

# All Saints' Catholic Voluntary Academy

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**Policy:** Anti-prejudice Policy  
**Prepared for:** All Saints' Catholic Academy Trust

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There is neither Jew nor Greek, there is neither slave nor free, there is no male and female, for you are all one in Christ Jesus. Galatians 3:28

## Approval

Approved by	Approval date	Review Date
Governing Body	September 2020	September 2021
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## 1. Policy Statement

At All Saints' Catholic Voluntary Academy, as a community we strive to create a happy, comfortable and supportive Catholic environment for all associated with the school. We aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential.

All Saints' Catholic Voluntary Academy will not tolerate any form of prejudice or discriminatory behaviour.

All Saints' Catholic Voluntary Academy will not tolerate any intentionally hostile or offensive act by a person linked to one of the protected characteristics, or any incitement to commit such an act in such a manner:

- That it interferes with the peace and comfort of the person
- That the quality of life of the person is reduced

This policy links to a range of equality legislation:

- **Equality Act 2010** and **Public Sector Equality Duty** (s. 149 of the Equality Act of 2010 which came in to force in April 2011). This outlines the schools' duty to eliminate direct and indirect discrimination, harassment and victimisation; to advance equality of opportunity between pupils; and to foster good relations between pupils; and sets out the schools' requirement to set SMART Equality Objectives;
- **Education and Inspections Act 2006**, which outlines schools' duty to promote community cohesion;
- **Education Act 2002**, which outlines schools' duty to promote social, moral, spiritual and cultural (SMSC) education, including the promotion of Fundamental British Values;

## 2. Purpose

To remove any intolerance to the protected characteristics from All Saints' Catholic Voluntary Academy and to promote a positive inclusive society.

To allow all pupils to experience a diverse curriculum.

To enable all pupils to thrive in a socially cohesive society.

**Prejudice-based bullying**: Bullying behaviour that relates to actual or perceived differences may be as a result of prejudice. The Equalities Act 2010 identifies 9 protected characteristics in relation to prejudice-based bullying.

These are:

- Age (not schools).
- Disability.
- Gender and gender reassignment.
- Marriage and civil partnership (not schools).
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

### **3. Categories of prejudice behaviour (this is not an exhaustive list)**

- Physical assault against a person or group because of a protected characteristic.
- Offensive graffiti.
- Provocative behaviour, e.g. inappropriate badges or insignia.
- Bringing prejudice materials, such as leaflets, into school.
- Verbal abuse and threats including name-calling, insults, and prejudice jokes.
- Incitement of others to behave in a prejudice way.
- Prejudice comments during discussion in lessons.
- Ridiculing of an individual or group related to one of the protected characteristics.
- Posting any prejudice comments onto a computer.

### **4. Procedures**

The most successful way to address discriminatory or prejudice behavior, is to create a positive school ethos and culture where relationships and behaviours are based upon mutual trust and respect. Children and young people have a right to be included and consulted.

No member of staff should ignore any form of prejudice behaviour anywhere in the school. It should be explained why this behaviour is unacceptable.

All incidents of prejudice behaviour (seen by anyone in the school) should be logged onto Arbor, under suspected bullying which will then be followed up by either the Year progress Leader, Behaviour coordinator or Assistant Head in charge of Behaviour and Attitudes. Incidents are reported to the Behaviour Management Co-ordinator & Designated Deputy for Child Protection or the Assistant Head in charge of Behaviour and Attitudes, who will record it in the relevant referral systems.

Sanctions will be applied to perpetrators, and they will follow a range of appropriate anti-prejudice resources taken from Equaliteach (for examples see appendix 3 and 4). All incidents are logged, dated and details of actions taken for the perpetrator and victim are detailed. The incident log is updated by the Behaviour Management Co-ordinator and a checklist completed for both the victim and the perpetrator and the support given is proportionate to their needs (see appendix 1). The behaviour support team reviews the situation with the victim after 2 weeks and 1 month, to ensure no further incidents have occurred and to confirm that the incident has been resolved.

Our policy on prejudice incidents is set out separately and acknowledges that repeated prejudice incidents or a single serious incident may lead to consideration under child protection procedures.

**Please see appendix 2 for our graduated response.**

Repeated or serious incidents would trigger further intervention, under child protection procedures, as detailed in the Safeguarding and Child Protection Policy.

