
THE ECB INCLUSIVE LANGUAGE GUIDE



EQUALITY
IS
DIVERSITY





TOGETHER WE
RISE



TOGETHER WE
RISE





INCLUSIVE LANGUAGE INTRODUCTION

THROUGH THIS GUIDE TO INCLUSIVE LANGUAGE, WE HOPE TO EMPOWER YOU TO UNDERSTAND HOW EVERYDAY WORDS, EXPRESSIONS, STEREOTYPES, OR ASSUMPTIONS CAN EXCLUDE PEOPLE - EITHER BY DESIGN OR BY ACCIDENT.

Because when it comes to equity, diversity, and inclusion (EDI), we all want to do the right thing.

As cricket's governing body in England and Wales, we have a special responsibility to get this right and welcome as many people as we can into our sport. At the same time, we recognise discussions around language can be daunting. That's why we've tried to make this guide as understandable, accessible, and straightforward as possible.

Discrimination through language can happen across a range of areas. By detailing and explaining our guiding principles, and showing why they matter, we hope this guide gives you the confidence to continue your journey.

For example, we should make every effort to avoid 'othering' people (defining or labeling people outside the norms of a social group, often through the use of 'they' or 'them'). We should also regularly ask ourselves: "do

we need to know this information?" So rather than worrying about how to describe someone who is deaf, for example, we should start by asking whether the fact they are deaf is even relevant to what we are saying.

This guide is designed to be a starting point, we appreciate that it doesn't cover every detail, nuance or the very latest thinking on every possible point. Terminology and language in this area is constantly changing. It is a permanently evolving process. But we hope this document gives you the initial guidance and confidence you need, because we've all got a role to play in making cricket feel more welcoming. Our plan is to keep building on this, releasing further educational tools so that we can all continue this journey to making cricket a game for all.

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WHERE CAN INCLUSIVE LANGUAGE MAKE A DIFFERENCE?

01

AGE: AGE DISCRIMINATION CAN HAPPEN TO ANYONE.

YOU DO NOT HAVE TO BE PARTICULARLY YOUNG OR ESPECIALLY OLD TO EXPERIENCE AGEISM, ALTHOUGH THERE IS SOME EVIDENCE THAT AGEISM TENDS TO MORE OFTEN IMPACT OLDER WORKERS.

In 2017, a YouGov poll found that 36% of over 50s felt they had been disadvantaged at work because of their age. In 2019, the Office for National Statistics produced data showing those aged 50-64 are 33% more likely to remain unemployed for two years or more.

Successfully tackling age discrimination relies on the understanding that it can happen to anyone and being alert to potential comments that might otherwise be missed or simply deemed acceptable.

Guidelines to consider

- Most examples of ageist language do tend to be directed at either younger or older people.
- Ageist language regularly implies certain attitudes, beliefs or skills based on stereotypes that suggest people of certain ages are good or bad at certain things. It may also suggest that being young or old is inherently good or bad.
- Simple strategies can eliminate some elements of ageism. Job adverts, for example, should detail the core skills a candidate should possess, rather than specifying a certain number of years' experience.

Inclusive language	Not inclusive language
Older person / people; younger person / people	Old man / old lady; young man / girl
Energetic, driven	Young at heart
An experienced workforce	A middle-aged workforce

DISABILITY:

THERE ARE APPROXIMATELY
ONE BILLION PEOPLE
WITH DISABILITIES
AROUND THE WORLD.

THAT MEANS MORE THAN ONE IN EIGHT
PEOPLE ALIVE TODAY ARE LIVING WITH
EITHER VISIBLE (I.E. PARALYSIS) OR INVISIBLE
(I.E. DEPRESSION, DIABETES, HIV) PHYSICAL,
MENTAL OR NEUROLOGICAL CONDITIONS.

The 'social model of disability', which has been developed by people with disabilities, says barriers in society are disabling people, rather than their impairment or difference. These barriers can be as simple as building access or as complex as ingrained stereotypes and beliefs. This model is playing a key role in informing changes in language surrounding disability.

Guidelines to consider

- In general, try to focus on the person rather than the disability (while being aware that in some instances, such as deaf culture, being deaf is often seen as part of a person's identity).
- Take care to use terms that do not define people by their disability or somehow imply weakness or abnormality.

