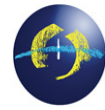


DRAFT EQUALITY AND DIVERISTY COMMUNICATION GUIDELINES

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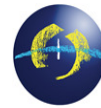


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1. Introduction

Ruskin Mill Educational Trust (the Trust) aims to communicate effectively, coherently and accessibly through all communications. The Trust follows a range of nationally recommended equality and diversity focussed guidelines such as the Equality and Human Rights Commission (EHRC). This means that there is no discrimination on the grounds of gender, race, ethnic origin, disability, age, sexual orientation, gender identity, nationality, religion, belief, or on any other unjustifiable grounds.

The Trust values the diversity of its workforce and students and the communities it works within and aims for activities to be accessible, relevant and meaningful to everyone. The Trust is striving to ensure that sound equal opportunities and diversity principles are embedded in all communications.

These guidelines are not exhaustive, but endeavour to outline what needs to be considered when communicating with the staff, contractors, students, volunteers and the public in order to:

- Promote equal opportunity and diversity in support of the key aims and core values of the Trust;
- Empower people by providing accessible information;
- Ensure robust equal opportunity and diversity principles are embedded in all communications;
- Promote a culture which is welcoming to all people.

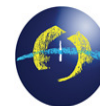
Information should:

- be clear, accurate and accessible to all;
- be made available in other formats if required;
- value diversity and promote equal opportunities;
- respect, promote and protect the dignity of disabled people;
- be fully compliant with legislation and recognised guidance;
- take into account requirements of clarity and explanation for people with learning difficulties.

Through communications the Trust will:

- Make arrangements for people with specific requirements so as not to disadvantage people;
- Write using plain English at all times in order to communicate with the audience;
- Ensure that there is full access to all Trust services, for example, by training and development or individuals from black and minority ethnic communities, by monitoring the use of training and development, and identifying the gaps in service provision;
- Promote opportunities for people to offer feedback on services - through the compliments and complaints process;
- Promote a culture in which there is respect for others, an understanding between different communities and an appreciation of racial and cultural difference;
- Encourage and welcoming people into Trust through developing an inclusive environment and culture.

This guide will help you to discover how you can communicate accessibly, using correct terms and avoiding any negative connotations. It outlines the steps you will need to take, and covers the areas relevant to communicating effectively and positively.



Language is naturally dynamic, and is constantly evolving and changing, so this guide will be subject to regular review.

2. Communications considerations

The Trust communicates in many different ways through various different forms. It is important for the Trust to make communication clear and effective, by valuing diversity and respecting individual differences. Communication is not simply about words, it is also conveyed through body language, tone of voice, and demeanour.

Discrimination, prejudice and exclusive language encourages exclusion and devalues and stereotypes groups or individuals and may suggest insensitivity to individual needs.

When acting on behalf of the Trust you should try not to offend or upset people by the language you use. This isn't always going to be possible as sometimes there are conflicting views about what individuals find offensive, and what may be regarded as contemporary and appropriate will need to be reviewed in the future.

The best policy is to be responsive to people's views and feelings and to be open to changing your own language. If you do cause offence it's usually completely unintentional and a simple case of just not knowing the right way of expressing something or being a bit out of date with your language.

Negative images about people or groups are often conveyed through humour. While poking fun at a particular group may not be intended, it does little to help promote a positive image and needs to be considered carefully.

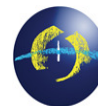
It is also important that we try to avoid jargon or bureaucratic language. This is confusing for anyone but can be completely excluding for someone who does not have English as their first language, or those who may be unfamiliar with the Trust's terminologies, practice and service delivery processes and as a consequence be excluded from interaction.

The appendix within this guide will help you understand why some terms are not appropriate at work and, where we can, provide a few alternatives. The guide is not intended in any way to be a rule book but a simple tool to help in the same way that you might consult a dictionary or a thesaurus to help you find the right word.

2.1 Sex and Language

The Sex Discrimination Act 1975 makes discrimination on the grounds of sex illegal. The act applies to men and women, but focuses on terminology which excludes or degrades women. It is important for the Trust to portray positive images of women and men, internally and externally, at all times.

