Equality, Diversity and Inclusion Policy

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Key individual	Joanna Mahoney Senior Assistant Headteacher

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Introduction and AIMS

The Archer Academy's three-fold vision is rooted in our desire to provide an outstanding, inclusive and ambitious education for local children:

- **Realising potential:** Helping students to achieve personally, socially and academically to the best of their abilities.

- **Inspiring creativity**
- Providing an enjoyable and inspirational education that encourages students to be analytical, inventive and self-motivated.

- **Engaging with our community**
- Ensuring that students respect others and value working with others for mutual benefit.

Our vision and accompanying values, encapsulated in the Archer Way stress the value inherent in diverse members of the local community coming together to learn with and about each other. We strive to promote a culture in which all pupils, staff and members of the school community are welcomed and supported to fulfil their potential, irrespective of their background or personal characteristics. Issues of diversity and inclusion are fundamental concerns for the school.This policy goes beyond our legal obligations in support of our vision.

The Equality Act 2010 makes discrimination unlawful on the grounds of various "protected characteristics": age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Discrimination under this Act can be direct or indirect and the Act also prohibits harassment and victimisation. The ways in which discrimination, harassment and victimisation might become illegal depend quite often on the type of protected characteristic.

Education is fundamental to equality of opportunity. The Archer Academy is committed to ensuring that all members of its community – including those applying to join the school – have equality of opportunity regardless not only of the protected characteristics, but also socioeconomic circumstances and physical appearance. We recognise, respect and value difference and understand that diversity is a strength that enriches our lives. We take account of differences and strive to remove any barriers to learning and development. The Archer Academy is committed to ensuring that all those participating in school life recognise, appreciate and respect diversity within the school and wider society.

This policy aims to inform staff, parents, students, volunteers and governors about the school's stance on the issues above and highlight the standards of behaviour expected from all individuals associated with the school. Equality, diversity and inclusion underpin all our school policies.

This policy should be read in conjunction with other relevant policies, include the school Admissions Policy, Anti-bullying Policy, e-Safety Policy, SEND Policy, School Accessibility Plan and Recruitment Policy.

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LEGISLATION AND GUIDANCE

The public sector 'Equality Duty', which was introduced in The Equality Act 2010, has three aims. It requires public bodies (including schools) to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

Having due regard means consciously thinking about the three aims of the Equality Duty as part of the process of decision-making. This means that consideration of equality issues must influence the decisions reached by schools – such as in how they act as employers; how they develop, evaluate and review policy; how they design, deliver and evaluate services, and how they commission and procure from others.

Promoting diversity and inclusion

As a school we aim to achieve an environment in which:

i. every student:
    - is respected and respects others (and this respect is based on both an inherent respect for difference as well as an informed understanding of difference);
    - has access to a full curriculum;
    - is helped to achieve their full potential;
    - is not subject to unfair discrimination on any of the grounds mentioned above.
ii. every member of staff and governor:
- is respected and respects others;
- is enabled to work and develop without discrimination on any of the grounds mentioned above;
iii. every parent and visitor to the school
- is respected and respects others;
- is treated with courtesy and is not subjected to unfair discrimination on any of the grounds mentioned above.

To promote a culture of diversity and inclusion, the Archer Academy will:

- celebrate and affirm the diverse nature of the whole school community
- promote understanding of and respect for others whatever their ability, race, gender, sexual orientation, appearance, age, religion, social background or beliefs
- promote greater awareness of the effects of discrimination and the need to challenge it
- ensure equality of access to the curriculum and extracurricular activities for all students
- pursue the development of a curriculum which positively reflects the diversity of our society
- provide a safe, welcoming environment where people have respect and responsibility for themselves and others free from negative stereotypes and bullying including peer on peer abuse.
- present positive images through assemblies, displays, school publications and resource materials.

