



Wadham College Equalities Policy 2019-20

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Introduction

The College welcomes diversity amongst its students, staff and visitors, recognising the particular contributions to the achievement of the College's mission that can be made by individuals from a wide range of backgrounds and experiences.

This policy, to be read in conjunction with the Equalities Action Plan, sets out the aims and actions of the College in relation to the protected characteristics described in the Equality Act 2010.

Foreword from the Warden

More than 400 years after its foundation, a continuing respect for human diversity and the benefits that difference can bring to our joint intellectual endeavour remains close to Wadham's heart. Our College has a proud tradition of being at the forefront of advancing equal rights and this document outlines how we hope to build on this heritage into the future.

From the explicit solidarity we show in flying the rainbow flag over the College throughout LGBT History Month (the first college in Oxford to do so), to the daily celebration of our differences through our shared passion for learning and research, Wadham tries to live out its vision of a culturally inclusive society.

While we have some achievements to record, the College is keenly aware that work on the protection and advancement of equality of opportunity is never truly complete, and so our work continues. We have appointed Tutors for Equality and Diversity, for Women and for Race to guide and support students across the College where issues arise. Wadham has adopted the University's common framework for supporting disabled students, offering a strategic overview and day to day support. We have also established the Wadham Human Rights Forum, at which leading national and international figures discuss their crucial work in advancing and safeguarding the freedom and rights of individuals beyond our own community.

This document articulates the way in which the College seeks to create an environment in which everyone can take advantage of the unique opportunities that living, working and studying in Oxford bring, whatever their background.

The Equalities Action Plan accompanying this policy provides a snapshot of the areas in which the College is working to enable this vision to be realised and renewed with each new generation of students, staff and academics.

In the end, it is the manner in which all members of our academic community live alongside and relate to each other that stands testament to Wadham's desire to ensure equality of opportunity for each individual, without exception.

Lord Macdonald QC
Warden
November 2019

General Equal Opportunities Statement

The policy and practice of Wadham College requires that all staff are offered equal opportunities within employment and that entry into employment with the College and progression within employment will be determined only by personal merit and the application of criteria which are related to the duties of each particular post and the relevant salary structure. In all cases, ability to perform the job will be the primary criterion.

In relation to students the College aims to provide education of excellent quality at undergraduate and graduate level for intellectually able students, whatever their background. In pursuit of this aim, the College is committed to using its best endeavours to ensure that all of its activities are governed by principles of equality of opportunity, and that all students are helped to achieve their full academic potential. This statement applies to recruitment and admissions, to the coverage of the curriculum, to teaching and assessment of progress, to welfare and support services, and to staff development and training.

Subject to statutory provisions, the aim of our policy is to ensure that no applicant, student, or member of staff will be discriminated against on the basis of age, disability, gender reassignment, marriage or civil partnership, pregnancy or parenthood, race, religion or belief, sex, or sexual orientation, or be disadvantaged by conditions or requirements which cannot be shown to be permitted by law.

Public Sector Equality Duty

The College is subject to the Public Sector Equality Duty, which is intended to promote equality for all. The College will publish sufficient information to demonstrate its compliance with the public sector equality duty in line with the timescales set out in legislation. In particular, it will publish information where appropriate on:

- Staff and students who share a protected characteristic¹.
- The intended impact of the College's equality policies and practices.
- The College's equality objectives.
- Details of engagement undertaken to meet the three specific equality duties.

Legal Context

The Equality Act 2010 introduced the concept of the Public Sector Equality Duty which came into force in April 2011. Its aim was to encourage public bodies to positively promote equality, not merely avoid discrimination.

Under the duty, the College must have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act;
2. Advance equality of opportunity between people who share a protected characteristic and those who do not; and
3. Foster good relations between people who share a protected characteristic and those who do not.

Having "due regard" means consciously considering the three aims above as part of its decision making processes and when it is reviewing or developing policies.

¹ All students of the College are also members of the University of Oxford. The College does not routinely collect information from its students relating to any of the protected characteristics. Data on the student population of the University of Oxford is available from www.admin.ox.ac.uk/eop/.

