

LANGUAGE

HOW TO TALK ABOUT INCLUSION



How to talk about inclusion

Scouting is inclusive. This means we respect and value differences in ethnicity, gender and gender identity, age, origin, disability, sexual orientation, education and religion.

Ensuring you are using the correct terminology and tone is a good starting point for supporting all Members to feel valued in Scouting; promote a positive approach to inclusion and challenge any misperceptions or stereotypes about Scouting.

The tone should be positive, challenge any stereotypes or assumptions and not define the person by their protected characteristic, e.g. sexual orientation, disability or religion.

For more information about inclusion visit scouts.org.uk/diversity

Additional needs and disability

The terms below aim to support you in discussing additional needs and disabilities in Scouting by explaining the terms used.

Accessibility

Accessibility refers to the methods by which people with a range of needs, such as people with disabilities, people with caring responsibilities, people on low incomes or other socially excluded groups, find out about and use services, advice, information and opportunities.

We may use accessibility to refer to the physical aspects of an environment e.g. the meeting place or camp location. Or, use it as an encompassing term to cover all elements of the delivery of Scouting in the early stages of identifying any real or perceived barriers to participation.

Accessibility is the preferred term as it places the focus on the environment or service as presenting the barriers, rather than presenting the individual as owning/ being the problem.

Examples of good practice include:

“the Group is reviewing its accessibility”

“the meeting place is accessible; it has a ramp, wide doorways and an accessible toilet”

Inclusion

Inclusion describes welcoming and fully including all people irrespective of age, gender or gender identity, ethnicity, sexual orientation, disability, medical or other need. It refers to processes aiming to remove the barriers and factors which lead to exclusion, isolation and lack of opportunity.

Inclusion is a term which requires positive action to remove real or perceived barriers to participation. It makes the practice of being inclusive the mutual responsibility of everyone who is already a member of the ‘group’. Inclusion

may refer to the physical and social elements of 'being included' or the cultural and psychological elements of 'belonging' or 'feeling included'.

'Inclusion' should be used in place of 'integrate' or 'integration'. 'Integrate' places an expectation on the excluded to make changes in order to participate, whereas 'inclusion' places the expectation to adapt on the environment or social majority.

Examples of good practice include:

"supporting young people with disabilities to fully participate in the Section and all activities"

"the Cub Leader met with James' parents to find out more about his needs, to support his inclusion in the section"

Additional Needs

Additional needs refers to the individual requirements of a child or young person with a sensory, communication, behavioural, physical or learning disability. This also includes long-term and life limiting conditions and medical conditions.

'Additional needs' is an encompassing term used to refer to any individual situation which may require an adaptation. This is the preferred term to replace 'special needs' which is socially outdated terminology. 'Special' implies a requirement which is outside of what is 'normal', enforcing difference and the requirement of another person to meet the needs

Additional places the focus on the need for further knowledge to support an individual's needs. It reduces the focus on difference, whilst acknowledging the need for increased awareness and/ or understanding within a situation, and side-steps the charitable connotations of 'special'.

Special Educational Needs (SEN) is the term used in education to refer to young people who have a specific diagnosis which requires additional support or adjustments to allow learning within a formal education setting.

It is also important to avoid use of 'normal', for example, avoid use of terms like 'a normally developing young person' and replace with 'typically developing young person'.

Examples of good practice include:

"Seema has some additional needs"

"Jack attends a Special Educational Needs school;" or "Jack attends a school for young people with Special Educational Needs"

Special Educational Needs (SEN)

Special Educational Needs affect a child or young person's ability to learn. This may include difficulties in social skills, behaviour, reading and writing, understanding, concentration and physical needs.

'Special needs' should no longer be used within a Scouting context.

The only exception to this is the existing Adult Appointment/ local role referring to Special Needs and the Adult Training Scheme Module 36: Special Needs. These are outdated terms and this is being addressed. Use of language within the Movement will be a slow transition, but HQ comms and publications should reflect good practice to our Members.

