

Equity, Diversity and Inclusion (EDI) Policy

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Related policies or documents	<ul style="list-style-type: none"> • Sickness Absence Policy • Anti-Bullying and Harassment Policy • Grievance Procedure • Disciplinary Procedure • Staff Handbook • CSE Information Security and Data Protection Policy • The Menopause Policy • Menstrual Policy • Modern slavery Statement • A (developing) suite of neurodiversity support toolkits e.g. ADHD Support and Reasonable Adjustments Toolkit (Practical guidance for employees and line managers) • Reasonable Adjustment Procedure • Reasonable Adjustments agreement form • Line Manager Guidance: Supporting Trans, Non-Binary and Gender Diverse Staff
Appendices	<ul style="list-style-type: none"> • Appendix 1: Equity, Diversity and Inclusion (EDI) Working Group • Appendix 2: Governance roles and responsibilities for Equity, Diversity and Inclusion • Appendix 3: Trans, Non-Binary and Gender Identity Inclusion • Appendix 4: Neurodiversity and Neuroinclusion

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Equity, Diversity and Inclusion (EDI) Policy

1. Purpose

- 1.1 The Centre for Sustainable Energy (CSE) is committed to equity, diversity and inclusion. We want everyone who works with or for CSE, including staff, volunteers and trustees, to feel respected, supported, and able to contribute fully, without fear of discrimination, harassment or exclusion.
- 1.2 This policy sets out our overarching approach to equity, diversity and inclusion, the standards of behaviour expected of everyone at CSE, and how we meet our legal and ethical responsibilities. It is supported by specific appendices and related policies which provide additional detail in particular areas and form part of CSE's overall EDI framework.
- 1.3 This policy applies across the full lifecycle of working with CSE, including recruitment, onboarding, day-to-day work, development, performance management and leaving CSE.

2. Our commitment

- 2.1 CSE is committed to taking all reasonable and proportionate steps to:
 - a) Treat all staff, volunteers and trustees with dignity, respect and fairness
 - b) Prevent unlawful discrimination, harassment, bullying and victimisation
 - c) Meet our obligations under the Equality Act 2010 and related legislation
 - d) Recognise and address barriers that may disadvantage individuals or groups
 - e) Foster an inclusive working environment where difference is recognised and valued
- 2.2 These commitments reflect CSE's organisational values and are central to how we work with one another and with the communities we serve. Further information on CSE's values is available [here](#).
- 2.3 CSE supports staff through a range of related wellbeing, health and inclusion policies, which should be read alongside this policy where relevant.

3. Scope

- 3.1 This policy applies to all employees, workers, agency staff, contractors, volunteers, trustees and job applicants. It also applies to our interactions with partners, beneficiaries, funders, suppliers and members of the public. This includes behaviour in person, online, at events, in meetings, and in any work-related communications (including email, messaging platforms and social media where it relates to CSE).
- 3.2 Responsibilities under this policy include:
 - f) **All staff, volunteers and trustees** are expected to treat others with dignity and respect and to act in line with this policy.

- g) **Line managers** are responsible for applying the policy fairly, addressing concerns appropriately, and seeking HR advice where needed.
- h) **HR** is responsible for providing guidance, maintaining records where relevant, supporting consistent application of the policy, and monitoring compliance. Where appropriate, HR will also support learning from issues raised to reduce repeat problems.

4. Legal framework

- 4.1 CSE recognises and accepts its legal obligations under the Equality Act 2010. The Act protects individuals from unlawful discrimination, harassment and victimisation on the grounds of the following protected characteristics:
 - Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race (including nationality, ethnic or national origin)
 - Religion or belief (or lack of belief)
 - Sex
 - Sexual orientation
- 4.2 These protections apply to all stages of employment and engagement, including recruitment, terms and conditions, training, promotion, performance management, and termination.
- 4.3 The Equality Act covers different forms of unlawful discrimination, including direct and indirect discrimination, harassment (including sexual harassment), victimisation, discrimination arising from disability, and failure to make reasonable adjustments.
- 4.4 This policy also underpins CSE's wider commitments to ethical practice and human rights, including those set out in CSE's Modern Slavery Statement.

