LGBTQIA+ Audit Tool

This audit tool has been developed by the RCSLT and UK SLT Pride Network’s LGBTQIA+ working group. It is designed to provide both services and individuals with a tool against which they can measure their work in supporting LGBTQIA+ colleagues, including students on placement, and LGBTQIA+ people accessing speech and language therapy services.

We would welcome your feedback on the tool. Please email Peter Just peter.just@rcslt.org and Jess Otto-Davies and Kate Boot sltpridenetwork@gmail.com.

## KEY

To fill in the tool choose **Yes**, **In Progress,** or **No** against the statements below and fill in details in the comments section.

For YES please provide examples, for IN PROGRESS detail the timeline for this being completed and for NO explain how you plan to address this.

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| For services | **YES** | **IN PROGRESS** | **NO** | **Comments** |
| 1. General policies and publications |
| Our policies and procedures are inclusive of all LGBTQIA+ identities.  |  |  |  |  |
| They include explicit guidance on not making assumptions about LGBTQIA+ people and on the use of pronouns, where people feel comfortable and safe using them. |  |  |  |  |
| They provide a mechanism for feedback from LGBTQIA+ people. |  |  |  |  |
| We have guidance on not making assumptions about anyone's gender identity, sexuality, or any assumptions about LGBTQIA+ people. |  |  |  |  |
| We provide LGBTQIA+, allyship, active bystander, anti-racism, and disability affirming training to our staff. |  |  |  |  |
| Our policies and procedures cover all types of employee, internally and externally employed staff, students on placement, and volunteers. |  |  |  |  |
| Our policies and procedures take account of differences in professional roles and tasks.  |  |  |  |  |
| They account for different LGBTQIA+ staff potentially facing different types of LGBTQIA+ phobia, including those with other intersections.  |  |  |  |  |
| For example, homophobia may present differently for a physiotherapist working hands-on versus a speech and language therapist delivering online voice therapy. |  |  |  |  |
| We provide a feedback mechanism for staff to highlight how their specific role might attract LGBTQIA+ phobia.  |  |  |  |  |
| Our policies and procedures are regularly reviewed against those of partner organisations and are in line with best practice identified by expert LGBTQIA+ organisations.  |  |  |  |  |
| We provide a mechanism for staff to share best practice they have seen in other organisations, including expert LGBTQIA+ organisations. |  |  |  |  |
| Where our policies and procedures do not meet that best practice, while we amend them, we direct staff members to other examples of best practice. |  |  |  |  |
| Our policies and procedures have been reviewed from an LGBTQIA+ perspective, including by LGBTQIA+ people.  |  |  |  |  |
| This includes our HR processes, including forms, supervision, contracts, payroll, and online systems. |  |  |  |  |
| An active review process is available if discrepancies are noted by members of staff or people accessing our services. |  |  |  |  |
| 2. Resources and materials |
| Our resources (for example, our referral forms, templates, assessments) are LGBTQIA+ inclusive.  |  |  |  |  |
| If we collect information about LGBTQIA+ identity, the reason for this is made clear as is the use to which we will put the information. The question is always optional. |  |  |  |  |
| We provide a mechanism to feedback on these resources, for our staff and the people accessing our services. |  |  |  |  |
| Our materials, such as posters and leaflets, reflect the diversity and intersectionality of LGBTQIA+ people in the United Kingdom.  |  |  |  |  |
| As a bare minimum, they collectively cover all legally protected characteristics under the Equality Act 2010.  |  |  |  |  |
| We keep our materials under constant review and actively seek input from LGBTQIA+ people. |  |  |  |  |
| We actively seek to keep them relevant and representative of the populations we serve. |  |  |  |  |
| 3. Induction |
| Our induction for new staff, for students on placement, and for volunteers, includes information on our equality, diversity, and inclusion policies, including our LGBTQIA+ policies.  |  |  |  |  |
| We set out our expectations of how LGBTQIA+ people should be treated and the support we give them.  |  |  |  |  |
| We provide a safe space for new staff, students on placement, and volunteers, to share their LGBTQIA+ identities if they wish to do so.  |  |  |  |  |