Sometimes the words 'lady', 'woman' or 'female' are used to describe a certain profession, for example lady doctor and woman judge. This also happens with professions such as 'male nurse' or 'male secretary'. These titles should be avoided as they could imply that either male or female workers are the rightful owners to these roles. Simply using the job title is sufficient. If for some reason it is important to identify the gender of the person, following the job title with his or her name will be enough in most cases. It is important to recognise the person's identified gender.



2.2 Devaluing Terminology

Trivialising or degrading expressions are not appropriate, for example adult females should be referred to as women not girls. A reasonable guide for a girl to become a young woman is from the age of 16.

It is common for this terminology to be used, for example 'the girls in the office', generally no offence will be intended but this should be avoided. Other terms which may cause offence include 'lady', 'love', 'dear' and 'pet'.

2.3 Race, Colour, Nationality and Ethnicity and Language

Racial discrimination is the prejudicial treatment towards people on the grounds of race, skin colour, and cultural heritage. The Trust promotes a culture which is welcoming to all people from all backgrounds within the Trust and wider community. Language that is used with racial connotations is not acceptable and should be challenged, as its usage can help to reinforce and perpetuate inaccurate racial stereotypes.

2.4 Ethnicity

Everyone has an ethnic identity based on shared geography, cultural tradition, language or religion. The phrase 'people of ethnic origin' can suggest that only some groups are 'ethnic', which is untrue. Using the expression 'ethnic' or 'ethnics' to refer to individuals or groups, is unacceptable. The term 'minority ethnic' is a more suitable alternative.

Making assumptions about an individual's needs on the basis of their ethnic and cultural background may cause problems. If you need to refer to someone's race or ethnicity, and are uncertain about the terminology to use, simply ask them how they wish to be described.

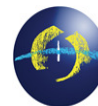
2.5 Religion

Not everyone is religious, but we all have beliefs and values that define our identity. It is important to use correct language when referring to these values and beliefs. It is important to use language appropriate to all groups within the Trust and wider community. For example, to ask a Jewish or Muslim person their Christian name makes no sense, but is also highly disrespectful of their beliefs. Try to use 'forename' or 'first name' to prevent any misunderstanding and acknowledge their beliefs.

Going to church is specific to Christians. Members of other faith communities have their own places of worship, for example, Jews worship at a synagogue, Muslims at a mosque.

The terms BC and AD are based upon Christianity. This has led some to adopt the practice of using the initials BCE (before the Common Era) and CE (the Common Era). Some religions also have their own way of numbering the years for religious purposes, but adopt the numbering of the Gregorian calendar for ease of communication with others.

It is important to remember that not all members of the same religious faith behave or practise in the same way. It is important to avoid making assumptions and stereotyping individuals or groups. Some people may describe themselves as Christian on official forms but may not be practising in that community, just as some Jews may not be frequent visitors to the synagogue and some Muslims may not practice at the mosque.



2.6 Age and Language

The old and the young often have different values but all have to live as members of the same society. The media sometimes portrays young people as beautiful, glamorous and capable, and others as rebellious, unreliable, dissolute and perhaps even criminal. Older people are sometimes portrayed as helpless, conservative, crotchety, and vulnerable. These stereotypes can affect attitudes and expectations of both young and old.

As language evolves, so do social formalities. Addressing older people, particularly women, by their forename is not always acceptable and should be avoided. Youth also has connotations of inexperience and unreliability and even dishonesty. Addressing someone as 'boy' or 'girl' or referring to the 'new boy/girl' may cause offence. Again if it is necessary to make reference to a person's age it is better to use the neutral 'young people' rather than terms such as:-

- Child
- Kid
- Youth
- Youngster

2.7 Disability Awareness

The Trust operates within the guidelines of the Disability Discrimination Act (DDA). This act aims to end the discrimination which many disabled people face. The act gives disabled people rights in the areas of: employment, access to goods, facilities and services, buying or renting land or property.

2.8 Communicating with people with disabilities

The language and terminology generally used for people with disabilities creates negative messages. The rights of disabled people must be respected, and the language used should reflect this. It is important to treat each person individually, and take care when making assumptions about their abilities. The Trust recognises that people are disabled by society and not their impairment.

