



East Coast College

Equality Diversity Inclusion and Belonging Policy

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POLICY STATEMENT

At East Coast College (ECC) our purpose is to transform individuals and build communities through education. To enable this, we work to create a supportive and inclusive working and learning environment which is free from discrimination, where there is mutual respect and equality for all, and where differences are celebrated and respected. We champion individuality and diversity and value the way this enriches the life at the college and the experiences of all its community.

Our Values

The ECC College Values underpin our commitment to transforming individuals and building communities:

Aspirational – Being supportive, exploring potential and challenging ourselves daily.

Respectful – Acting with compassion, being inclusive, and welcoming others in our learning community and to our environment to create a sense of belonging.

Professional – Putting team first, acting with integrity, developing our expertise and having a focused work ethic.

Successful – Determining our ambition, achieving excellence and continually raising standards.

General Principles

Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. The college is fully committed to eliminating unlawful and unfair discrimination for our entire College community. We do this by always acting with integrity, in the interests of others and being honest, open and transparent.

Purpose

The Equality Diversity Inclusion and Belonging (EDIB) Policy sets out the requirements and responsibilities of the college for ensuring and advancing, equality for all members of the college community in accordance with the Equality Act 2010 (Appendix 1 and 2) and the Public Sector Equality Duty 2011 (Appendix 3).

The policy promotes positive attitudes to inclusivity, diversity and belonging to create an environment where all are able to participate and fulfil their potential. It seeks to ensure that no person is treated less favourably or unfavourably on the grounds of any of the protected characteristics (Appendix 1).

Each member of the college community has a responsibility to uphold this policy, advance equality and eliminate discrimination, harassment and victimisation.

Scope

The policy covers all aspects of the college's academic and support departments and applies to all members of the College community, including students (this includes

apprentices with employers), staff, governors, visitors, and parents / carers; and those contracted to work at or for the college, including sub-contractors and employers.

Aim

The aim of this policy is to:

- develop an ethos which respects and values all people
- actively advance equality of opportunity
- prepare students and apprentices to embrace a life in a diverse society
- promote good relations amongst people within the communities within which we work
- eliminate all forms of unfair indirect and direct discrimination, bullying, harassment, victimisation or other oppressive behaviour
- deliver inclusion, equality, diversity and belonging through our college policies, procedures, training and practice
- make reasonable adjustments and do our utmost, within available resources, to remove barriers which limit or discourage access to college provision and activities
- take effective action to provide encouragement and support to individuals and groups whose progress has been limited by protected characteristics, stereotyping and cultural misconceptions
- ensure that college policies and procedures are fair, transparent and in line with our culture and ethos, and our legal and statutory responsibilities
- ensure decisions, behaviours and actions align within an ethical leadership framework

Roles and Responsibilities

The CEO and Senior Leadership Team are responsible for ensuring that all stakeholders adhere to this policy. They will ensure that any suspected breaches are investigated and managed swiftly, effectively, fairly and consistently.

The People & Wellbeing Team are responsible for ensuring that all colleagues are aware of this policy and associated procedures via their induction.

Leaders and managers must ensure they implement this policy fairly and consistently, seeking guidance, clarification and support as and when required.

All colleagues must promote equality, diversity and belonging and they must actively respond to any incidents of unfair discrimination related to protected characteristics perpetuated by pupils, staff or visitors. If colleagues have queries or concerns, they may wish to speak to their line manager or HR for further advice and guidance.

Students and Apprentices are responsible for respecting others in their language, behaviours and actions and they must adhere to our equality and diversity policies, procedures and practices.

Our Duty

The college is aware of its obligations under the Equality Act 2010 and whilst the college complies with non-discrimination provisions it aims to go beyond legal and statutory requirements to ensure it operates in a climate where difference is valued and understood, where everyone experiences equal opportunities and where everyone feels part of an inclusive community. Reports and policies that go before the Governing Body have a cover sheet that includes an equality impact assessment, and the Governing Body reviews this as part of its decision-making processes and discussions.