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Areas of the school covered by the policy

Teaching and Learning

All staff will ensure that schemes of work and assessment must be accessible to all students and that resources reflect a range of cultures, abilities and so forth. There should be a range of positive images and a range of work should be displayed

In addition, the school will ensure that:

- individuals value dialects and accents, forms of speech and expression and encourage the use of students' own languages
- students are encouraged to draw on and to share their cultural diversity
- curriculum support is available for all those would benefit from specific access
- work is differentiated to reflect the range of abilities and should recognise abilities other than language skills
- there are a range of extra-curricular activities that enable all interested students to contribute at some level
- feasts, fasts and festivals are included in the calendar, publicised in the bulletin and assemblies and respected by all
- rewards and sanctions are monitored regularly to ensure that there is no bias or unfairness.
- teachers are aware of the individual needs of students to provide appropriate support for them.
- Sports lessons are inclusive and there is flexibility to allow students to partake in the sports they want to do despite gender

Home/School Communications

Communications with parents should be written to be accessible in terms of language and terminology used. Meetings with parents should be planned and designed to be accessible in terms of language, terminology used, timing and physical access. The school will make use, as necessary, of translation services available within the London Borough of Barnet.

Wherever possible, open evenings for prospective parents and students should involve a balance of existing school students to reflect diversity in the school and the wider local community.

FORMS OF DISCRIMINATION

For the purposes of this policy, discrimination is any behaviour or language that devalues a person because of their age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation, physical, social, learning or language abilities, social circumstances, or physical appearance (see also Appendix 1: Types of Discrimination).

Examples of discrimination on these grounds include:

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Name calling and teasing

Jokes and offensive mimicry

Disrespectful, derogatory or unwelcome remarks, e.g. comments on appearance, physique, innuendo

Threats

Incitement of others to tease, threaten or assault

Physical intimidation or attack

Peer on Peer abuse

Sexual harassment or assault

Inappropriate touching

Graffiti or damage to personal property

Offensive materials, badges, insignia or textual communications (e.g. email, texts, etc.)

Being non-co-operative with people because of their characteristics

Refusal to work or associate with or employ or promote a person

Inclusion or exclusion from activities

Failure to provide equal access to all curricular and extracurricular activities

Failure to consider the financial difficulties encountered by some parents in paying for equipment and uniform

Passive discrimination

These acts of discrimination will not be tolerated in the school and if such incidents arise, then sanctions appropriate to the case will be enforced.

ROLES AND RESPONSIBILITIES

The role of the governing board

The governing board has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality. The governing board:

- seeks to ensure that people are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- welcomes all applications to join the school, whatever background or disability a child may have.
- ensures that no child is discriminated against whilst in our school. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be

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applied equally to all. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.
- will regularly seek the advice of the Headteacher on this policy, monitor it, keep it up-to date, and make it available to parents upon request

The role of the Headteacher

It is the Headteacher's role:

- to implement the school's Equal Opportunities and Diversity policy - supported by the governing board in so doing
- to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations
- to ensure that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment
- to ensure that the implementation of the national pay structure, such as TLRs, is free from discrimination
- to ensure that the performance management, promotion and access to CPD are free from discrimination
- to promote the principle of equal opportunity when developing the curriculum, and promote respect for other people in all aspects of school life
- to ensure that reasonable adjustments are made to school premises and to teaching methods to enable disabled students to access the full range of educational activities
- to treat all incidents of unfair treatment and any racist incidents with due seriousness
- to ensure that the impact of policy and provision in terms of (i) the recruitment, development and retention of employees with protected characteristics; (ii) the educational opportunities available to and the achievements of students with protected characteristics is monitored and provision amended where appropriate

Responsibilities of all staff

It is the responsibility of all staff:

- to follow the policy and for follow up and/or reporting all incidents of unequal treatment as appropriate
- to model respectful attitudes to all students, staff and other members of the wider school community
- to participate in training (where applicable)
- to ensure that they are not in any way discriminatory in terms of use of language or delivery of the curriculum.

When selecting classroom material, teachers should pay due regard to the sensitivities of all members of the class and strive to provide material that gives positive images of all groups and that challenges stereotypical images.

SPECIFIC STATEMENTS

In the case of certain forms of discrimination, the school recognises a need for more specific statements, and these are provided in the following sections of the Policy. The lack of a specific statement regarding other forms of discrimination does not imply that the Academy is less committed

to eradicating them or takes its obligations with respect to them less seriously. In future, the policy may include further Specific Statements.

SPECIFIC STATEMENT ON DISABILITY EQUALITY

Disability discrimination
Individuals are disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. The Act states that schools must make reasonable adjustments for those with disabilities and a more specific requirement for students with special educational needs.