Due regard for “advancing equality” involves removing or minimising disadvantages suffered by people due to their protected characteristics; taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

“Fostering good relations” involves tackling prejudice and promoting understanding between people from different groups.

Subject to statutory provisions, the College may undertake proportionate measures in order to reduce disadvantage, meet special needs or encourage participation of certain persons or groups of persons.

College Response

Wadham College is committed to fulfilling the public sector equality duty. It already has in place a number of procedures to ensure compliance, including:

Once a year receiving monitoring data for analysis by the Equality Committee. The Equality Committee meets termly and reports to the Governing Body.

Operating a complaints procedure for staff or students with a grievance about unfair or unequal treatment and publishing the same in appropriate handbooks.

Facilitating OUSU-led training to students, especially during Freshers’ Week, and offering training to staff at different points in the academic year on equality matters.

Reviewing the make-up of College staff by considering data from recruitment monitoring forms. Making an explicit declaration on job advertisements that the College is an equal opportunities employer, and positively encouraging applications from women and ethnic minority candidates for academic posts.

Empowering the Equality Committee to ask other committees and working groups to consider specific points that come under their remits, which have impacts on equality across the College. This ensures that all of the College’s committees properly undertake their obligation to monitor and assess the impact that their decisions have on equality.

The appointment of a Tutor for Women, Tutor for Race, and Tutor for Equality and Diversity, available for students to discuss issues or problems relating to equality.

College Values

Wadham has a proud tradition of being at the forefront of advancing equality of opportunity, and celebrates vigorous debate, independent thought, and academic excellence. We seek to create a welcoming, accessible, and secure environment in which to work, study, live, and visit. Our community embraces people of all ages, backgrounds, races/ethnicities, nationalities, beliefs (including religious beliefs), genders, sexualities, dis/abilities, and appearances. This diversity, underpinned by mutual respect and consideration, enriches us all.

College Responsibilities

To streamline the understanding of where responsibility lies for equality matters, the College has established the following:

1. The Governing Body is responsible for securing compliance with the Public Sector Equality Duty. In addition, the Governing Body is also responsible for securing compliance with all legislation underlying these policies and scheme. It is also ultimately responsible for the production, approval, implementation, monitoring and evaluation of action plans associated with equality matters.
2. The Warden is responsible for providing leadership in the promotion and implementation of all aspects of the College's equality policies.
3. The College's Equality Committee is responsible to the Governing Body for the development, implementation, monitoring, evaluation, prioritisation and review of all aspects of the College's equality policies.
4. All College committees are responsible for ensuring that the College's equality policies are embedded in their duties and functions in relation to both students and staff. The first meeting of each committee in each academic year is reminded of Equality legislation, and appropriate papers circulated.
5. All employees with managerial responsibility have a duty to take forward specific actions under the College's equality policies, in addition to the general and specific duties under the Act.
6. All staff and students within the College have a duty to comply with its equality policies.
7. The Senior Tutor and Domestic Bursar act as the College's "Disability Leads" in accordance with the provisions of the University's Common Framework for Supporting Disabled Students. The Academic Administrator acts as Disability Coordinator.
8. The College's Tutor for Women, Tutor for Race, and Tutor for Equality and Diversity, attend relevant committees, promote events, and are available for students to discuss issues or problems relating to equality:

1. Tutor for Equality and Diversity

The Tutor for Equality and Diversity shall:-

- i. be available to discuss issues, problems, or queries relating to protected characteristics and minority issues;
- ii. provide a link between student equality representatives and Governing Body;
- iii. assist with the progression of Wadham's equality objectives;
- iv. convene equalities-related events in conjunction with student equality representatives;
- v. be appointed as one of the College's harassment advisors;
- vi. be in shared attendance, in agreement with the other Equality-Tutors (Tutor for Race and Tutor for Women), of Committee meetings such as: Liaison Committee, Equality Committee, and Welfare Committee.