5. Discrimination

- 5.1 You must not unlawfully discriminate against or harass other people, including current and former staff, job applicants, clients, customers, suppliers and visitors. This applies in the workplace, outside the workplace (when dealing with customers, suppliers or other work-related contacts or when wearing a work uniform), and on work-related trips or events including social events.
- 5.2 The following forms of discrimination are prohibited under this policy and are unlawful:
 - a) **Direct discrimination:** treating someone less favourably because of a Protected Characteristic. For example, rejecting a job applicant because of their religious views or because they might be gay. Direct discrimination can include associative discrimination, where a person is treated less favourably because of their association with an individual with a Protected Characteristic, and perception

discrimination, where a person is treated less favourably because of the mistaken belief that they possess a Protected Characteristic.

- b) **Indirect discrimination:** a provision, criterion or practice that applies to everyone but adversely affects people with a particular Protected Characteristic more than others and is not justified.
- c) **Harassment:** this includes sexual harassment and other unwanted conduct related to a Protected Characteristic, which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.
- d) **Victimisation:** retaliation against someone who has complained or has supported someone else's complaint about discrimination or harassment. This includes where someone mistakenly believes that the person victimised has done so.
- e) **Disability discrimination:** this includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

6. What we mean by equity, diversity and inclusion

- a) **Equity** recognises that people have different circumstances and needs. It involves taking proportionate and lawful steps to ensure individuals are not disadvantaged and are able to access the same opportunities as others.
- b) **Equality** means ensuring that people are treated fairly and are not subjected to unlawful discrimination. It includes meeting our duties under the Equality Act 2010 and providing equal access to opportunities, rights and resources.
- c) **Diversity** recognises and values the differences between people, including differences in background, experience, perspective and identity.
- d) **Inclusion** is about creating a working environment where people feel respected, valued and able to participate fully. It means removing barriers, addressing exclusion and ensuring difference is supported in practice.

7. Standards of conduct

- 7.1 Everyone who works with or for CSE is expected to:
 - a) Treat others with dignity and respect
 - b) Act in line with this policy and related policies
 - c) Avoid behaviour that may be discriminatory, harassing, bullying or exclusionary
 - d) Respect confidentiality and personal boundaries
- 7.2 CSE recognises that people may hold different views and beliefs; all staff, volunteers and trustees are expected to express these respectfully and to comply with this policy and the law.

- 7.3 Outing someone without consent, where this relates to a protected characteristic or personal information, making assumptions, using inappropriate language, or engaging in jokes, gossip or behaviour related to protected characteristics will not be tolerated.
- 7.4 Avoid making assumptions about an individual's health, disability, neurodivergence, or other protected characteristics, and do not ask employees to disclose personal information of this nature. It is for the individual to decide if, when and how they choose to share such information. Support should be discussed based on workplace impact and needs, not speculation or diagnosis.
- 7.5 We also expect respectful conduct towards partners, beneficiaries, funders, suppliers and members of the public, and we will take concerns about third-party behaviour seriously.
- 7.6 These standards apply at work-related events, travel and social occasions.

8. Dignity and respect at work

- 8.1 CSE believes that the dignity of every person must be respected. Harassment (including sexual harassment), bullying and victimisation are unacceptable and may constitute gross misconduct. The standards expected apply equally to everyone, regardless of role or seniority.
- 8.2 Further information on how harassment and bullying are defined and addressed is set out in CSE's Anti-Bullying and Harassment Policy.

9. Disability and reasonable adjustments

- 9.1 CSE is committed to supporting disabled staff, volunteers, trustees and applicants. We encourage individuals to share information about a disability where they feel able to do so, to enable appropriate support. CSE recognises that some health-related conditions or life stages, including menopause and perimenopause, may affect individuals at work and may require proportionate support or reasonable adjustments.
- 9.2 Where reasonable adjustments are requested, these will be considered carefully and accommodated where reasonable and proportionate. If we consider a particular adjustment would not be reasonable, we will explain our reasons and try to find an alternative solution where possible. Support for volunteers and trustees will be considered proportionately to their role and responsibilities.

- 9.3 CSE is a member of the Disability Confident scheme.

10. Recruitment and selection

- 10.1 CSE seeks to attract and retain a workforce that reflects the diversity of the communities we serve.
- 10.2 Recruitment, promotion, and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. When recruiting or promoting, we will aim to take steps to improve the diversity of our workforce and provide equality of opportunity.

- 10.3 Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying.
- 10.4 Job applicants should not be asked questions which might suggest an intention to discriminate on grounds of a Protected Characteristic. For example, applicants should not be asked whether they are pregnant or planning to have children.
- 10.5 Job applicants should not be asked about health or disability before a job offer is made. There are limited exceptions which should only be used with the approval of the HR Department. For example:
 - a) Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments).
 - b) Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.
 - c) Positive action to recruit disabled persons.
 - d) Equal opportunities monitoring (which will not form part of the selection or decision-making process).