The Archer Academy embraces the requirements of The Equality Act 2010. The school is fully committed to promoting equality of opportunity for all members of its community.

Statement of Principle
Discrimination against people with disabilities takes many forms, and barriers are often created within society which make it more difficult for them to reach their full potential or to have equal access to the services they need. There are many different types of disability, many of which are not immediately apparent, and many people may not have thought of themselves as having a disability. However, these people are protected under The Equality Act 2010.

The Archer Academy will take all necessary steps to ensure that the needs of people with disabilities are taken into account in all areas of its activities. In doing so, we will seek the views of disabled students, staff and members of the wider school community such as parents and carers, and will take all reasonable steps to ensure that range of services, education and employment opportunities are fully accessible to them. Where barriers to access are identified, we will take all reasonable or possible actions to overcome them.

Adaptations to the taught and wider curriculum
- The support team are proactive in making contact with students with disabilities (physical and learning difficulties) before they start at the Archer Academy, in order to thoroughly assess their needs and plan to support them to access the learning and social opportunities at the school as fully as possible
- Staff are kept fully informed of the needs of individual students with disabilities and plan their teaching and organise resources, including classroom space, accordingly
- Additional whole-staff training is delivered, by specialist advisors where appropriate, to support students with specific needs, e.g. those with hearing impairments or those with autistic spectrum disorders
- Students with particular needs are given additional support where appropriate, either in class, one-to-one or in small group lessons
- Lessons are differentiated to enable students of all abilities to access the learning, using a range of strategies.
- Support with homework is provided during lunchtimes in Quiet clubs and the Sanctuary for SEN students as well as in the after-school homework club.

Additional adaptations
- Students with exceptional needs are provided with additional support where necessary and appropriate e.g. during lunchtime and between lessons

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- A school counsellor, or equivalent, is available to selected students.

Adaptations to the school premises
The accommodation at the Archer Academy will continually be adapted as fully as possible for the needs of people with mobility problems – however there are inevitably constraints on these developments.

For more details, see the School Accessibility Plan.

Impact assessment
Impact assessment is carried out in three ways by:

- Monitoring the progress of disabled students and each individual's ability to access the full range of opportunities afforded by the Archer Academy;
- Direct feedback from those members of the community affected by the policy and practice e.g. staff, parents of disabled students;
- Monitoring progress against targets defined in the School Accessibility Plan.

SPECIFIC STATEMENT ON GENDER/SEXUAL EQUALITY

Gender/Sex discrimination
Under the Equality Act 2010, direct sex discrimination means that people cannot be treated less favourably because of their gender or sexuality.

Statement of principle
The Archer Academy is fully committed to promoting equality of opportunity for all members of its community and will not tolerate active or passive discrimination of individuals linked to their gender or sexuality.

Success criteria
Success will be achieved when:

- The taught curriculum is delivered in such a way as to combat discrimination and gender stereotyping
- The school ethos reinforces gender/sexual equality
- Students feel that their access to opportunities, both within school and the wider community now and later in life in terms of career and lifestyle choices are not restricted by their gender or sexuality
- There is equality of access to training and employment opportunities for all staff, irrespective of gender or sexuality
- The complexity of issues surrounding gender equality, in terms of certain genders being more or less likely to be represented in certain employment positions, is understood by the Senior Team and the staff body.

SPECIFIC STATEMENT ON RACE EQUALITY

Race discrimination
Race as defined in The Equality Act 2010 includes skin colour, nationality and ethnic or national origins. Discrimination in connection with provision of education on grounds of race is generally

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unlawful under the Act. Schools have a statutory general duty to promote race equality and eliminate unlawful racial discrimination.

The Archer Academy is fully committed to promoting equality of opportunity for all members of its community and will not tolerate discrimination of individuals linked to their race.

Statement of principle

The Archer Academy is eager to promote a culture in which diversity is celebrated and in which racism is understood by all members of the community to be unacceptable. It should be accepted that every person is equally important and that no one has the right to harass, insult, attack, or cause offence to any other person for any reason. All members of the school are individuals, but are also members of a community where it is possible to learn from each other and celebrate the culture and beliefs of each person.