| Information for new starters includes information on LGBTQIA+ staff and wider networks.  |  |  |  |  |
| We provide opportunities for staff to feed back on their induction. |  |  |  |  |
| We ensure Higher Education Institutions have a mechanism to raise concerns about LGBTQIA+ inclusivity. |  |  |  |  |
| 4. Language and terminology |
| Our policies include information on the importance of the use of pronouns, including on email signatures and name badges, where people feel comfortable and safe using them.  |  |  |  |  |
| We encourage the use of gender-neutral language wherever possible. For example, we discourage the use of ‘ladies and gentlemen’ when speaking to a group of people and the use of a ‘girls night out’ for staff events.  |  |  |  |  |
| We have a code of conduct which covers the acceptable and unacceptable use of language and terminology. This includes examples of where ‘banter’ may verge on being discriminatory.  |  |  |  |  |
| This code of conduct is kept under constant review and there is a mechanism for staff to offer feedback on it. |  |  |  |  |
| 5. Microaggressions |
| Our policies include material on microaggressions.  |  |  |  |  |
| It provides details of what microaggressions are, how they can be spotted, and how they can and will be combatted.  |  |  |  |  |
| We keep this material under constant review and there is a mechanism for staff to offer feedback on it. |  |  |  |  |
| 6. Active development towards allyship |
| Our employees, students on placement, and volunteers, are encouraged and supported to bring their whole and authentic selves to work, where they wish to and feel able to.  |  |  |  |  |
| We provide training for all staff on LGBTQIA+ issues.  |  |  |  |  |
| We provide a mechanism to feed back on barriers to staff being their whole and authentic selves at work. |  |  |  |  |
| We actively develop our staff to be allies and active bystanders. |  |  |  |  |
| 7. Wellbeing and whistleblowing |
| Our policies provide clear information on the wellbeing resources available to LGBTQIA+ people, staff, students, and people accessing our services. |  |  |  |  |
| Our whistleblowing policies highlight the systems and protocols we have in place for the raising of concerns. |  |  |  |  |
| Our general workplace safeguarding and wellbeing training includes training on the safeguarding and wellbeing of LGBTQIA+ staff, students, and people accessing our services. This highlights the risks of ‘outing’ LGBTQIA+ colleagues and LGBTQIA+ people accessing our services. |  |  |  |  |
| Our individual departments have their own dedicated equality, diversity and inclusion lead. |  |  |  |  |
| Our line managers are trained to consider and make adjustments for the issues LGBTQIA+ can face when doing their jobs and we have in place a systematic, and safe, way of discussing these issues. |  |  |  |  |
| 8. Intersectionality |
| Our staff are trained on the nine legally protected characteristics in England, Scotland, and Wales, or the requirements of the Equality Commission for Northern Ireland in Northern Ireland.  |  |  |  |  |
| They are made aware of how these protected characteristics may affect LGBTQIA+ colleagues and LGBTQIA+ people accessing our services.  |  |  |  |  |
| Our staff are also aware of the intersections between LGBTQIA+ characteristics and other characteristics such as race, disability, and neurodiversity.  |  |  |  |  |
| They are also aware of other considerations that might affect LGBTQIA+ people, such as socio-economic background, age, and vocation.  |  |  |  |  |
| Our staff adjust their behaviours and services to take account of intersectionality to deliver inclusivity for all. |  |  |  |  |
| 9. Environment |
| Our staff have the option to access gender neutral or single room bathrooms and changing facilities. |  |  |  |  |
| Our uniform and dress code policy take account of gender fluidity and gender expression. For example, there are gender neutral options, and we avoid stereotypical gender roles. |  |  |  |  |
| The language of our dress code is inclusive of gender fluidity and gender expression. |  |  |  |  |
| It also includes details of the wearing of lanyards and/or pin badges relating to people’s LGBTQIA+ identity. For example, the wearing of trans pride colours and the use of pronouns on name badges, where people feel comfortable and safe using them. |  |  |  |  |
| Our staff are able to feedback on any issues to do with their working environment that makes them feel unsafe or does not empower them and give them to the confidence to bring their whole and authentic self to work. |  |  |  |  |

