respect their wishes.
- 13.3 Where a staff member has a public or client-facing role, the institution will discuss with the individual if third parties need to know and how this should be handled.

### **14. Monitoring**

- 14.1 In line with best practice in relation to equal opportunities in employment, the institution will monitor the gender identity and trans status of the existing workforce and of applicants for jobs (including promotion) and will review its equal opportunities policies in accordance with the revealed results.
- 14.2 The disclosure of information by staff members/job applicants is voluntary and any information disclosed will be treated in confidence, stored securely and used only to provide statistics for monitoring purposes. When communicating monitoring data, the institution will ensure that it is anonymised to avoid identifying individuals, with suppression thresholds adhered to.

### **15. Bullying and Harassment**

- 15.1 The institution adopts a zero-tolerance approach to harassment, bullying or victimisation and such behaviour may result in action being taken under the institution's Dignity at Work Policy & Procedure.
- 15.2 Examples of harassment against trans people include:
- verbal abuse such as name-calling, threats, derogatory remarks or belittling comments about trans people;
  - asking an individual if they have a GRC;
  - jokes and banter about someone's gender identity or trans people generally;
  - refusing to use the pronoun appropriate to someone's acquired gender (for example, calling a trans woman "he") or calling the person by the name they had before they transitioned;
  - threatening behaviour or physical abuse;
  - intrusive questioning about someone's gender identity or transition;
  - excluding a trans colleague from conversations or from social events;
  - refusing to work with someone because they have transitioned; and
  - displaying or circulating transphobic images and literature.
- 15.3 All staff members are made aware of the institution's dignity at work policy and the procedures in place for handling complaints of bullying and harassment. Any complaints of bullying and harassment are taken seriously and dealt with promptly.

## **16. Gender Neutral Toilets and Facilities**

- 16.1 The University will support the rights of all trans staff to use the toilets and facilities appropriate to their gender from the point at which they declare that they are living their life fully in that gender. In some cases, the individual may wish to use a single-occupancy toilet during their transition, but they must not be pressurised to do so and this should not be seen as a long-term solution. A trans person should not be expected to use an accessible toilet unless they have a disability.
- 16.2 The institution will agree with the staff member when they wish to start using the facilities appropriate to their acquired gender and how and if this will be communicated to colleagues. Any concerns raised by others will be dealt with promptly and sensitively and harassment of the individual will not be tolerated.
- 16.3 The University will support all non-binary staff member's right to use the toilets and facilities by encouraging them to use the available gender neutral facilities, where applicable.
- 16.4 Where possible, the institution will move from providing a number of gender specific toilets to gender neutral toilets wherever possible throughout the University.

## **17. Dress Codes**

- 17.1 The University requires specific dress codes in relation to a number of key roles. In such cases the institution will agree with the individual the flexibility within the dress code that may be permitted to accommodate the process of transition or where a gender-specific mode of dress would be uncomfortable for the individual.
- 17.2 If a trans staff member is required to wear a uniform, the University will ensure that arrangements have been made to provide them with a uniform appropriate to their chosen gender. The uniform will be available from the point at which the individual presents in their new gender status.
- 17.3 If a non-binary staff member is required to wear a uniform individual discussions will take place with their line manager to agree a flexible approach to provide a uniform that is appropriate for them and the required dress code.

## **18. Training on Trans Issues**

- 18.1 Information on trans issues forms part of the institution's equality-awareness training for its staff. The aim is to help our staff to understand what is/is not acceptable behaviour and to differentiate myth from reality; thereby minimising the potential for conflict arising from misunderstandings.
- 18.2 Discrimination because of gender reassignment is included in other training as appropriate, for example, induction, recruitment and selection and line management training.

## **19. Relevant Legislation**

This policy complies with relevant legislation including:

- **The Equality Act 2010**
- **The Gender Recognition Act 2004**
- **The Human Rights Act 1998**
- **The General Data Protection Regulation 2018**

## **20. Review**

This policy will be reviewed in three years or earlier if legislative requirements change.

## **21. Equality Impact Assessment**

The Equality Act 2010 includes a requirement for all HE Institutions to carry out impact assessments on all policies. This policy has been screened to determine equality relevance for the following equality groups: grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity.

## Appendix A: Glossary of Terminology

Acquired/Affirmed gender	Used in the Gender Recognition Act 2004 to describe a person's gender after transitioning. As this is a legal term, many people now prefer to use the term "affirmed" gender.
Assigned Gender	The gender assigned to someone at birth, based on their physical characteristics.
Cisgender (Cis)	A term used to describe a person who is not transgender, whose gender identity is the same as the sex they were assigned at birth. Cis is based on Latin prefix that means "on this side of". Non-trans is also used by some people.
Cross dresser	Someone who chooses to wear clothes not conventionally associated with their assigned gender. "Cross dresser" is now used in preference to the term "transvestite", which is considered to be outdated and can cause offence. Cross dressers are generally comfortable with their assigned gender and do not intend to transition.
Dead naming	Using the birth name of an individual who has changed their name.
Dual role	A dual role person sometimes wears clothing and/or make up and accessories that are not traditionally associated with the gender they were assigned at birth. Generally they do not wish to transition – some people prefer the term alter ego. Historically the term transvestite or cross dresser were used to described dual role people.
Gender	The socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.
Gender dysphoria/gender identify disorder	A recognised medical condition where the individual experiences severe discomfort and anxiety because their gender identity does not align with their biological sex
Gender expression	How someone manifests their gender identity in society, for example through their appearance and behaviour.
Gender fluid/gender variant/gender queer	People who describe themselves as gender fluid may have gender identities that fluctuate, they may identify as having more than one gender (bi-gender or pan gender), feel that they have no gender (agender or non-gender) or they may identify gender differently (third gender or gender queer).
Gender identity	A person's internal perception of their gender, their sense of self. For trans people, their gender identity does not match the gender they were assigned at birth.
Gender neutral	People who reject the idea of gender and may describe themselves as neutral, genderless, null-gender, non-gender or agender.
Gender reassignment (or transitioning):	The legal term to describe the process where an individual changes their expressed gender to live fully in the gender with which they identify. For example, a person who was born female decides to take steps to live the rest of their life as a man. Gender reassignment does not require medical treatment and is a protected characteristic under the Equality Act 2010.
Gender Recognition Certificate (GRC)	Enables trans people to be legally recognised in their self-identified gender and to be issued with a new birth certificate. Not all trans people will or want to apply for a GRC and they must be over 18. An employer does not need to see a GRC in order to recognise a staff member's gender.
Gender Variant	A term used for someone who does not conform to the gender roles and behaviours assigned to them at birth. Usually used in relation to children or young people.
Intersex	An intersex person is born with ambiguous genitalia and/or sex chromosomal variations, making it difficult to classify their biological sex. There are many different intersex conditions. An intersex person may self-identify as a man or a woman or neither.

Legal Sex	The biological and physiological differences that define men and women. An individual's legal sex is determined at birth and is recorded on their birth certificate. For HEI's a person's legal sex is only relevant for insurance, pension purposes and in rare cases occupational requirements.
Non-binary	An inclusive term to describe people whose gender identity is "fluid" and not exclusively male or female. A non-binary person may identify as neither male nor female or may feel that they embody elements of both genders, or that they are something different. The terms intersex and non-binary are not interchangeable.
Pronouns	Words we use to refer to people's gender in conversation – for example, "he" or "she". Some people such as those with non-binary identities may prefer others to refer to them in gender-neutral language and use pronouns such as "they/their" and "ze/zir".
Real-Life Experience	The terms used by the medical profession to refer to the period in which an individual is required to live full-time in their acquired gender prior to undergoing surgery to transition.
Self-identified gender	The gender that an individual identifies themselves as. Trans communities are campaigning for UK legislation to be based on self-identification in line with European Countries.
Sexual Orientation	A person's physical, romantic or emotional attraction to another person.
Trans (or transgender)	An umbrella term describing the diverse range of people whose gender identity or gender expression differs from the gender they were assigned at birth. The term can encompass individuals who are transsexual, cross dressers or non-binary.
Trans Man (FTM/F2M)	A term used to describe someone who is assigned female at birth but identifies as a man. This may be shorted to trans man, or FTM, an abbreviation for female-to-man.
Transphobia	A term used to describe the fear, anger and intolerance that some people may have towards the trans community. This can result in discrimination, harassment, victimisation and hate crime.
Trans Woman (MTF/M2F)	A term used to describe someone who is assigned male at birth but identifies as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female.
Transitioning	The steps taken by individuals to live in the gender with which they identify. These steps will vary but may include choice of dress, changing names, medical procedures and telling other people.
Transsexual	A transsexual person has the protected characteristic of gender reassignment and is defined in the Equality Act 2010 as someone who is "proposing to undergo, is undergoing or has undergone gender reassignment". Gender reassignment is a protected characteristic under the Act. It is not necessary for a transsexual person to have to be under medical supervision to be protected in law from discrimination.



## Appendix B:

### Government Guidance on the Recruitment and Retention of Trans Staff

#### The Equality Act 2010

Protects individuals against discrimination because of a number of specified protected characteristics, including what the Act describes as the protected characteristic of gender reassignment.

Under the Equality Act 2010, a person who has the protected characteristic of gender reassignment is defined as someone who is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning his or her sex by changing physiological or other attributes of sex. It is not necessary for the individual to be under medical supervision or surgery. This definition covers a woman/man who has decided to live as the gender that differs from the gender they were assigned at birth, but has not and will not undergo any surgical or medical procedures or treatment.

The Equality Act 2010 covers the following types of discrimination in relation to gender reassignment:

**Direct discrimination** is where a person is treated less favourably than another because of the protected characteristic of gender reassignment. An example of direct gender reassignment discrimination would be refusing to employ a man because he is undergoing surgery to become a woman. There is a limited exception where it is lawful to prevent someone doing a job because of gender reassignment, for example where not being a trans person is an occupational requirement for the job, and the employer can demonstrate that it is a proportionate means of achieving a legitimate aim. This exception does not apply to someone with a gender recognition certificate.

**Indirect discrimination** is where a provision, criterion or practice is applied that is discriminatory in relation to individuals who satisfy the definition of gender reassignment such that it would be to the detriment of people who share that protected characteristic compared with people who do not, and it cannot be shown to be a proportionate means of achieving a legitimate aim. For example, where a woman is undergoing surgery to become a man and the medication causes fatigue, but the employer introduces a new shift pattern that requires fewer days of work but longer shifts, it might be that the staff member is unable to work longer hours. Consequently, the new shift pattern puts the member of staff at a substantial disadvantage. This could amount to discrimination unless an employer can objectively justify the new shift pattern.

**Harassment** is where there is unwanted conduct related to the protected characteristic of gender reassignment that has the purpose or effect of violating a person's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment. For example, an individual may be subjected to insulting and humiliating comments from her line manager because she is a woman living permanently as a man. That individual can bring a claim for harassment related to the protected characteristic of gender reassignment. In addition, if that individual's colleague is also present when these comments are made, even though they are not directed at him or her, he or she may also bring a claim for harassment related to gender reassignment, as the line manager is creating an offensive environment. It does not matter whether or not this effect was intended by the person responsible for the conduct.

**Associative discrimination** is where an individual is discriminated against or harassed for association with another individual who has the protected characteristic of gender reassignment. For example, if an employer denies a staff member a promotion because she is living with a partner who is undergoing surgery to become a woman that would amount to associative discrimination as gender reassignment is a protected characteristic. Similarly, if an employer harasses a staff member because his sister is a woman living permanently as a man, that would be unlawful as associative harassment related to gender reassignment.

**Perceptive discrimination** is where an individual is discriminated against or harassed based on a perception that he or she has a particular protected characteristic, whether or not he or she does, in fact, have that protected characteristic. For example, a line manager may believe that a male member of staff is undergoing gender reassignment, when in fact he is a cross dresser (cross dressers are not protected under the Act as there is no intention to live permanently as a woman). If the institution does not allow him to make presentations to clients because his line manager thinks he may make clients uncomfortable, this amounts to discrimination due to a perception of the protected characteristic of gender reassignment. Similarly, where colleagues ridicule and tease a female staff member because they believe that she was once a man, this would be unlawful as perceptive harassment related to gender reassignment, even though she may always have been a woman.

**Victimisation** occurs where an individual is subjected to a detriment, such as being denied a training opportunity or a promotion, because he or she made or supported a complaint or raised a grievance under the Act, or because he or she is suspected of doing so. However, the individual is not protected from victimisation if he or she acted maliciously or made or supported an untrue complaint. There is no need for a complainant to compare his or her treatment with someone who has not made or supported a complaint under the Equality Act 2010. Discrimination because of absence from work relates to the Equality Act 2010 making it discriminatory to treat a trans person less favourably for being absent from work because he or she proposes to undergo, is undergoing or has undergone gender reassignment than he or she would be treated if absent because of illness or injury.

## Legal Exceptions

There are limited exceptions where the Equality Act 2010 permits discrimination against someone on the grounds of gender reassignment. These are:

- where being of a particular sex is an occupational requirement for the job and the employer can show that it is reasonable to prevent the trans person from doing the job as a result;
- if the job involves conducting intimate searches pursuant to statutory powers, such as the Police and Criminal Evidence Act 1984; or
- if the job involves working in a private home where there would be close physical or social contact, or knowledge of the intimate details of a person's life, and the employer can show that people would reasonably object to the job holder being someone who was undergoing or had undergone gender reassignment.

There are also some temporary exceptions that apply to someone who intends to undergo gender reassignment or is undergoing gender reassignment, but not to someone who has undergone gender reassignment. These temporary exceptions are:

- where the individual needs to live on premises provided by the employer, reasonable objection could be taken on grounds of privacy and decency to sharing accommodation and facilities, and it is not reasonable to expect the employer either to equip the premises with suitable accommodation or to make alternative arrangements; or
- where the individual provides vulnerable individuals with personal services promoting their welfare, or similar personal services, and in the reasonable view of the employer those services cannot be effectively provided by a person while that person is undergoing gender reassignment.

### **The Gender Recognition Act 2004**

Allows trans people to gain legal recognition in their acquired gender by a process of registration. Once issued with a gender recognition certificate, a trans person is considered in the eyes of the law to be of his or her acquired gender from the date of issue. It may be a criminal offence to disclose information about a person's gender recognition process without his or her consent.

Consequences of legal recognition of a trans person's acquired gender include the ability to:

- acquire a substitute birth certificate including the acquired gender;
- marry in the new gender (or marry or form a civil partnership with someone of the same gender); and
- retire and receive a state pension at the age appropriate to the acquired gender.

### **The Human Rights Act 1998**

May be relevant in interpreting other legislation in a way consistent with rights enshrined in the European Convention on Human Rights or in providing a freestanding right against a public body where Convention rights are infringed. Convention rights that may be of particular relevance are art.8 (the right to respect for private and family life), art.10 (freedom of expression) and art.14 (the right not to be discriminated against in the enjoyment of other Convention rights).

### **The General Data Protection Regulation (GDPR)**

Which came into force in May 2018, requires employers to comply with principles for processing personal data, including being transparent by providing information to staff members about personal data that they hold and how it is used. Employers must protect against unauthorised access and disclosure of personal data relating to an individual's health.

There are special rules for employers to bear in mind when processing data related to an individual's health, which is one of the "special categories" of data under the GDPR. Information about gender reassignment is likely to be special category data, particularly where the transition involves medical supervision. The Data Protection Act 2018 allows an employer to process special categories of data and criminal records data where the processing is necessary for performing obligations or exercising rights under employment law, provided that the employer has an appropriate policy document in place.

## Appendix C:

### Additional Sources of Support and Information

Staff should contact their line manager or the HR Business Partner – Development and Diversity for advice and support, [REDACTED]
Relevant policies can be found on the staff intranet WGYou, please find links below: Transitioning at Work Policy <a href="#">Equality and Diversity Policy for Staff and Students</a> <a href="#">Dignity at Work Policy</a>
ACAS provide help and advice for employers and staff – it has produced guidance on gender reassignment and trans rights at work - <a href="http://www.acas.org.uk">www.acas.org.uk</a>
The Equality Challenge Unit provide resources available to Higher Education. Guidance is available on their website <a href="http://www.ecu.ac.uk">www.ecu.ac.uk</a>
Depend is an organisation that offers free, confidential and non-judgemental advice, information and support to all family members, partners, spouses and friends of trans people – <a href="http://www.depend.org.uk">www.depend.org.uk</a>
The Equality and Human Rights Commission is the statutory body responsible for protecting and promoting equality across the nine protected characteristics of age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief and sexual orientation – <a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a>
The Forum for Sexual Orientation and Gender Identify Equality in Post-School Education promotes equality and good practice in employment and the provision of post-school education, with a specific focus on sexual orientation and gender identity or trans equality issues – <a href="https://sgforum.org.uk/">https://sgforum.org.uk/</a>
Gendered Intelligence is an organisation which provides support, training and resources for those who work with and support trans people as staff members, colleagues and students for young trans people up to the age of 25; offering mentoring, workshops and training – <a href="http://www.genderedintelligence.co.uk">www.genderedintelligence.co.uk</a>

SHARED PARENTAL LEAVE POLICY & PROCEDURE			
<b>Department</b>	Human Resources Department		
<b>Author</b>	HR Business Partner		
<b>Authorised By:</b>	HR Director		
<b>Implementation By:</b>	HR Department		
<b>Policy and Procedure Reference:</b>	POPRHR1819099		
<b>Policy and Procedure Replaced:</b>	POPRHR1516064		
<b>Version No:</b>	1	<b>Approval Committee:</b>	VCB HR Committee
<b>Date approved:</b>	2.5.19	<b>Minute no:</b>	18.76.02.01 18.40.01
<b>Status:</b>	Approved	<b>Implementation Date:</b>	April 19
<b>Period of approval:</b>	3 years	<b>Review Date:</b>	April 22
I have carried out an equality impact assessment screening to help safeguard against discrimination and promote equality. ✓			
I have considered the impact of the Policy/Strategy/Procedure ( <i>delete as appropriate</i> ) on the Welsh language and Welsh language provision within the University. ✓			

## 1. Introduction

- 1.1 This policy and procedure sets out the provisions and rights for employees to take shared parental leave following the birth or adoption of their child, and should be read in conjunction with the relevant guidance document.
- 1.2 Shared parental leave enables eligible parents to choose how to share time off work after their child is born or placed for adoption.

## 2. Scope

- 2.1 This policy applies to all employees and applies to all individuals regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity.

## 3. Definitions

- 3.1 The following definitions are used within this policy:

**EWC:** Expected week of childbirth

**Partner:** The child's biological father (of either gender) or the partner of the birth parent/adopter. This can be a spouse, civil partner; or a partner who is living in an enduring relationship with the birth parent and the child.

**SPL:** Shared Parental Leave.

**SSPP:** Statutory Shared Parental Leave Pay

**Continuous leave:** A period of leave that is taken in one block (eg four weeks' leave).

**Discontinuous leave:** A period of leave that is arranged around weeks where the employee will return to work, (eg, an arrangement where an employee will work every other week for a period of three months).

**SPLIT day:** Shared Parental Leave In-Touch Day.

#### **4. Shared parental leave entitlement**

- 4.1 Shared Parental Leave (SPL) will be available where an eligible birth parent or adopter opts to end their maternity/adoption leave early, and is calculated using the birth parent's entitlement to maternity/adoption leave, which allows them to take up to 52 weeks' leave.
- 4.2 The untaken weeks of maternity/adoption leave can then be taken by the birth parent and/or the birth parent's/adopters partner as shared parental leave (subject to eligibility), for up to a maximum of 50 weeks in total. This means that partners and birth parent's/adopters could begin shared parental leave while the birth parent/adopter is still on maternity/adoption leave; meaning both parents will be able to take leave at the same time.
- 4.3 A birth parent and an adopter must take at least two weeks maternity or adoption leave following the birth or placement of a child, but can otherwise choose to end their maternity/adoption leave at any stage.
- 4.4 The amount of shared parental leave to which an employee is entitled will depend on the amount of maternity/adoption leave the mother has already taken in respect of the child, or the amount of SPL already taken.
- 4.5 All leave must be taken by the child's first birthday/anniversary of adoption and total combined leave of both parents, including maternity/adoption leave (but excluding paternity leave) must not exceed 52 weeks.
- 4.6 Once the birth parent opts into SPL, this brings to an end maternity/adoption leave.
- 4.7 Partners are entitled to two weeks' paternity leave in addition to SPL; however this must have been taken before starting a period of SPL, otherwise this entitlement will be lost.
- 4.8 An employee may request their leave in a single block (continuous leave), or submit a request for a discontinuous pattern of leave (discontinuous leave). Each period of leave must last no less than one week (or relevant proportion of a week if the employee works part time). Blocks of leave must be in multiples of whole weeks.
- 4.9 Birth parents/adopters who opt into shared parental leave will not need to have returned to work to enable the balance of leave to be converted to SPL. An employee can simply give notice of the date on which they intend to end their maternity/adoption leave and

the untaken balance of their maternity leave would then become available immediately as shared parental leave.

- 4.10 All employees have the right not to be subjected to any detriment on the grounds of pregnancy, childbirth or maternity leave, irrespective of hours of work or length of service. Similarly, any employee sharing leave provisions have the right not to be subjected to any detriment as a result of this.

## 5. Eligibility

- 5.1 SPL rights will apply where a baby is born or due to be born, or placed for adoption, on or after 5 April 2015.

- 5.2 SPL rights will apply for parental order surrogacy parents who take adoption leave and may choose to end their adoption leave early and opt into SPL.

- 5.3 The University recognises that in one of the following circumstances employee may want to consider opting in to SPL:

- where the birth parent is employed at the University and wants to share their maternity leave with their partner, who is not employed at the University;
- where the partner is employed at the University wants to opt in to SPL, and the birth parent is not employed at the University;
- where both the birth parent and their partner work at the University.

- 5.4 In all of the circumstances listed in 5.3, the following eligibility criteria must be satisfied to qualify for SPL:

### 5.4.1 The birth parent must:

- have a partner;
- be entitled to maternity/adoption leave, or to statutory maternity/adoption pay, or maternity allowance (if not eligible for maternity/adoption pay);
- have curtailed, or given notice to reduce, their maternity/adoption leave, and/or their pay/allowance.