Policies include reference to the importance of promoting equality and diversity and colleagues of the college are regularly reminded of their responsibilities under the Equality Act, for example during meetings and via training and development. New staff receive training on the Equality Act as part of their induction.

The college has a designated team for monitoring equality. They regularly make senior leaders and governors aware of issues and subsequent actions as appropriate.

As set out in the DfE guidance on the Equality Act, the college aims to advance equality of opportunity by:

- Removing or minimising disadvantages experienced by people which are connected to a particular characteristic they have (e.g. students with disabilities, or LGBTQ+ students who are being subjected to homophobic bullying)
- Taking steps to meet the needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of college activities)

The college aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes delivering personal development tutorials which dealing with relevant issues. Students will be encouraged to take a lead in discussions, and we will also invite external speakers to contribute.
- Working with our local communities. This includes inviting leaders of local faith groups to speak and organising trips and activities based around the local community where appropriate. This also includes encouraging staff to attend personal development sessions delivered by the wellbeing and career team as part of their learning and development, and to act as role models for students.
- Encouraging and implementing initiatives to deal with any tensions which may arise between different groups of students within the college. For example, class

representatives are from different courses and are students from a range of backgrounds. All students are encouraged to participate in the college's activities, such as sports clubs. The college works with parents to promote knowledge and understanding of different cultures through the parent newsletter.

- Encourage participation when representation is disproportionately low. We continue to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

The college considers equality, diversity, inclusion and belonging in its decision-making, and will always consider the impact of significant decisions on particular groups. For example, when a college trip or activity is being planned, our college considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all.

As well as protected characteristics, the college aims to improve inclusion, therefore this policy not only considers our legal and statutory obligations, but also considers how the college can become more inclusive. This policy also widens the scope of EDIB to include intersex and ableism. The college aims to create a culture of acceptance and belonging utilising training sessions to raise awareness and educate staff and students on the use of appropriate language. Wider stakeholder involvement will enable student and staff voice to influence the development and implementation of meaningful, effective action plans that include the curriculum, pastoral activities, workforce and culture

The college aims to advance equality of opportunity. The college collects attainment data each academic year showing how students with different characteristics are performing. This data is analysed to determine strengths and areas for improvement, and appropriate actions are implemented in response to the information collated. The college also considers trends in data and makes evidence available for identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

EQUALITY OBJECTIVES

Equality objectives should align with college priorities. In developing our objectives, we have considered the following potential aims:

- widen participation
- narrow gaps in performance
- reduce exclusion rates
- increase understanding between different cultural groups
- reduce number of bullying incidents
- encourage non-stereotyped career options

- anticipate needs of incoming students from different backgrounds.

Student EDIB Objective 1:

Ensure all students have opportunities to have a voice and the ability to influence

We will:

1. Work with all students to increase engagement, influence and co-production in our equality, diversity, inclusion and belonging action plan, to ensure students are widely consulted and create their own opportunities to shape and promote equality, diversity and inclusion within the College through intelligence collected throughout the academic year to represent the entire learner journey.
2. Develop a deeper knowledge, understanding and awareness of the student view via our Student Union to ensure they have a clear EDIB voice in their study, work and social environments.
3. Continue to coordinate activities for students to plan, co-produce and lead activities which challenge non-inclusive behaviours.
4. Continue to create opportunities for students to engage with local communities and networks, to share best practice and build links with external groups.

Measuring this objective:

Student surveys

Student voice through curriculum feedback

Student EDIB Objective 2:

Promote and champion diversity and belonging and challenge discrimination

We will:

1. Review and further improve our strategies to inform and celebrate equality and diversity and British values across all aspects of college life.
2. Continue to provide opportunities for students to develop the skills, knowledge and confidence to challenge behaviours which are oppressive, disrespectful or intimidating through restorative approaches, recognising that risk or vulnerability of students may be heightened due to protected characteristics.
3. We have a zero-tolerance approach to discrimination, harassment and bullying. Zero tolerance means that (i) we will act and (ii) the action will be proportionate to the circumstances of the case.