Depending on an individual's disability, when communicating it is important to:

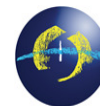
- Use a large print;
- Use colour, but be aware that some colours and backgrounds such as black text on blue may be difficult for people with visual impairments;
- Use more pictures and less words;
- Offer audio tape;
- Ensure your messages are clear and concise;
- Avoid abbreviations;
- Be prepared to perhaps signpost translation services;
- Check that people with hearing impairments are happy to receive written communications. Some may have additional difficulties with print reading and may require the services of a signer.

Also, remember to:

- Address the person with the disability direct rather than the carer;
- Recognise that a persons wheelchair is part of their personal space.

2.9 Translation and Interpretation

Sometimes the Trust may need to offer a translation or interpretation service to clients. Translators work with written material and interpreters with the spoken word. Both of these specialist services should be knowledgeable and provide the



individual(s) with the same information in their chosen format. Details of who to contact for these services can be found under 'languages' of this guide.

2.10 Commissioning an interpreter or signer

Before you plan an interpretation you need to ensure that:

- Language is written in plain text;
- Sentences should be short but complete and logical;
- Text should be informal and easy to read;
- You advise the translator who the target audience is;
- Ensure the translator is fully conversant and able to deal with the target group;
- Ensure signers are conversant with British Sign Language.

It may not always be necessary for a whole document to be translated; it may just need certain parts to be made accessible. Check this before you seek a translator to assist.

3. Traditional Communication

It is the Trust's duty to provide information in alternative formats upon request. There are many reasons why people may need text in alternative formats: people who have sensory impairments or learning disabilities, or those with literacy problems such as dyslexia.

Making information accessible is often cheaper and easier than you think. If you want to discuss the options please call the Head of Equality and Diversity on 01453 837520. The following information is based on guidance from the Royal National Institute for the Blind (RNIB).

3.1 Type size

The standard typeface is between 12 to 14 point, however this may not always be possible if there is limited space on publications or extensive information that needs to be included.

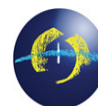
3.2 Plain English

The Trust's House Style follows Plain English Campaign guidelines. Plain English involves the use of straight forward language, short sentences and no jargon. The Plain English campaign defines plain English as 'something that the intended audience can read, understand and act upon the first time they read it.' Trust staff should be writing in plain English at all times, this will not only benefit the wider community including staff, students, contractors, volunteers etc, but information will be clearer when communicating with a blind or partially sighted person with a learning or literacy difficulty. Plain and simple language that is easy to understand can really help, and messages can be put across more effectively.

3.3 Languages

If a request is received for information to be translated then contact the Head of Equality and Diversity.

**Head of Equality and Diversity
Ruskin Mill Educational Trust
Department of Human Resources
The Fisheries
Horsley Mill
Horsley
Gloucestershire**



GL6 OPL

Tel: 01453 837520

equalityanddiversity@rmet.org.uk

3.4 Braille and audio

Braille is a writing system of raised dots which enables blind and partially sighted people to read by touch. The Head of Equality and Diversity can commission a transcription agency to modify your literature into a Braille document.

Head of Equality and Diversity
Ruskin Mill Educational Trust
Department of Human Resources
The Fisheries
Horsley Mill
Horsley
Gloucestershire
GL6 OPL

Tel: 01453 837520

equalityanddiversity@rmet.org.uk

3.5 Moon

Moon is a system made up of lines and curves which is similar to Braille. Moon uses some ordinary letters in simplified form, others consist of straight and hooked lines, angles and half-circles. The alphabet consists of only nine characters, their meaning depending on which way they are used.

3.6 Photography

All photographs must be representative of the people or situation being portrayed. Photographs should reflect the diversity of the subject, there is no need to use token images if they aren't a true representation. Annette Whereat, the Trust's Head of Equality and Diversity is available to discuss representation and other issues relating to the use of photographs.

3.7 Forms

When creating a form, ensure extra space is available for people who have large handwriting and cannot fit all the information on. This will benefit those with conditions relating to their hands, such as arthritis.

