

Trans Equality Policy



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Purpose and context

Our vision is to have a profound impact on the way the world does business and the way business impacts the world by shaping a collaborative, diverse and inclusive community where talented people grow and realise their potential.

The purpose of this policy is to provide a framework which outlines how trans individuals, regardless of whether they have decided to go through the process of gender reassignment or gender confirmation and regardless of their formal legal standing, will be supported by the School and treated with dignity and respect (more information on medical, legal and social transitions can be found in appendix 3). This policy aims to encourage a positive experience for trans individuals within our community, and everyone has a responsibility to support an environment that centres on respect and inclusion and to help foster a safe and accepting space every day.

Driving inclusion and belonging

LBS is an equal opportunities organisation, and no individual will be discriminated against for any protected characteristic in accordance with the Equality Act 2010. We value all experiences, backgrounds, and differences and strive to create an environment where all can belong and thrive within the framework of the school's behaviours and policies. More information can be found in our Belong & Thrive Statement.

Scope

This policy is available to all individuals who identify as trans within staff, faculty, students, participants, alumni and guests of our School (this includes affiliate faculty, contributors and speakers). The gender identities of our whole community will be treated with dignity and respect. An individual does not need to hold a Gender Recognition Certificate (GRC) in order to qualify for the support outlined in this policy, nor does an individual need to be medically transitioning in order to qualify for the support outlined in this policy.

This policy does not form part of your contract of employment and may be amended by LBS at any time.

Definitions

The source of these definitions are [Stonewall.org](https://www.stonewall.org), [ILGA-europe.org](https://www.ilga-europe.org)

Trans: Is an inclusive umbrella term referring to people whose gender identity and/or gender expression differ from the sex/gender they were assigned at birth. It may include, but is not limited to: people who identify as transsexual, transgender, transvestite/cross-dressing, androgyne, polygender, genderqueer, agender, gender variant, gender non-

conforming, or with any other gender identity and/or expression which does not meet the societal and cultural expectations placed on gender identity.

Transitioning: The steps a trans person may take to live in the gender with which they identify. Each person's transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning also might involve things such as telling friends and family, dressing differently and changing official documents.

Respecting identities

There are many different identities which fall under the umbrella of trans, and we will treat everyone's gender identity, regardless of the law, with dignity and respect. See Appendix 2 for definitions relating to this policy.

Mental health and wellbeing

It is recognised by the School that trans individuals may experience harassment, discrimination, abuse, and/or fear of discrimination and prejudice in wider society, which can be the cause of mental distress. Below outlines the support we offer to employees and students who identify as trans. Individuals have the choice to share their trans status with the School.

Internal wellbeing support (staff and faculty only)

We encourage everyone who identifies as trans and who needs support for their wellbeing to source the right support for them. All our wellbeing providers are LGBTQ+ inclusive, and all have members trained in trans equality and understand gender identity issues. Support available:

EAP (VITA Health Group): School's 24/7 Employee Assistance Programme to support staff. Counselling & Information Line - 0800 111 6387 or accessed through: www.my-eap.com. Access code: lbswell

Our EAP is available 24/7 for callers to contact in order to receive emotional support and information about services or other support/help that may be useful. There are a wide range of reasons and experiences that callers report that lead them to contact our EAP and our counsellors are trained to provide open, non-judgemental, person-centred support no matter what the caller may be sharing. This includes issues around gender, sexuality, race or experiences of discrimination or difficulties related to equality and diversity issues. All counsellors are registered with the British Association for Counselling and Psychotherapy (BACP) and must adhere to an ethical framework which states that counsellors will;

- Endeavour to demonstrate equality, value diversity and ensure inclusion for all clients
- Avoid unfairly discriminating against clients or colleagues
- Accept we are all vulnerable to prejudice and recognise the importance of self-inquiry, personal feedback and professional development
- Recognise when our knowledge of key aspects of our client's background, identity or lifestyle is inadequate and take steps to inform ourselves from other sources where available and appropriate, rather than expecting the client to teach us
- Are open-minded with clients who appear similar to ourselves or possess familiar characteristics so that we do not suppress or neglect what is distinctive in their lives.
- (BACP Ethical Framework 2018)

It should be noted however that our EAP provider does not offer specialist advice or intervention in relation to the exploration of gender or sexuality issues, but are able to offer immediate support to callers and provide information about how to access more specialist organisations that may be able to provide further support and advice.