Measuring this objective:

Quality assurance of personal development sessions linked to EDIB

Monitoring of inclusion and disciplinary process in addressing discrimination, harassment and bullying.

Accurate monitoring of safeguarding referrals linked to EDIB

Student EDIB Objective 3:

Accessibility and belonging for all

We will:

- a. Further develop inclusive learning and teacher training, based on quality first teaching principles. Moving towards 'every teacher is a SEND teacher' which will embed in our TLA processes. This will ensure students are able to access the curriculum effectively.
- b. Embrace best practice in relation to government accessibility guidelines in all our published, digital, teaching, learning and assessment materials and environments.
- c. Raise awareness of the impact of hidden disabilities on participation and inclusion in college life.
- d. Champion accessibility of the curriculum and the College environment, both physical and online, challenging ableism and promoting respect.
- e. Ensure barriers to socio-cultural accessibility are diminished by fully promoting our range of bursaries and student support funds.

Measuring this objective:

Quality assurance of teacher training in relation to EDIB
Equality analysis on all policies and procedures
Monitoring reasonable adjustments through ALS

Student EDIB Objective 4:

Promote and champion social mobility through wellbeing and accessibility of opportunity

We commit to:

- a. Reference a trauma informed approach in designing student facing policies and procedures.
- b. Continue to create training opportunities for colleagues explicitly, teaching emotional wellbeing, healthy lifestyles, restorative approaches, and strategies to build resilience through the personal development curriculum.
- c. Continue to consistently review College policies and procedures for students and apprentices to ensure they are inclusive in both language and impact.
- d. Continue to monitor the take-up of development opportunities and evaluate feedback on student experience and outcomes by equality characteristic. To identify and address performance gaps in experience or outcome throughout the learner journey.
- e. Continue to develop our curriculum portfolio to reflect local and regional skills needs matched to the needs of our community.

Measuring this objective:

100% staff trained in Trauma Informed Practice
CPD opportunities linked to personal development curriculum

Equality analysis on all policies and procedures
Monitor student feedback from curriculum and student union

Staff EDIB Objective 1:

Ensure all colleagues have access to opportunities to have a voice and the ability to influence

- a. Continue and develop collaborative, open relationships with Engagement Ambassadors recognised trade unions.
- b. Continue to deliver colleague surveys to enhance the colleague voice and ensure that appropriate feedback is provided with actions taken that are shared and progress measured.
- c. Continue with anonymous staff feedback and suggestions form
- d. Ensuring that leaders develop, drive and role model a culture where all voices matter.

Measuring this objective:

Staff Survey engagement
Listening Groups
Engagement Ambassador and Union feedback

Staff EDIB Objective 2:

Promote and Champion Diversity and Challenge Discrimination across East Coast College

- a. Continue to review external partnerships with groups that promote diversity and retain and improve upon appropriate awards and standards such as our Disability Confident Leader status.
- b. Reviewing College policies and procedures to ensure they are inclusive in both language and impact and continuing to promote Inclusive Language training and Diversity, Inclusion and Belonging training.
- c. Providing opportunities for colleagues to develop the skills, knowledge and confidence to challenge behaviours which are oppressive, disrespectful, intimidating or bullying through restorative approaches.
- d. Continued reporting and activities to reduce the Gender Pay Gap.
- e. Continue to provide a suite of mandatory leadership and management development programmes and a core theme of equality, diversity and inclusion within our professional learning offer.
- f. Continue to provide opportunities for colleagues to develop the skills, knowledge and confidence to challenge behaviours which are oppressive, disrespectful, intimidating or bullying.