Racism is not just about intentional attitudes or behaviour. A lack of intention does not stop the impact of racism being felt by individuals and communities. It is important to recognise that racist incidents are often complex and interrelated with other events and may involve group as well as individual behaviour. Passive racism is not challenging active racism and therefore also unacceptable.

In any circumstances, racial harassment is intolerable and must be dealt with effectively and with sensitivity.

The impact of racism in society and on individuals and communities cannot be overstated. We need as a school to eliminate racism because of the negative effects on all our children.

Priorities

In dealing with racist incidents highest priority is given to those activities and policies that will have the greatest positive effect on removing racism in the school community, particularly things that could affect:

- attainment
- delivery of the curriculum
- school discipline
- guidance and support for students
- staff recruitment

Prevention

The Archer Academy will actively work towards the prevention of racist incidents through:

- the utilisation of the Equality, Inclusion and Diversity Policy
- the delivery of assemblies
- the inclusion of race issues and concerns in the delivery of the curriculum
- the delivery of a curriculum which recognises the diverse communities of the school and local area

Furthermore, students are actively encouraged to report all incidents involving racism.

Procedure to be followed when dealing with a racist incident

The Stephen Lawrence Inquiry Report (1999) recommends that all racist incidents should be reported, recorded and investigated.

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Identification

All staff need to be aware of what constitutes a racist incident. They need to know and adhere to reporting and recording procedures and understand the importance of doing so.

The procedures used to deal with each incident will be a matter of collective institutional judgment as to how each incident is treated, but in the case of most serious incidents, each of the recommended measures will need to be followed.

Response

Failure to respond appropriately may be seen as condoning the incident. So, it is important that there is an active response to each racist incident. This means:

- recording information and being accountable for all actions
- all incidents where there is a perception that racism is involved must be recorded in the Racist Incident File. All subsequent actions taken relating to the incident should also be logged on file. These records may be required by other professionals, e.g. social services, police
- as soon as possible both the alleged victim and alleged perpetrator need to be interviewed to establish the facts. It is likely that additional witness statements will be needed
- reinforcing expectations held in the school
- emphasising that the school has procedures and that there will be appropriate follow up
- staff must record all actions and ensure that notes are filed and logged in the Racist Incident File
- information will be disseminated through the pastoral structure to the necessary individuals
- parent/carers will be informed of the incident and reminded of the procedures that follow
- serious incidents should be reported to Governors by the Headteacher - e.g. physical violence, repeated harassment, and links with racist groups
- after investigation, if behaviour is found to be in breach of the Equal Opportunities Policy, it will be dealt with in two ways:
- Dealing with the actual incident using the appropriate sanctions
- Preventing a recurrence using educational and counselling strategies

Referral Routes

Incident in a lesson - Head of Department – HOY-SLT Link - Headteacher

Incident outside a lesson - Form Tutor – HOY-SLT Link - Headteacher

Allegations made against staff involving racism must immediately be passed onto the Headteacher for investigation. Any allegations against the Headteacher should be addressed to the Chair of Governors to investigate. Any example of racism perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated by the appropriate committee of the Governing Board.

Support processes

- Treat all claims seriously
- Make certain that the victim is fully informed of the procedure and the subsequent chain of events
- Explain the action that will be taken and state the school's position regarding racism and racist behaviour
- Establish counselling and support as appropriate.

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Monitoring events
The Equality, Inclusion and Diversity lead

- keeps records of any racist incidents and how they are dealt with
- analyses these to identify trends/issues to be tackled through the curriculum/assemblies and any other available mechanisms
- will collate information of all logged incidents every half term and feed back to SLT.

The school reports on this data to the Governing Board annually.

Success criteria
Success will be achieved when:

- any incidents of a racist nature are reported and investigated consistently and thoroughly
- members of the school community have a shared perception of what racism is, and the consequences of being involved in a racist incident
- procedures for dealing with racist incidents are recognised as fair and appropriate by students and their parents/carers and other agencies
- the school is an inclusive environment for all
- the number of racist incidents declines over time

POLICY MONITORING AND REVIEW

The main priorities with regard to Equality, Inclusion and Diversity are decided upon each year in response to the needs of students, staff and other members of the school community. These are reviewed by the SLT and governors on an annual basis. This decision-making process requires the headteacher to report to governors on an annual basis on the effectiveness of this policy and on all cases of discrimination. This will involve