### 5.4.2 The parent or partner who intends to take SPL must:

- be employed or self-employed at the time of birth/adoption;
- share the primary responsibility for the child with the other parent at the time of the birth or placement for adoption (a maximum of two parents can share the leave);
- have properly notified their employer of their entitlement and have provided the necessary declarations and supporting evidence where required.

- 5.5 In addition to the criteria in 5.4, a parent wanting to take SPL is required to satisfy the 'continuity of employment test' and their partner must meet the 'employment and earnings test':

Continuity of employment test	Employment and earning test
The individual has worked for the employer or self-employed for at least 26 weeks at the	In the 66 weeks leading up to the baby's expected due date/matching date, the

end of the 15th week before the child's expected due date/matching date and is still working for the employer at the start of each leave period.	person has worked for at least 26 weeks and earned an average of at least £30 (as of 2015) a week in any 13 weeks.
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## **6. Procedure**

### **6.1 Periods of leave**

6.1.1 The amount of SPL available will be determined by how much maternity/adoption leave has already been taken by the birth parent.

6.1.2 A period of SPL must be no less than one week, or relevant proportion of a week for part time employees, and should be in multiples of whole weeks.

6.1.3 Where an employee requests one continuous period of leave this must be granted by the University.

6.1.4 Where an employee submits a request for a discontinuous period of leave (ie to return to work between periods of leave) the University must respond to this request within two weeks of the request being made, and must either:

- consent to the request;
- propose alternative dates and negotiate to agree dates of the leave periods;
- refuse the period of leave without proposing alternative dates.

6.1.5 Where a request for discontinuous leave is refused, the employee can withdraw the notice and take the total amount of leave requested as a continuous period of leave (starting on the date of the first period of leave originally requested), or on an alternative date (providing at least eight weeks' notice of this new date is given). The employee must notify the University of the revised start date within five working days from the end of the two week response period.

6.1.6 Alternatively, if periods of leave have not been agreed, the employee can withdraw the notice to take leave within 15 days of the date that the notice was originally given. Requests that are withdrawn in these circumstances do not count towards the limit on the number of requests for leave that an employee can make.

6.1.7 The University strongly encourages employees to discuss their plans and requirements as far in advance as possible with their line manager so that requests can be considered and negotiated informally in the first instance.

### **6.2 Notification**

#### **6.2.1 Curtailment notice**

6.2.1.1 The birth parent/adopter must either return to work early from maternity/adoption leave by giving a minimum of eight weeks' notice, or provide notice of the curtailment of this leave (including the date on which this leave will end) and confirm the requirement to opt-in to SPL.

6.2.1.2 If the employee is the 'partner', they will only be able to take SPL once the birth parent has either:



- returned to work, or
- given their employer a curtailment notice to end their maternity/adoption leave and pay;
- given a curtailment notice to the benefits office to end their Maternity Allowance (MA) (if they are not entitled to maternity leave or SMP).

6.2.1.3 A notice to curtail maternity/adoption leave must be given at least eight weeks before the start of the first period of SPL commences and at least nine weeks before the 52 week entitlement of maternity/adoption leave is due to end. This notice, which is binding, should be given using the Maternity/Adoption Leave Curtailment Notice Form, available on WGYou.

6.2.1.4 Eligibility for Maternity pay will cease on the date of curtailment/date of return to work.

## 6.2.2 Notice of entitlement/intention

6.2.2.1 A employee must give notice of intention to take SPL at least eight weeks before the start of the period of SPL and must declare their entitlement. This notice should be given in writing using the Shared Parental Leave Application Form (available on WGYou), but is non-binding and can be varied or cancelled. The form will include confirmation of the start and end date of each period of SPL.

6.2.2.2 A employee's partner is also required to make declarations of their entitlements and intentions to accompany these notifications. These declarations can be made using the appropriate sections of the Shared Parental Leave Application Form.

6.2.2.3 A employee must provide a copy of the MATB1 certificate/appropriate adoption paperwork (where available) at the time of submitting their intention to take SPL.

6.2.2.4 Following submission of a notice of intention, the University may request additional evidence/information, including a copy of the child's birth certificate and the name and address of the other parent's employer.

6.2.2.5 This information must be requested from the employee within 14 days of the notice being submitted. An employee then has 14 days from this request to provide this information, or if the request for the birth certificate is made before the child is born, within 14 days of the child's birth. If the birth certificate has yet to be issued after 14 days from the child's birth, the employee will be required to provide a signed declaration stating the date and location of the child's birth.

## 6.2.3 Notice of booking

6.2.3.1 An employee who has notified the University of their intention to take SPL must also give notice to book this leave at least eight weeks before the first period of leave is due to start.

6.2.3.2 An employee is entitled to submit up to three separate notices to book or vary leave. The variation could be to change the start or end date of the leave, change a request from a continuous period of leave to a discontinuous period or vice versa, return to work earlier or to cancel a period of leave. Variations can be requested using the Shared Parental Leave Application Form, available on WGYou.

6.2.3.3 The University reserves the right to exchange information with the employer of the employee's partner with regard to the details provided in these notifications.

### **6.3 Making changes or cancelling SPL**

6.3.1 Employees can cancel a period of booked leave by giving notice in writing at least eight weeks before the start date of the SPL.

6.3.2 Eight weeks' notice is not required if an employee is changing the dates of SPL because their child has been born earlier than the EWC, and the employee had booked to take SPL within the first eight weeks of the due date. In these circumstances the employee can take the same period off after the actual birth by submitting a notice to vary their leave as soon as is reasonably practicable (via the Shared Parental Leave Application Form).

6.3.3 In most circumstances a notice to cancel or change a period of leave will count as one of the three statutory period of leave notices, unless:

- the variation is a result of the child being born earlier or later than the EWC (7.3);
- the variation is at the request of the University; or
- the University agrees otherwise.

### **6.4 Revoking notice to curtail maternity/adoption leave**

6.4.1 The curtailment notice (6.1 and 6.3) is binding. If a member of staff has given notice to curtail their maternity/adoption leave, they may revoke the notice only if they have not returned to work, the curtailment date has not passed and one of the following circumstances apply:

- where it is discovered in the eight weeks following the notice that neither the birth parent/adopter nor their partner has any entitlement to SPL or pay;
- in the event of the death of the partner;
- (for birth parents only) if the notice was given before the birth/placement, and the birth parent revokes their maternity leave curtailment notice in the six weeks following the birth/placement.

6.4.2 If an employee revokes their notice in the first two circumstances, there is no further opportunity to opt into SPL at a later date for the same child.

6.4.3 A employee who revokes their maternity leave curtailment notice within six weeks of the birth will be able to opt into SPL at a later date with the same partner (either by returning to work and then giving notice of entitlement to SPL to her employer; or by giving another notice to curtail their maternity leave).

6.4.4 If an employee revokes their notice to end their maternity/adoption leave, then they remain on maternity/adoption leave. Their entitlement to maternity/adoption leave is restored to a total of 52 weeks.

6.4.5 Where a birth parent gives notice to curtail their maternity leave before the birth and then changes their mind within six weeks of the birth, their partner's entitlement to SPL stops. Both parents must inform their respective employers of the change in circumstances if they had previously notified entitlement to SPL.

6.4.6 The employee must confirm in writing they wish to revoke a leave curtailment notice previously given.

6.4.7 If an employee has already started taking SPL or agreed a period of SPL which is due to start within eight weeks and their partner revokes their maternity/adoption leave curtailment notice, the University may require the employee to be absent from work on unpaid leave for some or all of this period.

## **6.5 Statutory shared parental pay**

6.5.1 A birth parent (subject to certain criteria) will be entitled to statutory maternity pay/adoption pay/Maternity Allowance for up to 39 weeks. If the birth parent gives notice to reduce their entitlement before they will have received it for 39 weeks, then any remaining weeks' pay could become available as Statutory Shared Parental Pay (SSPP).

6.5.2 Employees who have been continuously employed in the University's service for more than 26 weeks before the 15th week before their EWC, and have average weekly earnings at least equal to the lower earnings limit for National Insurance contributions, will qualify for SSPP.

6.5.3 Employee's will also need to have met the 'continuity of employment test' and their partner must meet the 'employment and earnings test', just like SPL. The employee must also have earned above the 'lower earnings limit' in the eight weeks leading up to and including the 15th week before the child's due/matching date and still be employed with the University at the start of the first period of SSPP.

6.5.4 If both parents qualify for SSPP they must decide who will receive it, or how it will be divided, and they must each inform their employer(s) of their entitlement.

6.5.5 A birth parent must also give notice to curtail any SMP/SAP/MA in addition to their notice to curtail maternity/adoption leave if they are returning to work or curtailing before their entitlements to pay have ended.

6.5.6 If an employee's employment ends whilst they are still entitled to SSPP, any remaining weeks will usually remain payable unless they start working for another employer.

## **6.6 Contact during SPL**

6.6.1 Employee's and their managers can agree up to 20 keeping in touch (KIT) days (known as SPLIT days) during shared parental leave, without bringing SPL to an end. During these days, the employees may attend work, undertake training or keep in touch with work developments through other means.

6.6.2 Arrangements should be agreed with the Line Manager, with notification sent to Human Resources (HR). A KIT form is available from WGYOU and should be filled out for every month an employee completes one or more SPLIT days. The form should be signed by the Line Manager and sent to the HR team. SPLIT days are paid at an employee's flat rate, in arrears.

6.6.3 This provision does not give the University the right to require any work to be carried out during the SPL period, nor any right on an employee to request work during this period. There is no obligation on either the University or employee to use all 20 days.

6.6.4 Any amount of hours worked during 1 day will constitute 1 full day's work. Any SPLIT days worked will not have the effect of extending the total SPL period.

6.6.5 SPLIT days, where taken when staff are on nil pay, are paid at the employee's flat rate. Staff taking a SPLIT day whilst on statutory pay will have their pay 'topped up' to their flat rate of pay for that SPLIT day. All SPLIT days are paid in arrears.

## **6.7 Returning to work**

6.7.1 If the employee is returning to work at the end of their SPL period on the date already agreed with the University, no further notification is required.

6.7.2 Employees who wish to return earlier than the date originally agreed must give eight weeks' notice of the date they wish to return.

6.7.3 Employees who want to extend their SPL must submit a new period of leave notice at least eight weeks before the date they were due to return to work, assuming they still have SPL entitlement remaining and have not already submitted three period of leave notices.

6.7.4 Employee's will normally have the right to return to the job in which they were employed under their original contract of employment. In the event of this not being possible, by reason of general reorganisation or redundancy, they will be offered a suitable alternative vacancy, where one exists.

## **6.8 Annual Leave**

6.8.1 Shared Parental Leave is granted in addition to an employee's normal annual holiday entitlement.

6.8.2 Employees are reminded that holiday should wherever possible be taken in the year that it is earned. Where a Shared Parental Leave period overlaps two leave years the employee should consider how their annual leave entitlement can be used to ensure that it is not untaken at the end of the employee's holiday year

## **6.9 Pension contributions**

6.9.1 Whilst on any paid period of SPL, pension contributions will continue to be made during any period when the employee is receiving Shared Parental Pay but not during any period of unpaid Shared Parental Leave.

6.9.2 Employee contributions will be based on actual pay, while Glyndŵr University's contributions will be based on the salary that the employee would have received had they not been taking Shared Parental Leave.

## **7. Review**

7.1 This policy and procedure will be reviewed every three years, or in line with changes to relevant legislation or University Practice, whichever is sooner.

## **8. Equality Impact Assessment**

8.1 The Equality Act 2010 includes a requirement for all HE Institutions to carry out impact assessments on all policies. This policy has been screened to determine equality

relevance for the following equality groups: grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity.

## **9. Associated practices**

9.1 This policy and procedure complies with relevant UK employment legislation.

9.2 In addition, other relevant Glyndwr University People Practices include:

- KIT Days form
- Maternity Leave and Pay
- Adoption Leave and Pay
- Paternity Leave and Pay

## **10. Appendices**

Maternity/Adoption Leave Curtailment Notice  
Shared Parental Leave Application Form

ADOPTION LEAVE POLICY & PROCEDURE			
<b>Department</b>	Human Resources Department		
<b>Author</b>	HR Business Partner		
<b>Authorised By:</b>	HR Director		
<b>Implementation By:</b>	HR Department		
<b>Policy and Procedure Reference:</b>	POPRHR1819098		
<b>Policy and Procedure Replaced:</b>	POPRHR1516060		
<b>Version No:</b>	1	<b>Approval Committee:</b>	VCB HR Committee
<b>Date approved:</b>	2.5.19	<b>Minute no:</b>	18.76.02.01 18.40.1
<b>Status:</b>	Approved	<b>Implementation Date:</b>	April 19
<b>Period of approval:</b>	3 years	<b>Review Date:</b>	April 22
I have carried out an equality impact assessment screening to help safeguard against discrimination and promote equality. ✓			
I have considered the impact of the Policy/Strategy/Procedure ( <i>delete as appropriate</i> ) on the Welsh language and Welsh language provision within the University. ✓			

## 1. Introduction

- 1.1 This policy sets out the provisions and rights for employees who are newly adopting a child. This includes the responsibility of the University to employees in accordance with these rights and provisions.
- 1.2 This document covers the requirements and benefits of both the statutory and contractual schemes. The University recognises that from time to time employees may have questions and concerns relating to their adoption rights and would encourage employees to contact a member of the HR team to discuss individual circumstances.
- 1.3 All employees have the right not to be subjected to any detriment on the grounds of adoption leave, irrespective of hours of work or length of service.
- 1.4 Adopting a child is a very important time, during which the Glyndwr University would like to give employees as much support as possible. It is also recognised that some employees might gain responsibility for children outside of adoption channels (such as through Special Guardianship or Fostering). In these instances cases will be considered sympathetically on an individual basis and the University will work with employees to support them during this time. Please contact the HR Team for further advice.

## 2. Scope

- 2.1 This policy applies to all employees, who are newly adopting a child through a legally approved adoption agency, regardless of their length of service and entitlement to statutory adoption benefits and applies to all individuals regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity.

## 3. Definitions

- 3.1 The following definitions are used in this policy:

### Matching

**Certificate:** Certificate provided by approved adoption agency

**EDP:** Expected Date of Placement

**SAP:** **Statutory Adoption Pay**, paid according to statutory provisions, which guarantee the minimum rights and benefits required by law

**OAP:** **Occupational Adoption Pay**, paid according to the University's occupational scheme, which enhances the statutory provisions

**OAL:** **Ordinary Adoption Leave**, the period of 26 weeks from the start of the adoption leave.

**AAL:** **Additional Adoption Leave**, the second period of 26 weeks immediately following OAL. Please note statutory adoption leave of 52 weeks is a right for all from the first day of employment.

## 4. Eligibility

- 4.1 All employees are eligible to apply for adoption leave, irrespective of their length of service.
- 4.2 To qualify for SAP employees must also have average weekly earnings at least equal to the lower earnings limit for National Insurance contributions.
- 4.3 To qualify for OAP employees must be on GU terms and conditions and have been continuously employed in the University's service for a minimum period of 26 weeks service by the week in which notification of matching was given by the adoption agency.
- 4.4 Employees who are Techniquet terms and conditions and have been continuously employed in the University's service for a minimum period of 26 weeks service by the week in which notification of matching was given by the adoption agency will qualify for SAP.
- 4.5 Where a couple are adopting jointly, the couple must choose which partner will take adoption leave. The partner that does not take adoption leave will be entitled to paternity leave and/or shared parental leave, subject to their eligibility.
- 4.6 If the placement ends during the adoption leave period, or if the adoption pay period has begun prior to the child being placed, but the placement does not take place, then the adoption pay period will terminate 8 weeks from the day the placement ended, or the date notification was received that the placement would not take place.

- 4.7 Only one period of adoption leave is available at any one time, irrespective of whether more than one child is placed for adoption.
- 4.8 The main adopter will be able to take paid time off for up to five adoption appointments. Evidence of these appointments may be asked for.
- 4.9 Where an employee is part of a couple jointly adopting a child, the couple can elect for one of them to take paid time off to attend up to 5 adoption appointments. The other can elect to take up to two paid adoption appointments. Any subsequent requests to attend appointments will be unpaid and at the discretion of the Line Manager.

## **5. Procedure**

### **5.1 Notification of adoption leave**

- 5.1.1 In accordance with statutory requirements, all employees seeking adoption leave must notify the University within 7 days of being notified by the adoption agency that they have been matched with a child for adoption. Employees should specify the date that the child will be placed for adoption.
- 5.1.2 At least 28 days before the employee wishes to start their adoption leave or as soon as reasonably practicable, they must formally confirm when they intend to start their adoption leave and whether they wish to return to work with the University. This should be done via the Application for Adoption Leave and Pay form, which is available on WGYou.
- 5.1.3 The University has a duty to respond to employee within 28 days of receiving notice of adoption and will do so by letter, confirming the start date of the adoption leave, pay details, any annual leave to be taken, and the expected return date.
- 5.1.4 Eligible employees adopting from overseas must inform the University of:
- their intention to take adoption leave, within 28 days of receiving their official notification from the relevant domestic authority
  - the date on which official notification was received
  - the date the child is expected to enter Britain.
- 5.1.5 Employees must give a copy of the notification if asked to do so and, once the child enters Britain, evidence must be given of the child's arrival, e.g. an airline ticket receipt.

### **5.2 Adoption leave**

- 5.2.1 Employees are entitled to 52 weeks' adoption leave (26 weeks OAL and 26 weeks AAL).
- 5.2.2 Employees may commence adoption leave at any time from 14 days before the child is placed for adoption.
- 5.2.3 If the employee is adopting from overseas the period of adoption may begin on the date the child enters Britain, or on a predetermined date that is no later than 28 days after the child has entered Britain.



- 5.2.4 Notice of the intended start date of adoption leave should be given in writing when the employee formally notifies the University, or at the latest 28 days before the leave is due to start. Employees may choose on which day of the week their SAP and adoption leave begins.
- 5.2.5 Entitlement to adoption leave will be calculated from the agreed date of cessation of work, or from the actual date of cessation of work, if earlier.
- 5.2.6 The University will write to employees within 28 days of receiving notification of adoption leave. The letter will confirm their leave dates, the amount of annual leave that the employee will accrue during their period of adoption leave and whether they have indicated if they wish to take annual leave prior to, or following, adoption leave, or in lieu of some unpaid leave.
- 5.2.7 If the date of placement changes before the employees begins adoption leave, they should discuss the situation with their manager as soon as possible and give 28 days' notice to change the start date.
- 5.2.8 Annual leave will continue to accrue during both paid and unpaid adoption leave and this can be taken in addition to adoption leave at the end of your adoption leave or after you return to work. It is recommended that employees take any outstanding annual leave accrued prior to their adoption leave, before their adoption leave starts.
- 5.2.9 Employees continue to be employed throughout the ordinary and additional adoption leave periods, which therefore count towards their period of continuous employment.

### 5.3 Adoption pay

- 5.3.1 Employees who qualify for Statutory or Occupational Adoption Pay will be at the rates detailed in the table below.

Length of Service	Entitlement (SAP/OAP)
All employees with less than 26 weeks	Apply for adoption allowance
GU Terms & Conditions	13 weeks on full pay 26 weeks on half pay plus lower rate of SAP <sup>1</sup> 13 weeks on no pay
Technique Terms & Conditions	SAP - 90% of salary for six weeks, followed by the lower statutory rate for up to 33 weeks (or 90% of normal pay if less).

<sup>1</sup> No combination of payments will exceed full pay

- 5.3.2 Employees who qualify for SAP but are not eligible for OAP will receive 6 weeks at 90% of their full pay and 33 weeks of SAP (or 90% of normal pay if less)
- 5.3.3 The University retains the right to reclaim all or part of the occupational element of adoption pay if the employee member fails to return to work, and to continue in employment for at least three months.

5.3.4 Employees will be entitled to receive their normal annual increment in accordance with their contract of employment which will take effect from the normal incremental date.

5.3.5 Employees who do not wish to return to work following their adoption leave should submit a resignation letter to their department and copy it to Human Resources, giving at least their contractual notice period. Employees who have resigned and are eligible will receive SAP as shown in paragraph 6.2, as regular monthly payments. Any annual leave accrued will be paid in a lump sum at the end of their contract.

5.3.6 All payments of statutory and occupational pay will be subject to deductions of tax and NI. Average weekly earnings will be calculated in accordance with the SAP Regulations.

#### **5.4 Sickness absence**

5.4.1 If the employee is unable to return to work at the end of their adoption leave due to ill health, this will be dealt with under the arrangements for sick leave. Absences should be supported by a Medical Certificate.

#### **5.5 Contact during adoption leave**

5.5.1 Reasonable contact between an appropriate colleague and the employee on adoption leave is encouraged to facilitate communication. Either party may initiate this contact.

5.5.2 Under the Work and Families Act 2006, employees and their managers can agree to up to 10 'Keeping in Touch' (KIT) days during a period of adoption leave, without bringing the adoption leave to an end. During these days, an employee may attend work, undertake training or keep in touch with work developments through other means. Employees and their line manager can agree KIT days either before they go on leave, or at any point during that leave period.

5.5.3 Arrangements should be agreed with the Line Manager. Agreed days at work must be structured to ensure they are used productively to the benefit of both the employee and the University. The department is responsible for completing a KIT form, available on WGYou, and returning this to either the HR team, in the specified timescale.

5.5.4 This provision does not give the University any right to require any work to be carried out during the adoption leave period, nor any right on employees to request work during this period. There is no obligation on either the University or employees to use all 10 days.

5.5.5 Any amount of hours worked during 1 day will constitute 1 full KIT day. Any KIT days worked will not have the effect of extending the total adoption leave period

5.5.6 KIT days, where taken when employees are on nil pay, are paid at the employees flat rate. Employees taking a KIT day whilst on half pay will have their pay 'topped up' to their flat rate of pay for that KIT day. Where employees take a KIT day when on a period of paid annual leave as part of their paid adoption leave, the days' leave should be added back onto their annual leave entitlement, to be used at a later date. All KIT days are paid in arrears.

- 5.5.7 Employees are able to take a KIT day during any full pay period of adoption leave. This should be recorded on the KIT day form in the same way, but will not result in any additional remuneration.