3.8 Contrast

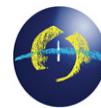
The better the contrast between the background and the text, the more legible the text will be. Note that the contrast will be affected by the size and weight of the type. Black text on white background provides best contrast.

3.9 Typeface

Avoid simulated handwriting and ornate typefaces as these can be difficult to read. Trebuchet MS, Comic Sans MS, Arial are standard accepted fonts to use, and good examples of clear and legible typefaces. The Trust uses Trebuchet MS.

3.10 Type styles

Capital letters and italicised text are both generally harder to read. A word or two in capitals is fine but avoid the use of capitals for continuous text. Italic text should not be used where an alternative emphasis is available.



3.11 Leading

The space between one line of type and the next (known as leading) is important. As a general rule, the space should be 1.5 to 2 times the space between words on a line.

3.12 Type weight

People with sight problems often prefer bold or semi-bold weights to normal ones. Avoid light type weights.

3.13 Numbers

If you print documents with numbers in them, choose a typeface in which the numbers are clear. Readers with sight problems can easily misread 3, 5, 8 and 0.

3.14 Line length

Ideally, line length should be between 60-70 letters per line. Lines that are too long or too short tire the eyes. The same applies to sentence and paragraph lengths, which should also be neither too long nor too short.

3.15 Word spacing and alignment

Keep to the same amount of space between each word. Do not condense or stretch lines of type. Aligning text to the left margin is recommended as it is easy to find the start and finish of each line and keeps the spaces even between words. Avoid justified text as the uneven word spacing can make reading more difficult for people with sight problems.

3.16 Columns

Make sure the margin between columns clearly separates them. If space is limited, use a vertical rule.

3.17 Reversing type

If using white type, make sure the background colour is dark enough to provide sufficient contrast.

3.18 Setting text

Avoid fitting text around images if this means that lines of text start in a different place, and are, therefore, difficult to find. Set text horizontally as text set vertically is extremely difficult for a partially sighted reader to follow. Avoid setting text over images, for example photographs. This will affect the contrast and, if a partially sighted person is avoiding images, they will miss the text.

3.19 Navigational aids

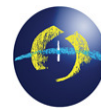
It is helpful if recurring features, such as headings and page numbers, are always in the same place. A contents list and rules to separate different sections are also useful. Leave a space between paragraphs as dividing the text up gives the eye a break and makes reading easier.

3.20 Printing

Avoid glossy paper because glare makes it difficult to read. Choose uncoated paper that weighs over 90 GSM. As a general rule, if the text is showing through from the reverse side, then the paper is too thin.

3.21 Format

When folding paper, avoid creases which obscure the text. People who use screen magnifiers need to place the document flat under the magnifier, so try not to use a binding method that may make it difficult to flatten the document.



3.22 Large print

For many blind and partially sighted people, larger print is essential. No single size is suitable for everyone, but most people prefer their large print in the range of 16 to 22 point.

If possible, for example with personal communication, always ask your customer which size suits best.

3.23 Tape

Spoken word audio on tape or CD has the benefit that everyone is able to use it except those with very poor hearing. It is also ideal for people with learning difficulties, low literacy levels, or those who may have problems with their hands.

Once you have chosen to produce spoken word audio on tape or CD, you will need to decide whether to do it yourself, or to use a transcription agency.

3.24 Accessible events

It is important to make your meetings and public events as accessible and inclusive as possible. Every time you plan an event is important to think about the venue and everyone who is attending. You will need to do some research before your event to find out if any attendees have any specific needs. Always ensure you have enough time to meet any individual requests that may arise, for example someone may request a signer, so you will need to book one in advance.

Access for disabled people is not only about the physical aspects such as ramps for wheelchair users, but also includes written information for people with visual impairments etc.

The Disability Discrimination Act (DDA) 1995 states that we should:

- ensure we are not treating disabled people less favourably than non-disabled people, and;
- make reasonable adjustments to services and premises so that disabled people can access them.

The Race Relations (Amendment) Act states that we have:

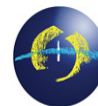
- A duty to promote equality of opportunity, including translation and interpreting services for people who have little or no English.

