

Hackney Council Inclusive Language guide

Introduction

Purpose of this guide

This guide has been produced to help Hackney staff ensure that wherever possible language is used in a way that is inclusive and does not cause offence.

The approach

Inclusive is one of Hackney Council's core values. We have set out how we will proactively promote equality and inclusion in our [Single Equality Scheme 2018-2022](#). As part of this, we want staff to be aware of the impact that language can have in promoting an inclusive workplace and borough, which is why we have designed the guidance.

The information in this document is meant to act as a guide and a set of general principles. It should not be viewed as a prescribed list of terms that can and cannot be used. We urge you to engage with this intelligently, using judgement and considering context and circumstances.

We are also aware that being overly sensitive can get in the way of clear communication. Fear of saying the wrong thing can also result in avoidance and exclusion, which could result in a person's needs not being properly met. We may even make someone feel that we are uncomfortable dealing with them. Be prepared to get it wrong, apologise and learn for the future.

Appropriateness can also be a matter of opinion. What is considered appropriate also evolves and changes over time and can have a lot to do with history. Certain words are offensive because of this history. You may not agree with every point made, for example you might be a woman who is happy to be referred to as a "chairman", however this guide is based on research and staff feedback into what is generally considered to be more inclusive and acceptable. There are some words that are clearly considered derogatory and offensive and should never be used.

We hope this guide will help you communicate more confidently with colleagues, residents and partners.

Legislation

Under the 2010 Equality Act public bodies are required to eliminate discrimination, advance equality of opportunity and foster good relations between communities. Inappropriate language can exclude, degrade and stereotype groups or individuals. Hackney Council recognises that language can be inappropriate for many reasons and care should be taken in all language used. However, this guide focuses on the 'protected characteristics' set out in the Equality Act. The protected characteristics are:

- Age

- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race and Ethnicity
- Religion and Belief (including lack of belief)
- Sex
- Sexual Orientation

This guide also considers class.

Sex vs Gender

The Equality Act defines sex as “A man or a woman” as defined by biological sex. We understand that legally, our duty is to consider the protected characteristic of “sex”, so when referring to the protected characteristics of the 2010 Equality Act we use ‘sex’ rather than ‘gender.’ However, in other contexts we encourage the use “gender” in place of “sex” because it is more inclusive of those who are intersex, non binary and transgender people.

General principles

Inclusive is one of our core values: give conscious consideration to how we promote inclusion in the language we use:

Language is a powerful manifestation of our values

- Hackney is a diverse community. This diversity is reflected in our workforce. Use language which reinforces how we value this diversity and want everyone to be included and avoid language which excludes and “others” people, e.g. inferring there are people who are “normal” or ordinary.
- In this context, think about language from the perspective of communities not institutions or services. Rather than talking about people being "hard to reach," talk about the institutional barriers we put up (the way we deliver services, the way we the way communicate, how much we are trusted, our understanding of the community in question and the social networks that exist (or don't) as well as addressing practical barriers that people need to overcome to get participate or engage with us - e.g. time, money.
- Use language which is positive and empowering. Don't use language which is demeaning or derogatory. Examples are provided in this guidance. This can include language which is emotive and intended to provoke sympathy instead of rather than thinking about how they can be enabled and empowered e.g. “wheelchair bound” vs “wheelchair user”.
- Avoid language which makes generalisations and denies individuality about groups of people. E.g. saying “that community would never agree” makes assumptions that everyone in one community is of the same opinion.
- A person should be referred to with their characteristic rather than using the characterising as a noun- e.g. instead of saying “a diabetic” “a diabetic person” (identity first) or “person with diabetes” (person first).

- Use language which avoids assumptions, especially in general communication e.g. when thinking about families consider “parents and caregivers” instead of “mums and dads” and “partners” instead of “husbands and wives.” When using greetings avoid options that reinforce a binary view of gender - Ladies and Gentlemen, Sir or Madam

Language is loaded with history - be aware of its origins

- Think about how you use figures of speech or metaphors, that could be loaded or come from derogatory words - for example 'crippled', 'blacklist', 'slag off' and try to use more neutral terms.
- Understand that some words and phrases have their origins in a time of enslavement and colonisation.

'Language' does not just mean the words we use.