Measuring this objective:

100% staff trained in EDIB and inclusive language training
Reduction to zero of complaints about staff using discriminatory language

Staff EDIB Objective 3:

Accessibility and belonging for all

- a. Continue to create and enhance the supportive environment where colleagues

- feel empowered to disclose protected characteristics should they wish to do so.
- b. Continue activities under ECCs Disability Confident Leader accreditation.
 - c. Continue to develop and review all policies, procedures and other colleague facing materials to ensure accessibility requirements are considered and embedded.
 - d. Continue to support all colleagues with disabilities through reasonable adjustments and other appropriate support.
 - e. Continue and enhance a culture where differences are celebrated and everyone is supported to achieve their full potential.
 - f. Continue to successfully embed Equality, Diversity, Inclusion and Belonging into recruitment, training, promotion, appraisal, onboarding and induction.
 - g. Continue to create and drive a culture where wellbeing is valued and diversity and inclusion and belonging are promoted and embedded into everything we do.

Measuring this objective:

Inclusion awards status
Disability confidence accreditation
Campus accessibility review

Staff EDIB Objective 4:

Promote and champion Social Mobility through Wellbeing

- a. Continue to create training opportunities for colleagues that explicitly promote emotional wellbeing, healthy lifestyles, restorative approaches and strategies to build resilience.
- b. Continue to enhance the colleague experience through fostering an environment of access and inclusion and improving the diversity of our organisation allowing everyone to achieve their full potential.
- c. Continue to consider a range of wellbeing interventions that are accessible for all and create a balance between employee and employer responsibility.

Measuring this objective:

Staff absence rate
Staff responses in surveys

Implementation and Monitoring

The college will ensure that it's equality, diversity, inclusion and belonging commitments are delivered with responsibilities for implementation and monitoring as follows:

- The Assistant Principal Student Services and SEND, Managers and staff will ensure that we have clear and accessible advice and guidance for all applicants to East Coast College
- The Senior Leadership Group will ensure that monitoring of applications, enrolments and outcomes are in line with the Equality Act 2010
- Student Services will work with partner organisations in the field of equality, diversity and inclusion to enhance equality of opportunity
- The Senior Leadership Group will ensure there is provision of a fee structure (annually reviewed) and that hardship-funding is available and actively promoted to encourage disadvantaged individuals to attend appropriate courses
- Each Assistant Principal and Head of Department will be responsible for

ensuring equality, diversity and inclusion is embedded within schemes of learning and lesson plans, supported by the Deputy Principal of Curriculum, Quality and Learning.

- Teaching staff will be responsible for promoting equality, diversity and inclusion within teaching and learning through embedding themes, links to curriculum context and maximising naturally occurring opportunities to challenge and enhance learning
- The Deputy Principal and the Head of People and Wellbeing will be responsible for ensuring staff development programmes support staff at all levels of the organisation in the delivery of equality, diversity and inclusion objectives
- The Deputy Principal will ensure that appropriate programmes of study are provided to enable all students to make progress relevant to their starting points and aspirations
- The Senior Leadership Group will strive to narrow achievement gaps between different groups of students
- Heads of Department will ensure that all students are able to make progress relevant to their starting points for English and maths through appropriate placement
- The Senior Leadership Group will ensure that sites and resources support equality of access for students and staff
- The Head of People and Wellbeing and Assistant Principals , will be responsible for consulting with students, staff, employers, parents/carers and other partners within the community on the promotion of equality, diversity and inclusion
- The Head of People and Wellbeing will regularly review legal duties under the Equality Act 2010 and other key legislation, to ensure we comply with the current requirements
- The Deputy Principal will be responsible for ensuring that quality assurance and self-assessment processes incorporate equality, diversity and inclusion issues
- Managers who write and implement policies are responsible for considering the impact on equality, diversity and inclusion. The Director of People and Wellbeing and Deputy Principal will be responsible for the monitoring and review of all policies, with the consideration of equality, diversity and inclusion impact measures
- The Assistant Principal and the Additional Learning Support Manager, will ensure that learning support needs are identified and assessed and that arrangements are in place for additional learning support requirements
- The Senior Leadership Group will assign specific responsibilities to staff for the implementation, monitoring and evaluation of policies, targets, actions and outcomes
- The Assistant Principal Student Services & SEND will hold termly meetings where progress against equality, diversity and inclusion objectives are reported and will be responsible for informing the Senior Leadership Group and the Board of Governors of progress
- The Governing body will ensure that they understand their responsibility under the Equality Act and the role the board plays in ensuring the college has an inclusive culture and learning environment.

