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Policies and benefits Actions relating to policy audit process, policy content and communication.	• More clarity on discrimination, bullying and harassment, including examples of what homophobic, biphobic and transphobic bullying might look like. • Have an audit process to review policies for inclusion. • Ensure family leave policies do not include gendered language/pronouns. • Produce a transitioning at work policy or guidance to support trans staff who are undergoing transition. • Produce a transitioning at work policy or guidance to support trans staff who are undergoing transition.	- The Dignity and Respect policy was published after the submission and includes examples of homophobic and transphobic harassment. - Family policies include a 'Parental Leave' policy which does not include gendered pronouns, and the definition of parent within the policy is gender-neutral. The Maternity Policy and the Paternity policy both include the statement: 'The policy applies to any staff giving birth regardless of gender, sexuality and marital status.' The Paternity Policy also states, 'This includes same-sex partners'. - A Transitioning at Work Policy and accompanying guidance has been developed, and published on the EDI pages of the Sussex website.	- Develop a Trans and Non-Binary Inclusion Policy as part of a new suite of EDI Policies, which will also include a Pronouns Guidance and Inclusive Facilities Policy. - Review and update existing policies including the 'Definitions of Violence Policy' to include examples of bullying and harassment for each protected characteristic including examples of homophobic, biphobic and transphobic bullying. - Review and update the wording of existing family policies to reflect inclusive language that does not assume the gender of a partner or parent.
The employee lifecycle Actions relating to how we engage and support employees throughout their journey in the workplace from attraction and recruitment through to	• Provide information on LGBTQ+ inclusion at application and induction. • Advertise on inclusive recruitment platforms. • Include LGBTQ+-inclusive information in job packs for applicants. • Provide information about staff networks on our job pages. • Recruitment training to cover what bias and discrimination might look like and	- Staff Networks link (with further information when you follow the hyperlink) is included in the new starter Induction Checklist. This includes LGBT+ Staff Network and TNB Staff Network. - There are optional Exit Interviews, but these are not completed by all staff. - Specific examples of harassment and discrimination are included in the online diversity in the workplace training and our unconscious bias and recruitment and	- Review how career development opportunities are advertised to staff and provide information on LGBTQ+ Inclusion at Sussex to applicants and new starters. - Review the EDI training requirements for staff involved in promotions and research funding applications. - Review all staff-facing systems to ensure they are inclusive of non-binary identities.

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employee development.	how to counteract this. • Communicate career development opportunities to staff. • Recognise staff network group activity in staff development or appraisal plans.	diversity training courses. - Asking about pronouns is now included in new Onboarding process (HR/OD/EDI working group). - There is a general statement about Sussex's commitment to diversity and a link to Inclusive Sussex and the EDI web pages on the job landing pages. - EDI Unit have provided recommendations to HR working group on updating the appraisal paperwork and process to include more of a focus on EDI related issues and have suggested that Staff Networks be included in the examples of EDI related personal and professional development that staff might engage in and set appraisal objectives relating to this.	- Continue to recognise key LGBTQ+ Awareness dates through comms and activities. - Develop opportunities for allyship, LGBTQ+ mentoring and peer support. - Continue to give feedback to HR and Organisational Development about the inclusion of EDI, intersectionality and LGBTQ+ Inclusion in HR processes from recruitment, to exit interview and at all stages in the employee journey.
Staff Networks Actions relating to the function of the LGBTQ+ and Trans and Non-binary Staff Networks at Sussex.	• Terms of reference, that cover membership, representation, leadership and code of conducts in addition to aims and purpose. • Communicate what support the group provides to all employees. • Develop the activities the group engage in. • Agree clear, tangible objectives to track the progress of the staff network.	- The LGBTQ+ and TNB Staff Networks each have an updated Terms of Reference that cover the suggested areas. - This gives the networks flexibility to consider adding other aspects of their role and terms of reference to ensure that the networks reflect the needs of their members.	- Develop an annual plan for the staff networks, which will include key activities, role of chair, priorities and aims for the group that year. - Update the website page for the Staff Networks and develop more opportunities to advertise the Networks to new and existing staff. - Support and further develop our LGBTQ+ and Trans and Non-binary Staff Networks, and raise awareness of these networks.