## 5. Interventions

Where appropriate, the Academy will use external agencies such as 'Prevent' workers and Police Liaison Officers to support students who have been both the victim and perpetrator of prejudice incidents, in accordance with the guidelines shown in our Safeguarding policy.

### **Our work with pupils who display bullying to others**

- We interview the pupil (or pupils) involved in displaying prejudice behaviour separately
- We listen to their version of events and talk to anyone who may have witnessed the prejudice behaviour
- We reinforce the message that prejudice behaviour is not acceptable, and that we expect it to stop
- We affirm that it is right for pupils to let us know when they are facing prejudice behaviour
- We consider sanctions under our school's policy
- We advise pupils responsible for displaying prejudice behaviour that we check to ensure that prejudice behaviour stops
- We ensure that those involved know that we have done so
- When prejudice behaviour occurs, we contact the parent/carers of the pupils involved at an early stage
- We follow up after incidents to check that the prejudice behaviour has not started again
- We work with pupils who have been involved in prejudice behaviour others to ascertain the sort of support that they need.

### **Our support to pupils who are experiencing prejudice behaviour or discriminated against**

- They are reassured that they do not deserve this and it is not their fault
- We assure them that it was right to report the incident
- We encourage them to talk about how they feel and try to ascertain the extent of the problem
- We engage them in making choices about how the matter may be resolved
- We discuss strategies for being safe and staying safe
- We ask them to report immediately any further incidents to us
- We affirm that it can be stopped and that we will persist with intervention until it does

## 6. Prevention

Promoting trusting and respectful relationships, restoring relationships where appropriate and responding to all forms of prejudice will develop better relationships, better learning and better behaviour and help to prevent prejudice behaviour.

At All Saints' Catholic Academy, we have a group of students, called 'No to hate' ambassadors and 'Anti-bullying Officers (ABO)', that plan and deliver assemblies and Acts of Worship to educate students on the protected characteristics.

### **Curriculum audit and provision**

Students are taught about families and relationships through the PSHE and RSE programme, delivered via 'no to hate' ambassadors, lessons, tutor time, assemblies, acts of worship and collective worship. The content includes:

- how stereotypes, including stereotypes based on sex, gender, **race**, religion, sexual orientation, or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

- the legal rights and responsibilities regarding **equality** (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

**The curriculum which is audited yearly must aim to:**

- Promote a positive self-image.
- Exploit opportunities to celebrate the richness and diversity of all student characteristics.
- To present a variety of protected characteristics to create an understanding of and interest of all individuals in society.
- Exploit opportunities through assemblies to deal with the issues of prejudice.
- Exploit opportunities through PSCHE, e.g. the use of visiting speakers, role-play exercises and the use of media and film.
- Exploit opportunities for pupils, through subjects to unite and share experiences, celebrate individuals and develop a diverse understanding.

**Resources should:**

- Reflect the fact that we are a society containing all protected characteristics.
- Present positive images of people from all protected characteristics and avoid stereotyping.
- Present a balanced world perspective and an unbiased view of social and economic relations in the world.
- Avoid tokenism either in style or content.

Resources should be regularly reviewed by the Assistant Head Teacher in charge of Behaviour and Attitudes and Curriculum Leaders.

**7. Monitor and review procedures**

The Governing Body

The Governing Body, supported by the Head Teacher, will review the policy annually.

Assistant Head Teacher (Behaviour and Attitude)

Assistant Head Teacher (Behaviour and Attitude) will monitor racist incidents and records termly.

Curriculum Leaders

Curriculum Leaders will regularly monitor teaching materials, schemes of learning, school displays and written communications to check for any discriminatory content. Curriculum Leaders regularly update the schemes of learning and map out the spiritual, moral, social and cultural aspects of their courses, through the Cultural Capital element of the Curriculum Intent.

Subject teachers and tutors

Subject teachers and tutors will regularly monitor classroom materials and ensure they inform the Behaviour Management Coordinator of any racial incidents.