APPENDIX 1

Equality Act 2010 – Protected Characteristics

The Equality Act 2010 applies to the college as both an employer and education provider. The Act identifies nine 'protected characteristics'

Age

The Act protects people of all ages (under-18s are only protected against age discrimination in relation to work, not in the 'provision of goods and services') however, different treatment because of age is not unlawful discrimination if an organisation can justify it as a "proportionate means of achieving a legitimate aim".

Disability

Under the Act a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities. HIV, cancer and MS are included from the point of diagnosis.

Sex

Both men and women are protected under the Act.

Gender Reassignment

The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts, or has completed a process to change his or her gender. The Act no longer requires a person to be under medical supervision to be protected, so a woman who decides to live as a man but does not undergo any medical procedures would be covered.

Marriage & Civil Partnership

The Act protects employees who are married or in a civil partnership. Single people are not protected.

Pregnancy & Maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and up to 26 weeks after she has given birth.

Race

For the purposes of the Act, race includes colour, ethnic origin, national origin and nationality (including citizenship).

Religion or Belief

In the Act, religion includes any religion and it includes a lack of religion. A religion must have a clear structure and belief system. Belief means any religious or philosophical belief (e.g. humanism) or a lack of such belief. To be protected a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour.

Sexual Orientation

The Act protects bisexual, heterosexual / straight, gay and lesbian people.

APPENDIX 2

Equality Act 2010 – Unlawful Behaviours

In the Equality Act, people are protected from a range of unlawful behaviours.

The examples given below are extracts from the Equality and Human Rights Commission Technical Guidance for Further and Higher Education. <https://www.equalityhumanrights.com/en/publication-download/equality-act-2010-technical-guidance-further-and-higher-education>

Direct discrimination occurs when a person treats another less favourably than they treat or would treat others in comparable circumstances because of a protected characteristic.

A college lecturer in construction assumes that young women are not strong enough to carry out the lifting required on the course and consequently does not shortlist a female applicant.

Discrimination by association is direct discrimination against someone because they are associated with another person with a protected characteristic. (This includes carers of disabled people and elderly relatives who can claim they were treated unfairly because of duties that they had to carry out at home relating to their care work). Discrimination by association does not apply to marriage and civil partnerships and pregnancy and maternity.

During Freshers' Week, two university students decide to sign up for an additional course in religious studies. One is gay and Chair of the LGBT Society. The other, a friend, is not gay. They are both told that the course is full so they cannot join up. Later, one of them sees a group of four men sign up to the course. In this case not only the gay student but also the friend could complain of discrimination. For the friend the discrimination would be on the basis of his association with his friend who is gay.

Discrimination by perception is direct discrimination against someone because others think they have a protected characteristic. It applies even if the person does not actually possess that characteristic.

Discrimination by perception does not apply to marriage and civil partnerships and pregnancy and maternity leave.

A course placement officer does not offer a placement at a Catholic primary school to a student on a childcare course because they think he is gay and is worried that the school will be 'uncomfortable' with a gay student. Despite the fact that the student is not gay, this would still be direct discrimination because of sexual orientation.

Indirect discrimination is putting in place a policy or practice that has a differential (positive or negative) impact on someone with a protected characteristic than someone without that characteristic, when this cannot be objectively and legitimately justified. Pregnancy and maternity is not protected by indirect discrimination.

A college puts in place a 'no headgear' policy on college grounds because of an increase in the amount of graffiti on the premises and difficulties in identifying the culprits caused by hoods. This puts a Sikh student at a disadvantage as he is required by his religion to wear a turban. A more proportionate policy would make an exception for Sikh students who wear turbans.