Where necessary, job offers can be made conditional on a satisfactory medical check.

- 10.6 All offers of employment are conditional upon the individual demonstrating their right to work in the UK. This may be completed through a digital right-to-work check or by providing a valid Home Office share code and supporting identification, in line with current legal requirements. Depending on the nature of the role, additional pre-employment checks may also be required. This may include a Disclosure and Barring Service (DBS) check where the duties involve working with vulnerable individuals, sensitive data, or other regulated activities. The level of check required will be proportionate to the responsibilities of the role. All checks will be carried out fairly, consistently and in accordance with data protection legislation.
- 10.7 To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in our organisation, we may monitor applicants' ethnic group, nationality, gender, gender identity, disability, sexual orientation, religion and age as part of the recruitment procedure. Provision of this information is voluntary and it will not adversely affect an individual's chances of recruitment or any other decision related to their employment. The information is removed from applications before shortlisting, and kept in an anonymised format solely for the purposes stated in this policy and in accordance with data protection legislation.

11. Training, promotion and conditions of service

- 11.1 Training needs will be identified through regular appraisals which will be based entirely on an objective assessment of performance and will not be influenced by any Protected Characteristics that you may have. You will be given appropriate access to training to enable you to progress within the organisation and all promotion decisions will be made on the basis of merit.

- 11.2 Our conditions of service, benefits and facilities are reviewed regularly to ensure that they are available to all of you who should have access to them and that there are no unlawful obstacles to accessing them.
- 11.3 CSE provides equity, diversity and inclusion training to support understanding, reinforce expectations and embed inclusive practice across the organisation. Participation in required training is expected of all staff, and training or briefings will be provided to volunteers and trustees where appropriate to their role.
- 11.4 CSE regularly reviews its training offer and may introduce further learning and development activities in specific areas of equity, diversity and inclusion, where appropriate. This may include targeted training to reflect emerging issues, organisational priorities, or learning needs.

12. Part-time and fixed-term work

- 12.1 Part-time and fixed-term staff should be treated the same as comparable full-time or permanent staff and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.

13. Termination of employment and disciplinary action

- 13.1 We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.
- 13.2 We will also ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.

14. Governance and accountability

- 14.1 Everyone at CSE shares responsibility for upholding this policy. Leaders and managers have a particular responsibility to model inclusive behaviour and to address concerns appropriately.
- 14.2 CSE's EDI cross-team working group identifies opportunities and makes recommendations to improve practice. The roles and responsibilities of the EDI working group, trustees and the Senior Leadership Team are set out in the relevant appendices.
- 14.3 Staff, volunteers and trustees are encouraged to contribute ideas, feedback and concerns relating to equity, diversity and inclusion through appropriate channels, including line management, HR, staff forums, or engagement with the EDI working group.

15. Raising concerns

- 15.1 Anyone who believes they have experienced or witnessed behaviour that breaches this policy is encouraged to raise their concerns through the appropriate channels, including line management, HR, or the grievance procedure. Other appropriate channels may include contributing to consultations, staff surveys, topic groups, staff networks (where in place), and sharing suggestions via the EDI inbox or EDI working group.
- 15.2 Concerns will be taken seriously, handled sensitively and addressed promptly.

16. Breaches of this policy

- 16.1 We take a strict approach to breaches of this policy, which will be dealt with in accordance with our Disciplinary Procedure. Serious cases of deliberate discrimination and victimisation may amount to gross misconduct resulting in dismissal.
- 16.2 If you believe that you have suffered harassment, bullying or discrimination, or witnessed it happening to someone else in the workplace, you can raise the matter through our Grievance Procedure. Complaints will be treated in confidence and investigated as appropriate. There must be no victimisation or retaliation against staff who complain about or report discrimination. If you believe you have been victimised for making a complaint or report of discrimination, or have witnessed it happening to someone else in the workplace, you should raise this through our Grievance Procedure.
- 16.3 We encourage the reporting of all types of potential discrimination, as this assists us in ensuring that diversity, equity and inclusion principles are adhered to in the workplace. However, making a false allegation in bad faith, or that you know to be untrue, will be treated as misconduct and dealt with under our Disciplinary Procedure.