## **8. Relationships with other school policies and government documentation**

- OLoL SEND policy
- Anti-prejudice behaviour policy
- Anti-radicalisation policy
- Teaching and Learning Policy
- PSCHE Education policy
- RSHE policy
- Behaviour and Child Protection Policy
- Equality and diversity
- Equality Act 2010

## Appendix 1: Checklist and follow up of support

### Racist incident checklist

Name of victim Form

Name of alleged perpetrator Form

Racist incident Checklist Date \_\_\_\_\_

Action	Completed
Speak to victim to discuss incident/take detailed statement Log on CPOMS (if not done already)	
Ensure teacher/YPL has contacted victims' parents to make them aware of the alleged incident & that we are investigating	
Speak to the alleged perpetrator — discuss alleged incident/take detailed statement	
Ensure teacher/YPL has contact perpetrators parents to make them aware of the alleged incident & that we are investigating	
Witness statements to be taken from other students/staff (if relevant)	
Discuss/review statements with teacher/YPL for outcome Sanction/support/Prevent referral?	
Update victim with outcome/next steps Does the victim need any support in school? e.g. peer mentor	
Email staff with actions from check in/follow up e.g. Amend seating plan	
Update alleged perpetrator with outcome/next steps Does the alleged perpetrator need further support in school? e.g. EMD mentoring/ /PC Sinclair referral?	
YPL/ML/teacher to contact parents of victim/alleged perpetrator with update/outcome	
Update CPOMS — scan all statements and upload to incident	
Reconciliation/restorative justice arranged (if mutually agreed)	
PCSHE session with HFT	
Follow up with victim/alleged perpetrator — 1 week later Upload document to CPOMS	
Follow up with victim/alleged perpetrator— 1 month later Upload document to CPOMS	

**Completed by Date:**



Follow up with students after a racist/prejudiced incident

1 week follow up. Date	1 month follow up. Date
How have things been this since the incident?	How have things been this since the incident?
Have there been any further incidents/issues?	Have there been any further incidents/issues?
Do you still have any lessons with the person/issues with seating plan?	Do you still have any lessons with the person/issues with seating plan?
How are you feeling? Are you happy in school/at home?	How are you feeling? Are you happy in school/at home?
Is there anything more we could support you with/is there anything else that you are worried about/want to discuss?	Is there anything more we could support you with/is there anything else that you are worried about/want to discuss?
Actions?	Actions?

## Appendix 2: Graduated response to prejudice incidents

Prejudice incidents*				
Situation	1st Offence	2 <sup>nd</sup> Offence	3 <sup>rd</sup> Offence	4 <sup>th</sup> and beyond
Typed a Prejudice word on the computer in a lesson	2 days referral	2 days pre-exclusion	3 days pre-exclusion	Fixed term suspension 3-5 days
Prejudice graffiti on own property e.g. ruler, pencil case	2 days referral	2 days pre-exclusion	3 days pre-exclusion	Fixed term suspension 3-5 days
Prejudice graffiti on school property e.g. desk, yard	2 days pre-exclusion	5 days pre-exclusion	Fixed term suspension 3-5 days	Fixed Term Suspension longer
Prejudice comment/action made indirectly e.g. nazi salute, general discussion, referring to something as 'gay' etc.	1-2 days pre-exclusion	3-5 days pre-exclusion	Fixed term suspension 3-5 days	Fixed Term Suspension longer
Prejudice comment said /action done directly to	3 days pre-exclusion	Fixed term suspension 3-5 days	Fixed Term Suspension longer	Meeting with Head Teacher to look at future options
<p>* A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person. This takes into consideration the protected characteristics.</p> <p>The information provided is to be used as guidance, Mr Cuomo or Mrs Kilday may use their professional discretion as and when required. This may signify a change to the above responses.</p>				

### **Appendix 3: Resources used to support the perpetrator are varied, below are 2 examples.**

**Source of support for resources:** Equality - Everyone's business from Nottingham County Council: An Anti-racism Toolkit for Schools and Education Settings

#### **Information for the perpetrator to read -**

**RACISM FACTS - Read the following carefully and try to understand the information.**

##### **Q: What is race?**

**A:** In the past people believed that there were different races of people, who shared common physical features such as skin colour, hair type, facial features, character and skills. Racists have used this idea to label certain 'races' as fundamentally different and inferior. However, we now know through genetics that there is just one species to which we all belong and that people of all colours and appearances have the same potential. The physical differences between people around the world are external not internal and are caused by the adaptation of people over long periods of time to different environments. The genes for our physical appearance are a very small number and are not in any way connected to genes for our other characteristics.