- monitoring the school learning environment to ensure that it is positive in combating discrimination and stereotyping, via assemblies, displays, form time, etc.
- monitoring the academic progress of students in minority groups and comparing it to the progress made by other students in the school
- monitoring the behaviour and exclusions practices, so those students from minority groups are not unfairly treated
- monitoring the school reports on enrichment activity to ensure that students from minority groups are not unfairly treated
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or students
- monitoring access to employment and continuing professional development demonstrating that it is accessible to all and that no-one is disadvantaged on the basis of protected characteristics
- In addition, there is a regular review of the policy and procedures to ensure they are up to date and fit for purpose. We will review this policy annually and will make amendments as required by national or local changes or recommendations.

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DOCUMENTS USED TO SUPPORT THIS POLICY

Equality Act 2010

Government Equalities Office (2011) Equality Act 2010: Public Sector Equality Duty What Do I Need To Know?

Stephen Lawrence Inquiry Report 1999

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APPENDIX 1: TYPES OF DISCRIMINATION

The Equality Act 2010 explicitly forbids discrimination on the grounds of 'protected characteristics', which are defined as age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Forms of discrimination include:

- Direct discrimination (when a person is treated less favourably than others in the same circumstances because of their sex, sexual orientation, religion or belief, or on racial grounds)
- Indirect discrimination (when a condition or requirement is applied equally but is such that the proportion of members of one sex, racial group etc who can meet it is considerably smaller than the proportion of members of the other sex or other racial groups)
- Harassment (where there is unwanted conduct related to issues outlined above that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment)
- Peer on peer discrimination including harassment, harmful sexual behaviours, sexual harassment and physical abuse
- Associative discrimination (where an individual is directly discriminated against or harassed for their association with another individual who has a protected characteristic)
- Perceptive discrimination (where an individual is directly discriminated against or harassed based on a perception that they have a particular protected characteristic when they do not, in fact, have that protected characteristic.)
- Third-party harassment (where an employee is harassed by third parties such as staff, students, governors, parents, educational advisors, and the harassment is related to a protected characteristic)
- Victimisation (where an employee is subjected to a detriment, such as being denied a training opportunity or a promotion because they made or supported a complaint or raised a grievance under The Equality Act 2010, or because they are suspected of doing so)
- Failure to make reasonable adjustments (where a physical feature or a provision, criterion or practice puts an individual at a substantial disadvantage compared with someone who does not have that protected characteristic and there has been a failure to make reasonable adjustments to enable access)

Appendix 2

Areas for Consultation across 2021-22

Pronouns In line with Local Councils and other professional organisations - staff should be encouraged to used email signatures which include pronouns eg. Ms D Smith (She/Her)

This communicates to recipients (wider community and internally) that the Archer Academy is supportive of positive gender identity and acceptance.

Language

Staff training to support inclusive language. Primarily the elimination of identification of students through gender eg. "young lady" See Appendix 3 Inclusive language guide

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Group addresses to avoid gender binary "Ladies and Gentleman" replaced by "Esteemed Guests / Colleagues / Everyone"

"Boy/Girl" seating plan replaced by "Mixed Gender" seating plan - or wider move towards seating plans that promote positive learning.

Sport PE curriculum reviewed to avoid binary gender education as this is not inclusive. Options for mixed gender groupings - KS3 students in mixed gender sports. Height and weight?

Reasoning behind no mixing during contact sports - does not include LGBT students in the understanding, and consent and safety should be promoted - rather than avoidance of responsibility and impact.

Toilets; male female and unisex options?

Structural Changes: School Ambassadors - replace Head Boy and Head Girl - perhaps there should be 3 of them? avoids the binary and provides a further opportunity

Gendered Uniform - changed on website and language

Staff training - to promote exclusionary language (institutionalised)

Whole School Monitoring - to review promotion of inclusion in imagery, language and curriculum content.

Appendix 3: This Language and style guide will be further developed and embedded across the academic Year of 2021-22

The Archer Academy Inclusive Language and Style Guide

INTRODUCTION

You should apply the principles and conventions set out in this style guide to all Archer Academy written communications – emails (internal & external, reports, School Comms and handwritten notes.

In this guide, you will find answers to common questions on style, spelling and grammar to help us create consistent, high-quality and inclusive messaging.