## **5.6 Return to work**

- 5.6.1 If the employee is returning to work at the end of their adoption leave period on the date already agreed with the University, no further notification is required.
- 5.6.2 Employees who have stated they wish to return to work after adoption leave may exercise this right at any time within 52 weeks of the commencement of the adoption leave period. If they have not taken their full adoption entitlement and wish to delay their return date, notification must be given at least 8 weeks prior to their original return date. If they wish to return earlier than the date originally agreed, 8 weeks' notice must be given prior to the date they wish to return.
- 5.6.3 Employee will normally have the right to return to the job in which they were employed under the original contract of employment. In the event of this not being possible, by reason of reorganisation or redundancy, they will be offered a suitable alternative vacancy where one exists.
- 5.6.4 The University will give consideration to all requests from employees who wish to reduce their hours of work, either to a part-time or job share basis, after adoption leave. Employees should submit their request to their line manager in writing as early as practicable, but in any event not later than 28 days before the notified date of return to work. Please refer to the University's Flexible Working policy and procedure for further details.

## **5.7 Pensions contributions**

- 5.7.1 Whilst on paid adoption leave an employee will remain a member of the relevant pension scheme (where applicable) and will continue to accrue pensionable service.
- 5.7.2 During the first 26 weeks, if no remuneration is due from the University, pension's contributions are maintained by the University. However, for any periods of unpaid leave after this time, employees will not accrue any pensionable service.
- 5.7.3 On an employee's return to work, the Payroll team will write to the employee to offer them the opportunity to pay any missing pensions contributions.
- 5.7.4 Any KIT days worked will have pensions contributions deducted from any pay received.

## **6. Review**

- 6.1 This policy and procedure will be reviewed every three years, or in line with changes to relevant legislation or University Practice, whichever is sooner.

## **7. Equality Impact Assessment**

- 7.1 The Equality Act 2010 includes a requirement for all HE Institutions to carry out impact assessments on all policies. This policy has been screened to determine equality relevance for the following equality groups: grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or

belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity.

## **8. Associated practices**

8.1 This policy and procedure complies with relevant UK employment legislation.

8.2 In addition, other relevant Glyndwr University Family Friendly Policies include:

- KIT Days Form
- Maternity Leave & Pay
- Paternity Leave & Pay
- Parental Leave
- Shared Parental Leave

## **9. Appendices**

Application Form

## Transitioning at Work Action Plan

This Transitioning at Work Action Plan sets out the steps that require consideration when supporting a member of staff who is proposing to undergo, are undergoing or have undergone the process of transitioning; providing an outline of the key actions to be taken to ensure that the individual's transition at work goes as smoothly as possible. The plan and agreed actions should be shaped by the staff member as much as possible and be sufficiently flexible to take account of changing circumstances and preferences. There should be agreement on the confidentiality of the plan and who will have access to it.

The action plan should be completed by the member of staff and their main point of contact; usually their line manager in conjunction with the HR Business Partner, Development & Diversity. The action plan should be completed once the individual has informed their main point of contact of their intention to transition in order to support them fully.

**Where other people in the organisation will be responsible for taking action identified in the plan, it is crucial that the need for confidentiality and data protection are understood and adhered to.**

<b>Prior to the Member of Staff's Return To Work following/during Transition –</b> <i>The aim should be to make the individual's first day at work in their new identity as stress free as possible, it is important that the employee and their main contact establish an open dialogue and mutual trust.</i>	
<b>Discussion Points</b>	<b>Agreed Action</b>
Agree a date when the staff member will present for work in their new identity.	
Agree a timeline of required actions leading up to when the staff member first presents at work having either transitioned or dressing as their chosen gender identity, for example if pronoun and name changes are required.	
Additional issues that may require consideration.	
Does the staff member wish to be away for an agreed period (e.g. on annual leave) and present in their new identity on their return?	

Discuss options around redeployment during the period of transition? <i>Role changes should not be enforced for example moving the staff member from a public-facing role to a back-office function. The institution will seek to accommodate requests by utilising internal opportunities; there may be circumstances where this may not be possible due to business and operational requirements and these should be discussed fully.</i>	
Where the opportunity to redeploy is possible discuss the length of the period of redeployment and whether it is temporary or permanent.	

### Communicating Information

*Transitioning is a private matter and the wishes of the individual are paramount. Deciding on who is told, how they are told and what they are told must be led by the staff member, with support from their main point of contact/manager. The staff member should not be pressurised into taking responsibility for informing people.*

Discussion Points	Agreed Actions
Does the staff member want to communicate information relating to their transition to colleagues? If not, agree how comments or queries will be dealt with.	
<b>If the staff member would like to communicate information to their colleagues please discuss the following:</b>	
Who needs to know about the transition and why?	
Agree the method and content of the communication. Adapt the approach as necessary for: colleagues and/or direct reports and relevant third parties. Agreement with regards who is informed must be led by the individual themselves.	
When should those who need to know be told?	
Who should tell them?	
How should they be told (one to one, team briefing, email)?	
Does the individual want to be present for all or part of the time when colleagues are being informed?	
What general and specific information do the colleagues need (e.g. about “transitioning”, names and pronouns, use of facilities and dress code)?	

How can the staff member's immediate work colleagues and/or direct reports support them?	
How will queries and questions be handled (e.g. use of facilities)?	
If planning to source information and/or support from an external organisation, ensure that arrangements are made in good time.	
Who will do this and by when?	

### Changing Staff Records –

*Anything that holds the staff members name, prefix or information that could reveal their previous identity needs to be amended by the time that the individual presents in their new identity. It is important to ensure that the individual is addressed by their chosen name and that the correct pronoun and prefix are used.*

<b>Discussion Points (please note the list below is not exhaustive)</b>	<b>Agreed Action</b>
Staff login and identification badge updated	
Email address	
Personnel records	
Telephone directory details	
Profile updated on internal/external websites	
Membership of company facilities (Gym/Tuskers car loan etc)	
Pension/HMRC notification (if Gender Recognition Certificate (GRC) presented)	
Business cards	
Voicemail	
Company Photos	
Union Membership	

**Confidentiality –**

*Ensure that the information is handled in strict confidence and in accordance with the organisations General Data Protection Regulations. Ensure that historical documents that contain references to the staff member's previous name can be accessed only by a limited number of named individuals. This could include historical documents relating to an individual's attendance on training courses, maternity or paternity leave, or grievances raised.*

Discussion Points	Agreed Actions
Are there any records that need to be retained, including details of the individual's gender history?	
What steps need to be taken to ensure appropriate levels of confidentiality?	

**Pension & HMRC**

Discussion Points	Agreed Actions
If the staff member wishes to legally change their records, discuss actions required in respect of notifying pension providers, HMRC etc.	
Ensure that such records are handled in strict confidence.	

**Facilities**

Discussion Points	Agreed Actions
Agree with the member of staff when they would like to start using the facilities appropriate to their acquired gender.	
Agree if/when and how this will be communicated to other colleagues	
Discuss how any concerns raised by others will be dealt with.	

**Dress Codes**

*Does the staff member require a new uniform?*

Discussion Points	Agreed Actions
Discuss uniform/dress code requirements.	



If required, order in good time to ensure that the uniform is ready for when they present at work in their acquired gender identity.	
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<b>Absence</b> <i>To avoid the potential for discrimination, time off work for treatment associated with the employees transition may have to be excluded from absences for the purposes of trigger points under the organisations absence management procedure, please refer to the Absence Policy. Ensure RTW documentation is correctly completed</i>  <i>Treatment should not be regarded as cosmetic or elective.</i>  <i>The period of time taken to complete transition will also depend on where the employee is having treatment, as waiting times for reconstruction surgery vary across the country, and the individual may need to travel some distance for treatment.</i> <i>Be aware that some people transition without any medical intervention at all.</i>	
Discussion Points	Agreed Actions
How will any absences associated with the employee's transition be handled? <i>The time off will depend on the nature and extent of the treatment that the employee is undergoing. For example, the employee may: have hormone therapy for a number of years before having surgery; need to have a number of operations; decide not to have surgery; or take breaks from their treatment.</i>	
Discuss in advance how much time off might be required for treatment. <i>Allow flexibility, as this will depend on the type of treatment and availability. Plan for absences by arranging cover for the employee if necessary.</i>	

Training on Trans Issues	
Discussion Points	Agreed Actions
If the individual wishes to share the information relating to their transition with their colleagues, is there a need to provide general training on trans issues to the team?	

Direct the individual and their team to the Equality & Diversity web page on WGYou where links to available support and resources can be found.  <a href="#">Equality and Diversity at WGU</a>	
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<b>Bullying &amp; Harassment</b>	
<b>Discussion Points</b>	<b>Agreed Actions</b>
Ensure that the Dignity at Work Policy has been shared with the staff member. <a href="#">Dignity at Work Policy</a>	
How hostility towards the staff member by colleague and/or third parties be dealt with.	

<b>Ongoing Support for Staff who are Transitioning</b>	
<i>Will depend on the circumstances and needs of the individual staff member.</i>	
<b>Discussion Points</b>	<b>Agreed Actions</b>
How often should progress meetings be scheduled?	
Agree frequency and timings.	

For additional information and confidential support please contact [REDACTED], HR Business Partner, Development & Diversity [REDACTED]  
[REDACTED] or email [REDACTED]

## A Guide to Being a Trans Ally

The University is committed to welcoming and supporting trans staff and removing barriers to their recruitment, promotion and retention. Providing a working environment that is free from discrimination, harassment or victimisation due to gender identity is an important step in ensuring that trans staff are respected and valued.

The University is committed to ensuring that all staff feel supported and provides this guide to offer guidance on how to support trans staff by being a Trans Ally.

### What is Trans

Trans is used as a umbrella term for anyone whose gender identity doesn't fully match the gender they were assigned at birth. Most people would assume this to only include trans men and trans women, however this could also include non-binary people and gender non-conforming people, if they choose to call themselves trans. If someone's gender identity matches the gender they were assigned at birth they are known as CIS gender ("trans" is Latin for crossing, whereas "cis" means on the same side).

### What is an Ally?

An ally is someone who supports a marginalised community, even if they don't identify as being part of that community. Allies are essential in helping to enable a more inclusive and equal society and promote better understanding of marginalised groups of people.

Can someone be trans and gay/bi/not straight?	Yes, trans people are as varied in their sexuality as CIS people. Sexuality relates to who you are attracted to whilst being trans is connected to your gender identity.
I get confused as I hear people refer to themselves as a number of differing identities – is this ok?	People explain their gender in a number of differing ways. If you're unfamiliar with a term that someone is using the best thing to do is to ask them what it means and how they prefer to be referred to. Remember trans people are as varied in their ways and preferences as everyone else; if you're unsure of something best practice is to ask.
What are pronouns?	Pronouns are words that we use when we refer to other people, usually they are gendered. You may be familiar with using the pronouns he/him or she/her, however trans and non-binary people may prefer to be referred to as they or them. We judge gender quickly based on appearance, however we can't always tell someone's gender identify by just looking at them. Using they/them pronouns as standard can be a helpful way of avoiding using an incorrect pronoun by mistake. It can be difficult to begin with as we are used to our brain gendering people,

	however it does get easier with practice. Other friendly pronouns that can be used include their, ze, zir, xe, xem or hir.
How do I know which pronoun to use?	Often you don't need to know; however during conversation it is considered more polite to refer to them by using their chosen pronoun. It's best to ask this privately by asking "how would you like me to refer to you?" it is then up to the individual to provide you with their chosen pronoun.
What if I make a mistake?	Everyone makes mistakes, it's important that you acknowledge them, learn from them and don't continuously repeat the same mistake. Apologise quickly, correct yourself and move on. It's important to consider how it would feel being consistently mis-gendered.
My colleague is coming out to me as trans/non-binary – what should I do?	<p>Initially feel privileged that they trust you and are happy to share this information with you. Coming out can be difficult and can happen repeatedly for a trans or non-binary individual.</p> <p>You may have already guessed that they were trans or non-binary, however it's best not to say this as it may panic them. Try the following:</p> <ul style="list-style-type: none"> <li>- Thank them for letting you know</li> <li>- Acknowledge that they have shared something very personal</li> <li>- Ask them if they would like you to call them something different, or use a different pronoun</li> <li>- Ask them if they want you to refer to their old name/pronoun in certain places or with certain people as they may not be "out" with everyone.</li> <li>- Check if there is anything you can do to help and support them. They may want you to tell someone else for them or support them to do this within the workplace.</li> <li>- Direct them to the transitioning at work policy and gently encourage them to speak to their line manager/a member of the HR Team if they feel comfortable.</li> </ul>
It feels like everyone is talking about trans people.	<p>Mainstream media have published a large amount of information about trans people recently. There appears to be more trans and non-binary people in society now, largely down to the internet and social media making it easier for those with similar experiences to find one another and approach support groups.</p> <p>Trans and non-binary people have been in society for as long as time began, however terminology has changed and as time moves on we have a greater understanding of difference within our society and in the main becoming more inclusive.</p>

	<p>Some people are still not accepting or genuinely don't understand trans or non-binary people. Try to let trans and non-binary people express themselves on issues that affect them directly.</p>
I have a colleague who makes jokes about trans people.	<p>Jokes can be harmful and perpetuate stereotypes. They tend to be built on misunderstanding and can often be challenged by questioning why the joke is funny.</p> <p>Support trans and non-binary people as best you can, however never put yourself in danger and draw a line if an argument escalates. If a colleague refuses to acknowledge trans or non-binary people as their chosen gender refuse to debate with them and report them to your line manager or HR as their behaviour is a form of discrimination.</p>
How do I show my support?	<p>There are many ways in which you can show your support, depending on what works best for you and those you are supporting. Challenging people misconceptions around gender identity is a huge help, making safer environments for trans and non-binary people.</p> <p>Share the work of trans and non-binary people on social media.</p> <p>Listen to the voices of trans and non-binary people on issues that are affecting them, support them and help to amplify their voices.</p> <p>Look through the attached glossary to learn more and familiarise yourself with regards terminology.</p>
Where can I find more information to become a better ally?	<p>LGBT Foundation – [REDACTED]</p> <p>Mermaids – [REDACTED]</p> <p>The Proud Trust – [REDACTED]</p> <p>FFLAG – [REDACTED]</p> <p>Supporting BAME Trans People – [REDACTED]</p>

## Trans: Glossary of Terminology

Acquired/Affirmed gender	Used in the Gender Recognition Act 2004 to describe a person's gender after transitioning. As this is a legal term, many people now prefer to use the term "affirmed" gender.
Assigned Gender	The gender assigned to someone at birth, based on their physical characteristics.
Cisgender (Cis)	A term used to describe a person who is not transgender, whose gender identity is the same as the sex they were assigned at birth. Cis is based on Latin prefix that means "on this side of". Non-trans is also used by some people.
Cross dresser	Someone who chooses to wear clothes not conventionally associated with their assigned gender. "Cross dresser" is now used in preference to the term "transvestite", which is considered to be outdated and can cause offence. Cross dressers are generally comfortable with their assigned gender and do not intend to transition.
Dead naming	Using the birth name of an individual who has changed their name.
Dual role	A dual role person sometimes wears clothing and/or make up and accessories that are not traditionally associated with the gender they were assigned at birth. Generally they do not wish to transition – some people prefer the term alter ego. Historically the term transvestite or cross dresser were used to described dual role people.
Gender	The socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.
Gender dysphoria/gender identify disorder	A recognised medical condition where the individual experiences severe discomfort and anxiety because their gender identity does not align with their biological sex
Gender expression	How someone manifests their gender identity in society, for example through their appearance and behaviour.
Gender fluid/gender variant/gender queer	People who describe themselves as gender fluid may have gender identities that fluctuate, they may identify as having more than one gender (bi-gender or pan gender), feel that they have no gender (agender or non-gender) or they may identify gender differently (third gender or gender queer).
Gender identity	A person's internal perception of their gender, their sense of self. For trans people, their gender identity does not match the gender they were assigned at birth.
Gender neutral	People who reject the idea of gender and may describe themselves as neutral, genderless, null-gender, non-gender or agender.
Gender reassignment (or transitioning):	The legal term to describe the process where an individual changes their expressed gender to live fully in the gender with which they identify. For example, a person who was born female decides to take steps to live the rest of their life as a man. Gender reassignment does not require medical treatment and is a protected characteristic under the Equality Act 2010.
Gender Recognition Certificate (GRC)	Enables trans people to be legally recognised in their self-identified gender and to be issued with a new birth certificate. Not all trans people will or want to apply for a GRC and they must be over 18. An employer does not need to see a GRC in order to recognise a staff member's gender.
Gender Variant	A term used for someone who does not conform to the gender roles and behaviours assigned to them at birth. Usually used in relation to children or young people.
Intersex	An intersex person is born with ambiguous genitalia and/or sex chromosomal variations, making it difficult to classify their biological sex.

	There are many different intersex conditions. An intersex person may self-identify as a man or a woman or neither.
Legal Sex	The biological and physiological differences that define men and women. An individual's legal sex is determined at birth and is recorded on their birth certificate. For HEI's a person's legal sex is only relevant for insurance, pension purposes and in rare cases occupational requirements.
Non-binary	An inclusive term to describe people whose gender identity is "fluid" and not exclusively male or female. A non-binary person may identify as neither male nor female or may feel that they embody elements of both genders, or that they are something different. The terms intersex and non-binary are not interchangeable.
Pronouns	Words we use to refer to people's gender in conversation – for example, "he" or "she". Some people such as those with non-binary identities may prefer others to refer to them in gender-neutral language and use pronouns such as "they/their" and "ze/zir".
Real-Life Experience	The terms used by the medical profession to refer to the period in which an individual is required to live full-time in their acquired gender prior to undergoing surgery to transition.
Self-identified gender	The gender that an individual identifies themselves as. Trans communities are campaigning for UK legislation to be based on self-identification in line with European Countries.
Sexual Orientation	A person's physical, romantic or emotional attraction to another person.
Trans (or transgender)	An umbrella term describing the diverse range of people whose gender identity or gender expression differs from the gender they were assigned at birth. The term can encompass individuals who are transsexual, cross dressers or non-binary.
Trans Man (FTM/F2M)	A term used to describe someone who is assigned female at birth but identifies as a man. This may be shorted to trans man, or FTM, an abbreviation for female-to-man.
Transphobia	A term used to describe the fear, anger and intolerance that some people may have towards the trans community. This can result in discrimination, harassment, victimisation and hate crime.
Trans Woman (MTF/M2F)	A term used to describe someone who is assigned male at birth but identifies as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female.
Transitioning	The steps taken by individuals to live in the gender with which they identify. These steps will vary but may include choice of dress, changing names, medical procedures and telling other people.
Transsexual	A transsexual person has the protected characteristic of gender reassignment and is defined in the Equality Act 2010 as someone who is "proposing to undergo, is undergoing or has undergone gender reassignment". Gender reassignment is a protected characteristic under the Act. It is not necessary for a transsexual person to have to be under medical supervision to be protected in law from discrimination.

For additional information and confidential support please contact [REDACTED], HR Organisational Development & Diversity Manager [REDACTED] or email [REDACTED]

PATERNITY POLICY & PROCEDURE			
<b>Department</b>	Human Resources Department		
<b>Author</b>	HR Business Partner		
<b>Authorised By:</b>	HR Director		
<b>Implementation By:</b>	HR Department		
<b>Policy and Procedure Reference:</b>	POPRHR1819096		
<b>Policy and Procedure Replaced:</b>	POPRHR1516063		
<b>Version No:</b>	1	<b>Approval Committee:</b>	VCB HR Committee
<b>Date approved:</b>	2.5.19	<b>Minute no:</b>	18.76.02.01 18.40.01
<b>Status:</b>	Approved	<b>Implementation Date:</b>	April 19
<b>Period of approval:</b>	3 years	<b>Review Date:</b>	April 22
I have carried out an equality impact assessment screening to help safeguard against discrimination and promote equality. ✓			
I have considered the impact of the Policy/Strategy/Procedure ( <i>delete as appropriate</i> ) on the Welsh language and Welsh language provision within the University. ✓			

## 1. Introduction

- 1.1 This policy sets out the paternity provisions and rights for employees whose birth partner, civil partner or partner is pregnant and has an expected week of birth or who is the biological father of the child or has been notified of a match for adoption.
- 1.2 Employees resuming work after paternity leave are entitled to return to the same job as they occupied before commencing paternity leave.

## 2. Paternity Leave

2.1 Paternity leave is available to all employees who meet the eligibility criteria providing a period of shared parental leave (SPL) has not already been taken. Once shared parental leave (see separate policy) has been taken, there is no longer an entitlement to paternity leave in relation to the same child. This policy applies to all individuals regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity.

2.1 You can choose to take either **one week or two consecutive weeks'** paternity leave. Leave cannot be taken in odd days. You can choose to start your leave:

- from the date of the child's birth (whether this is earlier or later than expected), or the placement of the child, or;



- from a chosen number of days or weeks after the date of the child's birth (whether this is earlier than expected), or the placement of the child, or;
- from a chosen date later than the first day of the week in which the baby is expected to be born or the placement of the child.

2.2 Leave can start on any day of the week but must be completed:

- within 56 days of the actual date of birth or placement of the child, or;
- if the child is born early or the placement begins earlier than expected, within the period from the actual date of birth up to 56 days after the first day of the expected week of birth or the placement of the child.

### 3. Definitions

3.1 The following definitions are used in this policy:

**EWC:** Expected Week of Childbirth

**Partner:** A partner is someone who lives with the birth parent of the baby in an enduring family relationship, but is not immediately related. A partner may be any gender.

**PL:** **Paternity Leave,** A block of up to 2 weeks which can only be taken

- after the birth of the child, or date the child is placed for adoption, and
- must finish within 56 days.

### 4. Eligibility

4.1 This policy applies to all employees who meet the qualifying conditions listed below:

- have been continuously employed by the University for at least 26 weeks, ending with the 15th week before the expected week of the child's birth (EWC), or ending with the week in which they were matched for adoption;
- are the biological father of the child or birth parent's husband or partner (including any gender), and;
- have, or expect to have, responsibility for the upbringing of the child, and be making the request in order to help care for the child or support the child's birth parent.