Wellbeing support (students only)

The Wellbeing Services team at London Business School provides support for all our degree students. Students who are transitioning whilst studying with us can be referred to our independent counsellors, who have experience and knowledge of gender identity matters.

The [Wellbeing Services](#) team hold information about our provision on Canvas, the School's learning management system. Here students can find out how to be referred to the counsellors.

Facilities

We are aiming to ensure we have gender-neutral facilities where possible - whilst always considering the needs of our diverse community. As we continue to upgrade our buildings, we will continue with this approach. We have provided a clearly labelled campus map with facilities in all buildings, details can be found [here](#).

Legislation

UK law and statutory guidance is limited in its terminology and framework. UK law includes:

- [Gender Recognition Act 2004](#)
- [Equality Act 2010](#)

Transitioning and *not* transitioning at work (staff and faculty only)

The School appreciates that the transitioning process is individual for everyone, and we want to ensure all who are transitioning and *not* transitioning at work are treated with dignity and respect, irrespective of legal standing.

Individuals who choose *not* to transition at work due to personal reasons, but are transitioning outside of work, are entitled to utilise the support outlined in this policy without informing a member of the School, including the People Team, RFO, and their people manager/Subject Area Chair. An individual has a choice to share their trans status with the School. Individual privacy will be respected where at all possible.

Roles and responsibilities

Everyone who transitions has an individual experience. Below provides the School's view on the responsibilities of those involved, but this does not exclude the individual experience and may change for each individual. The individual's trans status will be kept in the strictest confidence in line with the individual's wishes save where it is necessary to use the information for legitimate purposes in compliance with the law or other regulatory requirements. The timescales, activity and communication will be influenced by the individual transitioning.

All employees

The role of all employees is to support an environment where all can belong and thrive in line with the policies and behaviours of the School. The School will offer training on trans inclusion, which is available to all employees, and we encourage everyone to join a session. Individuals who will be supporting those who are transitioning will be prioritised.

The individual who is transitioning

The role of the individual is, when and if they feel comfortable, to arrange a meeting with their people manager/Subject Area Chair and/or the People team/RFO. Both parties will support the individual in transitioning in the workplace. In this meeting the individual could discuss:

- Stage of transition
- Desired process within the workplace, for students, during their academic journey
- Desired support (including from Occupational Health) – the individual can choose how little or how much support they require from the School
- Medical advice given, and potential medical appointments affecting attendance

People manager/Subject Area Chair

The role of a people manager/Subject Area Chair is to support a person's who is transitioning in the workplace (in some cases it will be appropriate for a member of RFO to take on the responsibilities of a Subject Area Chair). The people manager/Subject Area

Chair will seek to ensure that the individual does not suffer detriment, bullying or harassment as a result of transitioning. They will also allow for reasonable time off for necessary appointments. Head to our manager's guide to understand more about the role of a people manager/Subject Area Chair. This guide will include a support structure which will be defined by and agreed with the individual, but only if the decision is made by the individual. Supporting the individual through the process will be the responsibility of the people manager/Subject Area Chair who will be supported by the People Team/RFO.

The People Team /RFO

The role of the People Team/RFO is to create and implement the policy. They are to provide any policy support, wellbeing support and general support to the individual outside of what has been outlined in the manager's guide. The People Team/RFO can also provide support to people manager/Subject Area Chair once the process has been defined and agreed with the individual. The People Team/RFO will also support in updating relevant and appropriate systems, an individual does not necessarily need to hold a Gender Recognition Certificate in order to update much of their data.

Transitioning whilst studying (students only)

Role of Wellbeing Services/ Programme Offices

Wellbeing Services will provide support and signposting to other services and resources, if necessary, and communication with programme offices staff to accommodate absences for medical appointments/therapy etc. Wellbeing Services can help the student write an action plan, if required, to coordinate the process of transition with the relevant programme office and academic staff.

All queries will be dealt with sensitively and confidentially. Our Student Confidentiality Policy states that there may be circumstances where the Service (Wellbeing Services) will have to disclose information to persons outside the Service without your specific consent. For example, these may include:

- circumstances where staff reasonably believe that there is a serious risk of harm to you or others
- circumstances where staff are obliged by law to supply information to certain authorities or persons, e.g. the Police.

If for any reason, a student prefers to directly contact staff in their programme offices to notify them of their intent to transition, they are free to do so.

PROUD@LBS network

The role of the staff network is to provide a safe and supportive environment for staff who are transitioning to discuss their experiences and more generally to trans members of staff.