2. Tutor for Race

The Tutor for Race shall:

- i. assist with the progression and implementation of Wadham's equality objectives related to race;
- ii. be responsible for undergraduate matters on the Tutorial Board agenda;
- iii. provide a link between People of Colour and Racial Equality Wadham SU officers and Governing Body;
- iv. maintain an awareness of the University's work in this area;
- v. work to ensure that clear avenues exist for the communication and resolution of race-related issues;

- vi. convene and help to organise and promote race-related events in conjunction with SU representatives; in particular, in regards to the Race Symposium held at Wadham on an annual basis;
- vii. promote a discussion on curriculum diversity;
- viii. if necessary, be appointed as one of the College's harassment advisors;
- ix. be in shared attendance, in agreement with the other Equality-Tutors (Tutor for Equality and Diversity, and Tutor for Women), of Committee meetings such as: Liaison Committee, Equality Committee, and Welfare Committee.

3. Tutor for Women

The Tutor for Women shall:

- i. assist with the progression and implementation of Wadham's equality objectives related to gender
- ii. be responsible for undergraduate matters on the Tutorial Board agenda;
- iii. provide a link between women, Wadham SU Women's Rep, and Governing Body;
- iv. maintain an awareness of the University's work in this area;
- v. work to ensure that clear avenues exist for the communication and resolution of gender-related issues;
- vi. convene and help to organise and promote gender-related events in conjunction with SU representatives; in particular,
- vii. promote a discussion on curriculum diversity;
- viii. if necessary, be appointed as one of the College's harassment advisors;
- ix. be in shared attendance, in agreement with the other Equality-Tutors (Tutor for Equality and Diversity, and Tutor for Women), of Committee meetings such as: Liaison Committee, Equality Committee, and Welfare Committee.
- x. be available to discuss issues, problems or queries relating particularly to the life of women students in the College, including academic, social and personal problems
- xi. where appropriate make representations to other College Officers in respect of such issues, problems, or queries.

Wadham College Equality Information

The Equality Act and the Public Sector Equality Duty place a requirement on the College to publish information to demonstrate how it complies with the equality duty. This Policy describes how the College seeks to meet its responsibilities through policy and practice. Additionally, the legislation requires the College to publish information relating to employees and others affected by its policies where they share one or more of the protected characteristics.

Student data

All students of the College are also members of the University of Oxford. The College does not routinely collect information from its students relating to any of the protected characteristics. It uses data from the University to inform its policy and practice in this area. Data on the student population of the University of Oxford is available from www.admin.ox.ac.uk/eop and <http://www.ox.ac.uk/about/facts-and-figures>.

Staff data

The College captures data from its academic and non-academic staff through an 'Equal Opportunities Monitoring Form', which it asks applicants for new positions to complete. The data is incorporated into an annual monitoring report provided by the Human Resources Manager to the Equalities Committee and published as required.

Wadham College Equality Objectives

The Equality Committee has considered its Equality Objectives for the College for the next four years. These are kept under review. The College has agreed that it should:

1. Establish and maintain a good gender balance at all levels of the College's work. (2017-2021)
2. Apply the guidelines of the University's Common Framework for supporting students with disabilities, including in the admissions process, teaching and learning, examinations, and wider social and recreational provision, and updating policies accordingly. (2015-19)
3. Improve guidance and support for students with mental health problems. (2015-19)
4. Raise awareness of equality issues across the College. (2015-19)
5. Continue to develop Wadham as a trans-inclusive institution. (2017-21)
6. Incorporate and apply the guiding principles of the University's Race Charter (2018-2022)

Protected Characteristics

In the areas of disability, gender, relationship, and sexual diversities, the College has developed specific policies to ensure equality of opportunity and to prevent discrimination. These policies, [attached as appendices to this document](#), should be read in conjunction with the 'General Equalities Statement' (the general statement). Where specific policy has not been developed, the general statement applies.

Age

The general statement ensures that staff or students sharing this protected characteristic are not discriminated against and are encouraged to engage positively in the life of the College.

In accordance with legislation, the College has introduced an Employer Justified Retirement Age (EJRA) policy which applies to all Fellows of the College.