##### **Q: What is racism?**

**A:** Racism is the belief that people who have a different skin colour, nationality or culture are inferior. Racist ideas have developed over thousands of years and have been used to justify the oppression of many different groups of people.

##### **Q: What forms does racism take?**

**A:** Racism can take many forms, ranging from verbal abuse to outright physical attacks on a person or property. Racism can also be non-verbal, for example denying a person from a minority ethnic background a job or entry to a restaurant or shop, purely on the grounds of their race, colour or nationality. This is known as race discrimination and is illegal. There is also 'institutional racism'. This is when an organisation's procedures and policies disadvantage people from minority ethnic backgrounds. It is defined by the Stephen Lawrence enquiry as 'the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen in attitudes and behaviour which amount to discrimination through prejudice, ignorance, thoughtlessness and racial stereotyping which disadvantages minority ethnic people.' To combat this type of racism, laws have been put in place to try and ensure that bodies like schools, universities, hospitals, the police, government departments and local councils take action to make sure they are not discriminating against people from minority ethnic backgrounds, whether they are employees or members of the public.

##### **Q: Why is racism wrong?**

**A:** Racism is wrong because it judges a person and their capabilities based on a very limited set of categories, such as religion or nationality. This leads to a lack of understanding and segregation of peoples and cultures. It also encourages hostility towards any person of a different background. Racism teaches people to hate each other based on their skin colour, nationality or culture even though we are all of one race - the human race. It is much better to live in a multi-cultural society. Think about the things that would be removed from British culture if we lived in a segregated society - e.g. different types of music, food and clothing. Can you think of any examples? Many people's lives are seriously

affected by racism and discrimination every day and not just because of verbal or physical abuse. Many people from minority ethnic backgrounds are not getting the same opportunities as others whether it is in jobs, education or access to health services, or affordable housing. That clearly isn't fair or right as everyone should be given the same opportunities in life.

**Q: Why is using the words 'Paki', 'Nigger' or 'Chinky' wrong?**

**A:** Although seen by some as abbreviations for 'Pakistani' and 'Chinese', these words have often been used as terms of abuse and are often accompanied by swear words or insults. Therefore, they are extremely offensive and it is not acceptable to use these terms to describe a person who is of Pakistani or Chinese origin or to describe an establishment run by a person of Pakistani or Chinese origins.

Using these words suggests that a person doesn't think about others as individuals and that they judge people on what they look like or where they come from, rather than who they are. Would you like other pupils in your school to think of you as different and make judgements about you just by looking at you?

Also, both words tend to be used generally for Asian people, irrespective of their actual origins, such as India or Bangladesh in the case of 'Paki', and Korea or Japan in the case of 'Chinky'. Therefore, as well as being offensive, the terms may not even refer to the correct country. Think about how silly you would look to others if you referred to someone from Germany as Spanish, for example.

The term nigger is now probably the most offensive word in English. In the [English language](#), the word '**nigger**' is an [ethnic slur](#) used most often against [black people](#), especially [African Americans](#). Its degree of offensiveness has increased markedly in recent years, although it has been used in an offensive manner since at least the Revolutionary War. The word originated in the 18th century as an adaptation of the Spanish word [negro](#), a descendant of the [Latin](#) adjective [niger](#), which means "black". Over time it took on an offensive meaning, and by the mid-20th century, particularly in the United States, its usage had come to be generally seen as a [racist](#) insult. It is considered **extremely** offensive.

**Q: Why are people racist?**

**A:** There are many reasons why people are racist. A lot of a person's attitudes and opinions are formed during childhood. If someone is taught to be racist from an early age by a family member, for example, these attitudes are likely to stick with the person throughout their life. Often, when asked, racists are unable to explain why they dislike people of a different skin colour, nationality or culture. Racists commonly use people of different ethnic backgrounds as 'scapegoats' on whom to blame their problems and make sweeping negative generalisations about these groups of people. The racist comment "They take our jobs and our homes" is one of the most frequently cited 'justifications' for racism. This is simply not true. Racism can also be stirred up by the media. Newspapers constantly run stories about 'fake' asylum seekers and use emotive language such as a 'flood' of refugees to create an atmosphere of hostility. In fact, the vast majority of refugees go to countries in the middle East or Africa. Even though many are well educated and highly skilled and would like to contribute to society, they are actually not allowed to work.