Disability

Disability is the loss or limitation of opportunities to take part in the everyday life of the community on an equal level with others due to physical and/or social barriers.

We would usually refer to a 'person who has a disability', to ensure that as a Movement we are not defining a person by their disability. A gradual focus in the coming 12 months is likely to be placed on transitioning to 'disabled person' as this is becoming the current preferred term (ref. Leonard Cheshire, Scope etc.). This term places the focus on a person being disabled by society.

Avoid framing a disability as negative. Do not refer to a disabled person as 'afflicted by', 'a sufferer of', 'dealing with' or 'victim of'. Where appropriate, refer to the individual and then their condition.

Avoid 'person in a wheelchair', or 'wheelchair-bound', as this defines the person in this way and does not reflect individuals who do not use a wheelchair all the time.

Or, avoid grouping together individuals with a shared disability such as, avoid 'the blind', 'the disabled'.

Do not refer to a non-disabled person or group of people as 'able-bodied' or 'normal'.

Avoid us of '*dealing with a disability*'. This applies to both the individual themselves and also the Group. Use instead, '*...person who has cerebral palsy*' or the '*...group is meeting the needs of...*' or '*...responding to*'.

Examples of good practice include:

"Malcolm is a wheelchair user"

"The campsite is accessible for people with and without a disability"

"The Group is responding to Leah's needs"

"Amy has dyspraxia and dyslexia"

Impairment

Impairment is the loss or limitation of physical, mental or sensory function on a long-term or permanent basis. Most impairments or disabilities are not visible. Hidden disabilities include mental and cognitive disabilities, some hearing and visual impairments, epilepsy and diabetes.

It is appropriate to use the term '**visual impairment**' for an individual who is blind or has limited vision.

Refer to a **person who has epilepsy**, or **person who has diabetes**, rather than an 'epileptic' or 'diabetic'. Within Scouting, these should be referred to as medical conditions, or '**an individual's medical needs**'.

Individuals with **non-visible disabilities**, including learning difficulties should be referred to as 'a person who has x x x x'.

Avoid the use of the term 'mental-age', as this is no longer meaningful. (Only to be used in academic medical assessments and is not to be considered within Scouting to access a young person's access to a Section or Programme).

When referring to an individual with autism, the preferred term is '*...person who is on the autism spectrum*'. This invites questions and discussion which focus on what this means for the individual, and does not require the other to have prior knowledge, instead focusing on the unique needs of the individual. Avoid use of 'autistic'.

Reasonable adjustments

Where a disabled person is at a substantial disadvantage in comparison with people who are not disabled, there is a duty to take reasonable steps to remove that disadvantage by changing provisions, criteria or practices. What is 'reasonable' depends on the nature of the adjustment required.

All Scout Groups have a duty within the Equality Act 2010, as part of a membership organization, to make reasonable adjustments to enable individuals with disabilities to access Scouting.

Challenging behaviour

Some young people with additional needs may display challenging behaviours, which may be physical (e.g. hitting) or verbal (e.g. swearing). The young person should not be defined or labelled by their behaviour (e.g. naughty), and language used should reflect that the young person may not be intending to cause a problem or to cause harm. Therefore, the term "challenging behaviour" is used.

Examples of good practice include:

"Mason displays challenging behaviour at school"

"the Section has developed a Code of Conduct to promote positive behaviour and reduce challenging behaviour"

The tone should always be positive, use '....responding to challenging behaviour' in place of 'dealing with x x x'.

Quick reference summary of terms related to additional needs and disability

Do Use	Avoid
accessible toilet	disabled toilet
inclusion	integration/integrate
additional needs	special needs
special educational needs; learning difficulties	special needs
Typically developing young person	Normally developing young person
wheelchair user	wheelchair-bound
Xxx has / a person with	is afflicted by; suffers from; is dealing with; is a victim of
non-disabled	able-bodied
has epilepsy	an epileptic, diabetic, etc.
on the autism spectrum; has autism	autistic
challenging behaviour	naughty; bad behaviour; problem behaviour; aggressive; violent;

Mental health

Just like physical health, we all have mental health. There is still a stigma around mental health, and it is important that our language seeks to challenge this.