Monitoring and reviewing

This policy will be reviewed every 2 years by the People Team and RFO.

Appendix 1: external resources

GIDS – Gender Identity Development Service: <https://gids.nhs.uk/>

Gender Identity Research and Education Society (GIRES) - Advocacy and information charity: www.gires.org.uk

Gendered Intelligence: <https://genderedintelligence.co.uk/>

LGBT Foundation: <https://lgbt.foundation/>

UK Trans Info - National charity for trans and non-binary people: uktrans.info

Other external support can be found [here](#).

Appendix 2: definitions

The source of these definitions are Stonewall.org, ILGA-europe.org, GIRES.org

Cisgender or Cis: Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Deadnaming: Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

Gender: Often expressed in terms of masculinity and femininity, gender is largely culturally determined and is assumed from the sex assigned at birth.

Gender dysphoria: Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the sex they were assigned at birth.

Gender expression: How a person chooses to outwardly express their gender, within the context of societal expectations of gender. A person who does not conform to societal expectations of gender may not, however, identify as trans.

Gender identity: A person's innate sense of their own gender, whether male, female or something else (see non-binary below), 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 medical intervention, but it 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, and it is further interpreted in the Equality Act 2010 approved code of practice. It is a term of much contention and is one that Stonewall's Trans Advisory Group feels should be reviewed.

Gender Recognition Certificate (GRC): This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not necessarily need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport.

Non-binary: 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.

Pronoun: Words we use to refer to people's gender in conversation - for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they/their and ze/zir.

Sex: A term that refers to the biological male/female physical development. In an infant, the sex is usually judged entirely on the genital appearance at birth, but internal reproductive organs, skeletal characteristics, musculature, and the brain, are all sex differentiated – not necessarily consistently – a mixture of maleness and femaleness exists in everyone, including in the brain.

Trans: Is an inclusive umbrella term referring to people whose gender identity and/or gender expression differ from the sex/gender they were assigned at birth. It may include, but is not limited to: people who identify as transsexual, transgender, transvestite/cross-dressing, androgyne, polygender, genderqueer, agender, gender variant, gender non-conforming, or with any other gender identity and/or expression which does not meet the societal and cultural expectations placed on gender identity.

Transgender man: A term used to describe someone who is assigned female at birth but identifies and lives as a man. This may be shortened to trans man, or FTM, an abbreviation for female-to-male.

Transgender woman: A term used to describe someone who is assigned male at birth but identifies and lives as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female.

Transitioning: The steps a trans person may take to live in the gender with which they identify. Each person's transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning also might involve things such as telling friends and family, dressing differently and changing official documents.

Transphobia: The fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it. Transphobia may be targeted at people who are, or who are perceived to be, trans.

Transsexual: This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Appendix 3: medical, legal and social transitioning

There are three distinct elements to transitioning: medical, legal and social.

Medical transitioning

Medical transitioning refers to support through health services including the NHS. If an individual requires time off for medical support, they should refer to their relevant absence policies e.g. Sickness Absence Policy for Staff and speak to:

- Students: Programme Office and/or Wellbeing Services
- Staff: their manager and/or the People Team
- Faculty: Subject Area Chair and/or RFO

Legal transitioning

Legal transitioning can involve an individual changing their name, sex and photo on various legal documents including passports. Under the Gender Recognition Act (GRA) 2004, UK adults can legally change their gender if they meet certain criteria which includes supplying relevant evidence. More information on the GRA can be found [here](#).

Social transitioning

Social transitioning can include coming out to family, friends and colleagues as trans and asking them to use correct pronouns that match an individual's gender identity along with potentially using a different name. The School wants to support individuals who are transitioning whilst working and studying with us and this includes supporting these individuals in updating relevant systems within the School.

Changing your photo

1. Log in to Canvas <https://learning.london.edu/> or via MyApps <https://myapplications.microsoft.com/> and select the Canvas app
2. Click on profile
3. Click to change profile picture
4. Click choose a picture - you will be guided to this `pc>pictures>`

Tips for your profile photo:

- jpg file in colour
- plain background
- full face directly facing the camera
- centre your head when taking the photo
- ensure photo is not too dark or vague
- reflects your current appearance

Staff & Students: Please upload your photo using a desktop computer (not the Mobile app) to ensure that photos reach our security system to print the ID cards.

Changing your name

1. Head to MyHelp
2. Complete the form

For support, please contact help@london.edu or log your request using [MyHelp](#).