4.2 During Paternity leave, employees will be paid their normal rate of pay, which will include an element of Statutory Paternity Pay, which is effectively enhanced by the University to equate to the employee's full pay. During paternity leave, the employee will continue to accrue annual leave, bank holidays and University designated holidays and have access to benefits.

### 5. Procedure

#### 5.1 Ante-natal Care

5.1.1 An expectant partner of a pregnant person have the right to take paid time off to attend two ante-natal appointments with the expectant birth parent.

Employees should submit requested dates of leave and seek approval with their line manager.

- 5.1.2 Any subsequent requests to attend ante-natal appointments will be unpaid and at the discretion of the Line Manager.

## **5.2 Notification of paternity leave**

### **5.2.1 Paternity leave**

5.2.1.1 To request PL the Application for Paternity Leave and Pay Form must be submitted within 15 weeks before their partner's baby is due, or no later than 7 days after receiving the notification of a match for adoption.

5.2.1.2 Employees is requested to submit a copy of their partner's MAT B1, a letter from their partner's midwife stating the due date, or a copy of the matching certificate for adoption, with your application for PL.

5.2.1.3 Employees will receive confirmation of their request in writing from the HR team within 28 days of submitting their request.

5.2.1.4 PL can only be taken in a single block of either one or two weeks within 56 days of the birth, or adoption, of the child.

5.2.1.5 PL cannot be taken before the birth of the child, therefore, if PL has been requested for the due date of the child and employee taking paternity leave needs to change the date to when the child is actually born, the commencement of the paternity leave can be changed at the line manager's discretion, and as much notice as possible should be provided to the individual's line manager.

5.2.1.6 To subsequently change the timing of PL once an application has been made, 28 days' notice must be given of the new dates.

## **5.3 Returning to work after paternity leave**

5.3.1 Employees on PL will be expected to return to work on the date of return confirmed by the University.

5.3.2 Employees using their entitlement to Paternity leave and pay will still have full access to their right to request Parental leave from the birth of the child until their 18th birthday. (Please see the Parental Leave Policy).

## **5.4 Term-time only appointments**

5.4.1 Employees currently only work during term-time, and their date of return falls at a time when they are not required to be at work, their actual return date will be postponed until the first day they are required to work after their period of paternity leave.

## **5.5 Fixed-term appointments**

5.5.1 It is University policy to treat employees on fixed-term contracts in the same manner regarding their entitlement to paternity leave and pay, as those on 'open ended' contracts. Please feel free to contact the HR team to talk about your individual situation.

## **5.6 Pensions contributions**

5.6.1 Whilst on paid paternity leave employees will remain a member of the relevant pension scheme (where applicable) and will continue to accrue pensionable service.

## **6. Review**

6.1 This policy and procedure will be reviewed every three years, or in line with changes to relevant legislation or University practice, whichever is sooner.

## **7. Equality Impact Assessment**

7.1 The Equality Act 2010 includes a requirement for all HE Institutions to carry out impact assessments on all policies. This policy has been screened to determine equality relevance for the following equality groups: grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity.

## **8. Associated practices**

8.1 This policy and procedure complies with relevant UK employment legislation.

8.2 In addition, other relevant Glyndwr University Practices include:

- Family Friendly Checklist
- Maternity Leave & Pay
- Adoption Leave & Pay
- Parental Leave
- Shared Parental Leave

## **9. Appendices**

Paternity leave application form

SPECIAL LEAVE POLICY			
Department	Human Resources Department		
Author	HR Business Partner		
Authorised By:	HR Director		
Implementation By:	HR Department		
Policy Reference:	POHR1516069		
Policy Replaced:	POHR1314048		
Version No:	1	Approval Committee:	VCB 13/6/16 HR Committee 23/6/16
Date approved:	23/6/16	Minute no:	15.146.04.03.02 15.63.02
Status:	Approved	Implementation Date:	June 2016
Period of approval:	3 years	Review Date:	Sept 2019

## 1. Purpose

- 1.1 The purpose of this policy is to clarify the special leave schemes open to staff at Glyndwr University.
- 1.2 The University recognises that staff can be faced with personal or domestic matters that require either immediate attention or time away from the workplace.
- 1.3 The University will offer flexibility, where possible, to allow staff to deal with such situations or problems.

## 2. Organisational Definition of Special Leave Policy:

- 2.1 Special leave is not an entitlement and should not be considered in the same way as annual leave or as long term solutions but are a source of additional, temporary support during a time of extreme need
- 2.2 If you, or a member of your staff, has a situation that does not appear to fall within the circumstances outlined in this policy, contact should be made with Human Resources for further guidance.
- 2.3 The University will consider the accommodation of all leave requests where there is no conflict with the ongoing business need.
- 2.4 The member of staff may be asked to provide documentary evidence to support the leave.

## 3. Scope

- 3.1 This policy relates to all staff and applies to all individuals regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity.

## **4. Policy Content**

4.1 This policy provides guidance in defining, managing and applying special leave for:

- Compassionate Leave
- Leave for Emergency Domestic Situations
- Leave for Dependants
- Jury Service and Appearing as a Witness
- Time off for Public Duties
- Flexible use of annual leave
- Exam/Study Leave
- Territorial Army/Volunteer Reserve Forces
- Religious/Cultural Observance.

## **4. Compassionate Leave**

4.1 Time off with pay will be granted at times of family bereavement. Deans of Faculties and Heads of Departments should use their discretion to determine what is a reasonable amount of time, depending upon the circumstances. Time should be allowed to enable the employee to make immediate arrangements with the appropriate authorities, and manage immediate domestic affairs, in addition to any time necessary to attend the funeral. While it might appear desirable to specify how many days paid leave are granted depending upon the family relationship with the deceased, in reality each case needs to be judged in accordance with the particular circumstances. The “rule of thumb,” however, would be to allow between three to five days compassionate leave, plus time to attend the funeral.

4.2 Time off with pay will also normally be granted to allow attendance at funerals of the extended family, close friends or colleagues.

4.3 If a member of staff's partner or family member has been diagnosed with a critical illness or condition, the University recognises that time off work may be required to deal with issues arising from their illness or condition, visit them in hospital, or accompany them to appointments. The response from the University will depend on the circumstances of each case and will require the Line manager to balance the requirements of the department with the needs of the individual. This leave may be paid or unpaid at the discretion of the Line Manager. It would be the normal expectation of the University that this period would not normally exceed five working days.

4.4 In exceptional circumstances longer periods of leave may be granted as paid or unpaid leave in consultation with Human Resources. If the member of staff is experiencing difficulty at this very sensitive time, they or their manager can seek advice from the HR Team.

4.5 In either circumstance outlined above, the individual's line manager or Dean of Faculty/Head of Department should ensure they discuss any temporary work arrangements that may be required, and highlight counselling and support services to the member of staff.

## **5. Leave for Domestic Emergencies**

5.1 A reasonable amount of unpaid leave will be granted when a member of staff suffers a domestic emergency such as a burglary, fire or flood.

5.2 In exceptional circumstances longer periods of unpaid leave may be granted, or annual leave entitlement can be used.

## **6. Leave for Dependants**

6.1 Employees have the right to take a reasonable amount of unpaid time off to deal with unexpected or sudden emergencies involving care of a dependant. The University's policy in relation to this is underpinned by the statutory right (section 57A of the Employment Rights

Act 1996, as amended by the Employment Relations Act 1999, which came into effect on 15 December 1999) to take time off to care for a dependant.

- 6.2 This leave applies to unexpected or emergency situations that cannot be planned for and is separate from the Parental Leave provisions. Staff with children who meet the eligibility criteria for Parental Leave and require unpaid leave for matters that can be foreseen should consult the Parental Leave Policy.

## **7. Jury Service and Appearing as a Witness**

- 7.1 From time to time staff may be called for jury service.
- 7.2 The University will provide special leave with pay to staff who are summoned to serve on a jury or as a witness, for each day when they are required to attend Court or to be on standby.
- 7.3 Staff must take advantage of the opportunity to submit a claim to the Court for loss of earnings. The member of staff's combined earnings from the Court and the University must not exceed normal full pay whilst they are on jury service.
- 7.4 Staff are expected to return to work for days or part days when not required to be in Court.

## **8. Time off for Public Duties**

- 8.1 Staff should obtain agreement from the University before undertaking voluntary public service. The University will grant, subject to the needs of the business, a reasonable amount of leave.
- 8.2 The amount of time that staff are allowed is not set. It is what is reasonable in the circumstances which will depend on several factors including the nature of the anticipated duties, how much time is required and the demands of the employees paid employment with the University.
- 8.3 Further statutory guidance can be found on the following website;  
<https://www.gov.uk/time-off-work-public-duties>

## **9. Flexible use of annual leave**

- 9.1 Annual leave may be used with prior permission to supplement time off associated with other leave or may be used to enable part time working.
- 9.2 Members of staff who wish to carry over annual leave from one year to the next or to take a number of days in advance from the following year must have permission from their Line Manager. Up to five days will be allowed to be carried over or taken in advance

## **10. Exam/Study Leave**

- 10.1 Where members of staff are undertaking studies either at Glyndŵr University or another educational institution.
- 10.2 One day can be taken per exam, up to a maximum of three subject to application to, and agreement of, their line manager.

## **11. Territorial Army/Volunteer Reserve Forces**

- 11.1 The University will consider any request for leave where the reason for that leave is related to the member of staff's membership of the Territorial Army (TA) or as part of the Volunteer Reserve Forces (VRF).
- 11.2 Staff who belong to the TA or VRF and who are required to attend the annual two week training camp are eligible for two weeks' leave – this should either be taken from the member of staff's annual leave, or taken as unpaid leave.

11.3 The University expects staff to undertake normal TA/VRF duties outside of their standard working week.

11.4 Further statutory guidance can be found on the following website;  
<https://www.gov.uk/employee-reservist/introduction>

## **12. Religious/Cultural Observance**

12.1 As part of the University's commitment to promoting equality, diversity and inclusivity, we aim to operate in an environment where the religious and non-religious beliefs of all individuals are respected.

12.2 The University will be flexible towards, and consider where possible, all requests for time off or a temporary change to a member of staff's standard working week, for religious or cultural observance.

12.3 Where a department is unable to meet a request the member of staff will be given the reasons for this.

## **13. Policy Review**

13.1 This policy will be reviewed by Human Resources on a regular basis to ensure it remains compliant with any employment legislation revisions and good employment practice.

## **14. Equality Impact Assessment**

14.1 The Equality Act 2010 includes a requirement for all HE Institutions to carry out impact assessments on all policies. This policy has been screened to determine equality relevance for the following equality groups: grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity.

## **15. Relevant Legislation**

15.1 This policy complies with relevant legislation including:

- Employment Rights Act 1996
- Employment Relations Act 1999
- Employment Act 2002
- Work and Families Act 2006

## **16. Other Relevant Policies/Documents**

- Parental Leave Policy
- Managing Sickness Absence Policy and Procedure

## The Employee Lifecycle: Part 1

### Section 2: The Employee Lifecycle

This section comprises of 9 questions and examines the employee lifecycle within the organisation; from attraction and recruitment through to development. The questions scrutinise how you engage and support employees throughout their journey in your workplace. This section is worth 13.5% of your total score.

**Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.**

#### **2.1 When advertising for external appointments, how does the organisation attract LGBT talent?**

**Tick all that apply**

**GUIDANCE:** This question examines the ways in which you attract external LGBT candidates to apply for roles within your organisation.

A. Advertise or recruit from LGBT/diversity websites/diversity recruitment fairs and events

---

B. Include a statement around valuing diversity, explicitly inclusive of LGBT people in job packs and pages

---

C. Supply potential applicants with information about your LGBT employee network group or LGBT inclusion activities

---

D. Other



## **Describe the evidence uploaded:**

A - We send a link to our current vacancies to local LGBT groups, this is shared via a link directly to our website once every month, to enable them to promote all job opportunities to their clients.

B - We have an introduction from our Vice-Chancellor on our vacancy page including a statement in relation to our commitment towards promoting and implementing best practice in equality and diversity to enable all stakeholder to reach their full potential. The message also contains information relating to our various staff networks.

C - We also notify and share the details of the LGBT+ staff network during staff induction, providing contact details and an invitation to join, included in our presentation slides, a handout and a link which directs to our staff Intranet from the VC.

D - Our vacancy adverts include an inclusive statement (evidence uploaded), encouraging under represented individuals the opportunity to apply.

### **Upload evidence for option A**

please be aware only **one** file is allowed per answer

### **Upload evidence for option B**

please be aware only **one** file is allowed per answer

### **Upload evidence for option C**

please be aware only **one** file is allowed per answer

### **Upload evidence for option D**

please be aware only **one** file is allowed per answer

## 2.2 What percentage of employees with recruitment responsibilities have been trained on reducing bias and discrimination towards LGBT people in the recruitment cycle?

Select the completion rate for the training

**GUIDANCE:** The training should reach as many employees who recruit as possible. Training content should explicitly mention examples of discrimination and bias towards LGBT people. Content should also include the steps recruiters can take in eliminating this discrimination and bias. Examples of content you could upload are case studies, e-learning screenshots or PowerPoint presentations.

C. 26 – 50 per cent

Describe the department or team who deal with recruitment and how you estimate training completion rates:	<p>In the University all line managers have recruiting responsibility and sit on interview panels relevant to their areas, they are currently in the process of attending Unconscious Bias within Recruitment training as part of a series of learning bursts delivered during lunch periods.</p> <p>The HR Team are also involved in recruitment and selection and have attended the training.</p> <p>We have a total of 82 managers/HR staff who require the training and to date 34 have completed the training, all attendance is recorded and individuals training records are updated to reflect attendance.</p> <p>All recruiting managers and the HR Team use an online recruiting system to shortlist which anonymises names, gender, age etc (the system is called Stonefish) to reduce potential bias/discrimination. The system prompts candidates to notify the University if they require adjustments during the interview process, which enables the recruitment team to endeavour to put adjustments in place where reasonably practicable.</p> <p>The Organisational Development and Diversity Manager has attended Train the Trainer Unconscious Bias training which enabled her to develop the training that is now delivered to recruiting managers. Three members of the LGBT+ Staff Network have also attended Multiple Identities Training.</p>
Describe the format of the training and the content you have uploaded:	<p>The training aims to:</p> <ul style="list-style-type: none"> <li>- Raise awareness of how to mitigate and manage Unconscious Bias</li> <li>- Provide an overview of Unconscious Bias (UB)</li> <li>- Provide an understanding of the impact of UB on professional practice</li> <li>- Time to reflect on people's bias and personal preference.</li> </ul> <p>The training provides an overview of what UB is and includes</p>

a number of practical activities to explore our perceptions and first impressions during recruitment. It also explores how UB is developed and how we are influenced. and provides examples of differing types of UB, providing practical hints and tips and considerations that should be put in place prior to shortlisting and interviewing.

The delegates are also provided with tips on how to manage their UB and a link to an online tool to determine their individual bias.

The delegates are also provided with a list of protected characteristics and are asked to consider what assumptions they would make if they were faced with candidates with those protected characteristics.

They are also provided with guidance around shortlisting, acceptable language and the use of social media and are directed to further reading.

The training is delivered face to face in group work to enable interaction, discussion and activity. The sessions are delivered on a rolling basis and staff involved in recruitment book in to attend, with a targeted approach taken to ensure attendance of key staff such as HR and regular interview panel members. New staff with line managing and identified recruitment responsibility are also targeted to attend.

## Upload training content

please be aware only **one** file is allowed per answer



## Upload training content

please be aware only **one** file is allowed per answer

(No response)

**2.3 What information does the organisation supply to all new employees (external appointments) when being inducted in to the organisation?**

**Tick all that apply**

**GUIDANCE:** The senior leader message should explicitly call out LGBT inclusion. The content of all options given can be either in person, online, through a video or post, or on paper.

- A. Explicit message from senior leader on their commitment to LGBT inclusion
- B. Information on the LGBT employee network/allies programme or initiative
- C. Information on LGBT inclusive policies

**Briefly describe the induction process and at what point the new starter receives the above information:**

Once a new member of staff is confirmed in post they receive their contract and job description, along with a variety of useful on boarding information to help them to settle into the University and our culture as quickly as possible. This includes a message from the Vice-Chancellor (evidence A) which expresses her commitment to equality and diversity, recognising our differences and sending a reassuring message that we work and learn in an environment free from discrimination and harassment (listing all protected characteristics), including gender identify. The On boarding pack also contains a handout which provides detail of the different networks relating to equality & diversity currently available, with contact details (evidence B).

All staff are invited to attend a corporate induction, which includes a section entitled "Welcome to WGU", this includes information relating to the LGBT+ Staff Network, with contact details etc. The induction is opened by a member of our Executive Leadership Team who provides information about our inclusive environment and our commitment to Equality, Diversity and Inclusion. They also explain that we are a Stonewall Diversity Champion; providing detail around what this means, with details of our LGBT+ Staff Network.

A member of the LGBT+ Staff Network is also available during a section of the induction entitled ""Supporting You", which is a market stall approach where different staff support services host a stand providing information relating to the services that they provide to staff. They promote the group and it's work and hand out rainbow lanyards to those staff who would like to show their commitment and support to our staff, students and visitors who identify as LGBT+.

All new staff are also sent a welcome email which includes links to our policies and procedures, including our Equality & Diversity Policy, Transitioning at Work Policy and Employee Guidance Documents, the email also contains a link to the LGBT+ Staff Network webpage (evidence C)

**Upload evidence for option A**

please be aware only **one** file is allowed per answer



**Upload evidence for option B**

please be aware only **one** file is allowed per answer



## Upload evidence for option C

please be aware only **one** file is allowed per answer

## The Employee Lifecycle: Part 2

### **2.4 Does the organisation enable non-binary employees to have their identities recognised on workplace systems?**

**GUIDANCE:** Examples include being able to use the title Mx, the option to choose a gender marker other than male or female and the ability to have a passcard with two forms of gender expression present.

Yes

#### **Describe how non-binary identities are recognised on workplace systems:**

The HR system provides the option for staff members to identify as male, female or other.

The University has to comply with HESA requirements and finds it difficult to offer differing options due to restrictions. We are hoping that this is something that Stonewall can help to influence as I know a number of Universities experience the same problem.

Staff can however, choose to be identified as their chosen identify and internal systems, wherever possible will reflect this. For example the HR/eLearning and PDR systems can highlight that an individual would prefer to be referred to as their chosen identify and they can also have a staff identify card which reflects their chosen identity.

## 2.5 Does the organisation provide all-employee equality and diversity training which includes the following topics, explicitly covering LGBT people?

**Tick the completion rate for the training**

**GUIDANCE:** The training should reach as many employees as possible across your organisation. Training content should explicitly mention LGBT people and cover lesbian, gay, bi and trans in the context of each option selected. Examples of content you could upload are case studies, e-learning screenshots or PowerPoint presentations.

A. Organisational policy and legislation	26-50%
B. Language, stereotypes and assumptions	26-50%
C. Challenging inappropriate behaviour	26-50%
D. Routes to reporting bullying and harassment	26-50%

Describe how you estimate completion rates:	<p>Attendance at training sessions is monitored and recorded, with individuals training records being updated accordingly. All new staff attend Equality &amp; Diversity training as part of the induction and updating sessions are offered to existing staff.</p> <p>A number of updating communications are shared via our staff intranet, usually in the form of hand-outs, these are available to all staff.</p>
Describe the format of the training and the content you have uploaded:	<p>The training is delivered in group format on a face to face basis and includes the following:</p> <ul style="list-style-type: none"> <li>- Statistics to raise awareness and why education is essential to improve inclusivity</li> <li>- Detail around gender identity, sexual orientation and gender expression</li> <li>- Legislation</li> <li>- An acceptable language exercise</li> <li>- An update around Hate Crime and how to challenge unacceptable language and behaviour</li> <li>- Reporting/escalation routes</li> <li>- top Tips</li> </ul> <p>We regularly upload communications, usually to tie in with diversity events to highlight and raise awareness to all staff, examples of which can be found below.</p>

### Upload evidence for option A

please be aware only **one** file is allowed per answer

### Upload evidence for option B

please be aware only **one** file is allowed per answer

### Upload evidence for option C

please be aware only **one** file is allowed per answer

### for option D

please be aware only **one** file is allowed per answer

in internal  
communications to all employees?

**Tick all that apply**

**GUIDANCE:** Communications uploaded should have been sent, or made available to all employees (or as many as geographically possible through the specific communication method). Evidence could include emails and screenshots of intranet posts. IDAHOBIT refers to the International Day Against Homophobia, Biphobia and Transphobia. In your uploaded evidence, make clear who/how many employees the communication reached. Evidence provided for option A. must clearly include all identities within LGBT.

- A. Information about LGBT History Month, Pride, Spirit Day and/or IDAHOBIT
- B. Information about Bi-visibility Day and/or other bi specific events (e.g. bi pride events or Bicon)
- C. Information about Transgender Day of Visibility, Transgender Day of Remembrance and/or Trans Pride
- D. Information about the LGBT Employee Network Group and allies activity

### Upload evidence for option A

please be aware only **one** file is allowed per answer



### Upload evidence for option B

please be aware only **one** file is allowed per answer

### Upload evidence for option C

please be aware only **one** file is allowed per answer

### Upload evidence for option D

please be aware only **one** file is allowed per answer

**Provide date for option A** 26/04/2019

**Provide date for option B** 01/05/2019

**Provide date for option C** 26/05/2019

**Provide date for option D** 30/01/2019

## The Employee Lifecycle: Part 3

**2.7 In the past year, which of the following career development opportunities has the organisation specifically communicated to LGBT employees?**

**Tick all that apply**

**GUIDANCE:** Communications here can either be specific communications to LGBT people through the employee network group OR an all-employee communication making it clear you welcome LGBT employees on the programmes/opportunities.