17. Review

- 17.1 This policy is reviewed regularly to ensure it remains legally compliant, effective and aligned with best practice. Updates will be communicated through CSE's internal communications channels. This policy is not contractual and may be updated at any time.

Appendices

Appendix 1: Equity, Diversity and Inclusion (EDI) Working Group

Purpose

The EDI Working Group supports the development and embedding of equity, diversity and inclusion across CSE. The group provides advice, insight and coordination, and makes recommendations to HR, the Senior Leadership Team (SLT) and trustees. The group is advisory in nature and does not hold decision-making authority.

Membership

The EDI Working Group is made up of representatives from teams across CSE, at least one member of the HR team at a senior level, and a Senior Leadership Team (SLT) representative. The working group will agree its chairing arrangements and ways of working, supported by HR.

Role and responsibilities

1. Supporting EDI initiatives and engagement

The EDI Working Group:

- Supports the establishment of topic-focused or staff-led groups (for example, racialised colleagues, disability inclusion, LGBTQ+, neurodiversity), where a need has been identified
- Supports staff who wish to raise awareness of EDI-related issues, signposting to appropriate support or routes where needed
- Provides general EDI advice and signposting to staff, including via the EDI inbox, treating matters confidentially where requested and referring issues to HR or SLT where appropriate
- Liaises with Mental Health First Aiders to understand emerging themes related to inclusion and wellbeing
- Works with employee voice mechanisms to coordinate activity and share learning
- Liaises with internal communications to support timely and accessible awareness-raising on EDI topics and activity

2. EDI priorities, plans and monitoring

The EDI Working Group:

- Supports engagement with staff on EDI issues identified through surveys or other feedback mechanisms
- Is consulted on findings from staff EDI surveys and makes recommendations to SLT on priorities, actions and improvements
- Is consulted on the review of the EDI policy to support alignment with best practice and organisational values

- Is consulted on annual EDI action plans and monitors progress against agreed actions
- Contributes to discussions on how demographic data is monitored and reported, where lawful and appropriate
- Is consulted on initiatives to improve recruitment, retention and inclusion

3. Knowledge sharing and learning

The EDI Working Group:

- Maintains and develops its understanding of EDI through ongoing learning
- Collates and shares relevant resources and learning opportunities with staff, using appropriate channels
- Participates in relevant EDI learning and development activity

The role and remit of the EDI Working Group will be reviewed periodically to ensure it remains effective and proportionate.

Appendix 2: Governance roles and responsibilities for Equity, Diversity and Inclusion

This appendix sets out the respective roles of trustees, the Senior Leadership Team and senior leaders in setting, overseeing and implementing CSE's approach to equity, diversity and inclusion.

Board of Trustees

The Board of Trustees has overall accountability for equity, diversity and inclusion at CSE.

The Board:

- Sets organisational direction, strategy, budgets and priorities to support delivery of EDI policy and action plans
- Provides oversight to ensure organisational culture and behaviour align with CSE's EDI commitments
- Oversees compliance with legal and governance obligations, including the Charity Governance Code (section 7 on equity, diversity and inclusion)
- Receives appropriate updates on EDI strategy, action plans, workforce information (where lawful and appropriate), and staff feedback

Trustee People Sub-group

The Trustee People Sub-group supports the Board by:

- Providing focused oversight of EDI policy, practice and progress
- Receiving assurance on implementation and identifying areas for further scrutiny or development

Chief Executive

The Chief Executive is accountable to the Board of Trustees for:

- Implementing the EDI policy and agreed action plans
- Ensuring EDI commitments are reflected in organisational policies and practice
- Integrating EDI considerations into organisational planning, strategy and resourcing

Senior Leadership Team (SLT)

The Senior Leadership Team has collective responsibility for:

- Implementing EDI policy, strategy and action plans across their areas of responsibility
- Modelling inclusive leadership and promoting a culture of dignity, respect and inclusion
- Contributing to the development of EDI policy, strategy, action plans and budgets
- Ensuring EDI considerations are appropriately reflected in CSE's internal operations and external work

Specific accountability for elements of EDI delivery may be allocated to individual SLT members through the EDI action plan.