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| For individuals | **YES** | **IN PROGRESS** | **NO** | **Comments** |
| 1. General policies and publications |
| I know my organisation’s policies and procedures on LGBTQIA+ identities.  |  |  |  |  |
| I know my organisation’s guidance on not making assumptions about LGBTQIA+ people and on the use of pronouns, where people feel comfortable and safe using them. |  |  |  |  |
| I feel confident and safe to feed back on these policies and procedures in my organisation, and know how to do so. |  |  |  |  |
| I have undertaken allyship and active bystander training. I have taken LGBTQIA+, allyship, and active bystander, anti-racism, and disability affirming training. |  |  |  |  |
| I know who my organisation’s policies cover. |  |  |  |  |
| I feel my role is covered by my organisation’s policies and procedures. |  |  |  |  |
| I feel confident and safe to feedback how my role might attract LGBTQIA+ phobia and know how to.  |  |  |  |  |
| If white and not disabled, I understand and feel confident about my role in anti-racism and disability affirming work and support of LGBTQIA+ people of colour and disabled people. |  |  |  |  |
| I understand and feel confidence about my role in anti-racism  |  |  |  |  |
| I am aware of and access LGBTQIA+ resources in partner organisations, including expert LGBTQIA+ organisations. |  |  |  |  |
| I feel confident and safe to feed back these examples in my organisation, and know how to do so. |  |  |  |  |
| I know the process by which my organisation’s policies and procedures have been informed by a LGBTQIA+ perspective. |  |  |  |  |
| I feel confident and safe to feedback on these policies and procedures in my organisation and know how to. |  |  |  |  |
| 2. Resources and materials |
| I feel confident and safe to feedback on these resources and know how to. |  |  |  |  |
| I feel confident and safe to make these materials LGBTQIA+ inclusive and know how to. |  |  |  |  |
| I feel confident and safe to feedback on these materials in my organisation and know how to. |  |  |  |  |
| 3. Induction |
| I felt the induction gave me the information I needed to understand the organisation’s policies and procedures. |  |  |  |  |
| I understand the expectations the organisation places on me to be LGBTQIA+ inclusive. |  |  |  |  |
| I was notified of LGBTQIA+ staff and wider networks. |  |  |  |  |
| I feel confident and safe to feed back to my organisation on my induction and know how to do so. |  |  |  |  |
| If I am a student, I feel confident and safe to feed back to my university on my placement experiences and know how to. |  |  |  |  |
| 4. Language and terminology |
| I know my organisation’s policies on pronouns, where people feel comfortable and safe using them, and on the use of gender-neutral language. |  |  |  |  |
| I know the organisation’s code of conduct on acceptable and unacceptable use of language and terminology. |  |  |  |  |
| I feel confident and safe to feedback on this in my organisation and know how to. |  |  |  |  |
| 5. Microaggressions |
| I know my organisation’s policy on microaggressions. |  |  |  |  |
| I feel confident and safe to identify and challenge microaggressions and know how to. |  |  |  |  |
| I feel confident and safe to feedback on my organisation’s material on microaggressions and know how to. |  |  |  |  |
| 6. Active development towards allyship |
| I have attended LGBTQIA+-specific training or have some booked.  |  |  |  |  |
| I know where to look for training opportunities and resources. |  |  |  |  |
| I attend and actively engage in peer-led networks on equality, diversity, and inclusion issues. |  |  |  |  |
| I am aware of current news and media topics affecting the LGBTQIA+ population. |  |  |  |  |
| I am aware of national or international days for LGBTQIA+ population, for example, the International Day Against Homophobia, Biphobia and Transphobia. |  |  |  |  |
| I feel confident, empowered and safe to bring my whole and authentic self to work. |  |  |  |  |
| I know how to feed back to my organisation on barriers to me being able to bring my whole and authentic self to work. |  |  |  |  |
| I feel confident, safe and empowered to give this feedback. |  |  |  |  |
| I feel empowered to be an ally and active bystander. |  |  |  |  |
| 7. Wellbeing and whistleblowing |
| I know my organisation’s wellbeing, whistleblowing, and safeguarding policies. |  |  |  |  |
| I feel confident and safe to feedback on them and know how to. |  |  |  |  |
| I feel confident and safe to whistle blow and know how to. |  |  |  |  |
| I know the risks of ‘outing’ LGBTQIA+ colleagues and LGBTQIA+ people accessing our services. |  |  |  |  |
| I feel my line-manager is considering and making adjustments if necessary, for my LGBTQIA+ identity. |  |  |  |  |
| 8. Intersectionality |
| I know the nine legally protected characteristics in England, Scotland, and Wales, or the requirements of the Equality Commission for Northern Ireland in Northern Ireland.  |  |  |  |  |
| I understand, consider, and adjust for these legally protected characteristics and how they might interplay with LGBTQIA+ people, including colleagues and people having speech and language therapy. |  |  |  |  |
| I understand, consider and adjust for how intersectionality can affect LGBTQIA+ people, for example LGBTQIA+ and race, LGBTQIA+ and disability, and LGBTQIA+ and neurodiversity.  |  |  |  |  |
| I also understand how other considerations, such as socio-economic background, age, and vocation, can affect LGBTQIA+ people. |  |  |  |  |
| 9. Environment |
| I have access to gender neutral or single room bathrooms and changing facilities. |  |  |  |  |
| My uniform takes account of my LGBTQIA+ identity, including being able to wear gender neutral clothing. |  |  |  |  |
| I am able to wear lanyards and/or pin badges that relate to my LGBTQIA+ identity. |  |  |  |  |
| My working environment empowers me and makes me feel safe to be my whole and authentic self at work. |  |  |  |  |
| I feel confident and safe to feedback on my working environment and know how to.  |  |  |  |  |