- It can include body language such as eye contact or hand gestures; this can give away what you really think, even if you are trying to use inclusive language.
- Be conscious of body language which might make someone feel demeaned - for example eye rolling.
- Any images used must be respectful - avoid depicting certain groups in a derogatory or demeaning way, make sure we reflect the diversity of our organisation and borough and represent communities in inclusive ways that challenges rather than reinforces stereotypes.
- Mention gender, ethnicity, disability or sexuality only if it is relevant in context as otherwise you could be reinforcing a stereotype of prejudice.

More general points about communication

- Use language that is clear and easy to read - using words, expressions and idioms that show how clever you are but that few understand is not good communication.
- Not everyone in Hackney would have learnt English as an expert language or have grown up in the UK. Avoid communication that relies heavily on cultural references that everyone may not understand.
- Be respectful and consider the impact of using expletives in a professional working environment.
- There is no 'one size fits all approach' to communicating with colleagues and residents. Taking a respectful approach means trying to understand the spectrum of diverse views.

Age

Ageism can be defined as discrimination and prejudice against a person because of their age without attention to personal abilities. Age discrimination can be experienced by anyone, at any age.

The appropriateness of the language will depend on the context. For example, the use of 'Pensioners' may be appropriate for matters relating to a pension scheme. 'Geriatric' may be more commonly used in relation to health care. Referring to an older or younger person is generally an acceptable term but it's important that there is a relevant context.

Generally, it is better to use language that is neutral and infers nothing about a person's health (unless relevant) or infers a reduced status, whatever their age.

Avoid stereotypical language that assumes certain characteristics, linked to age.

We expect the numbers of people in Hackney living with dementia to increase in the next few years and we are committed to becoming more dementia friendly. How we speak about dementia can have a profound impact on how people living with dementia feel and on how society views dementia. The Alzheimers Society have produced a [Positive Language Guide](#) which promotes some key principles which are very similar to the general principles above as well as a useful summary of preferred terms.

Disability

It is important not to use language that characterises disabled people as a victimised or limited group, for example language such as “suffering from”, “afflicted with” or “wheelchair bound” should not be used. Organisations need to avoid language that turn adjectives into nouns e.g. “the disabled” which undervalues the individual as a person, or which define people in terms of their disability, such as ‘epileptics’.

In the social model of disability, which the Council promotes, the model says that people are disabled by barriers in society, not by their impairment or difference. You should be aware that there is plenty of contradictory advice available online but the Council is clear in its adoption of this model. Barriers can be physical, like buildings not having accessible toilets. Or they can be caused by people's attitudes to difference, like assuming disabled people can't do certain things. Language should be used that focuses, where possible, on the barriers created by society. For example, using the term “disabled people” is more aligned to the social model than saying “people with disabilities.” In different parts of world language relating to disability does vary so you should be aware of terms used outside of the UK and that what is considered best practice in terminology can change over time.

However it is important to note that there can be exceptions and that first person language does not always necessarily apply. Eg. Autistic people can prefer autistic person to a person with autism. This is because autistic can be seen as an identity rather than a characteristic, albeit still protected as a disability.

It is also very important to bear in mind the needs of disabled people in the design of written material. In producing typed text consider the size and shape of the typeface to ensure that the maximum number of readers can see it clearly without assistance e.g. a font size no smaller than 12.

There are examples of terms which have been widely used in recent times but are now considered offensive as they are negative and limiting:

- Handicapped
- Deaf and dumb
- Retarded

There are other words and gestures which are commonly understood as offensive and therefore do not need to be listed here. However these often get used

thoughtlessly as general insults. They are extremely derogatory and should never be used.

People with mental health conditions can be subject to particularly offensive language. Language which is very offensive about people with mental health conditions is also used more generally as insults (“they are all nutters”) as can language about serious psychiatric conditions (“schizo,” “psycho”).

Appendix 1 provides further guidance on communication barriers linked to different impairments and appropriate formats to use.

Gender

In English there is a traditional assumption that individuals are men unless specified otherwise, this is generally discriminatory towards women, for example talking about a role being a “chairman”. For this reason, whilst it is used quite frequently, not everyone appreciates being addressed as ‘guys’ because it reinforces this idea.

“Males” and “Females” is sometimes used instead of “men” and “women;” it is poor English and can be considered offensive as it is more often used to describe women and can be dehumanising as it can be used of different species.

