Inclusive Language at Kent

The University of Kent has a multi-cultural and diverse environment and is committed to developing a working and learning culture that encompasses dignity, courtesy, respect and consideration for all.

All members of the University community have a responsibility to create an environment which is free from harassment, bullying, unlawful discrimination and victimisation.

Bullying harassment and discrimination

<u>Bullying</u>

An intentional act that causes harm to others. May not be related to a protected characteristic, bullying tends to be a large number of incidents (individually trivial) over a long period comprising constant unjustified and unsubstantiated criticism

<u>Harassment</u>

Conduct that annoys, threatens, intimidates or causes fear in another person and/or creates a hostile environment. Harassment tends to have a strong physical component and is usually linked to gender, race, disability or physical violence

<u>Discrimination</u>

Treating an individual or group differently due to a particular characteristic that they possess

Due to its diverse environment at the University of Kent, Its staff and students have a wide variety of traditions, cultures and values.

Therefore it is important that the words we use respect the identity of the person or people with whom we are communicating or to whom we are referring.

Some examples include:

• Terms such as 'non-white' or 'non-European' for example are problematic in that they define race from a 'white' or 'European' perspective.

• Avoid the term 'Christian name' – rather use 'first name, given name, forename or personal name'.

Unconscious Bias

Our background, personal experiences, societal stereotypes and cultural context can have an impact on decisions and actions without realising.

Implicit or unconscious bias happens by our brains making incredibly quick judgments and assessments of people and situations.

Our biases are influenced by our background, cultural environment and personal experiences.

We may not even be aware of these views and opinions, or be aware of their full impact and implications.

Being aware of the situation that you are in will guide you to what words and actions are appropriate. At work inclusive language is a requirement, using inappropriate language about colleagues or even in passing conversations is unlawful

in some settings. The behaviour can lead to undesirable consequences such as suspension or termination in line with University procedures. Ensure you are familiar with the Dignity at work procedure.

Impact of unconscious bias

Research has found that unconscious bias can heavily influence recruitment and selection decisions. Several experiments using CV shortlisting exercises have highlighted bias by gender and ethnicity.

A study of science faculties in higher education institutions (Moss-Racusin *et al* 2012) asked staff to review a number of applications. The applications reviewed were identical, apart from the gender of the name of the applicant.

Here, unconscious bias impacts not only on the recruitment decision, but the salary of the individual and the amount of development that is invested in their ongoing progression.

The experiment found that Science faculties were more likely to:

- Rate male candidates as better qualified than female candidates
- Want to hire the male candidates rather than the female candidates
- Give the male candidates a higher starting salary than the female candidates
- Be willing to invest more in the development of the male candidates than the female candidates

Other examples of Unconscious Bias in a University setting

- Shortlisting CV's based on names or international qualifications
- Offering an older person an alternative to a digital assignment
- Assuming an understanding of jargon or lingo based on appearance

Test yourself! You can test your own unconscious bias via Project Implicit

https://implicit.harvard.edu/implicit/

Everyone is biased

We need to accept that we are all biased AND we are all affected by bias

What can we do about it on an individual level?

- Break the links in our processing – reduce our level of bias
- Ensure policies and processes are designed to mitigate the impact of bias wherever possible
- Check and monitor the use of language and terminology in ourselves, our teams and the wider community

Combating bias

- Challenge stereotypes and counter stereotypical information
- Use context to explain a situation
- Change perceptions and relationships with people not 'in our group'
- Be an active bystander – name or acknowledge an offense, point to the 'elephant in the room', interrupt the behaviour, publically support an aggrieved person, use body language to show disapproval, use humour (with care), encourage dialogue, help calm strong feelings, call for help
- Learn about those that are different from you and respect those differences
- Reach out, interact, talk and befriend those that have a different background to you.

Getting it wrong

Fear of getting it wrong or offending can cause confusion as to what are acceptable terms to use. There are terms which are now well known to be offensive, displaying insensitivity and ignorance on the part of the speaker.

