



Equality, Diversity & Inclusion (EDI) Policy 22/23

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Yes

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Equality Impact Assessment Form

The completion of the Equality Impact Assessment (EIA) will help us to ensure that our policies, procedures and practices do not discriminate or disadvantage people and also improve or promote equality.

In relation to: disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

1. Please explain if you identified any inequalities or possible discrimination in the policy, procedure or practice?

No inequalities or areas of discrimination identified.

The Equality, Diversity & Inclusion (EDI) Policy features key requirements of the Equality Act 2010. The College will make all staff, students, Corporation members, volunteers, partners, visitors, contractors and subcontractors working on behalf of the College aware of the commitment and responsibilities contained within this policy.

2. If identified, how have you changed the policy, procedure or practice to remove or mitigate the inequality or discrimination?

Not applicable.

3. Any follow up actions required?

Not applicable.

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1. Policy Statement

- 1.1 Shipley College is committed to offering equality of opportunity, eliminating discrimination and celebrating the diversity and culture of our community.
- 1.2 Our aim is that our workforce will be truly representative of the community it serves and that all staff feel respected.
- 1.3 The College recognises talent and potential in all people and aims to recruit from as wide and diverse a pool of talent as possible.
- 1.4 As part of our College Values everyone will be respected and our language, behaviours and actions will reflect this.
- 1.5 In line with the Protected Characteristics, set out in the Equality Act 2010, the College seeks to ensure that everyone is treated equitably, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 1.6 The College will make all Corporation members, staff, students, partners, visitors, and our contractors/subcontractors aware of this commitment and ensure compliance, details of which are contained within this Policy.

2. Purpose of the Policy

- 2.1. State the College's intent and actions regarding Equality, Diversity & Inclusion (EDI) and indicate how this Policy is implemented throughout the College.
- 2.2. To ensure that no unlawful direct or indirect discrimination occurs, as well as promoting equality of opportunity through good employment policies and practices in respect to all staff.
- 2.3. To provide guidance to managers on issues relating to equality, diversity and inclusion and to equip both managers and staff to meet their legal obligations under the Equality Act (2010) and all other underpinning equality legislation.
- 2.4. To ensure the College is meeting its specific legal obligations under the public sector equality duty, section 149 of the Equality Act (2010); namely to have due regard to the need to:
 - eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- 2.5. To provide staff and students with a greater understanding of EDI and any relevant legislation, processes and good practices.

2.6 To ensure that no existing or prospective employee, student or member of the public is subject to victimisation, discrimination, harassment or any other form of unfavourable or detrimental treatment resulting from a protected characteristic.

3. Scope of the Policy

3.1. The College seeks to ensure that its commitment to advancing equality of opportunity, promoting good relations for all and tackling discrimination is reflected in everything that it does and that everyone, including Corporation members, staff, students, volunteers, partners, visitors, and contractors/subcontractors share this commitment.

3.2 All staff will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the organisation.

3.3 The College expects the values of staff, students and stakeholders to be aligned with the College's values of treating everyone with dignity and respect at all times.

3.4 The College strives to create an inclusive, positive and respectful learning and working environment that fosters good relations between people of all backgrounds, and will not tolerate prejudice or discrimination in any form.

3.5 Any employee who feels they have been subject to bullying or discrimination in relation to a protected characteristic by other members of staff should raise the matter under the Grievance Policy and Procedure. Following investigation, these matters may be treated as a serious disciplinary offence.

3.6 The College will investigate any claims of less favourable treatment or behaviour towards a member of staff and ensure that the member of staff is supported.

3.7 Any inappropriate or less favourable treatment or behaviour directed towards College staff by students or will be dealt with in line with the Positive Behaviour Policy & Student Disciplinary Procedure.

3.8 The College will provide regular training and development on equality, diversity and inclusion , as appropriate, to staff, students, governors and other relevant stakeholders.

3.9 The College will publish workforce monitoring data on an annual basis and will seek to take action where particular groups are under-represented amongst the College staff.