A. General leadership and development programmes

B. LGBT specific leadership/professional development programmes

C. LGBT specific seminars and conferences

A. Describe the programmes and how these programmes are promoted to LGBT employees:	Each year we run the WGU Staff Leadership Programme, which is a 15 week modular programme available to all staff who have aspirations to develop and become future leaders. The programme is open to all staff and is communicated via our weekly newsletter, all staff user email communication, via Line Manager communication methods and through direct contact with staff who have expressed an interest via their PDR discussion. The opportunity is not specifically aimed at LGBT staff, it is open to all staff, which is made clear in the promotional content.
B. Describe the programmes and how these programmes are promoted to LGBT employees:	I receive update emails from Stonewall directing me to a variety of development activities aimed at our staff including our Leadership Team. I forward the emails to our LGBT+ Staff Network and ask them to share with colleagues, I also forward them to our Executive Leadership Team (for example I forwarded an email on the 28th June to our Executive Leadership Team promoting the Manchester Workplace Conference that is due to take place on the 27th September, 2019.
C. Describe the programmes and how these programmes are promoted to LGBT employees:	All email updates in relation to LGBT Programme and area's of development are shared with the LGBT+ Staff Network who work across a number of area's within the University, they cascade the emails and share the opportunity amongst all colleagues. For example I forwarded an email on the 24th May, 2019 promoting an opportunity to attend "Gendered Intelligence" Training at Warwick University, which took place in June 2019.

**A. Provide a date on which these opportunities were communicated** 05/08/2019

**B. Provide a date on which these opportunities were communicated** 28/06/2019

**C. Provide a date on which these opportunities were communicated** 24/05/2019

## 2.8 Does the organisation proactively recognise contributions to the LGBT employee network group during employee performance appraisals?

**GUIDANCE:** The onus should be on the employer/manager to make explicit that network group activity links in with organisational values and count towards diversity goals. Please note, the recognition doesn't have to be financial, but should be systematic and applied to all performance appraisals, not just those of the network leads.

Yes

### Describe how contributions are recognised:

Our PDR (appraisal) process runs from April to the end of March and this year we introduced a new section to both Academic and Professional Services staff's forms, providing them with the opportunity to share with their line managers details of the additional work that they undertake (which is above and beyond their remit) and share their involvement with internal/external groups who promote inclusivity. The section includes the question below:

2.3 How have you evidenced that you have contributed to ensuring that WGU remains an inclusive workplace for our staff, students and community? Examples could include, involvement with the University's Staff Network groups (for example the LGBT+ Network), assisting at awareness raising events/attendance at community events.

Including this question has allowed us the opportunity to recognise those staff who do go above and beyond to make a difference within the University and has also raised awareness of the different networks available, which has increased participation and involvement.

The next step is to include a new category in our "Above and Beyond" Staff Awards to recognise those staff who continually promote best practice within inclusion.

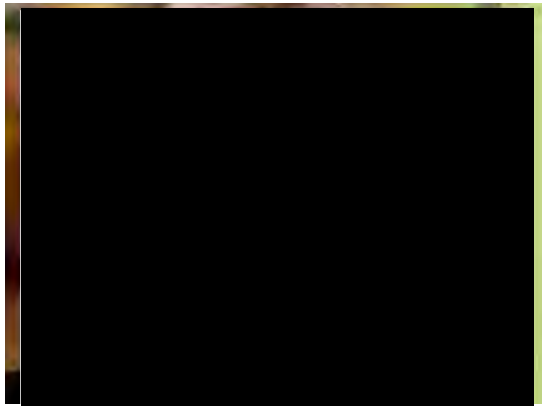
## 2.9 Does the organisation identify and act on any LGBT issues raised at exit interviews or on exit surveys?

**GUIDANCE:** Examples include giving employees an opportunity to raise any issues relating to discrimination they may have experienced in the organisation.

Yes

<p>Describe the exit interview/survey process and how LGBT issues would be identified or raised:</p>	<p>The employee completes a questionnaire that asks a number of questions to determine their reason for leaving and to establish if any action is required or if improvements in working practices or behaviours are required.</p> <p>The form includes a question which asks if the individual has experienced any dignity at work issues whilst working in the University or felt discriminated against in any way? This could be due to a protected characteristic, for example a disability, gender identity or sexual orientation?"</p> <p>The questions are rated from Strongly Agree to Strongly disagree - if a member of staff indicated that they disagree then additional questions are asked to determine root cause and action would be taken to follow this up.</p>
<p>Describe how any issues raised would be acted upon by the organisation:</p>	<p>The comments gathered during the exit interview would initially be raised with the Executive Director of HR and the relevant line manager. Any claims of discrimination or harassment would be dealt with by following guidance from the Dignity at Work Policy and Procedure.</p> <p>If the reason for leaving was found to be an LGBT issue or any claim where an individual felt their dignity had been compromised we would try to encourage the individual to withdraw their resignation and resolve the problem, wherever possible.</p> <p>It is hoped that any issues would have been highlighted previously.</p>

## Welcome to Wrexham Glyndwr University



Wrexham Glyndŵr University is committed to promoting and implementing best practice in Equality and Diversity (E&D) in order to provide a working and learning environment to enable both staff and students to reach their full potential.

We want to work beyond the legal requirements in the delivery of E&D policies, and aim for equality of opportunity to be embedded in everything we do. We value diversity, equality is promoted and services are delivered to support all staff and students.

The University is aware of the need to recognise people's differences and is committed to providing a positive working and learning environment free from discrimination, harassment, and victimisation on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief (including lack of belief), gender, gender identity/expression and sexual orientation and trans identity.

For more information about equality and diversity at Wrexham Glyndŵr University please contact our Organisational Development and Diversity Manager, [REDACTED] [REDACTED] who will be happy to help and welcome you to our inclusive working and learning environment.





# What is Hate Crime?

Hate incidents and crimes are acts of violence or hostility directed at people because of who they are or who someone thinks they are. For example, receiving abusive language on the street because you are holding hands with a same-sex partner.

Police forces in England and Wales distinguish between hate incidents and hate crimes.

## Hate Incidents

Defined as an act, which may or may not be a crime that the victim or any other person perceives to be motivated by hostility or prejudice towards an aspect of a person's identity. Hate incidents could include:

- ❖ Verbal abuse
- ❖ Harassment
- ❖ Physical attacks
- ❖ Threats of violence
- ❖ Hoax calls, abusive calls or texts
- ❖ Online abuse
- ❖ Damage to belongings
- ❖ Graffiti
- ❖ Arson

## Hate Crime

An illegal act that the victim or any other person perceives to be motivated by hostility or prejudices towards an aspect of a person's identity.

## Homophobia, Transphobia and Biphobia

Homophobic, transphobic and biphobic hate crimes or incidents are motivated by the offender's hostility or prejudice towards lesbian, gay or trans people.

Anyone can be a victim of a homophobic, transphobic or biphobic incident.

## Challenge it

If you feel safe to do so and hear homophobic/transphobic and biphobic (HBT) inappropriate language try the following techniques:

### UHT Method:

Understand, However, Therefore

Many HBT instances come from ignorance, this approach can be helpful in these instances – assume good intent and explain impact.

e.g.

*“I understand when you say “that’s gay” as a way of saying “that’s stupid” that you don’t mean to be offensive – However, I’m personally offended by that language, therefore can you use a different term please?”*

## E2C2 Method:

Start the conversation with the two E’s – **Evidence and Effect:**

**Evidence** – making an assumption about, or mocking someone’s sexual orientation is inappropriate

**Effect** – this can reinforce/perpetuate negative stereotypes we have and hold about LGBT people. The effect this has on the individual can be damaging; to their self-esteem and their ability to be themselves in the workplace. It also sends the wrong message to colleagues that this language is acceptable, when it’s not

An important point is to start the conversation with the “E” presented as facts, it’s important to get your view across clearly and factually.

**Continue the conversation with what you would like to see changed and/or continue:**

**Change** – Please be aware of using that type of language

**Continue** – You’re a good member of the team and people look up to you

Remember HBT phobia happens in many forms, challenge when you feel safe to do so and it doesn’t have to be done in the moment – you’re safety is paramount.

## Report It

If you feel you have experienced a hate crime or incident (or witnessed one), report it, by doing so you could be protecting someone from harm and helping to prevent situations worsening.

There are a number of ways to report homophobic, transphobic or biphobic hate crimes or incidents:

- ❖ In an emergency call 999
- ❖ At other times you can call your local police force by dialling 101
- ❖ You can report crime anonymously through the policy website [True Vision](#)
- ❖ You can also request support from [Stop Hate UK](#)
- ❖ As a member of staff at WGU you can contact the LGBT+ Staff Network via email [\[redacted\]](#) for support and guidance
- ❖ Follow the [Dignity at Work Policy](#) and [Dignity at Work Procedure](#)

## ENG: Part 1

### Section 3: LGBT Employee Network Group

This section comprises of 7 questions and examines the activity of your LGBT employee network group. The questions scrutinise its function within the organisation. This section is worth 11% of your total score.

**Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.**

**3.1 Does the organisation have an LGBT employee network group for LGBT employees?** A. Yes, with a defined role and terms of reference

**Upload the LGBT employee network group's terms of reference:**

please be aware only **one** file is allowed per answer

## ENG: Part 2

**3.2 Does the LGBT employee network group have clearly defined yearly objectives?**

**GUIDANCE:** Examples could include holding a certain number of events or campaigns, engaging with different groups of staff across the organisation and collaborating with other organisation's network groups.

Yes

**List examples of some of your most recent objectives and progress towards achieving them:**

We have included objectives specifically relating to LGBT+ Inclusion within our Strategic Equality Plan, to include our students, staff and the community, please find them below:



Enable a fully inclusive learning experience and environment for our students by undertaking a mapping exercise to look at an overview of the the student's journey, to include prospectus, open days, website, imagery used, the application process, first impressions of the Campus and its facilities and the use of the Stonewall logo.

Develop a reverse mentoring programme, enabling senior managers to learn about the experiences of our LGBT+ staff and students.

Embed evaluation processes into action plans to evaluate past activities undertaken to monitor participation and barriers to involvement to inform improvement

Increase the number of events undertaken during the academic year 2018/2019 - this year we have taken a more structured approach and mapped out specific dates throughout the year to coincide with key diversity dates, which included a talk for staff and students from [REDACTED] [REDACTED] exhibitions to celebrate local and national Welsh people who identify as LGBT+, successfully displaying our Rainbow flag throughout the year and an increased use of social media to celebrate diversity.

Improve Accessibility - we have championed the requirement for Gender Neutral facilities within the University and are pleased that work is currently being undertaken to implement a number of gender neutral toilets and changing rooms across the Plas Coch Campus, with plans in place to introduce more as planning permission and funding allows.

Engage with [REDACTED], - originally our staff network was very small (it has now increased and we currently have 11 members who represent a cross section of staff/students who identify as LGBT+ and allies). We have formed a network with [REDACTED] and attend each others network meetings to share best practice and develop methods of working collaboratively. We also support each other and attend celebratory events (such as the raising of their Rainbow Flag on key dates).

Further develop processes in line with the Stonewall Workplace Equality Index to create an inclusive learning environment for students who fall under the LGBT protected characteristic:

- Increased student satisfaction in relation to inclusivity.
- Improved retention for students.
- Improved attainment levels for students with this protected characteristics

Further develop processes in line with the Stonewall Workplace Equality Index to create an inclusive

working environment for staff who fall under the LGBT protected characteristic

- Increased staff satisfaction in relation to inclusivity.
- Improved retention for staff.
- Engaged and motivated staff.

Improve collaborative working opportunities within our community - we have formed working relationships with the [redacted] and we provide them with a room and refreshments to hold their meetings (free of charge) providing them with a place to meet and socialise. We are also working with [redacted] [redacted] who work to support those with protected characteristics, through volunteering opportunities.

**3.3 Which of the following support activities does the LGBT employee network group facilitate?**

**Tick all that apply**

**GUIDANCE:** The individual support the network offers should be available and advertised to all staff. Consultation on internal policies and practices should be considered as policies which impact upon employee welfare, for example, reviewing an updated adoption policy. Consultation on the organisations broader work refers to organisational outcomes, for example being consulted on a LGBT media marketing campaign.

- A. Provide confidential support to all employees on LGBT issues
- B. Provide support to enable employees to report homophobic, biphobic and transphobic bullying and harassment
- C. Have been consulted on improving internal policies and practices
- D. Have been consulted on business development, organisational priorities and/or the organisation broader work
- E. None of the above

**Describe the options selected:**

A. Describe the confidential support the group offers and how this is communicated to all staff:	A number of the network group identify as LGBT+ and offer support and confidential advice to staff and students; in a similar way the allies who have joined the group encourage and support other staff to become allies. We promote the group to all staff, with updates shared via our weekly newsletter and updates posted onto our staff intranet, sharing updates of our work, our photographs and contact details. We also have our own website, available on our internal website which provides links to internal and external support
--	--

	<p>mechanisms and contact details with messages of confidentiality included.</p> <p>We also have a designated email address which is administrated by our Chair only in order to maintain confidentiality. Our Chair is also a Dignity at Work Advisor and has been trained within the policy and process and has attended ACAS training to enable him to conduct his role as an advisor which has supported him also within his role as Chair of the LGBT+ Staff Network, providing him with the confidence and skill set to support staff in a confidential manner.</p>
<p>B. Describe how the group offers support to enable employees to report homophobic, biphobic and transphobic bullying and harassment and how this is communicated to all staff:</p>	<p>The work and purpose of the network is promoted to all staff, with contact details and assurances of confidentiality provided within our regular updates. A message is included on the networks web page with details of escalation routes should a member of staff wishes to report homophobic, biphobic and transphobic harassment.</p> <p>The web page also provides links to internal and external support mechanisms and contact details with messages of confidentiality included.</p> <p>We also have a designated email address which is administrated by our Chair only in order to maintain confidentiality. Our Chair is also a Dignity at Work Advisor and has been trained within the policy and process and has attended ACAS training to enable him to conduct his role as an advisor which has supported him also within his role as Chair of the LGBT+ Staff Network, providing him with the confidence and skill set to support staff in a confidential manner.</p>
<p>C. Describe the consultation process and outcome:</p>	<p>A member of the network developed the Transitioning at Work Policy which was approved and launched in September 2018 in consultation with the entire network. Draft documents were shared with the group for their comment and input, with changes made in relation to language and process, in particular in relation to facilities.</p>
<p>D. Describe the consultation process and outcome:</p>	<p>The University is currently undergoing a redevelopment phase, with building restructure and refurbishments being undertaken, due to be completed by 2025. As part of the process the LGBT+ Staff Network were consulted with regards gender neutral facilities. We are pleased to announce that the University is now installing a number of gender neutral WC's within it's main campus and will continue to update facilities as the building refurbishments continue throughout the University.</p>

## ENG: Part 3

### 3.4 In the past year, which of the following activities has the LGBT employee network group undertaken?

**Tick all that apply**

**GUIDANCE:** 'Awareness raising events' here refers to activities which serve to educate or inform the wider organisation about different sexual orientation, gender identity and/or trans issues, for example panel discussions, lunch and learns or stalls during diversity events. 'Mentoring or coaching programme' here refers to either a specific programme run by the network, or alternatively an organisation wide programme which proactively incorporates LGBT mentoring with the aid of (and driven by) the network group. 'Reverse mentoring' here refers to a formal process whereby senior employees are reversed mentored by more junior LGBT employees.

- A. Social networking event for members
- B. Lesbian, gay and bi equality awareness raising event
- D. Collaborated with other LGBT network groups
- E. Collaborated with other internal network groups
- F. Mentoring or coaching programme
- H. Fundraised for an LGBT charity, community group or event

**Describe the activities selected and when they occurred. Please provide specific dates or time periods within the last year.**

A. Social networking event for members	<p>The network meet once a month and are currently planning social evening to take place in our Student Union Bar; these will be promoted to the general public to encourage participation with the local LGBT+ community.</p> <p>As mentioned previously we have recently commenced working with and supporting the [REDACTED] who meet once a week to socialise and a number of the LGBT+ Staff Network will be joining these meetings on a regular basis to socialise, share and learn from each other as this will be an excellent opportunity for us as a University to consult directly with potential LGBT+ students and our community to determine how we can make further improvements to inclusive service we provide.</p> <p>The LGBT + group are also joining the celebrations at Chester Pride which is taking place on 22.09.19, with a number of staff hosting a stand to represent the University, marching in the parade and socialising with our community.</p>
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B. Lesbian, gay and bi equality awareness raising event

To coincide with Lesbian Day of Visibility and also World Aids Day we held bake sales with proceeds going to the AIDS foundation.

The University also hosts a Staff Conference once a year, which includes a Market Stall event entitled the "Engagement Fayre", the LGBT+ Staff Network hosted a stand to promote LGBT+ inclusion providing information about the group, statistics around hate crime, and contact details for support mechanisms.

We also have a rainbow flag which is constantly flown, we are now in possession of a Trans Flag and Bi flag and fly them on key dates.

During our annual WGU Respect Fayre in March 2019 we invited [REDACTED] to talk to staff and students about their experience of life as a Trans [REDACTED]. Her talk was well received and repeated due to demand and interest.

The LGBT+ Staff Network join the Student LGBT group and host a stand at the annual Fresher's Fayre and this year the Organisational Development & Diversity Manager will be attending all student inductions to share information about inclusion and diversity within the University, providing them with information relating to difference diversity groups and signposting information.

D. Collaborated with other LGBT network groups

As previously mentioned we work with [REDACTED] their Chair attends our network meetings and a number of our network joins their meetings.

The Chair and Secretary of our network have also met with [REDACTED], separately to share best practice and plan working collaboratively. We are currently planning a "Trans Film" festival, which will take place at the University's Catrin Finch Centre and will include a number of films made by trans people and films to raise awareness. We are in discussion with [REDACTED] who will hopefully be joining us at the event and allowing us to stream [REDACTED] film/s.

The Chair of our network and secretary have also met with the [REDACTED] to share best practice.

E. Collaborated with other internal network groups

The University has an Equality & Diversity Action Group, which is chaired by the Executive Director of Human Resources. The group inform policy and advise our Executive Team on matters relating to equality & diversity. Three members of the LGBT+ Staff Network are also members of the Equality & Diversity Action Group, which results in

	<p>positive communications, dialogue and actions being taken from the LGBT+ Staff Network directly to the group who inform decision making.</p> <p>The LGBT Staff network works with our Equality &amp; Diversity Action Group to support internal and external events and they submit a quarterly report of activity undertaken and progress made by the network.</p> <p>The University also has a Disability Group and Faith &amp; Religion Forum and the LGBT+ Staff Network work with them when they arrange awareness raising and celebration events to ensure intersectionality is woven through their events, for example the network hosted a stand at the Respect Fayre and held a bake sale at the event arranged by the Disability Group to coincide with World Mental Health Day.</p>
F. Mentoring or coaching programme	<p>We don't have a formal mentoring programme for LGBT+ staff, however the University does have a mentoring programme available to all staff, which is a structured programme put in place to support and develop staff and provide them with the skills and knowledge of a more experienced member of staff.</p> <p>We promote the fact that members of our LGBT+ Staff Network are available to support staff and students confidentially and this has resulted in our Chair mentoring one student, however this has not been developed into a structured programme.</p>
H. Fundraised for an LGBT charity, community group or event	<p>We have raised funds for the World Aids Charity during previous Cake Sales that were arranged to raise awareness during Lesbian Day of Visibility and World Aids Day.</p> <p>We now offer a room for the [REDACTED] to meet in on a weekly basis, to socialise. [REDACTED]</p> <p>[REDACTED] addition we donate tea/coffee and biscuits to the group, have given them an electric keyboard and intend to name them as our named community group during this academic year, which means that we will hold specific events to raise funds for them.</p>

**3.5 In the past two years, has the LGBT employee network group held campaigns, initiatives, seminars or events engaging with the following diversity strands?**

**Tick all that apply**

**GUIDANCE:** 'Initiatives' and 'campaigns' here refer to specific programmes or projects – online or offline – undertaken to achieve LGBT specific aims in the near-term. For example, creating a series of blog posts during LGBT History Month to highlight homophobia, biphobia and transphobia in sport.

Examples include raising awareness of the specific mental health challenges faced by LGBT people during mental health awareness week and profiling prominent trans women on International Women's Day.

This question is looking at how your network group engages with the intersections between LGBT identities and other diversity strands, work on LGBT identities that does not clearly engage one of these other diversity strands will not be accepted for this question.

**Please provide specific dates or time periods within the last two years.**

B. BAME

D. Women

F. Mental health (including disability related to mental health)

G. Religion

## Describe the campaigns, initiatives, seminars or events and when they occurred:

B. BAME	<p>During Black History Month in October 2019, we displayed images and biographies of influential BAME people who identify as LGBT.</p> <p>The network will also be involved with BHM Wrexham on the 5th October, hosting a stand to promote the University and our inclusive environment.</p>
D. Gender	<p>During March the group displayed an exhibition of successful women to celebrate International Women's Day. This included images and biogs of local and national women, including women who identified as Lesbian, Bi and Trans. We invited all visitors to the exhibition to write a commitment to how they were going to ensure that they support women and asked them to place their commitment on our commitment tree, which was displayed in our main reception.</p>
F. Mental Health	<p>During Mental Health Awareness Week in May 2019 the network were involved in activities including exercising in the University quad, wearing rainbow colours to promote the group and raise awareness - they also distributed rainbow lanyards through the week to staff.</p>
G. Religion	<p>During the respect fayre in March 2019 the University delivered a number of awareness raising workshops which included a talk from a [REDACTED] who talked about their experience as a Trans [REDACTED], the [REDACTED] is currently working as a [REDACTED] and highlighted the importance to staff and students of educating children from a young age to encourage and foster acceptance.</p> <p>The network also hosted a stand during the "Respect Showcase" which once again provided them with the opportunity to raise awareness and understanding, promote the group and share signposting materials to support mechanisms.</p>

## ENG: Part 4



**3.6 In the past year, what initiatives has the LGBT employee network group undertaken to ensure the membership is as diverse as possible?**

**Tick all that apply**

**GUIDANCE:** Examples provided should clearly demonstrate that the LGBT employee network group is driven in ensuring the membership is representative of many different types of people.