Before any event you should decide what the purpose is, who your target audience will be, and what alternate forms of communications you could use to get your message across. You may want to consider:

- Using video conferencing, telephone conferencing or email;
- Preparing any additional material in accessible formats, for example on computer disk, large font and on audiotape;
- The time, date and occasion of your event, avoiding religious celebrations and college and school holidays;
- Your budget and costs of hiring a venue, catering, speakers' expenses and materials;
- Feedback and evaluation options.

You should remember to:

- Give all delegates the contact details of the venue, including telephone number, minicom/text phone number if possible;
- Check if the venue has accessible toilets;
- Provide printed material/copies of slides to help people that have difficulties taking their own notes;



- Arrange tables and chairs so that people using wheelchairs and guide dogs can move around easily;
- Seat deaf or hard of hearing people in front of the speaker/interpreter

Visit <http://www.cae.org.uk/pdf/venues/> for more information on accessible meetings and conferences.

3.25 Presentations

- Check all paperwork for presentations is available in accessible formats prior to the meeting or event.
- The use of overhead projectors, flow charts and graphics should be avoided. If one is used, the print should be large and well spaced enough to be clearly visible, with few lines.
- Any interpreters should have copies of any presentation material at least one week before the event. They should also have a copy of any verbal presentation, particularly if technical or specialist language will be used.
- Avoid using coloured presentational backgrounds. Where colour is used, choose contrasting print on clear backgrounds.
- Speakers should avoid using abbreviations, jargon, technical or specialist terms during their presentations, and if they do need to be used they should be clearly explained.
- At least one roving microphone with assistance should be available to allow questions or comments to speakers or presenters from the participants.

4. Digital Communications

4.1 Email

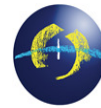
When writing and sending emails, it is important to make them accessible by following the guidelines below:

- Use a plain font - for example Trebuchet MS or Comic Sans MS;
- Use a reasonable font size - no smaller than 10 point;
- Use a white background and black text - avoid fancy colours, backgrounds and borders;
- Do not use red text on a green background or yellow text on a blue background.
- Avoid patterned backgrounds for text;
- Links to web pages or other documents should be on a separate line and in their own colour (blue is the default);
- Avoid the use of graphics if possible;
- Pale colours and colours which are close in tone should be avoided;
- It is easier to read text in upper and lower case than all capital letters;
- Don't use *italics* and avoid underlining since it makes the text harder to read;
- Left justified text is easier to read.

4.2 Internet

The World Wide Web offers exciting possibilities for accessing large quantities of information but there are problems. Blind users need a suitable browser. The main problem is that many websites use graphics which are not accessible when accessed by a text-based browser (e.g. with speech or Braille output). Guidelines have been produced for how to design accessible websites.

It's important to design your website so it's flexible. Individual(s) should be able to adjust text and colour settings in their browser to suit their individual needs. Other



individual(s) will browse your website using "text to speech" software. Careful design is paramount for people accessing the web using speech access because inappropriate use of HTML can make a website unreadable.

4.3 Computer keypads

Enlarged keys on a keyboard are available for people with both educational and visual impairments. The large contrasting letters are much bigger than a standard keyboard, allowing people with impairments to use PCs.

A standard layout for keypads is essential for blind people. There are currently two common layouts for numeric keys; the telephone layout and the calculator layout. It is recommended that the telephone layout be used exclusively on public access terminals.

4.4 Touch screens

As touch screens become more common it is essential that they are designed for ease of use by everyone, including disabled and elderly people.

To use a touch screen from a user-propelled wheelchair, the height of the active areas should be between 800mm and 1200mm for most users. Also, the screen should be perpendicular to the line of sight. If the terminal is also to be used comfortably by standing users, this may involve using two screens or a variable height screen.

4.5 Telephony

4.5.1 Visual ringing signal

For people who are deaf or have a severe hearing impairment it is essential that they can see some form of visual signal for incoming calls. A visual ringing signal unit will indicate when the telephone is ringing using lights or a vibration.