Wider leadership, staff and volunteers

- The appointed EDI SLT lead, HR, Heads of Team and line managers have specific responsibilities for supporting implementation of EDI policy and plans within their roles
- All staff and volunteers share responsibility for acting in line with this policy and contributing to an inclusive and respectful working environment

Appendix 3: Trans, Non-Binary and Gender Identity Inclusion

1. Purpose

This appendix forms part of CSE's Equity, Diversity and Inclusion (EDI) Policy. It provides additional detail on how CSE supports staff whose gender identity does not match the sex they were assigned at birth, including staff who identify as trans (or transgender), those who identify as non-binary or outside the gender binary, and staff who use different pronouns or express their gender in ways that do not align with traditional expectations.

It sets out the specific commitments, expectations and practical support that apply in relation to gender identity, alongside the standards of behaviour expected of everyone.

This appendix applies regardless of whether someone is out at work, transitioning, or exploring or expressing their gender identity, and should be read alongside the EDI Policy and related policies.

2. Key principles

- **Self-identification:** Everyone has the right to define and express their own gender identity.
- **No medical or legal requirement:** No one is required to undergo medical treatment or obtain legal documentation for their gender identity to be respected at work.
- **Individual approach:** There is no single or standard way to be trans or non-binary. Support will be shaped around the individual.
- **Consent and control:** Individuals decide what information they share, when, how, and with whom.
- **Respectful language:** Names, pronouns, and terms used by an individual must be respected.
- **Pronouns:** Staff may use the pronouns that best reflect how they wish to be addressed, regardless of whether they identify as trans or non-binary or are transitioning.

3. Definitions (summary)

- **Gender identity:** A person's internal sense of their gender, which may be a man, a woman, non-binary, gender fluid, or another identity.
- **Gender expression:** How a person expresses their gender through appearance, behaviour, dress, or presentation.
- **Trans / transgender:** An umbrella term for people whose gender identity differs from the sex assigned to them at birth.
- **Non-binary:** An umbrella term for gender identities that are not exclusively male or female.
- **Transition:** A personal process through which someone may begin to live in a way that aligns with their gender identity. This may involve social, legal, and/or medical changes, or none of these.
- **Pronouns:** Words used to refer to a person in place of their name (such as she/her, he/him, or they/them). Staff may use the pronouns that best reflect how they wish to be addressed.

Language and terminology relating to gender identity continue to evolve. These definitions are intended as a helpful guide and may be reviewed and updated over time. Staff are encouraged to contact HR if they believe any part of this section would benefit from review or clarification.

4. Respect, dignity and conduct

In line with CSE's Equity, Diversity and Inclusion Policy, all staff are expected to treat others with dignity, respect and professionalism. In the context of gender identity, this includes:

- Using a person's correct name and pronouns once these are known.
- Respecting personal boundaries and avoiding intrusive questions about a person's body, medical history or personal life.
- Behaving in a way that supports an inclusive and respectful working environment.

Outing someone without their consent, deadnaming (the act of calling a transgender or non-binary person by their birth name or a name they used prior to transitioning, rather than their current, chosen name), deliberate or repeated misgendering, gossip, jokes, or derogatory language related to gender identity or expression are not acceptable. Such behaviour may constitute harassment or bullying and will be addressed under CSE's Anti-Bullying and Harassment Policy and disciplinary procedures.

5. Telling us and confidentiality

We respect the right of individuals to choose whether to be open about their trans or non-binary identity. It is entirely up to you what you share, when you share it, and with whom.

We recognise that telling others about your gender identity or a possible transition can feel daunting. Where a staff member chooses to do so, they are encouraged to speak with their line manager or HR so that appropriate support can be put in place. If you do not feel comfortable speaking to your line manager, you can contact HR directly for confidential support.

If you share information about your gender identity or transition, it will be treated as confidential. It will not be disclosed to others without your explicit consent, except where limited sharing is necessary for legitimate organisational purposes (for example HR administration, payroll, pensions, safeguarding, or legal compliance), or where disclosure is required by law.

Any such sharing will be kept to the minimum necessary, handled sensitively, and restricted to those who need the information to carry out their role. This does not involve wider disclosure to colleagues or managers without your agreement.

6. Names, pronouns, and records

- Staff have the right to be known by their chosen name and pronouns at work.
- Chosen names and pronouns will be used in everyday workplace interactions, email addresses, directories, badges, and internal systems wherever possible.
- A Gender Recognition Certificate is not required to change your name, title, or pronouns on internal systems.
- Legal names and sex markers will only be used where legally required, such as payroll, pensions, or HMRC reporting.
- This applies equally to staff who use different pronouns without changing their name or

gender identity.

Where records must retain legal information, this will be handled sensitively and confidentially in line with data protection legislation.