Traditional titles for women, ‘Miss’ or ‘Mrs’, denote marital status, where this distinction is not made for men using ‘Mr’. Women may prefer the neutral prefix ‘Ms’. You may also see non binary people using “Mx”, which is generally pronounced “mix” and has been in use since the 1970s.

Approximately half of the people in paid work in Britain are women with a minority of households living in traditional nuclear family setup. It is therefore very important to reflect this in case studies and teaching material, for example showing women in jobs, undertaking hobbies and roles traditionally ascribed to men and vice versa. This includes using images of women in senior roles. There is no need to preface a job with “male” or “female” because of stereotypes around that career or societal role e.g. there is no need to say a “female police officer” or a “male nurse” or “working mum.”

Avoid communication or images that reflect gender stereotypes (we need some strong young men), infer an inferior status (for example - the boys in the post room, the girls on reception) or sexualise people. If you are thinking about communicating to parents, avoid just writing about “mums” which reinforces gender stereotypes about parenting and parental responsibility.

Talking about gender in a way which is inclusive of all genders

Some people are non-binary, Trans or Intersex. Non binary is an umbrella term for a person who does not identify as only male or only female, or who may identify as both. Trans is an umbrella term used to describe someone who presents themselves in a gender that differs from the one that they were assigned at birth. Intersex is used to describe people who were born with a reproductive or sexual anatomy that doesn't

fit the typical definitions of female or male. Some people do not discover until later in life that they are intersex, often when they enter puberty. Intersex people may also identify as trans, if they were assigned one sex at birth but do not identify with that sex later in life. Personal pronouns are often assumed according to the person's apparent gender i.e. he, his or him for men and she or her for women, however not everyone uses he or she pronouns. Non binary people may also use alternative personal pronouns such as xe, ze, sie; but "they" is the most commonly used. These are sometimes called "preferred" pronouns, however some trans and non binary people find this term problematic, as "preferred" implies there is choice in whether the correct pronouns are used. It is good practice to ask people what pronouns they use, and not assume that you can always tell someone's gender by their appearance. Some people will say their pronouns in meetings or in their email signature.

Gender neutral pronouns such as 'they', 'them' and 'their', usually work well in general communications to a wide audience; or where the person's gender or pronouns are not known. When greeting people, be aware that not everyone identifies as either male or female, and be careful not to misgender someone by feeling you have to always use "sir" or "madam." In formal correspondence, "Dear Sir or Madam" is still used when names are not known. However it is possible to find alternatives which are inclusive of all genders: e.g. dear colleagues, dear partners, dear Council tax payer, dear homeowner, dear resident etc.

Be mindful of phrases such as "both sexes" or "opposite sex" as this implies there are only two, thus excluding non binary and intersex people.

There is further guidance about inclusive language and trans and non binary people below.

Pregnancy and maternity

Pregnancy and maternity can unfortunately provoke misogyny. There are many words used about pregnancy that are demeaning and belittling. Make sure that you are not using language that reinforces negative stereotypes or is simply derogatory about how someone looks or behaves.

As mentioned below, trans men and non binary people may also become pregnant so it may not be appropriate to refer to all pregnant people as 'women' who will be 'mothers.'

Race and ethnicity

The term "ethnicity" is used to refer to the sense of identity which derives from shared cultural characteristics such as language, religion, history or geographical location. Everyone has an ethnicity group, whether they are in the majority or minority. The term "ethnic" to describe someone is therefore meaningless.

Race is a problematic term and it should be noted that in biological terms there is only one human race. In the nineteenth century, the concept of “race” was used to argue that there were distinct physical and genetic differences between groups that constituted humankind. It was suggested that these “fixed” biological “differences” were “natural” and evident in skin colour, head shape, facial features, hair type and physique. This led scientists to assert that there was a racial typology with a hierarchy of “races”, and that certain “races” were innately superior to others. The lack of scientific evidence for a racial typology led to such theories being discredited.

Indeed, a lot of language about ethnicity, and regions of the world, which are still in common usage, come from times when the UK, and other European countries were colonial powers. This means that they describe people and places from a European colonial perspective. We should seek to use language which reflects a global or post colonial perspective. For example east Asia or south east Asian is replacing “Oriental.” There are examples of terms that are rooted in this oppressive history that are considered extremely offensive:

Coloured - this word recalls a time when casual racism was part of life, and, in the US when there was segregation.