3.10 The College will maintain a culture of inclusion, where individuals can feel comfortable disclosing their protected characteristic(s) and any subsequent support offered.

3.11 Equal opportunities data is used for monitoring purposes.

4. Commitment

- 4.1 The College celebrates and values the diversity of all who make up the College community and, as such, will ensure that diversity is promoted throughout all of its services and activities.
- 4.2 The College is firmly opposed to any form of discrimination and is committed to taking positive action where necessary to redress any imbalances.
- 4.3 The College is working towards providing a positive environment, free from discrimination, harassment or victimisation.
- 4.4 The College will actively engage with staff, students and all stakeholders on key matters relating to equality, diversity and inclusion.
- 4.5 In line with its legal duties, the College is committed to publishing an annual Equality, Diversity and Inclusion report, which includes our workforce monitoring data, student achievement data and our equality, diversity and inclusion priorities.

5. Key Principles

- 5.1 The College considers all forms of prejudice and discrimination to be unacceptable, and will:
 - Oppose all forms of discrimination;
 - Continuously monitor practices and procedures to improve access to College services;
 - Analyse data to identify trends, measure impact and implement improvements;
 - Offer a curriculum which meets the needs of the diverse community it serves;
 - Ensure publicity material positively promotes the diversity of students and staff;
 - Consult with staff, students, governors and other stakeholders on key issues related to EDI.
- 5.2 Equality Principles related to employment:
 - Ensure that no employee or job applicant is disadvantaged or treated less favourably because of conditions or requirements that are not related to the job;
 - Ensure managers involved in the recruitment process have been trained in College Safer Recruitment procedures;
 - Make all reasonable adjustments to ensure equality of opportunity for staff or potential employees who have particular needs or disclose their disability;
 - Ensure equality, diversity and inclusion are embedded into all the College policies, practices and procedures;
 - Seek to employ a diverse workforce which reflects the diversity of the community it serves and the student population;
 - Ensure information and support to staff is available through Human Resources and their line manager;

- Ensure staff have access to EDI training and/or resources;
- Develop an open culture in which mental, physical and emotional wellbeing is taken seriously and in which staff are supported in order that they may seek and receive help and support.

5.3 Equality Principles related to teaching, learning and assessment:

- Make courses accessible to as wide a range of students as possible and ensure, where set, entry requirements are relevant, appropriate and transparent;
- Provide equal access to assessment for all students;
- Make all reasonable adjustments to teaching, learning and training to take account of the individual needs of students through differentiated activities which inspire and provide stretch and challenge to enable students to reach their potential.
- Provide equal access to the highest quality teaching, learning and training for all students. Ensure effective methods and appropriate support are used to meet the needs of the students;
- Make use of learning resources and delivery methods within teaching, learning and training which actively promotes diversity, and celebrates a wide range of cultures and positive images to support the cultural and linguistic needs of students;
- The needs and interests of our students are reflected in our curriculum.
- Provide a positive and high quality learning experience which is underpinned by impartial careers information, advice and guidance;
- Encourage students with Special Educational Needs and Disabilities (SEND) to self-disclose and, where learning needs are identified, provide an appropriate level of support to allow full participation in teaching and learning and college life;
- Offer pastoral support to students to promote positive mental health and wellbeing so they are not disadvantaged, and are able to participate fully in college life and achieve.

6. Monitoring and Reporting

6.1 The Annual Equality, Diversity & Inclusion Report will be provided to the Corporation, and will include an action plan and progress updates relating to our EDI objectives. The report will:

- Monitor curriculum to ensure that College policies, processes and practices are inclusive and ensure equality of achievement for all;
- Provide student retention and achievement rates, disaggregated by ethnicity, gender and disability;
- Provide employee and recruitment analysis on workforce composition, recruitment and selection;
- Develop an equality action plan to advance specific areas of work to further promote EDI.

6.2 The Annual Equality, Diversity & Inclusion Report will be published on the College website.

6.3 The Equality, Diversity & Inclusion Policy will be reviewed annually and updated in line with any new legislative developments.