Disability

The College has extensive policies to ensure equality for staff and students declaring a disability. In previous years, the College has introduced a number of structural and procedural measures. These measures have been used to inform the development of the specified policy on disability at Appendix 1. The College has adopted the University's Common Framework for Supporting Disabled Students. A copy of the Common Framework Statement is available at <http://www.admin.ox.ac.uk/aad/swss/disability/>.

Gender reassignment

The general statement ensures that staff or students sharing this protected characteristic are not discriminated against and are encouraged to engage positively in the life of the College. Moreover, as part of the policy appendix on 'gender, relationship and sexual diversities', the College is committed to providing appropriate positive support for staff or students with transgender identities or histories whilst a member of the College. The College supports the University Transgender guide and policy which is available at <http://www.admin.ox.ac.uk/eop/transgender>

In considering gender balance within the College, individuals' declared gender will be used in calculations of the female:male ratio (where possible).

Pregnancy or Parenthood

The general statement ensures that staff or students sharing this protected characteristic are not discriminated against and are encouraged to engage positively in the life of the College.

Family leave entitlement (maternity, adoption, paternity parental leave and shared parental leave) applies equally to academic and non-academic members of staff and the College follows the University procedures.

With regards to students, the College's policy on intermission of studies specifically allows for a period of suspension without prejudice for students who are pregnant.

Race (inc. ethnic or national origin, colour or nationality)

The general statement commits the College to ensuring that staff, students and visitors are treated equally, irrespective of race.

In relation to Access and Admissions policy, the College continues to work in conjunction with the University of Oxford Admissions Office and the Admissions Executive to encourage applications from under-represented groups, including ethnic minorities. Moreover, the College strives to ensure that all staff

involved in selection and interviewing candidates for admission are aware of the law and conduct the relevant procedures in manner that is fair, consistent, transparent and open to all. The College supports the Race Equality Charter

Religion or belief (inc. lack of belief)

The general statement ensures that this is not considered when determining which students to admit, employing a new member of staff or considering promotions for existing staff. The recruitment of the Chaplain is exempt from this, as permitted by statute.

Sex and gender

The College has a distinct gender policy appendix on gender, relationship and sexual diversities, which seeks to enhance the role of the general statement in ensuring that all staff and students in the College are treated equally, irrespective of their gender. The policy appendix also outlines ways in which the College seeks to promote equality between genders.

Sexual Orientation

The College has a distinct policy appendix on gender, relationship and sexual diversities. This policy appendix accords with the general statement by affirming that an individual's sexual orientation will not be considered when determining which students to admit, employing staff or considering promotions for existing staff.

Marriage and Civil Partnership

Although not subject to all of the general duties, the College recognises the requirement for due regard to ensuring that individuals are not unlawfully discriminated against. The College's general statement provides for this.

Appendix 1 – Disability

With regards to disability, the College aims, within its community to:

1. Promote equality of opportunity between those with disabilities and other persons.
2. Provide a work place and learning environment in which staff, students and visitors are treated with dignity and respect and where discrimination and harassment have no place.
3. Create an environment, which is as accessible as it reasonably can be, to students, staff and visitors with disabilities.
4. Promote positive attitudes towards those with disabilities.
5. Encourage participation by those with disabilities in all aspects of College and public life.
6. Take account of the disabilities of staff, even where this involves treating people with disabilities more favorably than other staff.

In practice, this means that the College must take account of disability equality in every area of its day-to-day work.

The College recognises that a person with a disability is someone who has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. Examples of this can include:

1. Sensory impairments.
2. Impairments relating to mental functioning, including learning difficulties.
3. Long-term health conditions such as diabetes, epilepsy, HIV, cancer or multiple sclerosis.

The social model of disability, which accepts that disability is socially created, informs our disability policy. Responsibility lies with the College to identify barriers or elements of social organisation that exclude people on the basis of disability and work towards removing them whenever reasonably possible. Examples of such barriers include:

1. Inflexible organisational procedures and practices.
2. Inaccessible information.
3. Inaccessible buildings.
4. Inaccessible transport.
5. Discriminatory health and social support services.