However, it has to be remembered that terms are evolving and developing all the time and what is in common use at a particular time may be seen to be unacceptable at another point in time.

Inclusive Terminology

As we continue on our diversity and inclusion journey, the language we use to describe identities can be used to embed inclusion and create a more welcoming environment.

Reflecting on the way that we communicate means making the effort to understand the way that language unconsciously makes assumptions about people and reinforces dominant norms.

By educating yourself and monitoring thoughts, it will help to change your language and behaviours. People may interpret and draw inferences from the language that you use. When interacting with people, you want to be an open, respectful and informed individual instead of a disrespectful person.

This guide is a point of reference for staff and students to help identify appropriate language and provides practical examples of preferred terms and phrases for both verbal and written communication.

It is not exhaustive or definitive, as language will continuously evolve with changes in culture and society.

Offensive language includes words and phrases that:

- Reinforce stereotypes
- Reinforce derogatory labels
- Exclude certain groups of people through assumptions
- Patronise or trivialise certain groups of people
- Cause discomfort or offence

Generally descriptors that refer to personal attributes such as race, gender, sexual orientation, disability or age, for example, tend to over emphasise the distinguishing attribute. It is recommended avoiding the use of such descriptors unless they are relevant and valid. Where reference to a person's personal attributes is necessary, try doing to with the following guidelines in mind.

The focus of this guide is not on protected characteristics, but on situations in which non inclusive terms can inadvertently infiltrate communication. As it happens most of these situations revolve around protected characteristics.

Age

Inclusive language should be reflective and welcoming to our multigenerational colleagues. It is good practice to avoid terms that may be perceived as a manifestation of ageism. Ageism can be defined as the application of assumed age-based group characteristics to an individual, regardless of that individual's actual personal characteristics.

Suggested language

| Tips	Instead of	Try
Avoid general terms as these imply that people of certain age groups or generations are a homogenous group, failing to recognise people's individuality.	The elderly, the old, pensioners. The young	Mature individual, elderly person/people Young person, young adults
Avoid using the terms 'girls', 'boys' when referring to colleagues or employees, as these refer to young children.	The boys/girls in the office	The men/women in the office Our colleagues in the office
Avoid using language that stereotypes or implies that a particular age group is more or less able or has stereotypical characteristics by virtue of chronological age.	The young and vibrant team A mature workforce	An effective and vibrant team An experienced workforce

Disability

The portrayal of people with disabilities has traditionally used language that emphasizes the disability rather than the person, resulting in the depersonalisation, stereotyping (often with people with a disability seen as victims or suffering) and the amalgamation of whole spectrums of specific physical and intellectual impairments. In the majority of circumstances there will be no need to refer to a person's ability or disability. If the need arises, it is best practice to use 'person-centred' rather than focusing on the disability.

The National Autistic Society has also conducted a study around the language specifically used to describe autism, which can be found here: https://www.autism.org.uk/about/what-is/describing.aspx

Suggested language

Tips	Instead of	Try
Avoid blanket terms. Always put the person before the disability.	The disabled, the handicapped	'disabled/non-disabled people'
Avoid using terms that imply normalcy/being healthy when referring to people without disabilities.	Normal, healthy, able-bodied person	'disabled/non-disabled people'
Use positive language rather than descriptions that emphasize limitations.	Disabled toilets/lifts Toilets/lifts for the disabled	Accessible toilets/lifts
Avoid negative terms that overextend the severity of a disability.	Wheelchair-bound, confined to a chair Cancer or dementia victims	Person who uses a wheelchair People living with cancer or dementia