Half caste - this suggests something flawed - dual heritage or mixed parentage is considered more positive and inclusive.

Some people take the strong view that we should move away from “colour coding” which also comes from this colonial time, and advocate that instead of ‘black’ we should use “African” or “African Caribbean.” For some, however, the term ‘Black’ is a political term and is used by those fighting racism and injustice as a term of empowerment and positive self-identity.

Assumptions that all white people form part of the majority ethnic group in the UK are unhelpful and misleading. Many who identify as white belong to disadvantaged or marginalised groups. For example those identifying as ‘White Irish’ have a background rooted in colonial history and some groups from Europe face challenges with language, in the employment market and discrimination in accessing public services, housing etc and these inequalities may be heightened after we leave the EU.

Recently, “people of colour” has become an expression that has gained currency in the UK, having its origins in the US. It is similar to the practice in the UK of using “Black” to describe people of different minority ethnic groups, it is intended to denote a sense of solidarity between communities historically and currently oppressed and marginalised in systems that privilege those with White European Heritage. However there is a risk that it becomes a more watered down term by people who are not comfortable talking about specific identities and specific issues.

The same applies for BME and BAME which stand for Black and Minority ethnic and Black, Asian and Minority Ethnic respectively. ‘Minority Ethnic’ refers to those

people/groups other than the white British majority, including 'other white' groups. Furthermore, in a diverse borough like Hackney, focusing on the characteristics or "needs" of BAME communities, can mask realities or needs in specific communities. Some of the main problems with the term BAME are that

- it implies that issues for different ethnic communities are the same when they are not (e.g. in education where there are a wide range of outcomes for different groups
- It implies there is something about being BAME that creates the inherent inequality or difference and focuses us more on individual or community issues (e.g. cultural barriers) rather than fully considering structural inequality and systemic racism
- Talking about "BAME residents" or "BAME communities" dehumanises and caricatures the groups and people within the
- it encourages lazy and tick box thinking when we need to be specific about needs and inequalities and intersectionality

Rather than just suggesting we find an alternative to "BAME" we would rather encourage colleagues to find different ways of thinking and framing inequality. Hackney's Single Equality Scheme is based on an evidence base which considers specific needs and issues for specific ethnic groups for this reason.

We encourage an approach that is guided by an understanding of past and present context of language, and by how people wish to be described. Overall, it is best to avoid over-generalisation and talk about the specifics of different identities.

It is important to use terms like 'migrant' or 'immigrant' appropriately and when it is relevant to identify someone as such. People who are British Nationals born in this country are not migrants although their families' migration history may be very relevant to their lives. Immigration legislation can be complex, and has become more complex in recent years as immigration policies have become more hostile. As we have seen from the Windrush scandal, people can also lose their status through no fault of their own. For this reason, it is best to avoid talking about "illegal immigrants" or "illegals." Language that talks about "insecure status" can reflect the more nuanced realities of people's circumstances.

Gypsy, Roma and Travellers include people who are English Gypsy, Roma and Irish Travellers. All are protected under the Equality Act as ethnic groups, and yet offensive language is in common usage, to be derogatory towards the community and as more general insults. This should not be used.

Religion and Belief

Organisations need to be respectful of religious beliefs and be aware that some terminology may offend. We need to be sensitive about the way in which we refer to

the religious beliefs and customs of all faiths. No one should be ridiculed for their beliefs whatever they may be.

It is also important that the beliefs and practices of others are not trivialised for example referring to religious clothing as 'costumes.'

Be conscious that using "Jesus" or "God" as an outcry may be offensive to people of faith.

Sexual orientation

Lesbians, gay men and bisexual people should be described in terms that do not demean them, sensationalise their lives or imply deviance. The term 'homosexual' is generally not used now, as it has medical and derogatory connotations and often only refers to men. We should also not use language that infers sexual orientation is a lifestyle choice or a trend.

The words lesbian, gay or bisexual are normally used even though LGBTQI+ people may choose to speak about themselves differently. Individual preferences are important and women for instance, may refer to themselves as gay women rather than lesbians.

Some people now use the word "pan sexual" instead of "bisexual" to get away from binary ways of framing gender, and recognise that there are more than two genders.