7. Positive Action

7.1 Positive action measures are allowed by law to rectify disadvantages in employment or education provision revealed by monitoring.

7.2 Positive action allows the College to:

- Provide services to staff (in the form of training, education or welfare) in order to promote a more diverse workforce, particularly where certain groups are underrepresented in particular areas of work;
- Encourage applications from groups that are underrepresented in particular areas of work.

8. Complaints Procedure

- Complaints made to the College regarding any unfair or discriminatory treatment experienced will be dealt with sensitively.
- Students can make a complaint following the College's formal Complaints Procedure or, if they find it easier, by speaking to a member of the Student Services Team, their Course Coordinator, Team Leader, Tutor, Learning Coach or member of the Learning Support Team.
- College staff can raise complaints with the Human Resources Manager or their line manager. The College grievance procedure will be used to manage staff complaints. All efforts will be made to resolve complaints/grievances informally in the first instance.
- All complaints will be fully investigated in line with the Grievance Policy and Procedure.

9. Responsibility for Implementing the Policy

9.1 Everyone has a responsibility to ensure:

- The Policy is understood and implemented;
- Their behaviour at all times takes account of the sensibilities of others;
- They treat everyone with respect and dignity;
- They challenge behaviour in breach of the Equality, Diversity & Inclusion Policy
- Compliance with any agreed Equality, Diversity and Inclusion actions.

9.2 Specific responsibilities:

Corporation

- To ensure that the College complies with all equality legislation and meets all of its duties in this regard, both general and specific.
- To set the College's commitment to EDI as outlined in this policy.
- To ensure that the College provides adequate resources for the implementation and promotion of EDI.
- To receive and respond to data produced in line with our reporting requirements, including recruitment and retention data, workforce monitoring data, student success rates, etc.

- To review the Annual Equality, Diversity & Inclusion Report and Equality Objectives to ensure that EDI issues and policies are implemented and monitored appropriately by the Senior Management Team, managers and staff.
- To nominate a Equality, Diversity & Inclusion Liaison Governor.
- To endorse SMT in developing an EDI Leadership Statement to promote equality, diversity and inclusion for students, staff, visitors and potential employees from all backgrounds.

Senior Management Team (SMT)

- To be responsible for the overall implementation of our equality commitments and the promotion of equality, diversity and inclusion, both within and external to the organisation.
- To monitor the Equality, Diversity & Inclusion Policy and ensure that equality actions agreed are implemented.
- To take a lead in fostering a positive, inclusive and respectful learning and working environment for all staff and students.
- To ensure that equality, diversity and inclusion is embedded into overall College policies, procedures and processes.
- To ensure the accessibility of College facilities and premises.

Staff

- To champion equality of opportunity, eliminating discrimination and fostering good relations.
- To create and promote a positive, inclusive and respectful learning and working environment which celebrates diversity and is free from discrimination, harassment or prejudice.
- To develop and implement a Curriculum Statement which will embed EDI into all aspects of teaching, learning and assessment, promotes equality of opportunity and fosters good relations in a way that values, preserves and responds to diversity.
- To undertake regular training on equality, diversity and inclusion as required and identifying opportunities for further learning and development.
- To challenge and report any incidents of discriminatory behaviour or harassment of staff, students or any other stakeholders, including hate crimes.
- To maintain an awareness and familiarity with the organisation's workforce and student and profile, trends and any subsequent actions planned or on-going.
- To provide effective and appropriate support to break down any barriers to learning.
- Where appropriate, to act as the point of liaison for external partners, stakeholders or visitors and ensure their awareness of the key equality, diversity and inclusion principles set out in this Policy.
- To be responsible for their behaviour and conduct and for the advancement of EDI, both in the classroom/work areas and on premises used by the College.
- To implement any agreed EDI objectives.
- To ensure that managers who have responsibility for recruitment, including shortlisting and interviewing, complete safer recruitment training to ensure equality and best practice in the recruitment process.
- To ensure that managers evaluate the equality data in relation to key groups to identify actions and eliminate differences in achievement, participation, access, etc.
- To complete the mandatory Equality and Diversity training (new staff).

