

Section	Feedback	Actions
<p>Policies and benefits Questions scrutinise the policy audit process, policy content and communication.</p>	<ul style="list-style-type: none"> • 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. 	<p>The Dignity and Respect policy was published after the submission and includes examples of homophobic and transphobic harassment. We are reviewing HR policies for gendered language with first phase to include maternity leave, paternity leave, shared parental leave, adoption leave and compassionate and special leave.</p> <p>A Transitioning at Work policy is being drafted and we aim to publish this in the summer after consultation with the Trans and Non-Binary and LGBT+ Staff networks. Supporting guidance for staff and line managers will also be produced.</p>
<p>The employee lifecycle Questions scrutinise how we engage and support employees throughout their journey in the workplace from attraction and recruitment through to employee development.</p>	<ul style="list-style-type: none"> • Provide information on LGBT inclusion at application and induction. • Advertise on inclusive recruitment platforms. • Include LGBT-inclusive information in job packs. • Provide information on staff networks on our job pages. • Recruitment training to cover what bias and discrimination might look like and how to counteract this. • Staff equality and diversity training to include specific examples of inappropriate behaviour based on sexual orientation and gender identity. • Communicate career development opportunities to staff. • Recognise staff network group activity in staff development or appraisal plans. 	<p>We are reviewing our external facing webpages to highlight the University's commitment to EDI and linking back to the EDI pages. Additionally, we are reviewing the working at Sussex pages and the material shared with applicants to highlight our commitment to EDI and to raise awareness of our staff networks. We are also working with OD to include information about staff networks in the induction plans for new staff.</p> <p>We now conduct exit interviews for staff who are leaving. We will determine how issues related to sexual orientation or gender identity are recorded and monitored.</p> <p>Specific examples of harassment and discrimination are included in the online diversity in the workplace training and our unconscious bias and recruitment and diversity training courses.</p>
<p>LGBT employee network group Questions scrutinise the function of the LGBT employee network group within the organisation.</p>	<ul style="list-style-type: none"> • 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. 	<p>We are working with all Staff Networks to standardise core terms of reference for all to assist in collaboration and recognition within the University structures. The networks would have flexibility to consider adding other aspects of their role and terms of reference to ensure that the networks reflect the needs of their members.</p>

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<p>Allies and role models This section examines the process of engaging allies and promoting role models and how the organisation empowers allies and role models and the individual actions they take.</p>	<ul style="list-style-type: none"> 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. 	<p>The LGBT+ and Trans and Non-Binary Staff Networks are considering how to collaborate with other staff networks to address intersectionality.</p>
<p>Senior leadership Questions scrutinise how the organisation empowers senior leaders at different levels and the individual actions they take.</p>	<ul style="list-style-type: none"> 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. 	<p>Continue to publish the University's annual messages on its commitment to LGBT+ inclusion.</p>
<p>Monitoring Questions scrutinise data collection methods, analysis and outcomes.</p>	<ul style="list-style-type: none"> 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. 	<p>Currently the University does not capture any information on THE sexual orientation or gender identity of staff. The EDI Unit is working closely with HR to implement self-reporting of staff personal data including sexual orientation, trans and/or non-binary identity on MyView. Collecting this data will enable us to have supporting data for our equality analysis of policies and projects.</p>
<p>Procurement Questions scrutinise the steps taken to ensure LGBT inclusive suppliers are procured and held to account.</p>	<ul style="list-style-type: none"> Provide specific training or guidance to the procurement team that covers diversity and inclusion outcomes and that this is explicitly inclusive of LGBT equality. 	<p>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.</p>
<p>Community engagement Questions scrutinise how the organisation demonstrates its commitment to the wider community and the positive impact it has.</p>	<ul style="list-style-type: none"> 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. 	<p>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.</p>

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<p>Clients, customers and service users</p> <p>This section examines how the organisation engages with clients, customers, services users or partners.</p>	<ul style="list-style-type: none"> • 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. 	<p>We will work with Student Experience colleagues to collate supporting evidence to support this section and to explore possibilities of embedding best practice in relation to LGBT inclusivity.</p> <p>We will access the sector specific support from Stonewall in relation to the new criteria to help us understand the priority areas for work and best practice to explore.</p>