The word "queer" has a complex history. People used queer as a pejorative towards members of the LGBTQI+ community in the late 19th century. However, starting in the 1980s, members of the LGBT community began reclaiming the word, and it is used by some to describe their identity and as a more expansive alternative for LGBTQ - the Q stands for 'queer'. Due to this history, while some people may identify as Queer, others may still find the term offensive, so it is best not to call someone queer if they do not identify themselves as such.

It is important to use gender free language when describing families and relationships to ensure they are reflective of same sex couples. For example, it is useful to use "partners" and explicitly state that this is inclusive of same sex partners, where appropriate. This challenges assumptions that may be made otherwise, even if gender neutral language is used.

Transgender and Non Binary

The word "transgender", or "trans", is used to describe people who are a different gender to the one they were assigned at birth. The person may, or may not be undergoing medical treatment. "Transsexual" is an older word for "transgender" and appears in legislation, however it tends to be seen as a more medicalised term, and while some people do identify as transexual the word is generally not widely used by trans or non binary people.

"Cis" is the antonym to "trans", with cis meaning "on the same side as" and trans meaning "on the other side of". Trans is not short for "transition", although some

trans people may undergo a transition process which may be social, medical or both. Some trans people may also “detransition”, which means that they stop their social or medical transition and they may return to living as their birth-assigned gender. Research suggests that detransition is most often a response to transphobia and/or a lack of social, familial or medical support, and most trans people who detransition retransition later on in life.

“Cisgender” or “cis” describes a person whose gender corresponds with the one they were assigned at birth. So a cis man is someone who identifies as a man and was assigned male at birth.

In the past, “transvestite” was used to describe men who dressed in women’s clothes and the word has its origins in medical diagnosis. Cross dresser is now considered a more appropriate term and “tranny” is offensive. A person who cross dresses may identify on the trans spectrum or may not wish to be referred to as Trans.

Gender reassignment is considered to be a more appropriate term than “sex change” which may be considered offensive, as well as more accurately reflecting the experience of trans and non binary people and the process of transition which can be gradual and ongoing.

To be trans inclusive, we should consider whether or not terminology may reinforce social conformities that exclude some people. For example, a pregnant person may identify as male, so it may not be appropriate to refer to all pregnant people as ‘women; who will be ‘mothers.’ A trans man and some non binary people may have periods.

You should always address people by the personal pronouns they use, not the ones you think they use. In certain contexts, when you are doing introductions, you can ask everyone, at the beginning of a meeting to say which pronouns they use.

Class and socio-economic status

Language which is derogatory about people’s class is in common usage. e.g. “chavs,” “plebs.” This language attributes negative and inferior features onto people, usually with a white working class background. Such language should not be used.

In addition, it is important to be mindful of the importance and impact of language when talking about those of lower socio-economic status. Using language that infers some people are part of the ‘deserving’ poor and some are ‘undeserving’ implies that people are in poverty due to their life choices demeans and places the onus on individuals who have may experienced inequality and discrimination. Talking about “hard working families” implies that those who are not working are undeserving. The Joseph Rowntree Foundation have highlighted the importance of language in building public support to reduce poverty in the UK and have produced a useful online resource [Talking about Poverty](#).

Appendix 1: List of Resources

Guide	Link	Groups covered	Views and opinions	Example	Easily adopted?
Hackney Disability Backup Language Guide	http://www.disabilitybackup.org.uk/language.php	<ul style="list-style-type: none"> Disability 	A guide highlighting empowering rather than passive/negative language	Use wheelchair user, rather than wheelchair bound	This guide has been adopted by Hackney Council
Manchester Metropolitan University	http://www.celt.mmu.ac.uk/inclusion/docs/inclusive%20teaching%20guide%20and%20checklists-1.docx	<ul style="list-style-type: none"> Age Disability Gender reassignment Marriage and civil partnership Race and ethnicity Religion and belief Sexual orientation Transgender 	A language guide is important for communication that is inclusive in order to avoid the risk of unwittingly patronising, offending or excluding individuals through use of language	Use “partner” instead of “spouse” to avoid the assumption that all relationships are heterosexual.	This guide is very informative but simple, it provides not only a language guide but also touches on visual communication e.g. representing both women and men in the working environment.
English Federation of Disability Sport	http://www.efds.co.uk/assets/000/000/020/EFDS_Inclusive_comms_guide_accessible_PDF_APRIL_2014_FINAL%281%29_original.pdf?1456915910	Disability	A language guide is important for reaching more people in sport and physical activity through inclusive and accessible communications	Instead of referring to a disability with “X suffers...” use “X has” because the use of “suffers” creates a negative connotation.	The guide highlights the importance of using inclusive language and tone, it states that a positive tone will make disabled people feel more welcomed. The guide is not prescriptive but expresses the importance of positive language.