- To complete refresher training as stipulated.
- To report any instances of discrimination, harassment, bullying or victimisation against students or staff to their line manager, in particular if relating to any of the Protected Characteristics, whether on campus or on external premises used by the College.

Visitors, external partners and stakeholders

- To work with the College, including contractors, sub-contractors and service providers, in compliance with this policy and share the College's commitment to EDI.

10. Related Policies, Procedures or Supporting Information

10.1 The following documents are accessible to staff and students, and relevant to this policy.

- Access Arrangements Policy
- Acceptable Use Policy for IT
- Additional Learning Support (ALS) Policy
- Admissions Policy and Procedure
- Assessment & Verification Policy
- Compliments & Complaints Procedure
- Data Protection Policy
- Employee Handbook
- Student Handbook
- Exams Policy
- Fee and Remission Policy
- Flexible Working Policy and Procedure
- Freedom of Expression Policy
- Grievance policy
- Learner Financial Support Policy
- Maternity, Paternity, Adoption, Parental & Shared Parental Leave Policy
- OTLA Policy and Procedures
- Policy and Procedure for Events Involving External Speakers
- Positive Behaviour Policy and Student Disciplinary Procedure
- Probationary Policy and Procedure
- Recruitment and Selection Policy and Procedure
- Safeguarding Policy and Procedure
- Sickness Absence Policy and Procedure
- Staff Appraisal Policy and Procedure
- Staff Development Policy and Procedure
- Teaching and Learning Policy
- Whistle Blowing Policy and Procedure
- Quality Policy and Strategy

Appendix 1 – Definitions

Key word	Definition
Diversity	Acknowledging, respecting and valuing differences and similarities between individuals and groups of people.
Equality	Equality is the framework that enables opportunity, access, participation and contribution that is fair and inclusive. Equality is not about treating everyone the same, but recognising the barriers people face and finding different ways to offer the opportunity of equality.
Inclusion	A sense of belonging; feeling respected, valued and accepted for who you are as an individual. Workplace inclusion is when people feel valued and accepted in their team and in the wider organisation, without having to conform. Inclusive organisations support employees, regardless of their background or circumstance, to thrive at work
Protected Characteristics	Protected characteristics are definitions for groups of people given protection under the Equality Act 2010. This includes, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. It is recognised that an individual may have one of more protected characteristics.
Direct Discrimination	Someone is treated less favourably than another person because of a protected characteristic.
Direct Discrimination by Association	Someone is treated less favourably because they associate with another person who has a protected characteristic.
Direct Discrimination by Perception	Someone is treated less favourably than another person because others think they have a particular protected characteristic.
Indirect Discrimination	A rule or policy that applies to everyone, but disadvantages people with a particular protected characteristic.
Harassment	Someone behaves in such a way that their conduct has the purpose or effect of creating an environment that is offensive, hostile, degrading, humiliating or intimidating, even if this behaviour is not directed at the person making a complaint.
Victimisation	Someone is treated badly because they have made or

	supported a complaint or grievance under the Act.
Discrimination arising from a disability	A disabled person is treated less favourably because of something connected to their physical or mental impairment.
Reasonable Adjustment	<p>The duty to make reasonable adjustments comprises three requirements.</p> <p>For education providers, these requirements are to take reasonable steps to:</p> <ul style="list-style-type: none"> • Avoid the substantial disadvantage where a provision or practice puts disabled student and/or staff at a substantial disadvantage compared to those who are not disabled • Remove or alter a physical feature or provide a reasonable means of avoiding such a feature where it puts disabled students and staff at a substantial disadvantage compared to those who are not disabled • Provide an auxiliary aid where disabled students and would, but for the provision of such an auxiliary aid, be put at a substantial disadvantage compared to those who are not disabled.
EHRC	The Equality and Human Rights Commission has duties to promote human rights and equality and to provide advice about the law so that discrimination is avoided. It also has powers to enforce discrimination law in some circumstances.
EDIMs	Equality, Diversity & Inclusion impact measures are actions an organisation takes to advance EDI.
Equality Impact Assessment	This is a process whereby a policy, procedure or practice is reviewed, and if necessary amended, to ensure that it does not discriminate against any group or individual with a protected characteristic.