4.5.2 Wireless systems

Bluetooth is an example of a short-range wireless technology that can link appliances and devices together, so that control and communication can be managed remotely. It offers a number of very interesting and important applications for people with disabilities. Small devices like mobile phones, hearing aids, pocket calculators etc could be controlled from a separate keypad, appropriate to the users needs, connected via a Bluetooth link.

4.5.3 Video telephony

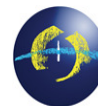
For deaf users, a video phone could transmit sign language with a modest picture quality, but greater bandwidth is needed for lip reading.

4.5.4 Relay systems

Relay systems use an operator to help text phone users to communicate with people using ordinary voice phones. Where a call is being made between people using an ordinary voice phone and a text phone, an operator will automatically join the call and translate what is being said.

4.5.5 Interactive voice response

Interactive voice response units can give particular problems for deaf users and those with a cognitive impairment. Using a one-piece phone, where the keypad is integral with the headset, makes it difficult for the user to simultaneously listen and press keys. Therefore, adequate time needs to be given for the user to respond.



4.5.6 Text phones (minicoms)

Text phones (minicoms) allow deaf people or those with other impairments to communicate. A text phone is simply a telephone with a keyboard attached and messages appear as text in a display. The conversation is typed, rather than spoken.

As with normal telephone conversations, there are certain rules which make the difference between a good and bad telephone manner. Such as:

- There must be a dedicated telephone number for the text phone so calls do not get put through to a switchboard or passed around different people to reach the text phone.
- As with verbal telephone calls, it is important to introduce yourself and tell the caller who they have reached, asking how you can help.

If dealing with a text phone call as with a verbal telephone call - ensure you don't leave the person on the other end of the phone not knowing what is happening. Offer to take a message or call back.

Designated staff should be trained in the effective use of text phones, how to give a good service and to be aware of text abbreviations and written forms of British Sign Language.

Freephone telephone numbers should include text phone freephone numbers and should not be left on answer phone mode. Text phone numbers should be advertised in information centres and phone books.

4.5.7 Typetalk

Typetalk is a service which allows deaf, deafblind, deafened, hard of hearing and speech impaired people to communicate through a text phone. The service is run by the Royal National Institute for Deaf People and funded by British Telecom.

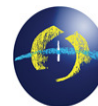
Typetalk provides a link between the textphone user and the hearing person. The link is a highly trained RNID Typetalk Operator who understands the needs of deaf and speech-impaired people and provides a discreet and confidential service.

Textphone users dial direct using the 18001 prefix before the number of the person they would like to speak to and RNID Typetalk Operator joins the line to relay the conversation.

For more details please visit <http://www.typetalk.org/frame.html>

5. Summary

The Trust's Vision is to be an excellent educational establishment and employer improving people's lives. This includes valuing diversity and respecting others. Our equality and diversity agenda is, therefore, not just about responding to targets set by legislation or reaching performance objectives, it is about how we behave towards each other every day of our lives. We aim to make sure that everyone is confident of being able to access our services, seek employment and take an active part within the wider community without the fear of prejudice or discrimination.



These guidelines will help you to understand equality and diversity considerations when communicating with the staff, students, contractors, volunteers and the public and also identify acceptable terminology that promotes best practice. The information contained in these guidelines should help to improve relationships across the Trust.

The appendix within these guidelines contains a list of considerations covering disability, gender, race, other groups, age, sexual orientation and gender identity. You will find this useful as a guide, however, in everyday life you will experience a range of different situations in which some of these terms may not apply. The guidelines should, therefore, be used at your own discretion, depending on how individuals would prefer to be addressed under specific circumstances.

The Head of Equality and Diversity and the Head of Communications, Marketing and Publicity can advise you further on equality and diversity issues in terms of communication and direct you to services that will cater for your specific requests. The team hold a database of companies that will provide accessible services and is happy to discuss costs and how these services will build into your budget.

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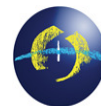
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Appendix 1

Choosing the right words

A. Disability

Positive Language to use:
<p>Disabled person The British Council of Disabled People’s Organisation advocate the term above. This is reflected in the contemporary Social Model of Disability which is founded on the recognition that people are disabled more by society than their disability.</p>



People with disabilities

This term has been considered positive as it emphasises the **people** aspect and is widely used in America. It is unlikely to cause offence but has been rejected by the UK Disabled People's Movement.