To aid with the further identification and elimination of such barriers, staff and students are encouraged to disclose their disabilities, as this will help us meet our obligations.

Students with a disability

The College has adopted the University's Common Framework for Supporting Disabled Students. A copy of the Common Framework Statement is available at <http://www.admin.ox.ac.uk/aad/swss/disability/>.

The College has an anticipatory duty to consider adjustments that could be made to its facilities and working practices to ensure that students with disabilities are able to take full part in all aspects of College life. However, it attempts to tailor its response towards the needs of individual students with a disability where it is appropriate to do so. Taking a holistic approach to the academic and domestic requirements of each student, the Academic Administrator (in their capacity as Disability Coordinator), offers all students who have disclosed a disability that requires adjustments to be made the opportunity to have a personal meeting; where appropriate this involves colleagues from the University of Oxford's Disability Advisory Service and departments/faculties. Records of agreed academic and/or domestic adjustments are held in the Academic Office. The College makes every effort to accommodate the needs of individuals, but at all

times adheres to the principle that any adjustments must be reasonable and not compromise the integrity of academic competence standards.

The College's policy is to have in place a number of general provisions for students with disabilities, prior to application, at interview, on arrival and during their time at the College:

1. The College website encourages potential applicants with a disability to contact the Tutor for Admissions and, wherever possible, to visit the College before applying in order to discuss their particular needs and to look at the facilities available.
2. Information on disabilities is taken from UCAS forms for undergraduate applicants and University application forms for graduate applicants to determine where it may be necessary to institute special arrangements at interview.
3. Disabled applicants who are called for interview are contacted in advance to ensure that any special interview arrangements required are put in place and that all those invited to interview, whether or not they have a declared disability, are given a further opportunity to disclose any special needs.
4. In all cases when a prospective or existing student discloses a disability, it is understood that the extent to which that information can be shared is limited by the consent of the student to pass on such information.
5. All new students are given the opportunity to attend a group session outlining the full range of the College's welfare provision. This includes information on student-led initiatives relating to welfare.
6. All new students are invited to register with the College GP in order to simplify the process of requesting any adjustments required for examinations as well as ensuring an integrate approach to their welfare whilst they are at College.
7. The College Nurse and the Welfare Officer are available in College during the week to provide confidential advice and guidance to all students, including those with a disability, whether formally disclosed or not.
8. All students receive an email from the Academic Administrator at the start of the year which includes an invitation to disclose a disability if they have not previously done so. The advice given is tailored to the individual upon making such a disclosure, but generally, students are encouraged to contact the University's Disability Advisory Service for an appropriate academic, domestic and allowance assessment.
9. The College Library maintains a section on study skills and holds a stock of books on mental health issues and specific learning difficulties.
10. The Equality Committee receives and monitors anonymous data supplied by the University, augmented by the College's own data, on students who have either formally or informally disclosed a disability.

Staff with a disability

The College welcomes applications from those with disabilities and makes every reasonable effort to support disabled employees. Disabled non-academic staff are consulted, at least once a year, to ensure that they have full support for their disability. The College makes every reasonable effort, if employees become disabled, to enable them to stay in employment. The College is committed to ensuring that all employees develop the level of disability awareness needed to make the College's commitment to disability equality work.

The College's policy is to have in place a number of general provisions to encourage disclosure of disabilities amongst both academic and non-academic staff at application, on appointment and throughout their employment with the College:

1. Job advertisements indicate that the College is an equal opportunities employer and, in the further particulars and (where applicable) application form, applicants are invited to make a disability

disclosure through the submission of an equal opportunities monitoring form. Throughout, assurances are given that the information supplied on that form is not shared with the selection committee.

2. Where applicants are invited for interview they are encouraged to disclose any access or other requirements that they might have. The College is committed to the principle of reasonable adjustment to ensure that all shortlisted candidates are able to attend for interview.
3. On appointment, individuals are again invited to disclose any disabilities and are assured that disclosure (or non-disclosure) is not a condition of employment.
4. All new, non-academic staff are asked to complete a medical questionnaire.
5. All new joint appointments with the University of Oxford are required to undergo a health assessment by the University.
6. The Equality Committee receives and monitors anonymised data on staff who have formally disclosed a disability.