7. Dress code and appearance

Staff are entitled to dress and present themselves in a way that aligns with their gender identity. Standards of dress and appearance apply equally to everyone, regardless of gender identity (this is as per the staff handbook).

8. Toilets and facilities

We recognise that, as we occupy a leased building, the range and layout of facilities available to us is limited. Within these constraints, we seek to provide arrangements that are respectful, proportionate, and inclusive and which are not intended to single out or stigmatise anyone.

Our workplace provides separate female-only and male-only toilets, with use based on biological sex. Our workplace also provides accessible, gender-neutral toilets, which are available to staff of all genders (found on floors 1, 2 and 3). These toilets provide a private, single-occupancy option for staff who may be unable to use sex-segregated facilities, as well as for disabled staff or others who require an accessible space.

We have worked with the building owner to review and update the signage and designation of the toilet facilities on our main floor (floor 1). The signage has now been approved and updated to clearly identify the gender-neutral facility, using language and design intended to be respectful and clear for all staff. An image of the updated signage is provided for reference.



All facilities are retained in compliance with the Workplace (Health, Safety and Welfare) Regulations 1992 (SI 1992/3004) and sex-based rights under the Equality Act 2010 and the importance of privacy, dignity, and safety for staff. We ask staff to share concerns and assist us in providing an empathetic and solutions-focused approach.

Where a staff member has concerns about access to toilet facilities, these should be discussed sensitively and confidentially through the appropriate support channels, such as HR, a line

manager, or mental health first aider, so that arrangements can be handled in a respectful and proportionate way.

9. Transitioning at work

- Transitioning is a personal process and looks different for everyone. It may involve social changes (such as name, pronouns, or presentation) and may or may not include medical or legal steps. There is no single or expected pathway, and no requirement for a staff member to transition in any particular way in order to be supported at work.
- Where a staff member is transitioning, or considering transitioning, at work, we are committed to providing appropriate, sensitive, and practical support that reflects their individual circumstances, needs, and wishes.

a) Support and planning

- Where a staff member chooses to do so, they may involve their line manager and/or HR in discussing what support would be helpful. This may include agreeing a confidential, flexible plan to support the staff member before, during, and after any changes at work.
- Any such plan will be:
 - Led by the staff member.
 - Proportionate and reviewed as needed.
 - Focused on practical workplace matters, not personal or medical details.
- Support may include, where relevant and agreed:
 - Changes to name, pronouns, or title used at work.
 - Updates to records and systems.
 - Consideration of how and when information is shared with others, if at all.
 - Temporary or longer-term workplace adjustments.
 - Time off for appointments or recovery, in line with relevant policies.
 - Support on return to work, including phased or flexible arrangements.

b) Communication

- The staff member will decide:
 - Whether, when, and how any information is shared.
 - Who is informed (for example, colleagues, managers, or external contacts).
 - What level of detail they are comfortable sharing.
- No information will be shared without the staff member's consent, except where limited sharing is necessary for legitimate organisational reasons or where required by law.

c) Privacy and boundaries

- Staff members are not expected to answer questions about their body, medical history, or personal life. Any support discussions will focus on workplace arrangements and responsibilities.
- All information relating to a staff member's gender identity or transition will be handled confidentially and in line with data protection legislation.

10. Talking to us and getting support

- We recognise that questions or concerns relating to gender identity, transition, or access to facilities can be sensitive and personal. Staff are encouraged to raise these issues in a way that feels safe and appropriate for them.
- Depending on what you are comfortable with, you may choose to:
 - Speak with your line manager.
 - Contact HR directly for confidential advice and support.
 - Speak with a trained Mental Health First Aider.
 - Access our employee wellbeing or support services, where available.
- You are not required to disclose personal information to anyone you do not feel comfortable speaking with. Any conversations will be handled sensitively, respectfully, and in confidence, in line with this policy and our data protection obligations.
- Separate guidance is available for line managers to support them in applying this policy fairly and consistently (Appendix 4).

11. Health, wellbeing, and absence

- Time off for medical appointments or procedures related to gender identity will be managed sensitively and in line with our sickness absence policy.
- Where appropriate, reasonable adjustments, phased returns, or flexible working arrangements may be considered.

12. Evolving understanding and best practice

CSE recognises that language, understanding and best practice relating to gender identity continue to evolve, and this appendix will be reviewed accordingly.