- A. Implemented a formal mechanism or process to ensure bi and trans issues are covered and engaged with (for example, bi or trans reps)
- B. Promoted the LGBT employee network group as being open to all employees and inclusive of LGBT people with multiple identities (for example, BAME LGBT people or LGBT people with experience of mental health problems)

**Describe the initiatives selected and when they took place or were implemented.  
Please include specific dates or time periods.**

A. Implemented a formal mechanism or process to ensure bi and trans issues are covered and engaged with (for example, bi or trans reps)	<p>Our network comprises of a mixture of staff/students who identify as LGBT+ and Allies. A number identify as gay, lesbian and bi and we feel that we have a good representation across the group to ensure that issues are covered. We regularly send out invitations to all staff to join the group, making it clear that the group is open to all staff, those who identify and those who would like to join as an ally. At present we do not have a trans rep, however our new Chair is currently working on an area of research which will focus on the issues and challenges facing transgender students in Higher Education.</p> <p>His is looking at putting together a [REDACTED] [REDACTED] [REDACTED] and we are hopeful that their involvement will help the network to ensure that trans issues are covered and engaged with.</p>
B. Promoted the LGBT employee network group as being open to all employees and inclusive of LGBT people with multiple identities	<p>The LGBT+ Staff Network is promoted via all staff user emails, encouraging staff to join the group regardless of their sexual orientation or gender identity. The wording of the promotional material that we use is inclusive of everyone, with the onus being on the fact that everyone is welcome to join.</p>

### 3.7 Has the LGBT employee network group undertaken any additional work in the past year to advance LGBT equality in both your organisation and the wider community?

**GUIDANCE:** The work detailed here should be additional to the work already covered in other questions.

Yes

#### **Describe the activity and impact. Please include specific dates or time periods.**

Within our own organisation we have developed the Staff LGBT Network which is working closely with the Student Union and the Student Union LGBT society; both presidents of these attend the Staff LGBT Network meetings. The network have been in existence for two years.

In the wider community we have built up a working relationship with [REDACTED]  
[REDACTED] We work together to promote rainbow laces events and offer them a stand at our Fresher's Fayre to encourage students to join them. We have also donated Rainbow Laces to their team. (September and November 2018)

We were contacted by [REDACTED] of Chester Pride who offered us a stand at this years Chester Pride (22.09.19) due to the work that we are currently doing to advance LGBT+ inclusion. The Group will also be involved in the Parade.

We were also due to host a stand at Flintshire Pride this year which was unfortunately cancelled due to bad weather.

We submitted to the WEI for the second time last year and were delighted that we rose 175 placed, which is an indication of the impact the network have made. Key areas of impact include:

- Increased use of gender neutral language in policies
- Clarity around the University's zero tolerance to LGBT+ related discrimination
- Implementation of the Transitioning at Work Policy and supporting documentation
- Staff keen to wear rainbow lanyards to show their support and commitment
- Increased awareness raising and training
- Collaborative working opportunities with Celtic Pride and local LGBT groups
- Communication and supportive messages from our Executive Leadership Team

**The following question is not scored.**

**3.8 Does the LGBT employee network group's terms of reference state that the group is inclusive of bi and trans people? Tick all that apply.**

No Responses Selected

## Allies and Role Models: Part 1

### Section 4: Allies and Role Models

This section comprises of 9 questions and examines the process of engaging allies and promoting role models. The questions scrutinise how the organisation empowers allies and role models, then the individual actions they take. This section is worth 11% of your total score.

**Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.**

#### Allies

**4.1 Does the organisation have a formal programme or initiative to engage all non-LGBT employees to become allies?** D. No

**GUIDANCE:** The programme should be a formal mechanism to engage non-LGBT people with LGBT equality.

**4.2 In the past year, has the organisation held internal awareness raising sessions, campaigns or initiatives specifically for allies which cover the following?**

**Tick all that apply**

**GUIDANCE:** Content/activity should be tailored for non-LGBT people and run through mechanisms that engage allies. Content should cover all LGBT identities (lesbian, gay, bi and trans).

A. The importance of allies

B. Discrimination towards LGBT people

D. Actions they can take to be effective allies

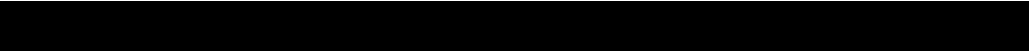
**Provide a brief description of the content you have uploaded:**

We have not held an internal awareness programme, however our LGBT+ Staff Network promote and champion this daily. All staff are provided with a rainbow lanyard and are encouraged to show their commitment and support by wearing it - which approximate 60% of staff do on a daily basis.

We encourage our LGBT+Staff Network and Executive team to attend External Allies Programmes - please see email attached, sent to members of our Executive Leadership Team

**Upload content covering option A:**

please be aware only **one** file is allowed per answer



**Upload content covering option B:**

please be aware only **one** file is allowed per answer



**Upload content covering option D:**

please be aware only **one** file is allowed per answer



**Provide a date for Option A:** 26/07/2019

**Provide a date for Option B:** 08/04/2019

**Provide a date for Option C:** (No response)

**Provide a date for Option D:** 28/06/2019

**4.3 Does the organisation enable allies to visibly signal their commitment to LGBT equality?**

**GUIDANCE:** Examples include visual signals such as email signatures, badges, lanyards and mugs.

Yes

## **Describe how allies can visibly signal their commitment to LGBT equality:**

All staff are provided with the opportunity to wear a rainbow lanyard to show their visible commitment to our LGBT+ staff, students and community.

All allies can show their commitment by declaring that they are an ally during their PDR discussion, which is recorded in a specific section that allows staff an opportunity to explain how they show their commitment to inclusion within their work and behaviours - this is an excellent opportunity to formally record their commitment.

## Allies and Role Models: Part 2

### **Allies**

#### **4.4 In the past year, which of the following activities have allies engaged in?**

**Tick all that apply**

**GUIDANCE:** 'Helped organise' here, refers to allies taking an active involvement in the planning and execution of events. It does not mean allies simply turning up to events.

A. Participated in LGBT network group activities

---

G. None of the above

**Describe the activities selected. Please include specific dates or time periods.**

A. Participated in LGBT network group activities

- Led by the LGBT+ Staff Network, 40 members of staff/students are joining Chester Pride on 22nd September, taking part in the parade to represent the University. We also have 3 allies exhibiting a stand in the Health, Life and Wellbeing Zone, highlighting WGU's commitment to the LGBT+ community.
- Flintshire Pride was due to take place in June 2019, with 10 WGU Allies supporting the event, 2 of which hosting a WGU stand. Unfortunately the event was cancelled due to bad weather, however our intent was to support the event with other key organisations within the area.
- Allies were involved in fund raising on World AIDS day in December 2019, baking cakes to support the networks cake sale.
- Our [REDACTED] staff and students used social media on IDAHO Day using the colours of the rainbow flag to add strengthen their messages, for example red introduced the day, yellow explained what hate crime is, purple provided links to support and how to report etc.
- Our [REDACTED] promote and share key messages of support on their social media, providing inclusive and supportive messages to the LGBT+ community.

**4.5 Does the organisation support all non-trans employees (including lesbian, gay and bi employees) to become trans allies through training, programmes and/or resources?**

**GUIDANCE:** Examples can include information booklets, programmes or training, but must focus specifically on being an ally to trans people. By non-trans, we mean people who do not identify as trans.

Yes

## **Describe the training, programmes and/or resources:**

All staff have access to a guidance document entitled "How to be a Trans Ally" developed by the LGBT+ Staff Network. The guidance is available to all staff via the networks web page and access is available to all new staff via a link sent within the new staff welcome email. The document explains what being Trans means and how an Ally can offer practical support to Trans colleagues, students and the wider community, including:

- differing identities
- the use of pronouns
- how staff know when to use the correct pronoun
- what to do if you make a mistake
- what action should be taken to if a colleagues comes out as a trans/non-binary person
- how to address banter about trans people
- how colleagues can show their support
- contact details for more information and support
- a glossary of terminology

The guidance aims to highlight how essential allies are in helping to enable a more inclusive and equal society and promote better understanding or marginalised groups of people.

## Allies and Role Models: Part 3

### **LGBT Role Models**

#### **4.6 Does the organisation support LGBT employees at all levels to become visible role models through training, programmes and/or resources?**

**GUIDANCE:** Examples can include role model and information booklets, programmes or training, but must focus specifically on steps LGBT people can take to become active role models.

No

#### **4.7 In the past year, have any visible LGBT role models at board level from the organisation been profiled?**

**GUIDANCE:** For information about what is meant by board level, see [here](#). Within the profiling opportunity, the person's sexual orientation, gender identity and/or trans identity must be clear. It should not be left up to the reader or viewer to make assumptions.

No



**Provide the date on which this** (No response)  
**profile was shared.**

**4.8 In the past year, have any visible LGBT role models at senior management level from the organisation been profiled?**

**Tick all that apply**

**GUIDANCE:** For information about what is meant by senior management level, see [here](#). Within the profiling opportunity, the person's sexual orientation, gender identity and/or trans identity must be clear. It should not be left up to the reader or viewer to make assumptions.

E. None of the above

**A. Provide the date on which this** (No response)  
**profile was shared:**

**B. Provide the date on which this** (No response)  
**profile was shared:**

**C. Provide the date on which this** (No response)  
**profile was shared:**

**D. Provide the date on which this** (No response)  
**profile was shared:**

## Allies and Role Models: Part 4

### **LGBT Role Models**

**4.9 In the past 18 months, has the organisation profiled visible role models from the following communities? Tick all that apply.**

**Tick all that apply**

**GUIDANCE:** Within the profiling opportunity, the person's identity must be clear. It should not be left up to the reader or viewer to make assumptions.

- A. Gay people or lesbians
- B. Bi people
- C. Binary trans people (e.g. trans men and trans women)
- D. Non-binary people (e.g. genderfluid and genderqueer people)
- E. Older LGBT people (aged 50 or over)
- F. Young LGBT people (aged 25 or under)
- G. Disabled LGBT people (excluding disability related to mental health)
- H. BAME LGBT people
- I. LGBT people of faith
- J. LGBT people being open about their mental health (including disability related to mental health) or wellbeing challenges
- K. LGBT parents

**Evidence:**

**A. Submit evidence where you have profiled the person/s in the last 18 months:**  
please be aware only **one** file is allowed per answer

**B. Submit evidence where you have profiled the person/s in the last 18 months:**  
please be aware only **one** file is allowed per answer

**C. Submit evidence where you have profiled the person/s in the last 18 months:**  
please be aware only **one** file is allowed per answer

**D. Submit evidence where you have profiled the person/s in the last 18 months:**

please be aware only **one** file is allowed per answer

**E. Submit evidence where you have profiled the person/s in the last 18 months:**

please be aware only **one** file is allowed per answer

**F. Submit evidence where you have profiled the person/s in the last 18 months:**

please be aware only **one** file is allowed per answer

**G. Submit evidence where you have profiled the person/s in the last 18 months:**

please be aware only **one** file is allowed per answer

**H. Submit evidence where you have profiled the person/s in the last 18 months:**

please be aware only **one** file is allowed per answer

**I. Submit evidence where you have profiled the person/s in the last 18 months:**

please be aware only **one** file is allowed per answer

**J. Submit evidence where you have profiled the person/s in the last 18 months:**

please be aware only **one** file is allowed per answer

**K. Submit evidence where you have profiled the person/s in the last 18 months:**

please be aware only **one** file is allowed per answer

**A. Provide the date on which this** 08/08/2019  
**profile was shared:**

**B. Provide the date on which this** 08/08/2019  
**profile was shared:**

**C. Provide the date on which this** 08/08/2019  
**profile was shared:**

**D. Provide the date on which this** 02/09/2019  
**profile was shared:**

**E. Provide the date on which this** 08/08/2019  
**profile was shared:**

**F. Provide the date on which this** 08/08/2019  
**profile was shared:**

**G. Provide the date on which this** 08/08/2019  
**profile was shared:**

**H. Provide the date on which this** 08/08/2019  
**profile was shared:**

**I. Provide the date on which this** 08/08/2019  
**profile was shared:**

**J. Provide the date on which this** 08/08/2019  
**profile was shared:**

**K. Provide the date on which this** 08/08/2019  
**profile was shared:**

## Allies and Role Models: Part 5

**The following question is not scored.**

**4.10 Does the organisation support all non-bi employees (including lesbian and gay employees) to become bi allies through training, programmes and/or resources?**

**GUIDANCE:** Examples can include information booklets, programmes or training, but must focus specifically on being an ally to bi people.

Yes

**Describe the training, programmes and/or resources:**

The Organisational Development & Diversity Managers has attended the Stonewall Allies Programme and plans are in place to showcase current allies within the Institution. All details of external Ally programmes are shared with staff, our Executive Leadership Team and the LGBT+ Staff Network to enable the opportunity to attend.

All staff have access to a guidance document entitled "How to be a Trans Ally" developed by the LGBT+ Staff Network. The guidance is available to all staff via the networks web page and access is available to all new staff via a link sent within the new staff welcome email. The document explains what being Trans means and how an Ally can offer practical support to Trans colleagues, students and the wider community, including:

- differing identities
- the use of pronouns
- how staff know when to use the correct pronoun
- what to do if you make a mistake
- what action should be taken to if a colleagues comes out as a trans/non-binary person
- how to address banter about trans people
- how colleagues can show their support
- contact details for more information and support
- a glossary of terminology

The guidance aims to highlight how essential allies are in helping to enable a more inclusive and equal society and promote better understanding or marginalised groups of people.

The following question is not scored.

4.11 Does the organisation enable allies to visibly signal their commitment to bi and trans equality? Tick all that apply.

**GUIDANCE:** Examples include visual signals such as email signatures, badges, lanyards and mugs. These could display the bi and trans flags, or other symbols of support.

Bi equality

Trans equality

# role models

*being yourself:*

SEXUAL ORIENTATION AND THE WORKPLACE



# role models

*being yourself:*

SEXUAL ORIENTATION AND THE WORK



© 2000





\_\_\_\_\_ has been running for many years as a queer disco in straight venues. The success of this depends a lot on the willingness of the venue staff to help us queer the space, making the toilets gender neutral for the night, providing diversity training for security staff and so on.

Reflecting on LGBTQ equality, we've seen massive gains in my lifetime in terms of legal rights and cultural representation. It must be great to grow up seeing queer characters every time you turn on the TV.

These rights are hard won though and we mustn't be complacent – queer people still face discrimination and violence and the worldwide shift to the right means we can't take anything for granted. \_\_\_\_\_



I had a conversation about language with my mum just recently. She doesn't understand what being non-binary is, what that means. She asked me 'Am I allowed to use the word 'queer'? I know you use it but you are queer. Can I say it too?'.

I tried to explain that intent and a willingness to listen goes a long way. Of course, it's possible to accidentally misgender someone or to use the wrong terminology. But if you're open to being corrected, and can then apologise and put the work in to get it right afterwards, that's ultimately a positive exchange.

It's about treating people as humans and accepting that they are the authority on what their identity is".

# role models

*being yourself:*

SEXUAL ORIENTATION AND THE WORKPLACE



# role models

*being yourself:*

SEXUAL ORIENTATION AND THE WORKPLACE



**Stonewall**

# role models

*being yourself:*

SEXUAL ORIENTATION AND THE WORKPLACE



# role models

*being yourself:*

SEXUAL ORIENTATION AND THE WORKPLACE



**Stonewall**

## A Guide to Being a Trans Ally

The University is committed to welcoming and supporting trans staff and removing barriers to their recruitment, promotion and retention. Providing a working environment that is free from discrimination, harassment or victimisation due to gender identity is an important step in ensuring that trans staff are respected and valued.

The University is committed to ensuring that all staff feel supported and provides this guide to offer guidance on how to support trans staff by being a Trans Ally.

### What is Trans

Trans is used as a umbrella term for anyone whose gender identity doesn't fully match the gender they were assigned at birth. Most people would assume this to only include trans men and trans women, however this could also include non-binary people and gender non-conforming people, if they choose to call themselves trans. If someone's gender identity matches the gender they were assigned at birth they are known as CIS gender ("trans" is Latin for crossing, whereas "cis" means on the same side).

### What is an Ally?

An ally is someone who supports a marginalised community, even if they don't identify as being part of that community. Allies are essential in helping to enable a more inclusive and equal society and promote better understanding of marginalised groups of people.

Can someone be trans and gay/bi/not straight?	Yes, trans people are as varied in their sexuality as CIS people. Sexuality relates to who you are attracted to whilst being trans is connected to your gender identity.
I get confused as I hear people refer to themselves as a number of differing identities – is this ok?	People explain their gender in a number of differing ways. If you're unfamiliar with a term that someone is using the best thing to do is to ask them what it means and how they prefer to be referred to. Remember trans people are as varied in their ways and preferences as everyone else; if you're unsure of something best practice is to ask.
What are pronouns?	Pronouns are words that we use when we refer to other people, usually they are gendered. You may be familiar with using the pronouns he/him or she/her, however trans and non-binary people may prefer to be referred to as they or them. We judge gender quickly based on appearance, however we can't always tell someone's gender identify by just looking at them. Using they/them pronouns as standard can be a helpful way of avoiding using an incorrect pronoun by mistake. It can be difficult to begin with as we are used to our brain gendering people,

	however it does get easier with practice. Other friendly pronouns that can be used include their, ze, zir, xe, xem or hir.
How do I know which pronoun to use?	Often you don't need to know; however during conversation it is considered more polite to refer to them by using their chosen pronoun. It's best to ask this privately by asking "how would you like me to refer to you?" it is then up to the individual to provide you with their chosen pronoun.
What if I make a mistake?	Everyone makes mistakes, it's important that you acknowledge them, learn from them and don't continuously repeat the same mistake. Apologise quickly, correct yourself and move on. It's important to consider how it would feel being consistently mis-gendered.
My colleague is coming out to me as trans/non-binary – what should I do?	<p>Initially feel privileged that they trust you and are happy to share this information with you. Coming out can be difficult and can happen repeatedly for a trans or non-binary individual.</p> <p>You may have already guessed that they were trans or non-binary, however it's best not to say this as it may panic them. Try the following:</p> <ul style="list-style-type: none"> <li>- Thank them for letting you know</li> <li>- Acknowledge that they have shared something very personal</li> <li>- Ask them if they would like you to call them something different, or use a different pronoun</li> <li>- Ask them if they want you to refer to their old name/pronoun in certain places or with certain people as they may not be "out" with everyone.</li> <li>- Check if there is anything you can do to help and support them. They may want you to tell someone else for them or support them to do this within the workplace.</li> <li>- Direct them to the transitioning at work policy and gently encourage them to speak to their line manager/a member of the HR Team if they feel comfortable.</li> </ul>
It feels like everyone is talking about trans people.	<p>Mainstream media have published a large amount of information about trans people recently. There appears to be more trans and non-binary people in society now, largely down to the internet and social media making it easier for those with similar experiences to find one another and approach support groups.</p> <p>Trans and non-binary people have been in society for as long as time began, however terminology has changed and as time moves on we have a greater understanding of difference within our society and in the main becoming more inclusive.</p>

	<p>Some people are still not accepting or genuinely don't understand trans or non-binary people. Try to let trans and non-binary people express themselves on issues that affect them directly.</p>
I have a colleague who makes jokes about trans people.	<p>Jokes can be harmful and perpetuate stereotypes. They tend to be built on misunderstanding and can often be challenged by questioning why the joke is funny.</p> <p>Support trans and non-binary people as best you can, however never put yourself in danger and draw a line if an argument escalates. If a colleague refuses to acknowledge trans or non-binary people as their chosen gender refuse to debate with them and report them to your line manager or HR as their behaviour is a form of discrimination.</p>
How do I show my support?	<p>There are many ways in which you can show your support, depending on what works best for you and those you are supporting. Challenging people misconceptions around gender identity is a huge help, making safer environments for trans and non-binary people.</p> <p>Share the work of trans and non-binary people on social media.</p> <p>Listen to the voices of trans and non-binary people on issues that are affecting them, support them and help to amplify their voices.</p> <p>Look through the attached glossary to learn more and familiarise yourself with regards terminology.</p>
Where can I find more information to become a better ally?	<p>LGBT Foundation – [REDACTED]</p> <p>Mermaids – [REDACTED]</p> <p>The Proud Trust – [REDACTED]</p> <p>FFLAG – [REDACTED]</p> <p>Supporting BAME Trans People – [REDACTED]</p>



## Trans: Glossary of Terminology

Acquired/Affirmed gender	Used in the Gender Recognition Act 2004 to describe a person's gender after transitioning. As this is a legal term, many people now prefer to use the term "affirmed" gender.
Assigned Gender	The gender assigned to someone at birth, based on their physical characteristics.
Cisgender (Cis)	A term used to describe a person who is not transgender, whose gender identity is the same as the sex they were assigned at birth. Cis is based on Latin prefix that means "on this side of". Non-trans is also used by some people.
Cross dresser	Someone who chooses to wear clothes not conventionally associated with their assigned gender. "Cross dresser" is now used in preference to the term "transvestite", which is considered to be outdated and can cause offence. Cross dressers are generally comfortable with their assigned gender and do not intend to transition.
Dead naming	Using the birth name of an individual who has changed their name.
Dual role	A dual role person sometimes wears clothing and/or make up and accessories that are not traditionally associated with the gender they were assigned at birth. Generally they do not wish to transition – some people prefer the term alter ego. Historically the term transvestite or cross dresser were used to described dual role people.
Gender	The socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women.
Gender dysphoria/gender identify disorder	A recognised medical condition where the individual experiences severe discomfort and anxiety because their gender identity does not align with their biological sex
Gender expression	How someone manifests their gender identity in society, for example through their appearance and behaviour.
Gender fluid/gender variant/gender queer	People who describe themselves as gender fluid may have gender identities that fluctuate, they may identify as having more than one gender (bi-gender or pan gender), feel that they have no gender (agender or non-gender) or they may identify gender differently (third gender or gender queer).
Gender identity	A person's internal perception of their gender, their sense of self. For trans people, their gender identity does not match the gender they were assigned at birth.
Gender neutral	People who reject the idea of gender and may describe themselves as neutral, genderless, null-gender, non-gender or agender.
Gender reassignment (or transitioning):	The legal term to describe the process where an individual changes their expressed gender to live fully in the gender with which they identify. For example, a person who was born female decides to take steps to live the rest of their life as a man. Gender reassignment does not require medical treatment and is a protected characteristic under the Equality Act 2010.
Gender Recognition Certificate (GRC)	Enables trans people to be legally recognised in their self-identified gender and to be issued with a new birth certificate. Not all trans people will or want to apply for a GRC and they must be over 18. An employer does not need to see a GRC in order to recognise a staff member's gender.
Gender Variant	A term used for someone who does not conform to the gender roles and behaviours assigned to them at birth. Usually used in relation to children or young people.
Intersex	An intersex person is born with ambiguous genitalia and/or sex chromosomal variations, making it difficult to classify their biological sex.