Appendix 2 – Gender, relationship, and sexual diversities

The objective of this policy is to protect all employees and students of the College from discrimination or harassment connected with any aspect of gender or sexual orientation. It is informed by and will continue to follow the lead of University policies and guidance.

The College aims to advance equality of opportunity and treatment for all people working and studying at the College or applying to do so, and to ensure unfettered access to all services provided by the College irrespective of gender or sexual orientation. In order to achieve this, the College will:

1. Take steps to establish a good gender balance in decision-making processes in all areas of the College's activities.
2. Continue research into gender gaps in student admissions and progress.
3. Support the University's research into causes of the gender gap in final examinations.
4. Encourage more women and non-binary people to apply for academic posts, both for College appointments and by supporting the University in this objective for joint appointments.
5. Take the specific actions discussed under the headings below, and regularly refresh these commitments in light of any changes to the law, University policy, and best practice in the HE sector.

Students and gender equality

The College is committed to ensuring that all students are admitted and able to achieve their full potential on the basis of academic merit alone. The College aims to provide services and support on a gender-neutral basis, but recognises that the persistence of a gender gap in final examinations requires initiatives to support female students in closing that gap. The College also aims to protect an equal gender balance in the student population, insofar as it is possible to do so without infringing academic integrity, and might do so through the instigation of specific access or widening participation initiatives. In this context, it is the College's policy to:

1. Develop its access and widening participation activities in ways to ensure that applications to the College, and to Oxford more generally, are received from the widest possible field with people of all genders well represented.
2. Support the University in the development of an access and widening participation agenda, which, whilst being gender-neutral in terms of outcomes, is tailored to ensure balanced gender participation in higher education.
3. Continue to participate in the [Common Framework for Colleges and Faculties](#) and continue to be fully committed to the Code of Practice for Undergraduate Admissions.
4. Support the University in its efforts to ensure gender equality in the admission of graduate students.
5. Continue the role of the Tutor for Women as a Fellow of the College to specifically represent women's interests in the academic and social life of the College.
6. Ensure that resources for non-academic student activities are allocated on a gender-neutral basis.
7. Monitor the gender balance both in terms of population and academic performance, and specifically in relation to final examination performance, through Equality Committee and require it to make specific proposals to Governing Body to ensure equality in this area.

Staff and gender equality

The College is committed to ensuring that men and women, and those of other genders, who are employed by it are treated equally and to ensuring a good gender balance amongst its workforce. The College supports the staff benefits provided by the University and, as far as possible attempts to replicate similar arrangements for academic and non-academic College-only appointments. A number of separate policies, outside the scope of the Equalities Policy, have been developed in recognition of wider family and other caring commitments. These are published in the College Handbook, are kept under regular review and are considered by Equality Committee where appropriate. In this context, it is the College's policy to:

1. Prefer equal representation of men and women on both statutory and ad hoc committees where it is reasonably practical to achieve.
2. Continue to support the University in the development and progression of its Gender Equality Scheme.
3. For each academic post that becomes vacant, consider appropriate mechanisms to encourage a greater number of applications from women and other under-represented genders than are traditionally received.
4. Ensure that recruitment, progression and promotion are based entirely on relevant criteria, which do not include considerations of gender, while nonetheless recognising that women, trans people, and therefore especially trans women, will have experienced structural disadvantage which may have limited their opportunities to demonstrate those criteria.
5. Adhere to the principle of equal pay for work of equal value.

Gender transition

Wadham understands the concept of 'gender transition', as used in this policy and elsewhere, to refer to a broad spectrum of potential social, administrative, and medical changes that a person may make in relation to their gender identity. In keeping with the University policy, we explicitly include people with non-binary gender identities, intersex people, and people with no ability or intention to pursue a medico-legal transition. As a result our commitment to trans and intersex equality is much broader than the Equality Act criterion of 'gender reassignment'.