Avoid outdated and derogatory terms.	Deaf and dumb Nuts, psycho, mad Retarded, slow	People who are deaf People with a mental illness/condition Person with learning disability
Avoid terms which equate the person with the ability or disability.	Schizophrenic Autistic child	Individual with schizophrenia A child who is 'autistic', 'on the autism spectrum' or 'with autism'. 'Autistic' or an alternative being 'on the autism spectrum'.
Avoid using euphemisms.	Challenged, special	Person with learning disability
Avoid being effusive about the achievements of people with disability when they are going about their daily life and work.	Courageous, inspiring, heroic	Successful, productive
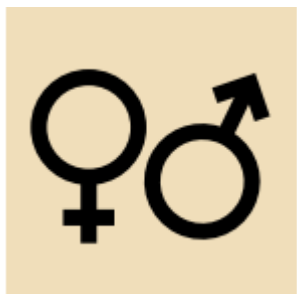
Sex

It's very common for people to confuse sex, gender, and gender identity, despite being very different things:

Sex, or biological sex, is a label assigned by a doctor at birth based on attributes such as anatomy, chromosomes, and hormones.

An individual can be male, female, or intersex.

Gender is a set of expectations from society, about behaviours, characteristics, and thoughts. Gender is usually considered binary (male or female), but can also be viewed as a spectrum, instead of being anchored on biology, it's more about how one is expected to act, because of one's sex.

Gender identity refers to an individual's internal sense of gender, i.e. being a man, a woman, neither of these, both. This can be man, woman, transgender, cisgender, non-binary, genderqueer/gender fluid or agendered.

In language terms, the most inclusive strategy is to avoid references to a person's gender except where it is pertinent to the discussion. This often involves seeking gender neutrality when using terms, expressions and pronouns. Fortunately, English provides many options for ensuring that language usage is both unambiguous and inclusive.

The following list provides a glossary of common terms associated with sex, gender and gender identity. The definitions are based on those provided by Equality Challenge Unit guidance and Stonewall.

Agender, genderless, gender-free, non-gendered, or ungendered – terms describing someone who identifies as having no gender or being without a gender identity. As such, it is not a term that non-LGBTQ+ people should use.

Ally – heterosexual and cisgender person who supports equal rights, gender equality, LGBTQ+ social movements, and challenges homophobia, biphobia and transphobia.

Cisgender – denoting or relating to a person whose gender identity corresponds with their biological sex.

Cross-dresser – this refers to a person who dresses in clothing typically worn by the opposite sex. A cross-dresser probably won't wish to alter their body. Similarly, they probably don't experience gender dysphoria or desire to live permanently in the opposite gender to that of their birth.

Gender dysphoria – a medically recognised condition of feeling one's emotional and psychological identity as male or female to be opposite to one's biological sex.

Gender fluid – denoting or relating to a person who does not identify themselves as having a fixed gender.

Gender reassignment, sex reassignment surgery or SRS, gender-affirming surgery or sex realignment surgery – the surgical procedure (or procedures) by which a transgender person's physical appearance and function of their existing sexual characteristics are altered to resemble that socially associated with their identified gender.

Gender variance or gender non-conformity – behaviour or gender expression by an individual that does not match masculine and feminine gender norms.

Intersex – denoting people who are born with any of several variations in sex characteristics that do not fit the typical definitions for male or female bodies.

LGBTQ+ – a common shorter version of a variety of longer acronyms that describe sexuality and gender identity-based communities. The letters stand for Lesbian, Gay, Bisexual, Transgender, Queer and the + indicates other categories such as Questioning, Asexual, Intersex, Pansexual, thus indicating the variety of sexuality and gender-based identities that have been or are being defined. Please refer to the sexual orientation glossary on page 9 for definitions not included in this section.

Non-binary, gender-queer – umbrella terms used to describe gender identities that are not exclusively masculine or feminine.

Preferred Gender Pronouns (PGPs) – pronouns that a person chooses to use for themselves. The most commonly used pronouns are she, her, hers and he, him, his, however there are many gender-neutral options for those people who identify as non-binary.

Queer – umbrella term for sexual orientation and gender identity groups who are not heterosexual or cisgender. Originally meaning 'strange' it has been historically a derogative term to describe people with same-sex desires or relationships but has been reclaimed by the younger members of the LGBTQ+ community.