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			- EDI Unit to provide information and opportunity for discussion with all Network Chairs to facilitate and encourage ideas and best practice sharing between Networks, opportunities for recognising intersectionality, and to ensure the autonomy of each Network within a clear framework of support and guidance.
Empowering Individuals Actions relating to empowering staff, engaging allies and promoting role models.	• Profile role models from more diverse communities, such as LGBT BAME people, LGBT people with a disability or LGBT people openly discussing their mental health.	The LGBTQ+ and Trans and Non-Binary Staff Networks are considering how to collaborate with other staff networks to address intersectionality.	- See above recommended action regarding bringing Network chairs together to identify opportunities for collaboration between staff networks. - Set up a role models project and the LGBTQ+ Stories@ Sussex Project to amplify the voices of LGBTQ+ staff and students and increase the awareness of issues facing LGBTQ+ staff and students. - Identify specific support and activities which address and recognise intersectionality – for instance an activity raising awareness of support for LGBTQ+ BAME people. - TNB and LGBTQ+ Staff Networks to encourage members to engage in the LGBTQ+ Stories at Sussex project to show case experiences and stories. - Explore mentoring and peer mentoring in relation to the Staff Networks. Link in with the OD mentoring programme to identify opportunities for support, development and

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			collaboration with existing mentoring programme.
Senior leadership Questions scrutinise how the organisation empowers senior leaders at different levels and the individual actions they take.	• Consistent engagement across both tiers of leadership on issues of LGBT inclusion. • Consider how the institution might better support senior leaders in engaging with LGBT inclusion.	Pro-Vice Chancellor (Culture, Equality and Inclusion) is now in post (David Ruebain). David now sits on the LGBTQ+ SAT, and has fortnightly team meetings with the EDI Unit which includes discussion of relevant LGBTQ+ actions, and frequent discussion with LH between this, engagement with staff networks and Student's Union TNB and LGBTQ+ Officers. Regarding the action to publish the University's annual messages on its commitment to LGBT+ Inclusion, since September 2022, the EDI Unit has made the following updates (via the EDI pages of the website/Broadcast: ○ Posted 21/9/22 – EDI Unit posted a Broadcast article in support of Bi Visibility day Bi Visibility Day 2022 : News and events : Equality, Diversity and Inclusion : University of Sussex The post did include the statement that the University would fly the Bi flag over Sussex House, but due to the estates team not wishing to take down the Union Jack to replace it with the Bi flag, this did not happen in time (this was followed up with a team meeting between the EDI Unit and the estates team responsible for changing the flag to review the process for conflicting instructions regarding which flag to fly.)	- Regular summary report from the LGBTQ+ SAT to UEG and the Senior Leadership Team which highlights key current issues facing LGBTQ+ Students and Staff - To support and facilitate links between senior leadership and the Trans and Non-binary and LGBTQ+ Staff Networks - Senior leadership support of community events such as Brighton Pride - Review the appraisal and objective setting process for senior leaders within the University with the aim of ensuring EDI and LGBTQ+ specific objectives are set and measured. - Continue to publish the University's annual messages on its commitment to LGBT+ inclusion. - Senior leadership support of University-wide initiatives such as the In Conversation With… EDI focused events and allyship and listening training programme.

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		o Posted 14/11/22 – EDI Unit posted a Broadcast article in support of Transgender day of Remembrance and Trans Awareness Week – the trans flag was flown over Sussex House. [Transgender Day of Remembrance : News and events : Equality, Diversity and Inclusion : University of Sussex](#) o Posted 4/1/23 – The EDI Unit has purchased a standardised awareness day calendar, which is not exhaustive but includes key awareness days – and is available for all staff and teams to access, to decide which days they wish to put events or activities on for, or post articles in support of. This includes many LGBTQ+ specific awareness days. [Launch of a New Equality and Inclusion Calendar for 2023 : News and events : Equality, Diversity and Inclusion : University of Sussex](#) And David Ruebain has made the following updates (via Inclusive Sussex updates/internal comms: o Posted 2/9/22 – Inclusive Sussex Update reported on Sussex University's attendance at Brighton and Hove Pride, announced the first 'In conversation' Inclusive Sussex event with Dan Gillespie-Sells, and announced the plans to develop a new Trans and Non-Binary Inclusion Policy [David Ruebain: Inclusive Sussex update : News and events : Equality,](#)	