13. Further information and support

Some staff may find it helpful to access external information or resources to better understand gender identity or to explore self-support options. The following organisations provide general, reputable information and guidance:

- **ACAS** – Guidance on equality, discrimination, and gender reassignment in the workplace
<https://www.acas.org.uk>
- **GOV.UK** – Information on the Equality Act 2010 and workplace rights
<https://www.gov.uk>
- **NHS** – General information on gender identity and gender dysphoria
<https://www.nhs.uk>
- **Stonewall** – Workplace guidance and information on LGBTQ+ inclusion
<https://www.stonewall.org.uk>
- **Gendered Intelligence** – UK charity offering education and support around gender diversity
<https://genderedintelligence.co.uk>
- **Mermaids** – Support and resources for trans and gender-diverse people and their families (particularly relevant where staff are supporting children or young people)

- <https://mermaidsuk.org.uk>
Switchboard LGBT+ Helpline – Confidential listening and signposting service
<https://switchboard.lgbt>

These resources are provided for general information and support. They do not replace CSE's policies, procedures, or advice from HR.

Appendix 4: Neurodiversity and Neuroinclusion

1. Purpose of this appendix

This appendix supports the Equity, Diversity and Inclusion (EDI) Policy by setting out CSE's approach to neurodiversity and neuroinclusion.

It provides additional guidance specific to neurodivergence, complementing (and not repeating) the overarching principles, standards of conduct and responsibilities set out in the main EDI Policy.

This appendix explains key concepts, outlines the benefits of neurodiverse workplaces, and describes the support available to neurodivergent staff. It also clarifies the respective roles of line managers and HR in providing support in a fair, consistent and lawful way.

This appendix applies to staff, volunteers and trustees and should be read alongside the EDI Policy and related policies.

2. Meanings and definitions

- **Neurodiverse**
A term used to describe groups of people who have a range of different neurological profiles.
- **Neurotypical**
A term used to describe people whose brain functioning aligns with what is commonly considered typical.
- **Neurodivergent**
A term used to describe individuals whose brain functioning differs from what is commonly considered typical.
- **Neurodivergence**
The state of being neurodivergent.

3. Forms of neurodivergence

Forms of neurodivergence within the scope of this appendix include, but are not limited to:

- **Autism** – affects how a person experiences the world, processes information and interacts with others.
- **Dyslexia** – affects language processing and may impact reading, writing, spelling or memory.
- **Dyspraxia (Developmental Coordination Disorder)** – affects coordination, organisation and sometimes information processing.
- **Attention Deficit Hyperactivity Disorder (ADHD)** – may affect attention, impulse control, organisation and regulation of activity levels.

- **Dyscalculia** – affects numerical understanding, arithmetic and mathematical reasoning.
- **Tourette's syndrome** – involves involuntary movements or vocalisations (tics).
- **Specific Learning Differences (SpLDs)** – an umbrella term sometimes used to describe conditions such as dyslexia, dyspraxia and dyscalculia.
- **Other cognitive or neurological differences** that affect how a person processes information, communicates or works, whether formally diagnosed or not.

4. Why neurodiversity matters at CSE

Neurodiversity is one aspect of diversity that CSE actively seeks to recognise, value and support. Neurodiverse workplaces benefit from a wider range of perspectives, thinking styles and problem-solving approaches. Neurodivergent staff may bring particular strengths, which can include:

- Creativity and innovation.
- Lateral and strategic thinking.
- Highly specialised knowledge or skills.
- Analytical ability and attention to detail.
- Deep focus or sustained concentration.

Creating an environment that supports neurodiversity can improve wellbeing, engagement and job satisfaction, contributing to stronger retention and a positive and inclusive organisational culture.

5. Creating a neuroinclusive environment

In line with the EDI Policy, CSE is committed to fostering a neuroinclusive working environment.

This includes:

- Reviewing recruitment and onboarding processes to reduce unnecessary barriers.
- Making clear that candidates may request information about interview structure or themes in advance, and applying this approach consistently.
- Considering how onboarding, training and learning processes may be adapted to support different needs.
- Ensuring progression and development opportunities are fair, transparent and consistent, with clear criteria and processes.
- Creating opportunities for staff to contribute to organisational learning and improvement on neurodiversity, including through the EDI working group.

CSE also seeks to raise awareness and understanding of neurodiversity through EDI training, manager guidance, and targeted awareness-raising activity, to support inclusive day-to-day practice.