<p>British Medical Association</p>	<p>https://www.medischcontact.nl/web/file?uuid=11b96e2a-c0fb-476e-9c56-d463fbab7b3c&owner=1e836119-cfd1-4e33-a731-da3efbb2a701&contentid=65417&elementid=1912567</p>	<ul style="list-style-type: none"> • Age • Disability • Gender • Gender reassignment • Race • Religion and belief • Sexual orientation • Marriage and civil partnership • Pregnancy and maternity 	<p>This guide highlights the importance of sensitivity and consideration of all individuals.</p>	<p>Introduce a gender neutral title "MX"</p>	<p>This guide is easy to adopt because it does not give strict rules and guidelines on language use, instead it provides sets of information that people should consider when referring to individuals.</p>
<p>Government Guidance:</p> <p>Inclusive language: words to use and avoid when writing about disability</p>	<p>https://www.gov.uk/government/publications/inclusive-communication/inclusive-language-words-to-use-and-avoid-when-writing-about-disability</p>	<p>Disability</p>	<p>Equality Act requires reasonable adjustments to communications which are explained in this guidance.</p>	<p>Avoid using the word "the" when referring to disabled people, this categorises the identity of the individual into a group e.g. the disabled.</p>	<p>This guide clearly states that it is simply a guidance, it does not have any strict rules and even states that the overuse of acceptable terminology may seem more patronising to the individual.</p>
<p>Royal Melbourne Institute of Technology Guide to inclusive language</p>	<p>http://mams.rmit.edu.au/n6jbtjbp7hwe.pdf</p>	<ul style="list-style-type: none"> • Gender, sex and sexuality • Cultural and linguistic diversity • Disability and accessibility 	<p>This guide covers general principles of inclusive communication, and specific examples and guidelines for communicating with some key groups. It refers to written and spoken communication, and also gives examples of body language and behavioural communication that can sometimes be overlooked.</p>	<p>In reference to someone's gender identity use pronouns to describe them.</p>	<p>This guide provides general guidelines on inclusive language, however it does not provide too many examples, this guide is good if information about body language is needed and why inclusive language is important.</p>
<p>Canada Human Resources Council</p>	<p>https://www2.gov.bc.ca/assets/gov/careers/all-employees/working-with-others/words-matter.pdf</p>	<ul style="list-style-type: none"> • Disability • Race and ethnicity • Ancestry • Gender and sexual orientation 	<p>This guide highlights that descriptions that refer to personal attributes such as race, gender, sexual orientation, disability or age, for example, tend to</p>	<p>Using 'minority' may imply inferior social position and is often relative to geographic location. When needed, the use of "minority</p>	<p>The glossary of terms in this guide is a point of reference but is not meant to be exhaustive or definitive and therefore, easy to adopt.</p>

			over-emphasise and draw undue attention to the distinguishing attribute	ethnic group" is preferred over 'minority group'	
Unitarian Universalist Association Language guide	https://www.uua.org/lgbtq/welcoming/ways/200008.shtml	<ul style="list-style-type: none"> • Marriage and civil partnerships • Disabilities • Gender and Sexual orientation • Religion 	Using inclusive language does not just mean using welcoming and affirming statements. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms around gender, sexual orientation, race, class, ability/disability, age, and other identities and experiences.	Consider non-gendered words for 'God'	This guideline is easy to adopt but it is not as informative as some of the other guides.
The Disability confident campaign	https://www.gov.uk/government/publications/inclusive-communication	Disability (more attention to visual communications)	This guide expresses the importance of language, the expression of language and visuals of that language.	Council websites should be able to provide a tool that allows users to adjust the font size.	This guide provides information on language and accessible format for the use of language. It gives information about colour contrast, layout, formats and font. More information web accessibility check https://www.w3.org/WAI/intro/wcag.php
Flinders University	http://www.flinders.edu.au/equal-opportunity/tools_resources/publications/inclusive_language.cfm	<ul style="list-style-type: none"> • Race and ethnicity • Sexuality • Gender • Disability • Age 	This guide brings forward the idea that used constructively, language can reflect social and cultural diversity in a positive and accurate way rather than perpetuating negative stereotypes about	Use the term 'young people' instead of children/ kids.	This guide is very practical, it gives explanation of why certain words may seem demeaning and patronising. It is easy to adopt and simple to understand.