The disabled label dehumanises and implies a group of people all with the same disability or experience.

- **Accessible toilet**
- **Do you have any access requirements?**

Deaf people

The Royal National Institute for Blind People use three terms:

A person who is deaf (this can mean profound deafness but may also be used by someone with a less severe hearing loss).

A person who is deafened (to describe someone who has lost their hearing as an adult, used where there is a severe or total loss).

A person who is hard of hearing (can mean anything from mild to severe loss).

Blind People - person with a visual impairment

The Royal National Institute for Blind People use the above term as a general term which includes blind people and those who have some sight.

Wheelchair user

A wheelchair, like a car or bicycle is simply a way of getting around. The person has an identity quite separate from their means of transport.

Instead of saying the special needs of disabled people require additional access routes into the building, it should be said that the current access routes are not accessible to disabled people.

If it is necessary to refer to a person's disability then try to use neutral phrases such as:
'John Smith had polio'

'Elaine Jones has epilepsy'

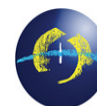
'A person with spina bifida''

'A person with epilepsy' or 'people who have diabetes'

Learning disability/intellectual disability or person with a mental illness/psychiatric disability.

People who use mental health services or people who experience emotional/mental distress.

Some people confuse learning difficulty with mental illness which can affect anyone irrespective of ability. Mental illness can take many forms and there are several terms which might be used, such as referring to someone as having a 'psychological', 'emotional' or 'behavioural difficulty'.



People can suffer stigma from their experience of emotional and mental health.

B. Gender

Positive Language to use:

Woman/women

The Sex Discrimination Act 1975 makes discrimination on the grounds of sex illegal. The act applies to men and women but focuses on terminology which excludes or degrades women. Trivialising or degrading expressions are not appropriate, for example adult females should be referred to as women not girls. A reasonable guide for a girl to become a young woman is from the age of 16.

Use non-gender specific terms - there are plenty about. For example, **the general public or the nailsworth community people; staffing the switchboard or running the switchboard.**

It is important to ensure that language that the Trust uses is not gender specific. When referring to no-one in particular, 'he or she' and 'his or her' should be used. It is possible in most cases to rephrase the sentence to avoid using a gender at all. For example 'he' or 'she' can be avoided by using the plural 'they'.

Sometimes the words 'lady' 'woman' or 'female' are used to describe a certain profession, for example lady doctor and woman judge. This also happens with professions such as 'male nurse' or 'male secretary'. These titles should be avoided as they could imply that either male or female workers are the rightful owners to these roles. Simply using the job title is sufficient. If for some reason it is important to identify the gender of the person, following the job title with his or her name will be enough in most cases.

Use of he and his for example: A Trust Manager is responsible for the safety of his staff. You can try using **s/he, his/hers and him/her** although this can be cumbersome. A useful alternative is to use the plural for example: **A Trust Manager is responsible for the safety of their staff.**

The use of Ms has become a preference for women as they can not be discriminated by their marital status.

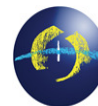
Women, unlike men, are designated by their titles as married or single. However, where a woman has made it clear that she wishes to be addressed as Mrs or Miss then this preference should be respected.

If you are in doubt prior to writing to a member of staff, contractor, volunteer or a member of the public and you have the opportunity for clarification, it is perfectly acceptable to ask the individual which title they prefer you to use in correspondence.

It is important to recognise the person's identified gender.

Lone parents or single parents.

This is an assumption that all people caring for children on their own are women. It is quite true that the majority are women but there are also fathers who carry out this role alone.