**Q: Do white people suffer racism?**

**A:** People of all different skin colours can have racism directed at them. Racism can be directed at some groups of white people by other whites - for example, Irish people have suffered from racial discrimination. However, white people in general are not the most common target and certainly receive far less racism than Black or Asian people. The most common form of racism against white people in the UK is against asylum seekers, travellers or migrants from Eastern Europe.

**Q: What can you do when you are the target of racism?**

**A:** If you have verbal racism directed at you, then you should tell your parents and a teacher. If it is physical violence, make sure you tell a teacher, your parents and as many of your friends as possible. Racists are much weaker when they realise that they do not have the support of many people. Schools have a legal duty to treat all racist incidents seriously and action will be taken.

**Q: What can you do when you hear racism directed at other people?**

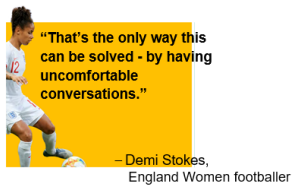
**A:** If you hear one of your friends being racially abusive towards another person, have the courage to tell them that you think this is wrong. Try asking why they are doing that and if they are your friend they will listen to you and hopefully change their behaviour. Try to get them to apologise. If this doesn't work, ask yourself why you are friends with this person. You should also report incidents to teachers and parents as they will be in a better position to deal with them

**Power point for students to use to summarise the key facts surrounding racism**



**WARM UP**

Sometimes, discussions can feel uncomfortable.



- How does talking about racism make you feel?
- Why might the conversations make some people feel uncomfortable?
- Talking about some things is uncomfortable. Does that mean we shouldn't talk about them? Can you give examples to support your answer?
- Does feeling uncomfortable about racism mean we should stop talking about it?

**KEYWORDS**

**RACISM**

Racism is when people are treated unfairly because of their colour or ethnicity.

**DISCRIMINATION**

is when a group of people are treated differently and unfairly because of who they are. The reasons for discrimination could be things like skin colour, beliefs or gender.

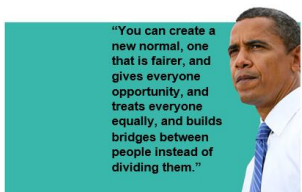
**Prejudice**

is when opinions are formed about people before we know them. Prejudice is usually negative. For example, deciding that a teenager you see across the street will be rude.

- What could someone be prejudiced about? Can you think of some examples?
- How might discrimination make someone feel?
- Why might someone have a racist belief?

**A "NEW NORMAL"**

This quote is from a speech by Barack Obama aimed at young people.



- What do you think Barack Obama, a former American president, means by "a new normal"?
- How old do you think you have to be to change something?
- What are the things that stop people from making a change?

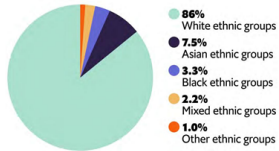


Do you agree or disagree with what he is saying? Try to give a reason for your opinion.

## ETHNICITY

An ethnic group is a group of people that share the same culture, religion, language or traditions.

Look at the pie chart showing the different ethnicities of people living in England and Wales. It represents 56 million people.



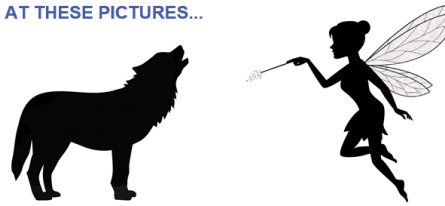
- Are you surprised by these numbers? Why / why not?
- Do you think the percentages are the same where you live?
- What might you notice or not notice if your ethnicity is in the majority?
- What might you notice or not notice if your ethnicity is in the minority?



What are the good things about experiencing different cultures?  
Are there any cultures that you would like to learn more about?

## UNCONSCIOUS BIAS

LOOK AT THESE PICTURES...



- Who would be more helpful?
- Who would be the meanest?
- Who would you trust to look after your pocket money?
- How did you make these decisions?

## UNCONSCIOUS BIAS

Unconscious bias is when you make a snap decision about what something or someone might be like without having evidence for it, or without really thinking about it.

Did you make snap decisions about the wolf and the fairy?

Did you have any evidence for your answers?