Examples of good practice include:

“Sophie has a mental health condition, which makes it more difficult for her to concentrate”

“Jake finds that volunteering helps his emotional wellbeing. He has depression and”

Do Use	Avoid
has a mental health condition; has depression; etc.	Is afflicted by; suffers from; is dealing with; is a victim of
mental health condition; mental health problem	mental problem; mentally ill

LGBT

There are lots of different abbreviations used as an umbrella term around sexual orientation and gender identity. We currently use the term LGBT (lesbian, gay, bisexual and transgender), but are likely to extend this in the future to LGBT+, to reflect the range of different variations of sexual orientation and gender identity.

Sexuality is about sexual feelings, whereas sexual orientation describes the gender(s) that a person is attracted to.

Avoid referring to an individual's sexual orientation as a *'lifestyle choice'* or *'choice'* as most people who are lesbian, gay or bisexual do not consider their sexual orientation as a conscious choice, rather as a part of who they are. This is also applicable to an individual's gender identity, an individual's gender identity should not be viewed as *'choice'*, but an inherent part of their identity.

Examples of good practice include:

“Open to all young people and adults, regardless of their sexual orientation or gender identity “

“The Scout Association attends Pride to promote that we openly welcomes LGBT members”

Do Use	Avoid
sexual orientation	sexuality
who is gay	gay person
people who are LGB or T	gay people

Gender

There are further considerations in terminology to promote diversity. A core consideration should always be using terms which are gender neutral, when the gender is not known or where not speaking about a specific person.

Remember to reflect different family structures and different relationships. For example, use “parent or carer” or “parent or guardian” to reflect that young people may not live with a parent.

Do Use	Avoid
parent or carer; parent or guardian	Parents; mum and dad
Partner	Boyfriend; girlfriend; husband; wife
They, their	He/she, his/hers

Faiths, beliefs and attitudes

The Scout Association is open to adults and young people of all faiths, beliefs and attitudes, including those with no defined faith, who share our fundamental values. The diversity of the membership is reflected in the various wordings (faith and non-faith) of the Promise. Our approach to faiths, beliefs and attitudes promotes spiritual development as a means of developing mutual understanding and creating a more cohesive society.

Faith celebrations and holy days should be represented equally. Making the assumption that Members of Scouting in the UK will be celebrating these events sends a very clear message that celebrates the diversity of the Membership, and challenges the entrenched public misconception that Scouting is a Christian association.

Avoid the collective use of ‘the Sikhs’ or ‘the Catholics’

When specifically referring to individuals who are Muslim, the word ‘Muslim’ is used to refer to individual people, and ‘Islamic community’ (or ‘Muslim community’) is used to refer to groups of people. Avoid use of ‘Islamic man’. The religion itself is called ‘Islam’ and collectively the term is members of the ‘Islamic community’. Avoid use of ‘Muslim religion’.

Examples of good practice include:

“Happy Chanukah” or “Eid Mubarak”

“Munir is Muslim” or “Julianna is Jewish”

“...the Synagogue is a Jewish place of worship” or “...the Church is an Anglican holy place”

“the role exists to promote Scouting in the Islamic community throughout the UK.”

Additional resources covering specialist areas;

Disability - <http://www.scope.org.uk/awkward/disability-language-1> (NB: we currently use person with xxx, rather than xxx person)

Autism - <http://www.autism.org.uk/news-and-events/media-centre/how-to-talk.aspx>

Mental health - <http://www.time-to-change.org.uk/news-media/media-advisory-service/help-journalists/mind-your-language>

LGBT- http://www.stonewallscotland.org.uk/sites/default/files/lgbt_inclusive_communications.pdf