

Our Commitment to Inclusive and Positive Language

GreaterSport and other GM Moving partners have created this document together, to provide guidance and set out principles for the use of inclusive language.

As we strive to engage and work with diverse audiences, it is increasingly important that our language and imagery reflects our commitment to reducing inequalities and making moving more something for everyone.

The language we use can be extremely powerful in helping people see themselves in the work, and feel they are welcomed, valued and included in the GM Moving ambition. Through our words we can consciously or unconsciously exclude, undermine, offend or reinforce negative stereotypes which in itself can contribute to the widening of inequalities.

This document is a living document; we know preferences around language, along with meaning and connotations, will change over time and we will adapt this document accordingly. Whilst specific language and terminology may change, the inclusive language principles can be used to demonstrate our understanding and respect towards everybody. We are sharing this to explicitly state our intentions to use inclusive language, and invite you to join us.

Thanks to partners who have helped to inform and shape this so far.

Finally we acknowledge that we won't always get this right, we are learning together, and our aim in sharing this commitment, is to help others be part of the journey and share learning along the way. We welcome any thoughts, suggestions, comments or questions to help support and develop this work.

If you have any suggestions, please email info@gmmoving.co.uk – many thanks.

<p>Principles</p>	<ul style="list-style-type: none"> • Be explicit about your commitment to an inclusive society. • Openly recognise that there are things holding us back, and that we are striving/working towards inclusion in everything we do, individually and collectively. • If we don't know and need to know? Ask. e.g. 'How do you describe your ethnicity?' • Put people before their characteristics. • Only reference specific characteristics when relevant to the context. • Recognise these are not simplistic binary choices- there is complexity in it. Recognise intersectionality and the individuality of people. Don't stereotype people based on their group or culture. • Commit to diversity of images in everything we do. • Recognise this is iterative work- we will keep evolving and adapting as we learn. • Opening up the conversation is important, although it can be uncomfortable at times. • Everybody has the right to self-define – in a group setting ask all in room how they would like to be referred to (so not just singling out individuals), enable people to speak for themselves.
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	<ul style="list-style-type: none"> • Draw and learn from the work of experts and people with lived experience/those with the insight (eg Activity Alliance, Sporting Equals). <p>How we are supporting each other to change</p> <ul style="list-style-type: none"> • Gently and kindly reminding each other- in terms of spoken and written word- in the spirit of learning and positive change. And this to apply to unwanted behaviours that our staff notice from other organisations – eg we have individual and organisational roles to constructively challenge. • Be clear that it’s about the intent behind it – creating a safe space for people to learn and develop their understanding. • Don’t let fear of speaking/saying the wrong thing get in the way. • Show leadership and invite others to join in/move in a similar direction. • Uncomfortable conversations are good. • Create a comfortable space to have uncomfortable conversations.
<p>Expertise we need to help us</p>	<ul style="list-style-type: none"> • Activity Alliance • Sporting Equals • Greater Manchester Coalition of Disabled People • LGBT Foundation • GM Black United Representation Network <p>Look for good examples to follow, on statements of change and actions that follow.</p> <p>Continue to horizon scan and be keeping an active eye on new literature or evidence that’s coming out – commit to regularly refresh this work, so this is a living organic document.</p>
<p>Practically</p>	<ul style="list-style-type: none"> • Budget for inclusive communications (eg subtitles, sign language at events, website add-ins and colour changes to websites, inclusive fonts and designs). • Ensure inclusive language outlined here is used in internal and external communications. • Inclusive language commitment shared with all staff and networks and referred to regularly. Publish online to ensure we hold ourselves to account and keep improving. • Use data and research to support our work and share experiences in inclusion and diversity. • Training and guidance on communications for team and system partners.
<p>Glossary</p>	
<p>Ethnicity</p>	<ul style="list-style-type: none"> • We commit to stop using the term BAME/BME (see statement and full terminology guidance by Sporting Equals).

	<ul style="list-style-type: none"> • Be specific, if you can, on who you are describing e.g. African communities, South Asian communities, Chinese, Jamaican, Nigerian, Indian, Roma, Pakistani, Somali, Bangladeshi etc. • Explain any generic terms with more specific descriptions of who in particular you are looking to engage. • Some people like the term 'Black' but don't assume, it is better to be more specific; Ghanaian, Jamaican, Senegalese, Ethiopian etc., 'African Caribbean', 'People of African or Caribbean heritage. • When collective terminology is needed, use terms such as ethnically diverse or diverse ethnic communities. • 'People of colour' is a US phrase. It is becoming more recognised in the UK however some find it uncomfortable.
Gender	<ul style="list-style-type: none"> • LGB+, T*/non binary, Q+ (Q = questioning or queer), Or LGBTQ+ • Trans* * is because it considers transgender, transsexual, gender expression • Women • Men
Ability	<ul style="list-style-type: none"> • Disabled people (ie people are disabled by society/conditions) - social model of disability • Non-disabled people • People with special educational needs or disability • Physical or neurological disability • People living with long term condition(s) • At risk (because the societal conditions make it that way) • Living with a condition, not suffering from it • Not weakness/vulnerable
Class	<ul style="list-style-type: none"> • Lower socio-economic backgrounds • Working Class • Under represented • Left behind/marginalised • Those in poverty • Not hard to reach
Mental Health	<ul style="list-style-type: none"> • Good mental health • Mental ill health/poor mental health • Mental illness • Not just X has got mental health
Age – children and young people	<ul style="list-style-type: none"> • Children and Young People – don't <u>always</u> lump them together – think about audience • Adverse Childhood Experiences • Protected characteristics • Youth justice – Involved in youth justice, involved in youth offending services, low risk young person, high risk young person • Looked after young people, care-experienced young people. • Youth voice
Positive Ageing	<ul style="list-style-type: none"> • Older people, not the elderly, aged, senior • Valuable not vulnerable • At risk (because the societal conditions make it that way) • Living with dementia (or other condition), not suffering with dementia • Not weakness/vulnerable

Some wider language considerations

Less like...	More like...
Do to	Do with
For the community	By the community
Vulnerable	Valuable
Needy	Needed
Giving help	Asking for help
Transactional	Relational Transformational
Interventions	Supporting and enabling (and moving out of the way)
Hard to reach	Easy to ignore Seldom heard Marginalised
Them/You	Us/We
Needs	Assets
Lived experience Expert by experience	People who know/have lived it
(Public) services	People and communities
Consultation	Engagement
Service users, clients, customers	Citizens, people, communities
Alone	Together
Problems	Possibilities
Alienate	Attract
Complain	Create
Me-focused	Mission-focused
Anger	Passion
Pessimism	Optimism
Energy-sapping	Energy-generating
Trouble-maker	Rebel
Unity	Equity