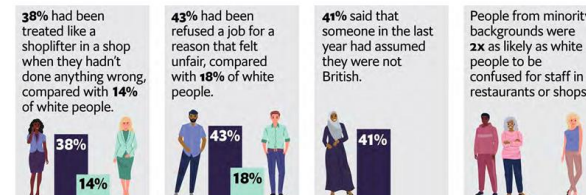
Unconscious bias can also create stereotypes. A stereotype is where you assume that all people within a group are the same, e.g. "all girls like the colour pink". They are often not true! Can you think of any other stereotypes?

## WHAT DOES RACISM LOOK LIKE?

Racism is not always as obvious as abusive language or violence.

Often, it is shown through one race being treated differently than another, which creates inequality. Look at the following examples of how people have experienced racism in Britain.

A survey of 1,000 people from ethnic minority backgrounds showed:



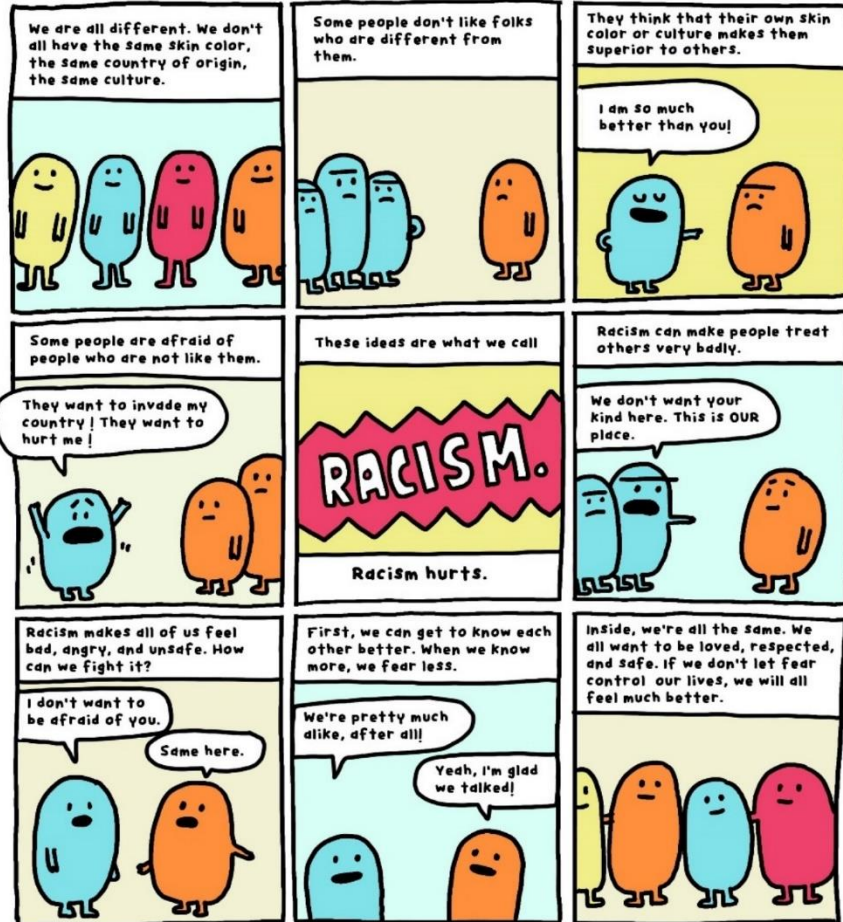
## WHAT DOES RACISM LOOK LIKE?

- How do the survey numbers make you feel?
- How do they show **prejudice**? How do they show **discrimination**? How do they show **unconscious bias**?
- What can be done to reduce this type of racism?



# RACISM

EXPLAINED TO KIDS



There are many other ways to fight racism. Talk to your friends, teachers and parents about it. We're all in this together!

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## **Appendix 4 - Support for students discriminating against LGBTQ+ students**

### **Understand the terminology**

Being unsure as to the correct terminology to use can be a source of anxiety for those engaging in this work. To help with this, key terms and phrases used in this resource are provided below, which can provide a point of reference to help educators feel confident in embedding LGBTQ+ equality and tackling HBT bullying. A general consensus exists as to whether the terms below are acceptable or unacceptable in the UK. Certain individuals may choose to use some terms with reference to themselves in ways which are different to the general consensus and they have a right to do this. However, terms which are deemed to be generally unacceptable should not be used within a workplace or school setting. All language changes over time. It is important to remain up to date to make sure the most acceptable terms are being used.