Any student wishing discuss their gender identity or transition in confidence, may do so with the SU trans rep, the SU/MCR LGBT+ and Welfare Officers, as well as the Dean, Senior Tutor, Chaplain, or Welfare Advisor.

Any staff member wishing discuss their gender identity or transition in confidence, may do so with the Senior Tutor (academic staff), Domestic Bursar (support staff), Chaplain, or HR Manager.

If the member of staff/student wishes to go through the process of changing their name and gender 'officially', any of those named above will work with the student or staff member and other relevant members of college so that the staff member/student has as little stress placed upon them as possible. The staff/student's wishes and needs will be respected at all times, and any the process will be staff/student led. To support this work, a list will be maintained of all college systems which record a person's name, gender, title, and/or pronoun. All college departments that hold such databases and systems will be made aware of the importance of timely updates, as well as the importance of providing continuity of service so that transitioning people are not disadvantaged. An example of this would be IT ensuring that an updated email address is added to all the same mailing lists that the person was on before.

Wadham understands that a student may require some time out of their studies during the transitioning process for a variety of reasons, and a student may therefore request to suspend their status while

transitioning. College will support the student and help to provide them with all the relevant information throughout the process.

Wadham is understanding of the wide and varying needs of students' and staff members' individual gender identities, and strives to support each student and staff member as much as possible; as part of this, the College welcomes constructive feedback to ensure our support is correct. Staff members and students may speak to any relevant member named above to discuss their experiences. The College supports the University Transgender guide and policy which is available at <http://www.admin.ox.ac.uk/eop/transgender>. The College's Equality Committee, in consultation particularly with SU LGBT+ reps or others, will consider and develop College practices and policies in line with this guidance.

Sexual and relationship diversity

The College's policy on sexual orientation was developed with reference to a joint policy statement to combat homophobia in universities and colleges, agreed by academic trades unions in England. The College aims to create an environment in which all staff and students, whatever their sexuality or relationship status, feel equally welcome and valued, and in which homophobia is not tolerated. The College recognises the extent of heterosexist assumptions in society, and the existence of homophobia and transphobia. In this regard, it is the College's policy that:

1. Recruitment, progression, and promotion of staff is based entirely on relevant criteria, which do not include sexual orientation.
2. Everyone is treated with equal dignity and fairness regardless of their sexual orientation.
3. The College will provide a supportive environment for staff or students who wish it to be known that they are LGBT+. However it is the right of individuals to choose whether they wish to be open about their sexuality in College. To 'out' someone, whether staff or student, without their permission is a form of harassment, and will be treated as such.
4. Assumptions will not be made that partners of staff and students are of a different gender/sex. Workplace benefits will apply equally to same-gender/sex partners.

Freedom from harassment

Homophobic, transphobic, and misogynistic abuse, harassment or bullying (e.g. name-calling/derogatory jokes, unacceptable or unwanted behaviour, intrusive questions) is a serious disciplinary offence, and will be dealt with under the appropriate procedure as published in relevant handbooks. It is explicitly noted that repeated and intentional use of disavowed names or pronouns to refer to a person is considered an act of harassment.

Homophobic, transphobic, and misogynistic propaganda, in the forms of written materials, graffiti, songs or speeches will not be tolerated. The College undertakes to remove any such propaganda as quickly as possible whenever it appears on the premises and to take action against those responsible.

Recognition is given that women and LGBT+ students come from diverse backgrounds and the College will strive to ensure that they do not face discrimination either on the grounds of their gender or sexual orientation or with regard to other aspects of their identity.

Gender, sexual, and relationship diversity issues will be included in all equality training, internal attitudinal surveys, monitoring of complaints of harassment etc. and the results published.

Provision of facilities

The College welcomes and will provide appropriate facilities for women and LGBT+ student and staff groups. This will include appropriate provision of gender neutral bathroom and changing facilities. Wadham will give due consideration to the need to provide services and resources specific to the needs of different genders distinctly. (For example, the provision of a women's room and of a welfare bedroom to allow a safe, overnight refuge and access to contraception and sanitary products).

Amended November 2019