



## **Kingsley LGBT+ Staff and Student Policy**

### **1. INTRODUCTION**

1.1. This policy is part of a series which outlines support for students and staff at Kingsley, with a particular focus on promoting equality of opportunity, diversity and preventing discrimination irrespective of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, care experience or socio- economic background. These guidance documents underpin and should be read in conjunction with Kingsley's Equal Opportunities Policy.

1.2. As a socially progressive, people-oriented organisation, Kingsley values the diversity of our student and staff populations and seeks to create a culture where everyone is welcome and thrives within our institution. We work to ensure that our students, staff and visitors, as well as those who apply to study or work at Kingsley, are treated fairly regardless of sexual orientation or gender identity. Kingsley will take prompt action in response to any alleged discrimination, victimisation or harassment based on sexual orientation or gender identity.

1.3. This policy aims to promote understanding and provide clarity on issues which may be of particular relevance to LGBT+ students and staff. It provides guidance for staff and line managers on support for students and staff and on ensuring an LGBT+ inclusive environment.

### **2. DEFINITIONS**

2.1. Key definitions are outlined below to assist understanding and promote inclusion of LGBT+ students, staff and visitors.

2.2. 'LGBT+': an umbrella term encompassing a range of sexual and gender identities. In terms of sexual orientation, this includes but is not limited to: lesbian, gay, bisexual, pansexual, asexual and aromantic association. In terms of gender identity, this includes but is not limited to: transgender, non-binary, genderfluid and other gender nonconforming identities. This guidance also covers those who identify as intersex and/or who have intersex conditions.

2.3. Sexual orientation: sexual orientation refers to a person's sexual and/or romantic orientation/attraction towards persons of the same sex or gender, persons of the opposite sex or gender or persons of either sex or gender. This also encompasses asexuality, defined as a lack of sexual orientation to others.

2.4. Gender/gender identity/gender reassignment:

Gender: often expressed in terms of masculinity and femininity, gender is a social construct, largely culturally determined and is assumed from the sex assigned at birth. Gender is not and should not be assumed to be binary. Gender Identity: a person's innate sense of their own gender, whether male, female or something else, which may or may not correspond to the sex assigned at birth.

Gender reassignment: another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of gender affirming medical intervention, but can also mean changing names, pronouns, dressing differently and living in their self-identified gender. 'Gender reassignment' is a characteristic that is protected by the Equality Act 2010.

2.5. Sex: assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female', despite having different meanings.

2.6. Intersex: a term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people may identify as male, female or non-binary.

2.7. Trans: 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.

### **3.0 Guidance on Sexuality in Kingsley**

3.1. Any student who perceives that they may have been treated in an inappropriate manner on the basis of sexual orientation or gender identity should normally speak to their Tutor or equivalent in the first instance.

Members of staff should normally speak to their line manager.

3.2. Any student, staff member or visitor to the Kingsley who is subject to or witnesses inappropriate behaviour, verbal or physical harassment or other discriminatory acts based on sexual orientation or gender identity can report to the CEO or Provost. This can include posters, stickers or graffiti which contain homophobic, biphobic or transphobic language.

3.3. The sexual orientation, gender reassignment or trans status of an individual should not be disclosed by others without their express consent. Students and staff have the opportunity to anonymously disclose such information when they register to study or work at Kingsley, to assist with equality monitoring. Provision of this data is entirely voluntary and no individual should be pressured to do so.

Data relating to a person's sexual orientation or sex life is considered to be 'special category' data under the General Data Protection Regulation (GDPR) and therefore has additional protection.

3.4. Staff and students are encouraged to adopt LGBT+ inclusive practices and language, to help to ensure all students, staff and visitors experience an inclusive campus environment, regardless of sexual orientation, gender expression or gender identity.

Examples of inclusive practice are listed below:

- Avoid making assumptions about people's sexual orientation or gender identity. Assumptions can lead to an environment where students or staff are put in a position where they feel pressured to 'come out' at Kingsley or work at a time or in a situation not of their own choosing.
- Small changes can make language more inclusive. For example, in social invitations or conversations, using the word 'partner' rather than gendered terms (e.g. boy/girlfriend, wife/husband).
- Pronouns are words such as 'she', 'he' and 'they' which refer to a person. Sharing and respecting pronouns can help to promote inclusivity of non-binary identified individuals, transgender people or anyone who may not immediately be read as the gender they identify as. Staff or students may wish to share their own pronouns when introducing themselves in person or by email and ask colleagues or peers which pronouns they use, to avoid misunderstandings or embarrassment.

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