Appendix 2 – Definitions

The Equality Act 2010

The information below is guidance from the Equality and Human Rights Commission (EHRC)

The College's policies and procedures are in line with the Equality Act which protects individuals from unfair treatment and promotes a fair and more equal society.

Protected Characteristics

Protected characteristics are definitions for groups of people given protection under the Equality Act 2010.

1. **Age** - A person belonging to a particular age (eg 16 year olds) or range of ages (eg 16 - 25 year olds).
2. **Disability** - A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. Long-term means that the disability has lasted or is likely to last for at least 12 months. Substantial means more than minor or trivial.
3. **Gender Reassignment** - This is the process of transitioning from one gender to another. This transitioning process is a personal process, rather than a medical process, i.e. it does not require someone to undergo medical treatment in order to be protected. Transgender refers to a person who has the protected characteristic of gender reassignment. It is important not to confuse gender reassignment with sexual orientation. A transsexual person can be a gay man, lesbian, heterosexual or bisexual.
4. **Marriage and Civil Partnership** - Marriage is defined as a 'union between a man and a woman or between a same-sex couple'. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.
5. **Pregnancy, Maternity & Adoption**- Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. Adoption is the act of legally becoming a parent of a child not biologically the employee's own. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth or adopting a child, and this includes treating a woman unfavourably because she is breastfeeding. However, an employee can still claim discrimination out of this timescale if they believe they have been treated unfairly by reason of Pregnancy, Maternity or Adoption.
6. **Race** - Race refers to a group of people defined by their race, colour, nationality (including citizenship) and ethnic or national origins.

7. **Religion or Belief** - Religion means any religion and includes a lack of religion. A religion need not be mainstream or well-known to gain protection as a religion. However, it must have a clear structure and belief system. Belief means any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
8. **Sex** - A male or a female.
9. **Sexual Orientation** - A person's sexual attraction towards persons of the same sex (ie a gay man or a lesbian), persons of the opposite sex (ie heterosexual) or persons of either sex (ie bisexual).

Appendix 3 – LGBTQ+ glossary of terms (provided by Stonewall)

Ally

A (typically) straight and/or cis person who supports members of the LGBT community.

Ace

An umbrella term used specifically to describe a lack of, varying, or occasional experiences of sexual attraction. This encompasses asexual people as well as those who identify as demisexual and grey-sexual. Ace people who experience romantic attraction or occasional sexual attraction might also use terms such as gay, bi, lesbian, straight and queer in conjunction with asexual to describe the direction of their romantic or sexual attraction.

Asexual

A person who does not experience sexual attraction. Some asexual people experience romantic attraction, while others do not. Asexual people who experience romantic attraction might also use terms such as gay, bi, lesbian, straight and queer in conjunction with asexual to describe the direction of their romantic attraction.

Bi

Bi is an umbrella term used to describe a romantic and/or sexual orientation towards more than one gender.

Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan, queer, and some other non-monosexual and non-monoromantic identities.

Biphobia

The fear or dislike of someone who identifies as bi based on prejudice or negative attitudes, beliefs or views about bi people. Biphobic bullying may be targeted at people who are, or who are perceived to be, bi.

Cisgender or Cis

Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Coming out

When a person first tells someone/others about their orientation and/or gender identity.

Deadnaming

Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

Gay

Refers to a man who has a romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality - some women define themselves as gay rather than lesbian. Some non-binary people may also identify with this term.

Gender

Often expressed in terms of masculinity and femininity, gender is largely culturally determined and is assumed from the sex assigned at birth.

Gender dysphoria

Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity.

This is also the clinical diagnosis for someone who does not feel comfortable with the sex they were assigned at birth.