6. Legal responsibilities

Under the Equality Act 2010, CSE has a legal duty to make reasonable adjustments to remove or reduce disadvantages faced by disabled staff.

The legal definition of disability includes mental impairments that have a substantial and long-term adverse effect on an individual's ability to carry out normal day-to-day activities. Some forms of neurodivergence may fall within this definition, depending on individual circumstances. Further information on CSE's approach to disability and reasonable adjustments is set out in the main EDI Policy and the Reasonable Adjustments Procedure.

7. Disclosure and confidentiality

Neurodivergence affects people in different ways, and not everyone will wish to disclose. Staff are encouraged, where they feel able, to share information about neurodivergence with HR and/or their line manager so that appropriate support can be explored. Disclosure is entirely voluntary. Any information shared will be treated sensitively and confidentially, in line with data protection obligations. Discussions will focus on workplace impact and practical arrangements rather than diagnosis or personal history. A formal diagnosis is not required in order to discuss support needs or explore reasonable adjustments.

Where this appendix refers to staff or employees, equivalent principles apply to volunteers and trustees, with support adapted proportionately to their role and responsibilities.

8. Workplace adjustments

Where neurodivergence is disclosed, CSE will explore reasonable adjustments to remove or reduce barriers to effective working. Adjustments will be discussed on an individual basis and may include, where appropriate:

- Changes to duties or ways of working.
- Flexible working arrangements.
- Adjustments to workspaces or equipment.
- Support when learning new tasks.
- Adaptations to communication or meeting practices.

This list is illustrative and not exhaustive.

Requests for reasonable adjustments will be considered in line with *CSE's Reasonable Adjustments Procedure*. Where adjustments are agreed, they will be recorded using the reasonable adjustments form.

CSE also provides a developing suite of neurodiversity support toolkits (for example, an *ADHD support and reasonable adjustments guide*). These resources are intended to support staff and managers by offering practical guidance on preparing for and holding support conversations, and by suggesting possible options for workplace support. They are not prescriptive and do not replace individual discussion, HR advice or the reasonable adjustments process.

The effectiveness of adjustments will be reviewed regularly and updated where circumstances change.

9. Line manager role

Line managers play a key role in supporting neurodivergent staff but are not expected to diagnose, label or make assumptions.

Line Managers should:

- Create an environment where staff feel able to raise concerns.
- Focus on workplace impact rather than labels or diagnosis.
- Discuss support needs openly and sensitively, involving HR where advice or formal processes are required.
- Introduce adjustments on a trial basis where appropriate.
- Review adjustments regularly with the staff member and HR.

Straightforward adjustments may be agreed by the line manager, with HR support where needed. More complex adjustments, or those with cost, contractual or wider organisational implications, should be discussed with HR.

10. Access to Work

In some cases, staff may be eligible for support through the government's Access to Work scheme, which can help fund practical workplace support, equipment or coaching related to disability or health conditions, including some forms of neurodivergence.

Further information about the scheme, including eligibility and how to apply, is available at: <https://www.gov.uk/access-to-work>.

Staff should be aware that current waiting times for Access to Work support can be lengthy and are typically around 7–8 months. Where Access to Work support is being considered, this does not prevent discussions about reasonable adjustments or interim support at work.

11. Evolving understanding and best practice

CSE recognises that language, understanding and best practice relating to neurodiversity continue to evolve, and this appendix will be reviewed accordingly.

12. Further information and support

Some staff may find it helpful to access external information or resources to better understand neurodiversity or to explore self-support strategies. The following organisations provide general, reputable information:

- [ACAS](#) – guidance on disability and reasonable adjustments at work
- [GOV.UK](#) – information on Access to Work
- [NHS](#) – general information on neurodivergent conditions
- [Neurodiversity Hub](#) – resources for employers, students and practitioners about supporting neurodivergent people in work and study.
- [Neurodiversity UK](#) – support and community for neurodivergent people across the UK.
- [National Autistic Society](#) – UK autism information, guidance and support.
- [ADHD Foundation Neurodiversity Charity](#) – UK advice and strength-based resources for ADHD and related neurodivergence.

- [Made By Dyslexia](#) – resources by and for people with dyslexia.
- [Dyspraxia UK](#) – information and support for dyspraxia.
- [Tourettes Action \(UK\)](#) – Established UK charity offering reliable information, community resources, practical strategies, and support for people with Tourette's and their families.

These resources are provided for information only and do not replace internal policies, procedures or HR advice.