	There are many different intersex conditions. An intersex person may self-identify as a man or a woman or neither.
Legal Sex	The biological and physiological differences that define men and women. An individual's legal sex is determined at birth and is recorded on their birth certificate. For HEI's a person's legal sex is only relevant for insurance, pension purposes and in rare cases occupational requirements.
Non-binary	An inclusive term to describe people whose gender identity is "fluid" and not exclusively male or female. A non-binary person may identify as neither male nor female or may feel that they embody elements of both genders, or that they are something different. The terms intersex and non-binary are not interchangeable.
Pronouns	Words we use to refer to people's gender in conversation – for example, "he" or "she". Some people such as those with non-binary identities may prefer others to refer to them in gender-neutral language and use pronouns such as "they/their" and "ze/zir".
Real-Life Experience	The terms used by the medical profession to refer to the period in which an individual is required to live full-time in their acquired gender prior to undergoing surgery to transition.
Self-identified gender	The gender that an individual identifies themselves as. Trans communities are campaigning for UK legislation to be based on self-identification in line with European Countries.
Sexual Orientation	A person's physical, romantic or emotional attraction to another person.
Trans (or transgender)	An umbrella term describing the diverse range of people whose gender identity or gender expression differs from the gender they were assigned at birth. The term can encompass individuals who are transsexual, cross dressers or non-binary.
Trans Man (FTM/F2M)	A term used to describe someone who is assigned female at birth but identifies as a man. This may be shorted to trans man, or FTM, an abbreviation for female-to-man.
Transphobia	A term used to describe the fear, anger and intolerance that some people may have towards the trans community. This can result in discrimination, harassment, victimisation and hate crime.
Trans Woman (MTF/M2F)	A term used to describe someone who is assigned male at birth but identifies as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female.
Transitioning	The steps taken by individuals to live in the gender with which they identify. These steps will vary but may include choice of dress, changing names, medical procedures and telling other people.
Transsexual	A transsexual person has the protected characteristic of gender reassignment and is defined in the Equality Act 2010 as someone who is "proposing to undergo, is undergoing or has undergone gender reassignment". Gender reassignment is a protected characteristic under the Act. It is not necessary for a transsexual person to have to be under medical supervision to be protected in law from discrimination.

For additional information and confidential support please contact [REDACTED], HR Organisational Development & Diversity Manager [REDACTED] or email [REDACTED]

# role models

*being yourself:*

SEXUAL ORIENTATION AND THE WORKPLACE



# role models

*being yourself:*

SEXUAL ORIENTATION AND THE WORKPLACE



**Stonewall**

## Senior Leadership: Part 1

### Section 5: Senior Leadership

This section comprises of 4 questions and examines how the organisation engages senior leaders. The questions scrutinise how the organisation empowers senior leaders at different levels, then the individual actions they take. This section is worth 8.5% of your total score.

Within this section, senior leaders are split between two levels - board level and senior management. For more information about how we use these two terms, please see [here](#).

**Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.**

#### Board level staff

#### 5.1 How does the organisation support board level employees to understand the issues that affect LGBT people?

**Tick all that apply**

**GUIDANCE:** The support given should be systematic in its implementation.

B. Promote LGBT specific conferences or seminars to the board level employees

C. Other

**Describe each option selected:**

B. Promote LGBT specific conferences or seminars to the board level employees	The Organisational Development and Diversity Manager receives updates from Stonewall with regard conferences and seminars, these are then forwarded on to the Clerk to the Board of Governors who shares the information with the Board Members.
C. Other	<p>The Organisational Development and Diversity Manager, who is a member of the LGBT+ Staff Network provides an annual update to the Board of Governors, which is cascaded via the Executive Director of Human Resources (who Chairs the Equality &amp; Diversity Group). Two updates are provided, one details all activity and progress made in relation to Equality &amp; Diversity and the other is a Stonewall Workplace Index Equality Update Report, which details progress made towards the WIE Action Plan. The Board are kept up to date with impact and progress made and take an active interest in such updates.</p> <p>The Board also attend an induction which includes an Equality &amp; Diversity update.</p>

**5.2 In the past year, which of the following activities have members of the board engaged in?****Tick all that apply**

**GUIDANCE:** Messages communicated should explicitly reference sexual orientation and trans equality. Meetings with the LGBT employee network group should be systematic and not ad hoc.

D. Reviewed top line LGBT monitoring reports and actions

H. Reviewed and/or approved an LGBT inclusion strategy

**Describe each option selected. Please include specific dates or time periods.**

D. Reviewed top line LGBT monitoring reports and actions	<p>The Board Review the annual Equality &amp; Diversity Report which details all activity and progress made toward inclusion. The report presents all monitoring data with comparison and bench marking to the previous year to highlight trends and where further analysis/improvements are required.</p> <p>They also have sight of annual updates in relation to the work undertaken by the LGBT+ Staff Network; these are provided annually.</p> <p>They are also provided with an annual update on progress made towards the Stonewall Workplace Equality Index and it's supporting action plan.</p>
H. Reviewed and/or approved an LGBT inclusion action plan	<p>The Board are provided with an annual update on progress made towards the Stonewall Workplace Equality Index and approves its supporting action plan on an annual basis.</p>

**Please list the names and job titles of the individuals named above. Please ensure you have strict permission from them for their name to appear in this submission.**

	Name	Job title
Person 1		
Person 2		
Person 3		
Person 5		

Senior Leadership: Part 2

**Senior Management level staff**

### 5.3 How does the organisation support senior management to understand the issues that affect LGBT people?

Tick all that apply

**GUIDANCE:** The support given should be systematic in its implementation.

- B. Promote LGBT specific conferences or seminars to senior management level employees
- C. Other

Describe each option selected:

B. Promote LGBT specific conferences or seminars to senior management level employees	<p>The Organisational Development and Diversity Manager received updates from Stonewall in relation to conferences and seminars, these are then forwarded directly to members of our Executive Team.</p> <p>This has included a number of seminars provided by Stonewall, such as the Trans Allies Programme and Network Group Masterclass.</p>
C. Other	<p>Two annual updates are provided to our Executive Team, one details all activity and progress made in relation to Equality &amp; Diversity and the other is a Stonewall Workplace Index Equality Update Report, which details progress made towards the WIE Action Plan. The Executive Team are kept up to date with impact and progress made and take an active interest in such updates.</p>

### 5.4 In the past year, which of the following activities have senior management engaged in? Tick all that apply.

Tick all that apply

**GUIDANCE:** Messages communicated should explicitly reference sexual orientation and trans equality. Meetings with the LGBT employee network group should be systematic and not ad hoc.

- C. Met regularly with the LGBT employee network group
- D. Reviewed top line LGBT monitoring reports and actions
- G. Engaged with the board to discuss LGBT equality
- H. Reviewed and/or approved an LGBT inclusion strategy
- J. Mentored or coached other senior leaders

Describe each option selected. Please include specific dates or time periods.

C. Met regularly with the LGBT staff	The Executive Director of Human Resources Chairs the
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network group	<p>Equality &amp; Diversity Action Group; the LGBT+ Staff Network directly report to this group, with three members of the network also sitting on the E&amp;D Action Group.</p> <p>The LGBT+ Staff Network provide updates directly to the Executive Director of Human Resources through this group and via the Organisational Development &amp; Diversity Manager (a member of the LGBT+ Staff Network) who reports directly to him.</p> <p>The Executive Director of Human Resources attends the monthly LGBT+ Staff Networks on a quarterly basis, please find dates below:  28/11/19  21/01/19  05/08/19</p>
D. Reviewed top line LGBT monitoring reports and actions	<p>The Vice Chancellors Board Review the annual Equality &amp; Diversity Report which details all activity and progress made toward inclusion. The report present all monitor data with comparison and benchmarking to the previous year to highlight trends and where further analysis/improvements are required.</p> <p>They also have sight of annual updates in relation to the work undertaken by the LGBT+ Staff Network; these are provided annually.</p> <p>They are also provided with an annual update on progress made towards the Stonewall Workplace Equality Index and it's supporting action plan.</p>
G. Engaged with the board to discuss LGBT equality	<p>The Executive Director of Human Resources meets with the Board of Governors to present the annual Equality &amp; Diversity Report and progress made towards the Stonewall Workplace Equality Index. This meeting takes place on an annual basis and provides the Executive Director of Human Resources (who also Chairs the Equality &amp; Diversity Action Group and meets with the LGBT+ Staff Network) the opportunity to ensure they are kept up to date with progress and issues relevant to Equality &amp; Diversity, including LGBT+ issues.</p>
H. Reviewed and/or approved an LGBT inclusion action plan	<p>The Vice-Chancellors Board (the University Senior Leadership Team) comprises of representation from our Executive Leadership Team, Deans of Faculty, Directors of Professional Services and Associate Directors. All policies and procedures are presented to them once impact assessed for approval and comment. In relation to LGBT inclusion they approved the Transitioning at Work Policy in November 2018 and the revised EQUALITY, DIVERSITY &amp; INCLUSION POLICY FOR STAFF AND STUDENTS in June 2019.</p>

J. Mentored or coached other senior leaders	The Executive Director of Human Resources is a role model and ally who wears his rainbow lanyard and champions all issues relating to Equality and Diversity. He is the "go to" person should other senior leaders need advice or support with LGBT issues.
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**Please list the names and job titles of the individuals named above. Please ensure you have strict permission from them for their name to appear in this submission.**

	Name	Job title
Person 1		
Person 2		
Person 3		
Person 4		
Person 5		

## Monitoring: Part 1

### Section 6: Monitoring

This section comprises of 7 questions and examines how the organisation monitors its employees. The questions scrutinise data collection methods, analysis and outcomes. This section is worth 11% of your total score.

**Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.**

**Please ensure that no personally identifiable information is contained in your answers or evidence.**

#### **6.1 Does the organisation gather data on employee sexual orientation on diversity monitoring forms and/or systems?**

**GUIDANCE:** If you collect data on multiple systems, you should paste the question/s and options you ask on the majority of the systems. In the text box, explain what proportion of systems the question is used on.

Yes

**Copy and paste the question/s you ask and options staff can select:**

what is your sexual orientation?

Bisexual

Gay man

Gay woman/lesbian

Heterosexual

Other

Prefer not to say

This example is used on our HR system and Stonefish (which is our online recruitment system). These are the only systems that relate directly to employee data, therefore the proportion of systems is 100%

## 6.2 Does the organisation gather data on whether employees are trans and/or non-binary on diversity monitoring forms and/or systems?

**GUIDANCE:** If you collect data on multiple systems, you should paste the question/s and options you ask on the majority of the systems. In the text box, explain what proportion of systems the question is used on.

Yes

**Copy and paste the question/s you ask and options staff can select:**

Is your gender identify the same as the gender you were originally assigned at birth?

Yes

No

Prefer not to say

This example is used on our HR system and Stonefish (which is our online recruitment system). These are the only systems that relate directly to employee data, therefore the proportion of systems is 100%

## Monitoring: Part 2

**6.3 Does the organisation monitor and analyse from application to appointment the success rate of LGBT applicants?** Yes

**GUIDANCE:** This refers to external appointments to the organisation and comparing applicant diversity forms to new starter diversity forms.

**Upload the most recent data showing analysis of application to appointment by sexual orientation and trans identity:**

please be aware only **one** file is allowed per answer



## **Describe who the analysis is seen by and action taken:**

The analysis is seen by the HR BP MIS, Organisational Development and Diversity Manager and the Executive Director of Human Resources. The summary findings are seen by the Vice-Chancellor's Board and HR Committee within the annual Equality & Diversity Report. The data is also shared with the LGBT+ Staff Network, as their input is invaluable with regards making improvements to encourage applications from individuals from within the LGBT+ community.

The HR Team review the data taken from our online recruitment system (Stonefish), in the data provided as evidence we can see a total of [REDACTED] applications were made, with 88% of applications made by Heterosexual/straight people. This figure remains consistent with previous data collated throughout the year and similar to previous years and represents the % split of sexual orientation seen across our workforce. A summary of the remaining data includes:

41 people who identify as Bi applied, [REDACTED]

20 people who identify as Gay Men applied, [REDACTED]

12 people who identify as Gay Women/Lesbians applied, [REDACTED]

interviewed

[REDACTED]

97 people indicated that they would prefer not to say, with 13 of them appointed, 29 shortlisted and 18 interviewed

The latest data shows that 97 people would prefer not to declare their sexual orientation (7%), this has previously been identified as an area of concern, and we continue to endeavour to ensure that our advertisements for job vacancies are written in gender neutral language, that our vacancies contain inclusive messages and that our key message from the Vice-Chancellor is warm and welcoming to all.

The analysis is reviewed on quarterly basis by the individuals mentioned above, discussion has taken place with the LGBT+ Staff network around methods to improve our vacancies to enable applicants to feel more comfortable when declaring their sexual orientation. The group consists of a cross section of members who represent the LGBT+ community and they are happy that the current methods used are inclusive and welcoming; we continue to monitor and review the data.

**6.4 Does the organisation monitor and analyse through a HR system, the spread of LGBT people at different pay grades and/or levels?** Yes

**GUIDANCE:** The system of data collection cannot be through an anonymous staff satisfaction survey.

**Upload the most recent data showing analysis of pay levels and grades:**

please be aware only **one** file is allowed per answer



**the analysis is seen by and action taken:**

The analysis is seen by the HR BP MIS, Organisational Development and Diversity Manager and the Executive Director of Human Resources. The summary findings are seen by the Vice-Chancellor's Board and HR Committee and are redacted to maintain confidentiality and comply with GDPR regulations.

A review is taken to ensure that the salaries of staff who identify as LGBT+ remain consistent with all staff. This information is not shared with the LGBT+ Staff due to confidentiality and GDPR regulations.

**6.5 When running staff satisfaction surveys, does the organisation break down and analyse the satisfaction of LGBT employees?** No

**GUIDANCE:** This can be through collecting diversity data on a staff satisfaction survey.

## Monitoring: Part 3

**6.6 What proportion of employees have answered the monitoring question asked in 6.1?**

**Tick one**

**GUIDANCE:** The proportion should **not** include those who prefer not to say and should be from an HR system, not an anonymous staff survey.

80-89%

**Upload reports or data demonstrating the declaration rate:**

please be aware only **one** file is allowed per answer

**Provide a brief description of the report you have uploaded:**

The attached report highlights the number of staff who have declared their sexual orientation and gender identity.

**6.7. What proportion of employees have answered the monitoring question asked in 6.2?**

**Tick one**

**GUIDANCE:** The proportion should **not** include those who prefer not to say and should be from an HR system, not an anonymous staff survey.

70-79%

**Upload reports or data demonstrating the declaration rate:**

please be aware only **one** file is allowed per answer

**Provide a brief description of the report you have uploaded:**

The attached report highlights the number of staff who have declared their gender identify.

**The following question is not scored.**

**6.8. Do you analyse differences in staff satisfaction levels between different LGBT identities?**

No

**Describe who the analysis is seen by and what action is taken.**

Type here...



## Procurement: Part 1

### Section 7: Procurement

This section comprises of 4 questions and examines how the organisation affects change in its supply chain. The questions scrutinise the steps taken to ensure LGBT inclusive suppliers are procured and held to account. This section is worth 9% of your total score.

**Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.**

#### **7.1 Does the organisation train or give guidance to the person/team responsible for procurement around diversity and inclusion outcomes, inclusive of LGBT equality?**

**GUIDANCE:** Examples can include information booklets, programmes or training, but must explicitly mention LGBT equality in relation to procuring services.

Yes

Describe the role or team responsible for procurement:

We employ a Procurement Advisor at the University who oversees procurement within the University. Their role:

- Assists the University to follow best procurement practices, ensuring that value for money is achieved as part of specific projects/tenders
- Advising on compliance with internal and external regulations governing procurement
- Supporting colleagues in managing expenditure to deliver contracts with suitably qualified suppliers that meet the needs of the end user and offer value.

Since commencing work with the University the Advisor, in collaboration with the Organisational and Development Manager has reviewed the procurement documentation and application to tender paperwork has been updated. A copy of the revised application form was forwarded to our Stonewall Programme Officer and Advisor, [REDACTED] who suggested amendments to wording to ensure full inclusivity and these have been actioned and are included in the live form currently being utilised. [REDACTED] contact details have been forwarded to the Procurement Advisor should he require further support and guidance.

Describe the diversity and inclusion training or guidance they receive:

The Procurement Advisor has received 1 to 1 training with the Organisational Development and Diversity Manager in relation to the Equality Act 2010 and the Public Sector Duty. He has also attended general Equality & Diversity updating which includes types of discrimination.

In relation to specific guidance around equality within procurement he has read the guidance provided by the Equality and Human Rights Commission, which included a power point entitled "Buying Better Outcomes", which covers the following:

- Legislation around the Equality Act and Public Sector Duty
- The role of procurement in Equality, looking at ways of using to use procurement at its various stages to incorporate equality requirements
- Procurement and community impact
- How equality should be addressed at each stage of the procurement cycle
- The importance of assessing impact on equality through procurement
- The importance of verifying, monitoring and evaluation throughout the procurement cycle

He has also read the guidance document entitled "Buying Better Outcomes" distributed by the Equality and Human Rights Commission, which supports the power point.

He has also received a copy of the Stonewall webinar slides entitled "Achieving Equality through Procurement"

7.2 Before awarding a contract, does the organisation scrutinise the following in the tender process?

Tick all that apply

**GUIDANCE:** Although it would be best practice, these criteria do not need to be deciding factors when awarding contracts. They should however still be scrutinised and appropriate action taken if the contract is awarded.

- A. Whether the potential supplier has a policy which explicitly bans discrimination/bullying and harassment based on sexual orientation or gender identity
- B. Whether the potential supplier has equality training which is explicitly inclusive of sexual orientation and gender identity

Describe the options selected below:

A. Describe how the organisation scrutinises the potential suppliers' policies:	<p>When awarding contracts each company tendering is required to complete a form that asks a number of questions in relation to equality &amp; diversity, including the following:</p> <p>(1) Does your organisation have an Equal Opportunities or Equality and Diversity Policy that is inclusive of all protected characteristics (age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)? And are able to provide a copy if requested?</p> <p>If you are selected as preferred bidder for this opportunity you will be expected to produce the relevant policy document. Failure to provide the document may mean that you will not be awarded any contract following this exercise</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>N/A <input type="checkbox"/></p> <p>(2) Have any of the following circumstances applied to your organisation in the last 3 years?</p> <ul style="list-style-type: none"><li>• a finding of unlawful discrimination by an Employment Tribunal, an Employment Appeal Tribunal or any other court or tribunal (or in comparable proceedings in jurisdiction other than the UK).</li><li>• following formal investigation by the Equality and Human Rights Commission or its predecessors (or a comparable body in a jurisdiction other than the UK), a complaint of unlawful discrimination has been upheld</li><li>• a finding of unlawful discrimination against anyone with protected characteristics has been made against your organisation by any civil or criminal court (or a comparable</li></ul>
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	<p>body in a jurisdiction other than the UK). This shall include the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>(3) If you have answered Yes to the above question, Please provide a summary of the finding or judgment and explain what action you have taken to prevent similar circumstances from recurring.</p> <p>(4) If you use sub-contractor(s) or are bidding on behalf of a consortium, what processes do you have in place to check whether any of the above circumstances apply to these other organisations?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>N/A <input type="checkbox"/></p>
<p>B. Describe how the organisation scrutinises potential suppliers' equality training:</p>	<p>When awarding contracts each company tendering is required to complete a form that asks the following question relating to equality &amp; diversity training:</p> <p>(1) Do all employees (including those from your consortium members where relevant) receive equality and diversity training inclusive of all protected characteristics (age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)? Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>Our procurement advisor working with the Organisational Development &amp; Diversity Manager is currently developing a process whereby successful contractors and suppliers will be offered the opportunity to attend equality &amp; diversity training delivered at the University.</p>

## Procurement: Part 2

7.3 Once a contract is awarded, how does the organisation hold the supplier to account?

Tick all that apply

**GUIDANCE:** The slot in supplier monitoring meetings does not have to be specifically for LGBT related issues, but should be inclusive of them.

A. Include a broad diversity and inclusion slot in contract monitoring meetings inclusive of LGBT issues

Describe the options selected below:

A. Describe how D&I outcomes are included within contract monitoring meetings:	The Organisational Development & Diversity Manager requested a list of staff from across the University who are involved in Procurement; once in receipt each person who has the responsibility of arranging and chairing updating/review meetings with contractors/suppliers was forwarded a request to include a diversity and inclusion item to their meeting agenda's, in order to discuss how they ensure that they are operating within inclusive practices. This also provides the opportunity to share best practice.
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7.4 In the past year, how has the organisation engaged or collaborated with its suppliers? Tick all that apply.

Tick all that apply

**GUIDANCE:** Joint LGBT diversity and inclusion training can also include sharing training with your suppliers.

A. Joint LGBT diversity and inclusion training

D. Share best practice and policy around LGBT inclusion

Describe the options selected below. Please include specific dates or time periods.

A. Describe the joint training:	Attendance at internal University equality and diversity training is offered to suppliers.
D. Describe how you share best practice with suppliers:	All staff involved with meetings with contractors/suppliers have been forwarded a request to include a diversity and inclusion item to their meeting agenda's, in order to discuss how they ensure that they are operating within inclusive practices. This also provides the opportunity to share best practice.

## Community Engagement: Part 1

### Section 8: Community Engagement

This section comprises of 4 questions and examines the outreach activity of the organisation. The questions scrutinise how the organisation demonstrates its commitment to the wider community and the positive impact it has. This section is worth 10% of your total score.

**Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.**

#### **8.1 In the past year, has the organisation utilised its social media accounts and online presence to demonstrate its commitment to LGBT equality?**

**GUIDANCE:** The social media accounts here should be the ones with the widest reach. This question examines how you demonstrate to the largest possible audience that your organisation is committed to LGBT equality.