Discrimination arising from disability is treating a disabled person unfavourably because of something connected with their disability when this cannot be objectively justified. For example, prohibiting an employee from taking time off or breaks for medical treatment.

A student with autism often displays inappropriate behaviour as a symptom of his impairment. He is excluded from lessons following an outburst of inappropriate language to a tutor. Other students have been excluded for poor behaviour but this student has been treated unfavourably because of something which arises as a consequence of his disability.

Failing to make reasonable adjustments - Employers and service providers have a duty to make reasonable adjustments for disabled employees and service users to enable fair access. Adjustments apply where a disabled person is placed at a substantial disadvantage in comparison to non-disabled people. This duty is anticipatory and must be reviewed on a regular basis to ensure adjustments made are appropriate. Failing to do so may be direct disability discrimination.

Harassment is unwanted conduct which has the purpose or effect of violating someone's dignity, or which is hostile, degrading, humiliating or offensive to someone with a protected characteristic. The Act also offers protection to people who do not have a "protected characteristic" but find behaviour offensive, even if not directed at them.

An engineering tutor has a robust style which results in him being rude to his students. He makes jokes about women breaking their nails when they try to change a light bulb and stereotyping their abilities as better suited to childcare and not manual trades. Although the comments are not directed at any particular student, a female student who hears these remarks and is humiliated and offended by them, may have a claim of harassment related to gender.

Victimisation is treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting someone who is doing so.

The mother of a young person with learning disabilities made a complaint to an FE college that her daughter was only being given access to a course in basic skills, when she was interested in a course in catering and hospitality. She makes a formal complaint. On applying for a place on a course at the college herself she is rejected with no explanation despite meeting the entry requirements and there being places available on the course. She believes that she has been victimised because of her complaint on behalf of her daughter. Her daughter may have a separate claim of disability discrimination.

Exceptions

There are exceptional circumstances which legitimise some forms of discriminatory practices. The Equality Act 2010 gives a definition which describes legitimate justification; this being '*a proportionate means of achieving a legitimate aim*'.

To be legitimate, the aim of the provision, decision or practice must be legal and non-discriminatory and represent a real objective consideration. In the context of the college, examples of legitimate aims might include:

Ensuring that education, benefits, facilities and services are targeted at those who most need them.

APPENDIX 3

Public Sector Equality Duty 2011

As a public sector organisation, the College has an additional duty under the Public Sector Equality Duty, 2011. This is made up of a General Equality Duty which is supported by specific duties.

The General Equality Duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it;
- Foster good relations between people who share a relevant protected characteristic and those who do not share it.

The Specific Duty requires public sector organisations to show functional transparency by:

- Preparing and publishing one or more equality objectives which can be achieved to do any of the things mentioned in the aims of the General Equality Duty, by 6 April 2012, and at least every four years thereafter;
- Ensuring that those equality objectives are specific and measurable; and, publishing those equality objectives in such a manner that they are accessible to the public;
- Preventing fraud or other forms of abuse or inappropriate use of services provided
- Maintaining academic and/or business standards
- Ensuring the health and safety, welfare and dignity of stakeholders.

Although reasonable business needs and economic efficiency may be legitimate aims, an education provider simply aiming to reduce costs cannot expect to satisfy the test. For example, the education provider cannot simply argue that to discriminate is cheaper than not to discriminate.

Even if the aim is legitimate the means of achieving it must be proportionate. Proportionate means 'appropriate and necessary', but 'necessary' does not mean that the provision or practice is the only possible way of achieving the legitimate aim.

Appendix 4

Gender and sexuality Definitions

A

ACE Someone who doesn't experience romantic or sexual attraction. Informal term and interchangeable with asexual.

ANDROGYNOUS Not identifying as being either male or female, but as a mixture of the two.

AGENDER Someone who doesn't identify with any gender.

ALLIES A straight person who supports the LGB community or a cis person who supports the trans community.