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		[Diversity and Inclusion : University of Sussex](#) o In addition to this, there is the Inclusive Sussex regular staff update which is emailed to all staff. Other LGBTQ+ related articles posted on the University website EDI pages since September 2022: o Posted 6/10/22 [Career Equity Project Tackles LGBTQ+ Representation in STEM : News and events : Equality, Diversity and Inclusion : University of Sussex](#) o Inclusive Sussex includes a commitment to Sussex being in the top 100 employer list within the Stonewall WEI by 2025 [Inclusive Sussex Strategy : Culture, equality and inclusion : About us : University of Sussex](#)	
Monitoring Questions scrutinise data collection methods, analysis and outcomes.	• Monitor sexual orientation and gender identity across pay grades. • Evidence staff satisfaction data cut across sexual orientation and gender identity data. • Monitor the recruitment cycle, so that you can assess potential barriers to recruiting people of specific identities.	My View self-reporting system is now in place and staff can add their own EDI data including sexual orientation and gender (including the option to self-describe). There is a separate tab for 'HESA' which asks 'Does your gender identity match your sex as registered at birth?'	- There are ongoing actions to increase rates at which staff complete the My View Equalities data - Identify steps to close gaps between systems where data on gender identity and sexual orientation is captured, analysed and stored. - Beyond the pulse survey reports on the website, to gather staff satisfaction survey results specific to LGBTQ+ staff and identify what meaningful data can be gathered (recognising the way that questions on identity and personal details within the survey are worded they may not capture all LGBTQ+ staff

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			so this will be an estimate). - To review and update the Equalities Monitoring Data Guidance produced by the University. - Work with colleagues in HR to identify potential barriers to recruiting people of specific identities, based on feedback, and opportunities to address this.
Procurement Questions scrutinise the steps taken to ensure LGBT inclusive suppliers are procured and held to account.	• Provide specific training or guidance to the procurement team that covers diversity and inclusion outcomes and that this is explicitly inclusive of LGBT equality.	We will work with our Procurement team to collate evidence to support this section and to explore possibilities of embedding best practice in relation to LGBT+ inclusivity.	- To work with our Procurement team to collate evidence to support this section and to explore possibilities of identifying and monitoring the LGBT+ inclusivity of suppliers and contractors – there is a working group with Estates, looking into EDI and procurement.
Community engagement Questions scrutinise how the organisation demonstrates its commitment to the wider community and the positive impact it has.	• The institution clearly engages with the local community on LGBT inclusion initiatives and utilising social media accounts to demonstrate that you are an LGBT-inclusive institution that supports LGBT equality externally. • We would like to see you engage with trans-specific community groups and events too.	We have continued to be active on social media, sending out a twitter post in support of LGBTQ+ awareness days, and the awareness day posts which have been linked in the above section.	- We will continue to engage on LGBT+ inclusion (internally and externally) through the use of social media and internal communications. - We will collaborate with the University Trans Convenor and the Trans and Non-Binary Staff Network to explore opportunities of engaging with trans-specific community groups. - Develop key links in the local community and formulate an external comms and partnerships plan, to include groups such as Clare Project, Switchboard, B&H Council and Community Base for collaborative and consortium groups.

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			- Work toward Sussex having community engagement with local networking groups around EDI issues, participation in key steering groups, and support of community activities (i.e IDAHOBIT, Trans Day of Remembrance in addition to Pride.)
Clients, customers and service users This section examines how the organisation engages with clients, customers, services users or partners.	• Identify issues that LGBT students may have and barriers they may face in accessing services at the university. • Draw up a map of key services to assess how inclusive this is at each stage of the student accessing that service. • Consult with LGBT students through surveys, focus groups or sessions which seek to understand the LGBT experience in accessing services. • Engage in LGBT-inclusive service delivery training that focuses on delivering an inclusive service and what that looks like for frontline staff.	Links with the Students' Union TNBI and LGBTQ+ student groups have been made. There is now an established Trans Working group, which is led by the Trans and Non-binary student officer, and which is attended by Senior Leadership and the EDI Unit and an LGBTQ+ project group attended by the EDI Unit. This provides opportunities to share updates, hear feedback and concerns, and share priorities and areas of work we can collaborate on especially where they affect both staff and students. SU representatives from these groups are also invited to attend and be part of the LGBTQ+ SAT.	- Identify issues that LGBT students may have and barriers they may face in accessing services at the university. - Draw up a map of key services to assess how inclusive this is at each stage of the student accessing that service - Consult with LGBTQ+ students through surveys, focus groups or sessions which seek to understand the LGBTQ+ experience in accessing services. - Work with Student Experience department around developing further LGBTQ+ Inclusive student support. - Organise and participate in events looking at queer perspectives on decolonisation within the curriculum - Work with the Curriculum Re-imagined project regarding an LGBTQ+ Inclusive Curriculum