HOUSE STYLE

The Archer Academy house style is plain English for inclusivity and accessibility. We use:

- British English spelling with -ise endings

- Minimal (functional) capitalisation and punctuation

- Correct but not stuffy

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- Active rather than passive voice

We often communicate complex descriptions to a wide range of stakeholders and while it's important not to lose the nuance in what you're saying, usually less is more. If you're using technical language, consider finding a simpler way to say it.

Language and Acronyms – note the use of capital / lowercase letters

Job titles

- Headteacher (spelt as one word)
- Senior Assistant Headteacher (Senior AHT)
- Assistant Headteacher (AHT)
- Senior Leadership Team (SLT)
- Designated Safeguarding Lead (DSL)
- Head of SEND & Inclusion
- Head of Lower/Upper School
- Finance Director
- Business Manager

Governance

- Chair of Governors
- Vice-Chair of Governors
- Full Governing Board (not Body) or FGB
- Pastoral & Wellbeing Committee (P&W)
- Education & Standards Committee (E&S)
- Finance and Audit Committee (FAC)
- Resources Committee or Resources
- Fundraising & Business Development Committee (FBDC)
- the Archer Academy Trust (only start "the" with a capital if at the beginning of a sentence)

If acronyms are used in the policy ensure that the words have been written in full the first time they appear with the acronym in brackets.

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Other

- the Archer Academy (only start "the" with a capital if at the beginning of a sentence)

- Lower School / Upper School

- students (not pupils)

- parents (rather than parents and carers)

- Wellbeing, not Well Being

BE INCLUSIVE

Inclusivity is one of our core values and should be reflected in all our content. As a school, we aim to improve the lives of children, young people and families and language can be a powerful tool to achieve change.

Inclusive language is not uncontentious: any terminology can be flattening, and people should self-identify wherever possible. But it is also useful to set out some generally agreed principles to help us think more about how we include (or exclude) people through language. When producing content, you should:

- Use people-first language (e.g., a child presenting with emotional difficulties

- Don't make assumptions

- Avoid stereotypes and generalisations without evidence

- Be specific; avoid defaulting to umbrella terms like LGBTQ+ or BAME (unless referring to statistics where these terms were used at the point of data collection)

- Capitalise the proper names of ancestral, national, place and religious identities (e.g., Arab, Asian, Jewish).

There will be exceptions where, to accurately reflect research, other people's voices and census data for example, language may not align with our preferred terms. You should keep an awareness of this and use the same terms or categories defined in the research/data.

Children and young people

Children and young people are at the heart of everything we do and it's important that our language reflects this...

To include young people in society it is vital to use language that views youth as contributors, that does not denigrate youth experiences, and that does not dismiss their ideas.

(Sum of Us Progressive Style Guide)

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Avoid	Try using
kids	babies, toddlers, and under 5s
emerging adult	children and young people
teenager	child, young person
infant	child at risk of...
children in care	young person at risk of...
foster children	looked-after children
free school meals children	children eligible to receive free school
poor children	meals
	child poverty
	vulnerable children
	vulnerable young people
	young carers
	adolescents

Disability

Not everyone agrees on the language used to talk about disability. Internationally, and in the United Nations Convention on the Rights of Persons with Disabilities (CRPD), person-first language (e.g., person with disabilities) is generally acceptable. In the UK, many disability campaigners prefer identity-first language (e.g., disabled person).

Avoid:	Try using:

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(the) handicapped, (the) disabled	disability, disabled person
afflicted by…, victim of…, suffering from…	non-disabled, people without disabilities
differently abled	non-visible disability
mentally handicapped, slow hearing impaired, the deaf lame, invalid	physical disability, uses a wheelchair cognitive disability, learning disability deaf, partially deaf
the blind	

vision impaired	severely sight impaired, low vision,
able-bodied	partially sighted
wheelchair-bound, in a wheelchair	neurotypical (non-autistic)
addict, alcoholic substance abuse recovering drug addict	neurodivergent, on the autism spectrum
	substance use disorder, people with a substance use disorder
	someone with alcoholism, someone
	with an alcohol problem/disorder
	in recovery

Education

As educators we will often engage in conversations with professionals who do not have the same training, this means we need to be clear when using particular terms and phrases. Always consider your audience carefully and be specific in who you are talking about and to. For example:

Use 'school staff' rather than teachers unless you are talking about only teaching staff.