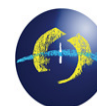


C. Race

Positive Language to use:
<p>The Equality of Human Rights Commission recommends using:</p> <p>“People from ethnic minorities or people from minority ethnic groups.”</p> <p>The idea of the ethnic minority community is a bit of a myth which can lead to misunderstandings. There may be some cultural similarities between minority ethnic groups but there will also be differences and it is important not to generalise.</p> <p>Dual heritage, dual ethnic background or multi-ethnic background are generally acceptable.</p> <p>Refer to the specific racial group if known or: People from minority ethnic backgrounds</p> <p>It should also be noted that many of those from the Indian sub continent such as Pakistani, Bengali or Indian people do not refer to themselves as Black. If in doubt ask the individual for their preference.</p> <p>Be aware that this term is not acceptable to all people from ethnic minority backgrounds. Although there are a number of people who prefer to be referred to as Black rather than some of the more contemporary terms. Also many people from the Indian sub continent such as Pakistani, Bengali or Indian people do not refer to themselves as Black. If in doubt ask the individual for their preference.</p> <p>Asian: The terms 'Asian' or 'British Asian' are generally acceptable. There may be some circumstances where it is not acceptable to make broad references to groups, or to identify people together as Asian. People of Indian, Pakistani and Bangladeshi origin. In some cases, for example, 'South East Asian' may be a more appropriate term to describe Chinese, Japanese, and Vietnamese people, all of whom may prefer to be identified separately.</p> <p>'African-Caribbean' may be used, but only when referring to specific geographical origins. Otherwise, 'Black' is a more appropriate term to use.</p> <p>The term 'West Indian' was used to describe first generation settlers from the Caribbean. The historical term is still used in some circumstances (for example, the West Indian Cricket Team) however in most contexts this it is inappropriate and may be found offensive.</p> <p>Black people are referred to as both 'Afro-Caribbean' and 'African-Caribbean' in official documentation. However those born in Britain may find these terms offensive. 'Afro-Caribbean' is generally now deemed to be unacceptable even though it continues to be used.</p>

D. Other groups

Positive Language to use:
Gypsies and Travellers



Romany Gypsies and Irish travellers, who have been travelling in England as a distinct social group, are each recognised in law as separate racial groups.

E. Age

Positive Language to use:

Age Concern recommends use of the term **older person**; or you could try using **those of pension age**. Try to use neutral terms such as **elderly** or **older** for example: **services for elderly people, older workers**.

Some other terms to use when referring to people are:

Services for older people

Elderly relatives

Elders (this term is often used amongst Black Minority Ethnic (BME) communities)

It is important not to make assumptions about the value of people based on their age.

F. Sexual Orientation and Gender Identity

Positive Language to use:

Lesbian, Gay Bisexual and Transgender (LGBT)

Note: people who are bisexual are not covered by the terms **gay** or **lesbian**.

The term **gay** can be taken to refer to both men and women although it is more commonly used to describe men more than women. Women tend to self identify as either **gay woman** or **lesbian**. Avoid stereotyping, making assumptions, and using language which may offend or have negative connotations.

Heterosexual people rarely introduce themselves as such in a conversation; similarly; Lesbian, Gay, Bisexual and Transgender people rarely announce their sexual orientation, gender identity and/or gender reassignment status in open conversation. Always interact with the person, not with a label representing their equality and diversity strands.

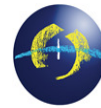
Transgendered person

A transgendered or transsexual person experiences 'gender dysphasia.' This means that the gender they were assigned at birth is wrong for them. Transgendered people are identified by law and have the right to live as a member of society.

Although people who have made the decision to transition 'in general' may describe themselves as a male or a female, some may identify themselves in a different gender or as having no gender at all. Not all transgender people actually choose to identify themselves as such in day-to-day existence and may for instance wish to be merely identified as a man or a woman. They do not see their gender reassignment status as being a key part of who they are as a person. The important point is to refer to the person, wherever you can, using language which that person wishes you to use.

If, for example, a person was assigned the female gender at birth, but personally identifies as male, then he must be treated and referred to as a man. There may be a transitional period in between, which may involve hormonal and or surgical treatment.

A transgendered person who does not have hormone therapy or surgery is still fully



protected in their new gender under Sex Discrimination law.

G. Religion

Positive Language to use:

Forename or first name

This should prevent any misunderstanding and also acknowledge people's beliefs.

To ask a Jewish or Muslim person their Christian name makes no sense, but is also disrespectful of their beliefs.