Questioning – term used to describe someone who is unsure of or exploring their sexual orientation and/or gender identity.

Trans – term used by some transsexual and transgender individuals who are open about their status and/or believe that transition does not mean they become men or women. It can also be used as a generic term to refer to the trans community.

Transitioning/Transition – term referring to the process and/or the period of time during which gender reassignment occurs (whether with or without medical intervention).

Suggested Language

Tips	Instead of	Try
Use gender neutral terms.	Man, Mankind Workmanship Man the desk/phones Man-made	Humans, Humankind Quality of work/skills Attend the phones Artificial, manufactured, synthetic
Use gender neutral pronouns and expressions.	Anyone who wants his work evaluated Welcome ladies and gentlemen	Anyone who wants their work evaluated Welcome to friends and colleagues Welcome to everyone
Use person-centred language.	The transgender	Trans people
Respect the preference of those people who want to be referred to by gender neutral pronouns.	She, her, hers and he, him, his	They, them, theirs (e.g. Xena ate their food because they were hungry.) It is correct to use in the singular.
Use terms that include all relationships.	Boyfriend, wife, husband	Partner, spouse
Official forms should include a comprehensive list of titles, sorted alphabetically rather than following any perceived hierarchy.	Prof, Dr, Mr, Mrs, Miss, Ms, Mx, etc	Dr, Miss, Mr, Mrs, Ms, Mx, Prof, etc [blank]

Avoid titles that imply the usual job-holder being of a particular gender.	Cleaning ladies and Policeman	Cleaners and Police officers
Be mindful of appropriate and respectful in-group versus out-group naming, i.e. avoid using terms that are only used by individuals that self-identify as part of a specific community.	Queer (only use if you identify as queer)

Agender (only use if you identify as agender) | Queer communities

N/A |
| Avoid using patronising terms that may cause offence to a particular gender. | Girls, Ladies, Dear, Son, Love | The person's name, their professional title or, friends and colleagues, |
| Avoid irrelevant gender descriptions. | A female scientist

A male nurse | A Scientist

A Nurse |
| Recognise and respect the difference between sexual orientation and gender identity. | Don´t use 'LGBTQ+' if you are only talking about gender or gender identity.

Don´t use 'straight' as the opposite of 'LGBTQ+' (transgender people can be any sexual orientation, including straight). | Only use LGBTQ+ when referring to both sexual orientation and gender identity-based communities.

Use 'straight cisgendered' or 'ally'. |

Sexual Orientation

Sexual orientation refers a person´s physical, romantic and/or emotional attraction to another individual. This could be towards people of the same sex, opposite sex or both. Sexual orientations include asexual, bisexual, gay, lesbian, pansexual, questioning and straight

The following list provides a glossary of common terms associated with sexual orientation:

Ally – heterosexual and cisgender person who supports equal rights, gender equality, LGBTQ+ social movements, and challenges homophobia, biphobia and transphobia.

Asexual – not sexually attracted to anyone and/ or not acting on attraction to anyone. Does not necessarily mean sexless. Asexual people sometimes do experience affectional (romantic) attraction.

Bisexual – a person who has an emotional, romantic and/or sexual attraction towards both men and women.

Gay, homosexual – a man who has an emotional, romantic and/or sexual attraction towards men. Gay is preferred over homosexual.

Lesbian – a woman who has an emotional, romantic and/or sexual orientation towards women. Some lesbian women prefer to be referred to as gay women.

LGBTQ+ – a common shorter version of a variety of longer acronyms that describe sexuality and gender identity-based communities. The letters stand for Lesbian, Gay, Bisexual, Transgender, Queer and the + indicates other categories such as Questioning, Asexual, Intersex, Pansexual, thus indicating the variety of sexuality and gender- based identities that have been or are being defined. Please refer to the sex, gender and gender identity glossary on page 7 for definitions not included in this section.

Pansexual – refers to a person whose romantic, emotional and/or sexual attraction is not based on gender, biological sex or sex identify.