			individuals and groups.		
National Institute for Health and Care Excellence	https://www.nice.org.uk/corporate/ecd1/chapter/talking-about-people	<ul style="list-style-type: none"> Family origin Age Faith Gender Disability 	This guide expresses a Person-centred language, which reflects good manners and sensitivity, not political correctness. The guide expects the use of language that respects the individual.	Use the term family origin, not 'race', if possible use specifics e.g. 'people of south-east Asian family origin'	This guide seems too prescriptive from the language used e.g. "don't say.." however it is good to use as a point of reference.
The university of North Carolina	https://writingcenter.unc.edu/tips-and-tools/gender-inclusive-language/	<ul style="list-style-type: none"> Gender 	This guide will help with making decisions about using gendered language in communication.	Instead of using 'Actor' or 'Actress' to distinguish male or female, simply use "Actor".	Although this is more helpful for students with essay writing, it is very practical and easy to adopt.
Joseph Rowntree Foundation Talking about Poverty	https://www.jrf.org.uk/our-work/talking-about-poverty	<ul style="list-style-type: none"> Socio-economic status 	This guide highlights the importance of language in building public support to reduce poverty in the UK and have produced a useful online resource Talking about Poverty .	Avoid language that infers people living in poverty are simply not working hard enough.	Useful in helping to focus on the solutions needed.
Alzheimers Society	Positive Language Guide	Age Disability	This guide provides principles and preferred terms about people living with dementia.	Use language which focuses on what people can do rather than what they can't do.	
IncArts	BAMEOVER: A Statement to the UK	Race	This guide discusses the use of terms like BAME and BME and provides alternatives	Use language that focuses on ethnic diversity and shared experience of racism rather than race and colour.	

Appendix 2

Communication barriers linked to different impairments

Impairment	Barriers	Useful formats
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Blind, visual impairment	Print publications (flyers and reports), inaccessible websites, use of images, PowerPoint presentations, PDF documents, colour contrast, posters, displays, banner stands, videos without audio commentary	<ul style="list-style-type: none"> ● Accessible PDF ● Accessible Word documents ● Accessible websites - these should meet the WCAG 2.1 AA Accessibility Standard ● Audio versions ● Braille and Moon ● Large print ● Telephone ● Text to speech
Deaf/ hearing loss	Face to face communications such as speeches, presentations, award ceremonies, announcements via loudspeaker and coaching sessions, videos without captioning or BSL interpretations, musical accompaniment	<ul style="list-style-type: none"> ● Accessible websites ● British Sign Language Interpreters - bookable via the Newham Language Shop ● Hearing/ Induction loops ● Subtitling (captions) ● Textphone ● Speech to text translation services ● E-mail ● Text
Learning disability	Complex use of language, jargon, data visualisation, layout of websites and documents, colour contrasts, use of images, lengthy communications	<ul style="list-style-type: none"> ● Accessible websites ● Easy Read and Makaton ● Face to face ● Large print ● Telephone
Neurodiversity - e.g. Autism, ADHD, Epilepsy	Sensory overload Excessive noise Complex language and instructions - especially when delivered orally	<ul style="list-style-type: none"> ● Avoid using fast of flashing images ● Plain English ● Set out information visually, clearly and logically; ● Follow up verbal discussions or meetings with clear written notes ● Plain English; ● E-mail.
Mobility impairment	Website layout/ accessibility (too many clicks) Positioning of signage, posters and flyers, Weight of printed publications	<ul style="list-style-type: none"> ● Accessible websites ● Telephone ● Information at readable height
Mental health condition	Layout, use of colour, tone and style of language	<ul style="list-style-type: none"> ● Accessible websites ● Audio versions ● Telephone