Avoid:	Try using:
learning difficulties	special educational needs

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PRUs	alternative provision
truant	persistently absent
gangs/gang violence	Absenteeism
	serious youth violence
	children at risk of exclusion
	home schooling and home education
	pupils, children, learners aged…
	young people, students, adolescents,
	pre- and post-16 education
	education leader, head teacher

Mental health & emotional wellbeing

Avoid:	Try using:
learning difficulties	special educational needs (SEN)
unstable	autism and autistic spectrum
mentally ill	poor mental health
crazy, insane	child presenting with emotional
psycho, schizo	difficulties
bipolar person, they're bipolar	child with behavioural problems
Down's, retarded, mentally disabled	Non compliance
committed suicide relapse	person who has experienced (e.g.) psychosis, a person who has (e.g.) schizophrenia
hard to reach	person who has a diagnosis of, is

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Bully aggressive refusal to	currently experiencing or is being treated for…person with bipolar disorder
	Struggles to access
	person with Down syndrome
	service users, clients ('patients' may
	be appropriate in some contexts)
	mental health patients
	recurrence
	seldom heard

Gender and sex

The terms 'gender' and 'sex' mean different things, and it's important that you know which is which and are clear about why you are referencing a person's gender or sex.

Sex refers to "the biological aspects of an individual as determined by their anatomy, which is produced by their chromosomes, hormones and their interactions".1 (ONS) There are more than two sexes, and it is always okay to note this.

Gender is "a social construction relating to behaviours and attributes based on labels of masculinity and femininity; gender identity is a personal, internal perception of oneself".2 (ONS) There are more than two genders, and it is always okay to note this. Gender does not 'match' in a straightforward way with sex.

Some things to avoid:

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- Unless someone's gender is known and relevant to the context, avoid identifying gender. If you do, don't assume binary gender.

- Use LGBTQ+ to refer to a broad community but aim to be specific as relevant: lesbian, gay man, bisexual woman, etc. Avoid using collective nouns like 'mankind' or 'manpower'.

- Avoid using 'he' as a generic pronoun unless the gender of the subject is known and is relevant to the context – use 'they', 'their', 'them'; it is not ungrammatical.

- Avoid associating men and women with certain professions. Use gender-neutral names for job roles.

- Identify a woman as an individual person, rather than as someone's wife, daughter, mother, grandmother or widow, unless it is pertinent to the context.

1 *What is the difference between sex and gender?* (Office for National Statistics). Available at: www.ons.gov.uk/economy/environmentalaccounts/articles/whatisthedifferencebetweensexandgender/ 2019-02-21.

2 Ibid.

- Do not call women 'girls' and men 'boys'.

- Avoid language that suggests 'innateness' of characteristics.

Avoid:	Try using:
mankind,	humankind, humanity, people, we,
Gender Identity Disorder (GID)	ourselves, society
hermaphrodite homosexual	a transgender person, trans woman, trans man, transgender, transgender people
sexual preference	agender, genderless
lifestyle choice	bigender

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non-straight	gay
pre/post-operative	gender affirmation
sex change	sex reassignment surgery, gender
transgender (as a noun)	confirmation surgery
transgendered	gender dysphoria
transexual (unless this is how a	genderfluid
person self-identifies)	genderqueer
	intersex
	non-binary
	non-cisgender
	cisgender
	non-discrimination law/ordinance
	non-gendered
	sexual orientation
	they, them, their
	transition, transitioning
	lesbian, gay, bisexual, trans,
	non-binary, and queer (LGBTQ+)*

* Remember: avoid using umbrella terms unless referring to a wide community of people and always write out in full the first time you use it.

Sexual orientation
Gender, sex and sexual orientation are often grouped together, particularly in reference to transgender identities due to the umbrella term 'LGBTQ+'. Your gender identity and sex are independent of who you are attracted to, so sexual orientation is included separately here.

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Unless someone's sexuality is known and relevant to the context, avoid identifying sexuality, or assuming heterosexual orientation. Avoid 'her husband' and use 'her partner' or 'their partner' instead.