AROMANTIC Someone who experiences little or no romantic attraction.

ASEXUAL Someone who doesn't experience sexual attraction.

B

BINARY Made of two parts. A binary view of gender is that there are only male and female.

BINDING A method of flattening a part of your body to match your gender identity or gender expression e.g. binding breasts to create the appearance of a flat chest.

BIGENDER Someone who identifies with two genders. These two genders could be male and female, but could also include non-binary genders identities.

BIPHOBIA The discrimination and hatred of bisexual individuals.

BISEXUAL Sexual attraction to people of two or more genders.

BIROMANTIC Romantic attraction to people of two or more genders.

BUTCH A term used to describe someone who exhibits stereotypically masculine appearance or behaviour. In particular, a female identified person with a more masculine appearance and presentation.

C

CAMP A term to describe a playful, theatrical gender performance, often but not always, associated with gay men.

CIS GENDER Someone who identifies with the gender they were assigned with at birth. Often shortened to cis.

CLOSET A term used to describe when someone has not revealed their gender identity or sexual orientation status. See coming out.

COMING OUT When someone tells their family and friends their gender identity or sexual orientation for the first time.

CROSSDRESSING When someone dresses in clothes typically worn by people of a different gender.

D

DEMISEXUAL or DEMIROMANTIC Someone who isn't sexually or romantically attracted to someone until they have established an emotional connection.

DRAG A form of crossdressing often used in entertainment.

DYKE A term used to describe a lesbian woman originally meant to be an insult, although some people choose to identify this way or reclaim it. There are "dyke marches" in several cities around the world led by people reclaiming the term.

DYSPHORIA See gender dysphoria.

F

FAG OR FAGGOT An insulting term directed at gay men, although some may choose to identify this way to reclaim it.

FEMME A term used to describe a feminine identified gender expression.

FTM A trans man - someone who has transitioned from "female to male".

FEMININE Qualities or an appearance traditionally associated with women, but that can be expressed by anyone.

G

GAY A widely accepted term for all same sex attraction and sexuality. Interchangeable with homosexual.

GENDER Being male, female or other. While most people are born either male or female, they are taught the socially accepted characteristics, norms and behaviours of men and women.

GENDER BINARY or BINARISM Looking at sex and gender as two distinct, opposite and disconnected types: masculine and feminine.

GENDER DYSPHORIA A feeling of discomfort or distress because there is a mismatch between the sex assigned at birth and gender identity. It can impact how someone feels about themselves or their body.

GENDER EXPRESSION How you externally express your gender identity. Usually through behaviour, clothing, hair, voice or body characteristics.

GENDERFLUX A gender identity in which the strength of feelings of gender vary over time.

GENDER FLUID A gender identity that changes over time or within certain environments.

GENDER IDENTITY How you think of yourself, whether as male, female, in between, both or neither. This may or may not be the same genders you were given at birth.

GENDERLESS Someone who doesn't identify with any gender identity.

GENDER NEUTRAL Someone who doesn't identify with any gender identity.

GENDER QUEER Someone who identifies outside the gender binary.

GRAY -A term used to describe an asexual person who experiences some sexual attraction, but still identifies as asexual.

H

HETEROROMANTIC Someone who is romantically attracted to people of a different gender.

HETEROSEXUAL Someone who is sexually attracted to people of a different gender. See straight

HOMOROMANTIC Someone who is romantically attracted to the same gender identity as themselves.

HOMOSEXUAL Someone who is sexually attracted to the same gender as themselves.

I

INTERSEX Someone whose biology doesn't completely match the typical medical definitions of male or female. Intersex people may or may not identify as trans. Doctors estimate around 1 in 100 babies are, to some degree, intersex.

L

LESBIAN A female identified person who is sexually attracted to other female identified person.

M

METROSEXUAL A term used to describe straight men who enjoy things that aren't seen as stereotypically masculine.

MASCULINE Qualities or appearance traditionally associated with men, but that can be expressed by anyone.