Gender expression

How a person chooses to outwardly express their gender, within the context of societal expectations of gender. A person who does not conform to societal expectations of gender may not, however, identify as trans.

Gender identity

A person's innate sense of their own gender, whether male, female or something else (see non-binary below), which may or may not correspond to the sex assigned at birth.

Gender reassignment

Another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.

Gender reassignment is a characteristic that is protected by the Equality Act 2010, and it is further interpreted in the Equality Act 2010 approved code of practice. It is a term of much contention and is one that Stonewall's Trans Advisory Group feels should be reviewed.

Gender Recognition Certificate (GRC)

This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply.

You do not need a GRC to change your gender markers at work or to legally change your gender on other documents such as your passport.

Gillick competence

A term used in medical law to decide whether a child (under 16 years of age) is able to consent to their own medical treatment, without the need for parental permission or knowledge.

Heterosexual/straight

Refers to a man who has a romantic and/or sexual orientation towards women or to a woman who has a romantic and/or sexual orientation towards men.

Homosexual

This might be considered a more medical term used to describe someone who has a romantic and/or sexual orientation towards someone of the same gender. The term 'gay' is now more generally used.

Homophobia

The fear or dislike of someone, based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Homophobic bullying may be targeted at people who are, or who are perceived to be, lesbian, gay or bi.

Intersex

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female.

Intersex people may identify as male, female or non-binary.

Lesbian

Refers to a woman who has a romantic and/or sexual orientation towards women. Some non-binary people may also identify with this term.

LGBTQ+

The acronym for lesbian, gay, bi, trans, queer, questioning and ace.

Non-binary

An umbrella term for people whose gender identity doesn't sit comfortably with 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

Orientation

Orientation is an umbrella term describing a person's attraction to other people. This attraction may be sexual (sexual orientation) and/or romantic (romantic orientation). These terms refer to a person's sense of identity based on their attractions, or lack thereof.

Orientations include, but are not limited to, lesbian, gay, bi, ace and straight.

Outed

When a lesbian, gay, bi or trans person's sexual orientation or gender identity is disclosed to someone else without their consent.

Person with a trans history

Someone who identifies as male or female or a man or woman, but was assigned the opposite sex at birth. This is increasingly used by people to acknowledge a trans past.

Pan

Refers to a person whose romantic and/or sexual attraction towards others is not limited by sex or gender.

Platonic partnerships

These are relationships where there is a high level of mutual commitment which can include shared life decisions, shared living arrangements, and co-parenting of children.

Pronoun

Words we use to refer to people's gender in conversation - for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they/their and ze/zir.

Queer

Queer is a term used by those wanting to reject specific labels of romantic orientation, sexual orientation and/or gender identity. It can also be a way of rejecting the perceived norms of the LGBT community (racism, sizeism, ableism etc). Although some LGBT people view the word as a slur, it was reclaimed in the late 80s by the queer community who have embraced it.

Questioning

The process of exploring your own sexual orientation and/or gender identity.

Sex

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'.

Sexual orientation

A person's sexual attraction to other people, or lack thereof. Along with romantic orientation, this forms a person's orientation identity.

Spectrum

A term used to cover a variety of identities that have a root commonality or shared experience.

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, transsexual, gender-queer (GQ), gender-fluid, non-binary, gender-variant, crossdresser, genderless, agender, nongender, third gender, bi-gender, trans man, trans woman, trans masculine, trans feminine and neutrois.

Transgender man

A term used to describe someone who is assigned female at birth but identifies and lives as a man. This may be shortened to trans man, or FTM, an abbreviation for female-to-male.

Transgender woman

A term used to describe someone who is assigned male at birth but identifies and lives as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female.

Transitioning

The steps a trans person may take to live in the gender with which they identify. Each person's transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this.

Transitioning also might involve things such as telling friends and family, dressing differently and changing official documents.

Transphobia

The fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it. Transphobia may be targeted at people who are, or who are perceived to be, trans.

Transsexual

This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.

This term is still used by some although many people prefer the term trans or transgender.