Inclusive language	Not inclusive language
People with disabilities	The disabled / handicapped
Wheelchair user	Wheelchair-bound
People without disabilities	Able-bodied / normal people

Other non-inclusive terms

✗ The blind ✗ Suffers from... ✗ Afflicted by... ✗ Victim of...

GENDER, SEX, AND SEXUAL ORIENTATION: UNDERSTANDING THE COMMON TERMS.

BEFORE WE CONSIDER INCLUSIVE LANGUAGE IN THE CONTEXT OF GENDER, SEX AND SEXUAL ORIENTATION, IT IS IMPORTANT TO UNDERSTAND THE DIFFERENCES BETWEEN SOME COMMON TERMS.

Sex is a biological assessment based on your organs, hormones and chromosomes. People can be male, female, or intersex.

Gender identity is how you think about yourself, on a spectrum from woman to man.

Gender expression is subtly different. It is how you demonstrate your gender through actions such as your choice of clothes and behaviour.

Non-binary people don't identify with the gender categories of male / female. Some people have a gender that blends elements of the two, other don't identify with either. This feeling may change over time. Other terms including bigender and agender can be used.

Transgender is an umbrella term to describe people whose gender identity differs from their sex at birth. Some

transgender people may transition at some point in their lives. During the process of transitioning, a person may change their clothing, appearance, name, pronouns, or identity documents. They may also undergo hormone therapy or other medical procedures or surgeries - but it's important to note that some transgender people may not pursue any medical intervention and this does not delegitimise their transgender identity. A transitioning person is the only person who can judge when their transition is complete.

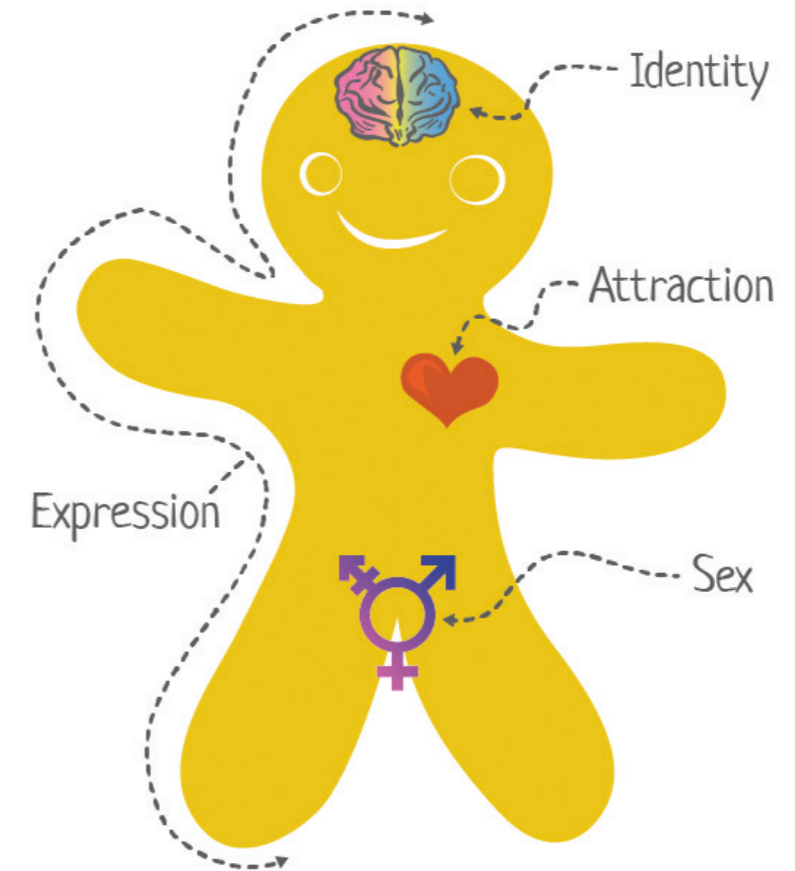
Cross-dresser describes a person who dresses in clothes traditionally associated with people of the opposite sex.

Sexual orientation describes your physical or emotional attraction to others (e.g. straight, lesbian, gay, bisexual).

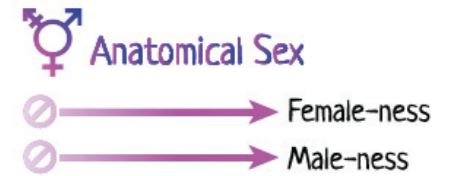
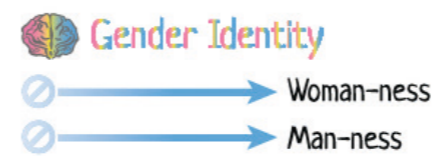
GENDER, SEX, AND SEXUAL ORIENTATION:

YOU MAY FIND THE GENDERBREAD PERSON USEFUL AS IT EXPLAINS SOME OF THESE TERMS EXCEPTIONALLY WELL.