Please upload evidence of two separate social media posts. The two social media posts uploaded (for example tweets), should be across a year and not concentrated on one event. The evidence can be an LGBT employee network group being re-posted by an account with bigger reach.

Yes

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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[Redacted]

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[Redacted]

[Redacted]

[Redacted]

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[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Upload a screenshot of social media activity:

[Redacted]

**Upload a screenshot of social media activity:**

[REDACTED]

**Provide the date of the activity:** 17/05/2019

**Provide the date of the activity:** 24/05/[REDACTED]

**8.2 Which of the following outreach activities has the organisation taken part in the last year? Tick all that apply.**

**Tick all that apply**

**GUIDANCE:** Sponsored or supported can include in-kind gifts and donations, for example providing a meeting room for a group, and doesn't have to be directly financial (i.e. giving money). The support of a campaign to tackle homophobia, biphobia and transphobia needs to be externally facing and not an internal awareness raising event.

- A. Sponsored or supported LGB community group/s
- B. Sponsored or supported trans community group/s
- C. Sponsored or supported LGB community event/s
- D. Sponsored or supported trans community events
- E. Supported campaign/s to tackle hate crime or homophobic, biphobic and transphobic bullying

**Describe each option selected. Please include specific dates or time periods.**

A. Sponsored or supported LGB community group/s	<p>We have recently commenced sponsoring a local group based in Wrexham; [REDACTED]. The group formed in [REDACTED] and comprise of LGBT+ people, aged between [REDACTED]. The majority of the group members come from lower social economic areas within Wrexham.</p> <p>We approached the group to enquire if we could work with them and support them in any way and explained it would be useful for us in order to consult with them to inform further improvements in the services that we provide as a University to ensure inclusivity for all. A member of the University's LGBT+ Staff Network have agreed to Chair the groups meetings.</p> <p>The group currently have very limited funding and currently have a venue, however they are looking for alternative premises where (in their own words) they would feel safe to be themselves, we are delighted to announce that we will be</p>
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	<p>providing them with a room at the University, free of charge going forward.</p> <p>We are also donating tea, coffee and biscuits and a member of the LGBT+ Staff Network has donated an electronic keyboard to the group.</p> <p>The LGBT+ Staff Network also intend to arrange a fundraising event in the coming academic year, with funds raised being donated to the group.</p> <p>[REDACTED]</p>
B. Sponsored or supported trans community group/s	<p>[REDACTED] includes a cross section of the LGBT+ community, which does include trans and non binary people. Please see section A of this question which explains how we are currently supporting the group.</p> <p>We also forward details of vacancies available within the University to [REDACTED] on a monthly basis.</p>
C. Sponsored or supported LGB community event/s	<p>Flintshire Pride was due to take place on the 5th June, 2019. Unfortunately the event was cancelled due to bad weather. We had promoted the event to staff and had a healthy number of attendees, in addition the LGBT+ Staff Network had secured the opportunity to host a stall to promote the University, our inclusive ethos and show our commitment to the LGBT+ community - unfortunately the event has not been rescheduled as yet; we are optimistic that it will take place next year and we will definitely be present to represent the University at future planned events.</p> <p>Last year the University took part in Chester Pride for the first time and were proud to be involved in the parade. This year we will be joining the celebrations once again on the 22nd September (originally planned to take place 10.08.19 - the event was rescheduled due to bad weather).</p> <p>The University were pleased to be contacted by [REDACTED] of Chester Pride who offered the University the opportunity to host a stall within the Health, Life and Wellbeing zone and we are delighted to have 3 members of staff (two of whom are members of the LGBT+ Staff Network) hosting a stall this year. We also have approximately 40 members of staff and students representing the University during the parade and we are proud to be involved to show our commitment and support for this event.</p>
D. Sponsored or supported trans	<p>Chester and Flintshire Pride celebrate a cross section of the</p>

community events	LGBT+ community, which does include trans and non binary people. Please see section C of this question which explains how we are currently supporting this community group.
E. Supported campaign/s to tackle hate crime or homophobic, biphobic and transphobic bullying	<p>As detailed above we supported the campaign to tackle hate crime or homophobic, biphobic and transphobic bullying on May 17th, showing our commitment to the LGBT+ Community by sharing a link to a list of organisations where anyone experiencing homophobia, biphobia and transphobia can reach out for support if required. The screen shots provided as evidence show a reweet of a flag raising event undertaken by [REDACTED] which was attended by members of the University's LGBT+ Staff Network, showing their support for the community and [REDACTED]. The second screen shot shows a Facebook message sent out from the University's account which shared the link to a list of organisations who can offer support to those experience any type of phobia relating to the LGBT+. The third screen shot shows the same link and comments of support for the LGBT+ community which was sent from the [REDACTED]</p> <p>The University's [REDACTED] students also showed their commitment by releasing 7 separate social media posts to represent the colours of the rainbow flag, with each post providing detail around hate crime (what it is, how it can reported,why it should be reported etc).</p> <p>Internally the LGBT+ Staff Network put together a hnd-out entitled "What is Hate Crime?" which was shared to staff via the weekly newsletter and posted on the LGBT+ Staff Networks web page.</p> <p>The University also registered it's commitment and details of planned activity during IDAHO on the IDAHO official website.</p>

Community Engagement: Part 2

**8.3 In the past year, have you collaborated with other organisations in your region or sector on an initiative to promote LGBT equality in the wider community?**

**GUIDANCE:** The initiative can be a one-off or on-going project.

Yes

**Complete the following. Please include specific dates or time periods.**

Name the organisation/s you collaborated with:	<p>[REDACTED] - September, 2018 and February 2019</p> <p>[REDACTED] - Ongoing from September 2018</p> <p>[REDACTED] - September 2019</p>
Describe the collaboration or initiative:	<p>[REDACTED] to host a stall at our Fresher's Fayre in September 2018. The club used the opportunity to promote themselves and recruit potential players; promoting the inclusive nature of the sport and providing the opportunity for students to join in with a team where they would feel included and accepted. The University also donated rainbow laces to the team, which they wear whilst playing to show support the the LGBT+ community. A number of the team joined a sporting event at the University in February 2019, holding a [REDACTED] game against students, coaching them on the rules and highlighting the inclusive nature of [REDACTED] sport.</p> <p>[REDACTED] - members of the LGBT+ Staff Network now join the [REDACTED] network meetings and vice/versa to share best practice and develop methods of raising awareness by working together to create a larger impact. The LGBT+ Staff Network are currently working with them to plan a Trans Film Festival, which will take place at the University during November 2019. Open to staff, students and the general public the event will showcase films made by Trans people and aims to raise awareness and develop understanding and acceptance. [REDACTED] is liaising with [REDACTED] with the intention being that [REDACTED] the festival and permits us to showcase some of [REDACTED] work.</p> <p>[REDACTED] - The University has recently commenced working with [REDACTED], [REDACTED], North Wales, whose purpose is to promote equality and diversity by enabling their volunteers to develop skills, celebrating difference and engaging with the local community. The University is currently promoting volunteering opportunities with staff and students to encourage them to work with the enterprise in a number of ways including supporting their clients with agricultural work and supporting their [REDACTED] festival. In particular they are looking for support from our marketing students and we are keen to support them to enable them to promote themselves to a wider platform.</p>
Describe the impact of the collaboration or initiative:	<p>[REDACTED] - the club increased interest in their team following attendance at the Fresher's Fayre in September, which resulted in [REDACTED] and can now socialise and exercise in a space/environment where they feel accepted and free to be their chosen self. The team where the rainbow laces (donated by the University) which</p>

raises awareness and promotes commitment to the LGBT community. The connection made with the players and our sports students/Lecturers will raise the profile of the inclusive nature of the team, not only amongst our LGBT staff and students, with our entire student and staff profile - an endorsement that it is ok to identify as LGBT+ and still play sport - sending out a very positive message.

██████████ - the meetings with ██████████ have been very beneficial and have been supported with separate meetings between the Chairs of the the University's LGBT+ Staff Network and ██████████ to further consolidate the collaborative relationship and share good practice, a positive union resulting in the sharing of resources and ideas to make improvements within the workplace. ██████████ have established a Reverse Mentoring Scheme and the University is working with them to develop their own scheme. At present it is not possible to determine the impact as the scheme is in its infancy, however the sharing of ideas and supportive element of our working relationship has been beneficial.

**8.4 Has your organisation done any further work in the past year to promote LGBT equality in the wider community?** Yes

**GUIDANCE:** Activity here should be additional to anything already mentioned in the submission. Please include specific dates or time periods.

## **Describe the activity and impact:**

Trans Inclusion - The University are members of the [REDACTED] and use the group to share good practice, ask questions, share resources and support other HEI's. Following the publication of a letter in a national newspaper from a University professor (co-signed by 35 Academics) members of the [REDACTED] group drafted a letter in response supporting Trans-inclusive practices in HE. The Executive Leadership Team at the University and its LGBT+ Staff Network signed the letter endorsing that we stand in solidarity with trans staff/students and will challenge views that clash with our principles of an inclusive academia. A number of petition pages were set up to appose the letter; the University and LGBT+ Staff Network was happy to sign.

Role Model - This year the LGBT+ Staff Network have nominated [REDACTED] for an Honorary Fellowship. [REDACTED] was nominated for the significant awareness and support he has shown for LGBT+ equality. Please find a summary of the nomination below:

[REDACTED] and is known locally with respect and admiration. [REDACTED], who uses his sports connections to encourage and support young people interested in sport to be open and comfortable with their life choices; he is a spokesperson for LGBT+ equality and has been involved with a number of charities including [REDACTED]. His experience of a "Team" ethos will inspire our community within the University. His outlook and approach compliments a number of the University's values. His ambition to succeed will inspire and motivate our students and staff, demonstrating that there are indeed no limitations to learning and the capacity to improve ourselves, displayed through his [REDACTED] and as an individual facing adversity due to his life choices and publicly challenging bias and prejudice.

The LGBT+ Staff Network would like to recognise the contribution that he continues to make towards raising awareness; he is an excellent role model for our students and staff, highlighting that being openly gay needn't be a barrier to a successful career – an ambassador for WGU, complementing our values and inclusive nature". The Board of Governors endorsed and welcomed the nomination and [REDACTED] has been contacted and we await a response.

We also welcomed an [REDACTED] into the University to deliver a talk to staff and students on the struggles of LGBT people as we step into 2019. [REDACTED] visited the University during LGBT History Month in February 2019 to inspire our staff and students with his story of how he became the first [REDACTED]

[REDACTED] of the University in February 2019 a positive role model for all students, staff and our community.

**The following question is not scored.**

**8.5 In the past year, has the organisation utilised its social media accounts to demonstrate its commitment to bi and trans equality?**

**GUIDANCE:** The social media accounts here should be the ones with the widest reach. This question examines how you demonstrate to the largest possible audience that your organisation is committed to LGBT equality. The evidence can be an LGBT employee network group being re-posted by an account with bigger reach.

Trans equality

**A. Upload a screenshot of social media activity:**

(No response)

**B. Upload a screenshot of social media activity:**



**Provide the date of the activity:** (No response)

**Provide the date of the activity:** 29/03/2019

## Routing question Section 9

### **Section 9: Clients, Customers and Service Users**

This section comprises of between 3-5 questions and examines how the organisation engages with clients, customers, services users or partners. This section is worth 8.5% of your total score.

**In order to begin this section, choose which sector best describes the organisation below.**

**Please choose the option that best describes your organisation:**      A. Public or third sector with service users

## Clients, Customers and Service Users: PS SU P1

### **Public or third sector with service users**

**9A.1 In the past 3 years, has the organisation examined the service user journey to ensure there are no barriers to access for LGBT people?**      Yes

**GUIDANCE:** This should be a formal mapping process of the touch points of the service user and the service.

**Describe the process by which you examined the service user journey. Please include specific dates or time periods.**

The LGBT+ Staff Network have a number of objectives and have prioritised to undertake a mapping exercise to look at an overview of the the student's journey during this academic year, to include prospectus, open days, website, imagery used, the application process, first impressions of the Campus and its facilities and the use of the Stonewall logo.

The mapping exercise will also include consultation with students with input from them to determine if we have considered everything to enable a fully inclusive journey for them.

Outcome actions will then be determined with an action plan developed.

Members of the LGBT+ Staff Network have also met with the University's Marketing Manager on the 15th April, 2019 to discuss methods of improving the imagery used within the 2020-2021 prospectus, which included:

- Stonewall logo to be displayed more prominently
- Inclusion of the Trans/Rainbow Flag being included in the Student Union Network Page
- Including a section dedicated to the networks available to students
- Increased number of males included in photographs promoting nursing courses
- Increased number of females included in photographs of STEM course
- Differing images of students represented: disabled, differing race, age and same sex couples

**Describe the outcome and impact. Please include specific dates or time periods.**

The impact to be determined.

**9A.2 Does the organisation collect LGBT monitoring information for service users to allow for the following analysis? Tick all that apply.**

**Tick all that apply**

**GUIDANCE:** You should demonstrate how you collect the data and how it is analysed.

A. Assess whether LGBT people are accessing your services

**Describe the options selected:**

A. Assess whether LGBT people are accessing your services:	All students complete an enrollment form in order to gather information, including their sexual orientation and gender identity.
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## Upload analysis reports for option A:

please be aware only **one** file is allowed per answer



## Clients, Customers and Service Users: PS SU P2

**9A.3 Has the organisation consulted with LGBT service users in the past 3 years to tailor the services to their needs?** No

**GUIDANCE:** The consultation should have involved all LGBT identities.

**9A.4 What percentage of frontline employees have been trained on reducing bias and discrimination towards LGBT service users?**

**Select the completion rate for the training**

**GUIDANCE:** The training should reach as many frontline employees as possible. Training content should explicitly mention examples of discrimination and bias towards LGBT service users. Content should also include the steps frontline employees can take in eliminating this discrimination and bias. Examples of content you could upload are case studies, e-learning screenshots or powerpoint presentations.

D. 1 - 25 per cent

**Describe how you estimate completion rates:**

Attendance at training sessions is monitored and recorded, with individuals training records being updated accordingly. All new staff attend Equality & Diversity training as part of the induction and updating sessions are offered to existing staff.

A number of updating communications are shared via our staff intranet, usually in the form of hand-outs, these are available to all staff.

## **Describe the format of the training and the content you have uploaded:**

The training is delivered in group format on a face to face basis and includes the following:

- Statistics to raise awareness and why education is essential to improve inclusivity
- Detail around gender identity, sexual orientation and gender expression
- Legislation
- An acceptable language exercise
- An update around Hate Crime and how to challenge unacceptable language and behaviour
- Reporting/escalation routes
- top Tips

We regularly upload communications, usually to tie in with diversity events to highlight and raise awareness to all staff, examples of which can be found below.

Additional training delivered provides an overview of what UB is and includes a number of practical activities to explore our perceptions and first impressions of others. It also explores how UB is developed and how we are influenced. and provides examples of differing types of UB, providing practical hints and tips and considerations that should be put in place prior to shortlisting and interviewing.

The training aims to:

- Raise awareness of how to mitigate and manage Unconscious Bias
- Provide an overview of Unconscious Bias (UB)
- Provide an understanding of the impact of UB on professional practice
- Time to reflect on people's bias and personal preference.

## **Upload training content:**

please be aware only **one** file is allowed per answer



## **Upload training content:**

please be aware only **one** file is allowed per answer



**9A.5 In the past year, has the organisation communicated or promoted its services as being explicitly LGBT inclusive?** Yes

**GUIDANCE:** The communication can be digital or physical.

**Describe the reach of the communication. Please include specific dates or time periods.**

The University rose 175 places within the Stonewall Workplace Equality Index following its submission last year. This was an excellent opportunity to celebrate and make our community aware that our services are LGBT+ inclusive. We did this in a number of ways, including:

- The Wrexham Glyndwr External Website - 29.01.19
- Local Press - Wrexham Leader - 28.01.19
- Local Press - Wrexham Leader Live (online newspaper) - 29.01.19
- Wrexham Glyndwr University Twitter account - 31.01.19
- Wrexham Glyndwr University LinkedIn account - 31.01.19
- Wrexham Glyndwr University Facebook account - 31.01.19
- Internal promotions

The variety and breadth of communications used are far reaching within our community and beyond. Using local press will reach a wide audience, including those who do not use social media.

**Upload an example communication:**

please be aware only **one** file is allowed per answer



Photo of a poster displayed centrally in our refurbished B corridor, which is one of the main thoroughfare's through the University's main campus, highlighting our pride and commitment to the LGBT+ Community (Sept 2019) Due to the glare the image cannot not be seen very well – it reads "Wrexham Glyndwr University was the first higher education institution in North Wales to become a Stonewall Diversity Champion"



## Section 10

### **Section 10: Additional work**

This section is your opportunity to tell us about any additional work the organisation has carried out over the past year. This section is worth 1% of your total score.

#### **10.1 Has the organisation done any further work in the past year to improve the working environment for LGBT staff?**

**GUIDANCE:** The activity detailed here should **not** have been mentioned anywhere else in the submission. The activity should relate to the UK, rather than global operations; please see the Global Equality Index to showcase global work.

Yes

#### **Describe the activity and impact. Please include specific dates or time periods.**

- The LGBT Staff Network is now established and has grown to its current number of 11. We continue to extend an open invitation to all staff explaining that "everyone is welcome regardless of sexual orientation or gender identity".
- We continue to encourage staff to wear Rainbow Lanyards, with over 50% of our workforce wearing them daily.
- We have developed an action plan to support continuous improvements informed by the Networks objectives and the WGU Strategic Equality Plan - updated July 2019.
- The suite of Trans guidance continues to grow with the latest addition "The Truth about Trans", providing a myth busting insight into life as a trans person. All documents have been shared with staff and can be accessed by visiting the LGBT+ Staff Network's web page. (published in June 2019)
- All local and national events relating to LGBT+ are promoted to staff via internal communications, such as BIFEST Wales, May 2019.
- Systemic review of policies ensuring gendered language used throughout, leading to more inclusive

policy wording- ongoing work.

- Increased use of celebrating LGBT+ people when celebrating differing diversity dates, promoting intersectionality, enabling the University to ground the difference within our community - ongoing.

- Empowering staff to become Role Models/Allies by showcasing external role models via our Network's Web Page, sharing the message that coming from a minority group shouldn't hinder aspirations and sharing statistics around the bullying that LGBT+ people experience whilst in education to raise awareness and break down misconceptions, encouraging staff to become role models themselves. - ongoing.

- The new Chair of the LGBT+ Staff Network is currently undertaking research which is [REDACTED]  
[REDACTED]  
[REDACTED] it is not possible to comment on the impact made, however it is hoped that findings will inform required change and build on the existing collaborative working approach with the [REDACTED] that has already been established.

- All internal/external events are also promoted to students via our Student Union, with the LGBT+ Staff Network having established an excellent working relationship with them resulting in a number of joint events being organised; further embedding the inclusive and community feel that we have here at the University.

- The LGBT+ Staff Network will be hosting a stand at this years Fresher's Fayre, to promote our inclusive ethos.

- A member of the HR Team will be joining all staff inductions to promote the WGU Equality, Diversity and Inclusion ethos and share information relating to networks and support mechanisms.

- The University flies the Rainbow/Trans flags permanently within their public Quad area; a main thoroughfare through the University, seen by many on daily; at various times throughout the year we fly the Bi Flag.

Flying the flags permanently shows a public demonstration of the University's commitment to LGBT+ inclusion and our mission to inspire and enable all.

## **Staff Feedback Survey**

## Has your organisation circulated the Staff Feedback Survey?

The Staff Feedback Survey is worth 10% of points in the Workplace Equality Index.

The survey can be found at [REDACTED] and closes on Friday 1 November.

Your colleagues will need your organisation's 4-digit code in order to access the survey. If you do not have this code, contact [REDACTED]

## Optional Awards

### Individual awards

The following awards will be given to outstanding individuals, network groups and organisations who have contributed significantly to LGBT equality, both within their workplace and the wider community.

The nominations are longlisted by the Membership Programmes team and then shortlisted and awarded by an internal Stonewall panel.

Award winners are profiled in Stonewall's Top 100 Employers publication.

You can still be named as an award winner if your organisation does not reach the Top 100 list.

For individual awards, please ensure you have the person's permission to share their details before completing and submitting the nominations.

### Role Models of the Year

**If you would like to nominate an individual(s) for one or more of the role model awards, please select from the below options and tell us about the great work they've done over the past year.**

**Guidance:** You should tell us how the individuals have contributed significantly to LGBT equality in both your workplace and the wider community.

**Please note that we use [REDACTED].**

**You should ensure the nominated individual is comfortable being identified with the specific term selected. For example, if someone is pansexual, making sure they're comfortable receiving the award and being profiled as Bi Role Model of the Year.**

**We will work with them to explore their identity fully within their profile in the Top 100 Employers publication.**

No Responses Selected

## Ally of the Year

**If you would like to nominate an individual for the ally award, please tell us about the great work they've done over the past year.**

**Guidance:** You should tell us how the individual has contributed significantly to LGBT equality in both your workplace and the wider community.

**Please note this category can also include allies within the LGBT community. For example, a lesbian women who has shown fantastic allyship to the trans community.**

(No response)

## Senior Champion of the Year

**If you would like to nominate an individual for the senior champion award, please tell us about the great work they've done over the past year.**

**Guidance:** You should tell us how the individual has contributed significantly to LGBT equality in both your workplace and the wider community.

**Please note the senior champion does not need to identify as LGBT.**

(No response)

## Employee Network Group of the Year

**If you would like to nominate your organisation's network group, please tell us about the great work it's carried out over the past year.**

**Guidance:** You should tell us how the network group has contributed significantly to LGBT equality in both your workplace and the wider community.

**Please note you may reference work which has already been documented in the LGBT Employee Network Group section.**

(No response)



## Bi-Inclusive Workplace of the Year

**If you would like to nominate your workplace for the Bi-Inclusive Workplace of the Year award, please tell us about the great work you've done over the past year.**

**Guidance:** This is an opportunity to demonstrate that your organisation is leading the way as a bi-inclusive workplace.

**Please note you may reference work which has already been documented.**

(No response)