METAMOUR A term to describe a partner's partner in a polyamorous relationship.

MONOGAMOUS A relationship when you choose to have single sexual partner or be exclusive. The opposite of polyamorous.

MONOSEXUAL When someone is romantically or sexually attracted to members of one sex or gender only. A Monosexual person may identify as heterosexual or homosexual.

MSM Men who have sex with men, regardless of how they identify themselves.

MTF A trans woman - someone who has transitioned from "male to female"

N

NEUTRALS A non-binary gender identity, but it means different to different people.

NON-BINARY Someone whose gender identity is outside of the gender binary of male and female.

NO LABELS Some people choose not to label themselves.

O

OMNISEXUAL or OMNIROMANTIC Sexual or romantic attraction to people of all genders.

P

PANSEXUAL or PANROMATIC Someone who is sexually or romantically attracted to people of all gender identities.

POLYAMOROUS A relationship where you consequently agree to have more than one sexual or romantic relationship at the same time.

POLYSEXUAL or POLYROMANTIC Someone who experiences sexual or romantic attraction to multiple, but not all genders.

PRE-EVERYTHING a term used to describe trans individuals who haven't started legal, medical or social transition.

PRE-OPP a term used to describe trans individuals who haven't yet had surgery.

PRONOUN a pronoun is how someone is referred to 'he' 'she' 'they' or 'ze'.

Male pronouns he/him/his

Female pronouns she/her/hers

Neutral pronouns they/them/theirs, Ze

QUEER An umbrella term to describe people who identify as being outside of the sexual and gender norms of society. Historically it was used as a slur but it was reclaimed as an identity in the 1990s.

QUESTIONING Someone who may be questioning their gender or sexuality.

R

ROMANTIC ATTRACTION A non sexual emotional connection to someone.

S

SKOLIOSEXUAL or SKOLIROMANTIC When someone is sexually or romantically attracted to non-binary people.

SEXUALITY Your sexual orientation or preference.

SEXUAL ORIENTATION Your sexual identity - how you are sexually attracted to different genders.

STRAIGHT When someone is sexually attracted to people of a different gender. see heterosexual.

T

THEY/THEM These can be used in place of pronouns for non-binary people.

THIRD GENDER A term to describe people who don't think of themselves as either female or male, but a third gender. This is most common in non-western societies that have three or more genders in society e.g. Hijra in South Asia.

TRANS An umbrella term used to describe all the different ways of not belonging to the gender you were given at birth. Can also be short for transgender.

TRANNY An insulting term directed at trans people, although some may choose to identify this way or reclaim it. Historically an abbreviation for transvestite.

TRANSITION The process of medically, socially and/or legally changing one's gender or sex. This process is often to provide comfort and affirmation on one's body or identity.

TRANSGENDER Also known as trans. It is an umbrella term for people whose gender identity doesn't match the gender they were assigned at birth.

TRANSFEMININE Someone who is transitioning to the feminine spectrum, but may not identify with female. This is particularly true for gender queer or non-binary trans people.

TRANSMASCULINE Someone who is transitioning to the masculine spectrum, but may not identify with male. This is particularly true for gender queer or non-binary trans people.

TRANS MAN Someone who was assigned female at birth, but whose gender identity is male.

TRANSSEXUAL Someone whose sex assigned at birth contradicts with their gender identity. This word is becoming less commonly used.

TRANSVESTITE Someone who dresses in clothing typically worn by people of a different gender. This word is becoming less commonly used.

TRANS WOMAN Someone who was assigned male at birth, but whose gender is female.

TWO SPIRIT A cultural term used by indigenous North Americans, describing someone who has both female and male spirit. You may see this referred to in the acronym LGBTQIA2SP. The 2SP stands for 'two spirit'.

U

UNSURE Someone who feels unsure of their sexuality and/or gender identity.

W

WSW/WLW Women who have sex with women/women loving women. Used to make services more inclusive to women who have sex with other women but may not identify as LGBTQ+.