Avoid:	Try using:
homosexual	gay
sexual preference	sexual orientation
lifestyle choice	lesbian, gay, bisexual, trans,
non-straight	non-binary, and queer (LGBTQ+)*

* Remember: avoid using umbrella terms unless referring to a wide community of people and write out in full the first time you use it.

Race and ethnicity

Many people confuse race and ethnicity. It's important to understand what race, racial identity, ethnicity and ethnic identity are, as well as racism, ethnic oppression and anti-racism.

Both 'race' and 'ethnicity' are social constructs. A person's race is usually determined by a perception of shared physical characteristics, especially but not limited to skin colour. A person's ethnicity relates to cultural identity and is based on things like customs, language, beliefs and ancestral historical base. Often

self-defined, ethnicity may or may not be linked to a person's citizenship of a particular country and may change over time.

Someone may say their race is Black and their ethnicity is Italian, for example. Or a person's race may be White and their ethnicity (White) Gypsy or Irish Traveller.

In England and Wales, there ONS recommend are 18 ethnic groups recommended for use when asking for someone's ethnicity. If it is necessary or relevant to refer to a person's race or ethnicity, use specific ethnic groups and capitalise them.

Avoid using homogenising umbrella terms – and particularly acronyms – such as BAME or BME (Black and minority ethnic) unless you are referring to statistics where these terms were used at the point of data collection (e.g., census data).

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If you are referring to ethnic minorities in the UK, you should use 'minority ethnic group', which includes White minority ethnic groups. If you are referring to race, it may be preferable to use 'people of colour'; while it is homogenising (and more commonly used in the US), it doesn't subordinate people to 'Whiteness' in the way that 'non-White' and 'minority' do.

For example, a positive action statement when recruiting would read:

We particularly welcome applications from Black and minority ethnic candidates as they under-represented within the Education sector at this level.

Check these useful resources for more guidance:

● Institute of Race Relations: https://irr.org.uk/research/statistics/definitions/

● Black British Academics:

https://blackbritishacademics.co.uk/about/racial-categorisation-and-terminol ogy/

● Royal Historical Society (UK): https://dera.ioe.ac.uk/34577/1/RHS_race_report_EMBARGO_0001_18Oct.pd f

Avoid	Try using
BME, BAME	Black
Caucasian	White
diverse	ethnic minority, linguistic minority,
minority*	racial minority
multicultural non-White	person, people of colour (with consideration – recommended when referring to individuals from
races radicalised	minoritised ethnic groups that do not include White minoritised ethnic groups)
Oriental	

* Using 'minority' may imply inferior social position and is often relative to geographic location: 'minorities' are actually 85% of the world population, so are the global majority.

Immigration and refugees

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Avoid:	Try using:
asylum seeker	children of immigrants
illegal alien	person seeking asylum
illegal immigrant	person seeking citizenship
ex-pat	refugee
legal citizen	displaced person
second-generation	undocumented immigrant
	stateless person

Socio-economic

Avoid	Try using
at-risk (as a general term, it can refer to many different risk factors)	low-income (as an adjective)
	Eligible for pupil premium
poor, working poor	Accessing free school meals
less fortunate	under-resourced
needy	low opportunity
disadvantaged	person experiencing material poverty
homeless person, the homeless	person experiencing homelessness or
inner city	illness
disinvested	food insecurity, food poverty, hunger
hard to reach	underserved
hungry	seldom heard

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Useful sources

University of Oxford style guide: https://www.ox.ac.uk/sites/files/oxford/media_wysiwyg/University%20of%20Oxford%20Style%20Guide.pdf

Sum of Us - A Progressive's Style Guide: https://s3.amazonaws.com/s3.sumofus.org/images/SUMOFUS_PROGRESSIVE-STYLEGUIDE.pdf

Mind's tips on how to report on mental health:

www.mind.org.uk/news-campaigns/minds-media-office/how-to-report-on-mental-health/

Mind's guidance for service providers on how to develop LGBTQ+ affirmative practices:

https://www.mindout.org.uk/wp-content/uploads/2016/11/Mind-LGBTQguide-2016

-webres.pdf

Mind's A-Z on mental health topics:

https://www.mind.org.uk/information-support/a-z-mental-health/?letter=a

ONS Guidance on grammar, language and spelling: https://style.ons.gov.uk/category/house-style/language-and-spelling/