## Terminology

<b>Asexual</b>	A lack of sexual attraction.
<b>Bisexual/Bi</b>	An emotional, romantic and/or sexual orientation towards both men and women.
<b>Biphobia</b>	A range of negative attitudes, feelings and/or behaviours towards bisexual people or those perceived to be bisexual.
<b>Cisgender</b>	A term used to describe people whose biological sex is aligned with their gender identity. 'Cis-' is a Latin prefix meaning 'on the same side as' and is therefore an antonym of 'trans-.'
<b>Cisnormativity</b>	The sociocultural conditions which allow the belief that being cisgender is the norm and normal and allow transphobic attitudes to exist.
<b>Gay</b>	A man who is emotionally, mentally and/or physically attracted to other men. Also used as a generic term that covers both lesbians and gay men. Some women define themselves as gay rather than lesbian.
<b>Gender</b>	A social construct in that children learn how to behave in a manner typically associated with their sex. This can include roles, clothes, emotional behaviours and interests.
<b>Gender Identity</b>	Someone's innate psychological understanding of themselves as either a man, woman or another identity beyond the man-woman binary. A person's gender identity may or may not align with their biological sex.
<b>Gender Non-Conforming</b>	A term used by people whose gender expression is different from stereotypical expectations of masculinity and femininity. Not all gender non-conforming people are transgender.

<b>Heterosexism</b>	The belief that heterosexuality is normal and the norm.
<b>Homophobia</b>	A range of negative attitudes, feelings and/or behaviours towards gay people or those perceived to be gay.
<b>Homophobic, biphobic or transphobic Incident</b>	The Crown Prosecution Service and National Police Chiefs' Council agreed definition is "Any incident/crime which is perceived by the victim or any other person, to be motivated by hostility or prejudice towards a person because of their sexual orientation or transgender identity or perceived sexual orientation or transgender identity."
<b>Intersex</b>	Where a person is born with a combination of male and female biological characteristics, such as hormones, chromosomes and/or genitalia.
<b>Lesbian</b>	A woman who is mentally, emotionally and physically attracted to other women.
<b>LGBT+</b>	An acronym used to describe lesbian, gay, bisexual and transgender people. The + signifies other groups of people who align with the LGBT community, sometimes represented by additional letters: Q for queer, I for intersex, A for asexual, P for pansexual.
<b>Non-Binary</b>	A term used by some people who experience their gender identity as falling outside the categories of 'man' and 'woman'. Some may define their gender identity as falling somewhere in between man and woman, as a combination of both or as wholly different from these terms.
<b>Pansexual</b>	An emotional, romantic and/or sexual orientation towards all genders.

<b>Non-Binary</b>	A term used by some people who experience their gender identity as falling outside the categories of 'man' and 'woman'. Some may define their gender identity as falling somewhere in between man and woman, as a combination of both or as wholly different from these terms.
<b>Pansexual</b>	An emotional, romantic and/or sexual orientation towards all genders.
<b>Queer</b>	A term historically used as a slur against LGBT+ people, however; it has been reclaimed as a term used by those wanting to reject specific labels of sexual orientation and/or gender identity. It can also be a way of rejecting the perceived norms of the LGBT+ community, such as racism and ableism. It is also used in academic studies. However, it is still perceived as a slur by some and should be used with caution by those who are not part of the community.
<b>Sexual Orientation</b>	A term to describe who you are emotionally, mentally and physically attracted to based on their sex/gender in relation to your own. It is inappropriate to use the term 'sexual preference' as sexual orientation is not a choice.
<b>Transgender</b>	An umbrella term for people whose gender identity differs from their biological sex.

**Transphobia**

A range of negative attitudes, feelings and/or behaviours towards transgender people or people perceived to be transgender.

**Transition**

The process of changing one's gender and/or biological sex to align with one's gender identity. Transitioning can be a complex process that occurs over a long period of time. Transitioning can include some or all of the following personal, medical and legal steps: telling one's family, friends, and co-workers; using a different name and new pronouns; dressing differently; changing one's name and/or sex on legal documents; hormone therapy; and one or more types of surgery. The exact steps involved in transition vary from person to person.