Questioning – term used to describe someone who is unsure of or exploring their sexual orientation and/or gender identity.

Straight, heterosexual – a person who has an emotional, romantic and/or sexual orientation towards people of the opposite sex.

Suggested language

Tips	Instead of	Try
Avoid terms that suggest a degree of voluntary choice when this is not necessarily the case.	Sexual preference Lifestyle choice	Sexual orientation
Use person-centred language.	Lesbians, gays, bisexuals	Lesbian, gay, bisexual people
Use language that does not assume heterosexuality as the norm.	Invite your boyfriend/husband Family planning clinic	Invite your spouse/partner. Sexual health clinic or sexual health and wellbeing clinic

Recognise diverse family formation.	Mother and father	Parents, caregivers
Recognise and respect the difference between sexual orientation and gender identity.	Don´t use 'LGBTQ+' if you are only talking about sexual orientation. Don´t use 'straight' as the opposite of 'LGBTQ+' (transgender people can be any sexual orientation, including straight).	Only use LGBTQ+ when referring to both sexual orientation and gender identity-based communities. Use 'straight cisgendered' or 'ally'.

Marriage and Civil Partnership

Since 2005, in the UK same sex couples have been able to form a legally recognised relationship and in 2020 same sex couple were able to form legally recognised relationships, known as a civil partnership. Couples who form a civil partnership have a new legal status – that of a 'civil partner', where the couple gains rights and responsibilities similar to that of a marriage. It is good practice to use language that reflects this new legal status.

Suggested language

Tips	Instead of	Try
Official forms should include this new legal relationship status.	What is your marital status? single married divorced	What is your relationship status? What is your marital/civil partnership status? single married/civil partner

	widow/widower	divorced/dissolved civil partnership
		widow/widower/surviving civil partner

Race, ethnicity and nationality

The UK is a racially and culturally diverse place and it's important not to assume that a person's appearance defines their nationality or cultural background. It's recommended to only use a person's race, ethnicity or nationality to identify or describe them if it is directly relevant to the point you are making.

Suggested language

Tips	Instead of	Try
Use adjectives rather than nouns when it is necessary to refer to someone's race.	Asians	Asian people
Avoid irrelevant ethnic descriptions.	The Asian doctor	The doctor
Don´t use 'minority group' as it implies inferior social position and is often relative to geographic location.	Minority group	Minority ethnic group
Avoid stereotyping, e.g., making positive or negative generalisations about members of a particular racial, ethnic or national group.	Chinese people are really good at maths.	N/A

Avoiding patronising comments based on stereotypes.	You speak such good English!	N/A
Avoid outdated terms.	Coloured.	Black Asian and Minority Ethnic (BAME)

Religion and Belief

'Religion or belief' is the preferred term in use in equality and human rights legislation, including in the Equality Act 2010. The definitions of religion and belief under the Equality Act 2010 are:

Religion - any religion or reference to religion, including a reference to a lack of religion.

Belief - any religious or philosophical belief or reference to belief, including a reference to a lack of belief.

'Religion or belief' should be taken to mean the full diversity of religion and belief affiliations within the UK, including non-religious and philosophical beliefs such as atheism, agnosticism and humanism.

Suggested language

Tips	Instead of	Try
Avoid using Christian-centric terms, not only on ground of respect but also for practical reasons. The term 'last name' should not be used as it could be confusing to Asian groups who place their family name first. Surname is not unacceptable. However, this word may originate from sire-name, or the name derived from one's father.	Christian name Surname, Last name	First name, given name Family name

Official forms should include both options for religion and belief.	What is your religion? Christian Muslim Hindu Jewish Sikh Other	Do you regard yourself as belonging to any particular religion? Yes No If yes, which one? Christian Muslim Hindu Jewish Sikh Other Alternatively: What is your religion or belief?
Use legally correct terminology.	Faith Religious discrimination	Religion or belief Discrimination on grounds of religion or belief