The Genderbread Person v4 *by its pronounced METROsexual.com*

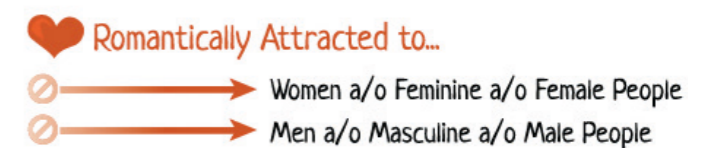
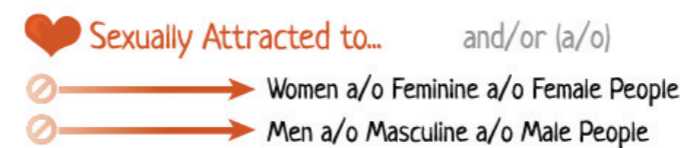


⊘ means a lack of what's on the right side



Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth
 Female Intersex Male



Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Killermann [For a bigger bite, read more at www.genderbread.org](http://www.genderbread.org)

GENDER, SEX, AND SEXUAL ORIENTATION:

TWO GENDERS AND ONE
SEXUALITY DO NOT ADEQUATELY
REPRESENT OUR COMMUNITY.

INCLUSIVE AND NON-INCLUSIVE LANGUAGE GUIDELINES.

Guidelines to consider

- Like every area of society, the cricket family is made up of people with different genders, gender expressions, sexes and sexual orientations.
- By using inclusive language and understanding that just two genders and one sexuality do not adequately represent the lived experience of so many of our players, fans, partners or stakeholders, we can make everyone feel welcome.
- Make every effort to replace “husbands and wives” with “spouses or partners”.
- Ask people which pronouns they use and tell them which pronouns you use (he/she/they or him/her/they)

Inclusive language	Not inclusive language
Gay / Lesbian	Homosexuals
Cross-dresser	Tranny / Transvestite



**GENDER
HIERARCHY IS
PREVALENT
ACROSS THE
SPORTING
INDUSTRY.**

02

GENDER IN SPORT:

CRICKET IS PLAYED,
WATCHED AND SUPPORTED
BY PEOPLE OF ALL GENDERS.

OUR COMMS SHOULD ALWAYS REFLECT THAT, ESPECIALLY WHEN GENDER HIERARCHY IS SO PREVALENT ACROSS SPORT.

Take this example from football:

“The Euro 2020 final will be England’s first appearance at a major international tournament final since the 1966 World Cup. It will also be England’s first appearance at a European Championship final.” – The Mirror, 11 July 2021.

Both of these ‘facts’ were widely reported in the UK national press in the summer of 2021. Yet neither is correct. The England Women’s team reached the European Championship final in 1984 and 2009. But because of the inherent gender hierarchy at play in much of sport, those achievements are either overlooked or ignored.

As an organisation, we should not fall into the same trap. So, describing Chris Silverwood as the England coach is incorrect. Instead:

- The England Men’s white-ball team captain is Eoin Morgan.
- The head coach of the England Women’s team is Lisa Keightley.
- The best men’s spinner at Birmingham Phoenix is Imran Tahir.
- The best women’s spinner at Birmingham Phoenix is Kirstie Gordon.
- England have won the ICC Cricket World Cup four times; England Men have won the ICC Men’s Cricket World Cup once, and England Women have won the ICC Women’s Cricket World Cup three times.

GENDER IN SPORT:

A LOT OF PHRASES
IN SPORT INCLUDE THE
WORDS 'MAN' OR 'MEN'.

THIS CAN FEEL EXCLUSIONARY TO PEOPLE WHO AREN'T MALE.

This is the same across wider society. For example, you may have noticed other more gender-neutral terms coming into regular use, such as firefighter instead of fireman, police officer instead of policeman, and refuse collector instead of binman.

At the ECB, we are moving towards gender neutral terms within a cricketing context - and this may be something you want to consider in your own material.

Use ...	Instead of ...
Chair	Chairman
Hi all / everyone	Ladies and gentlemen
Agreement	Gentleman's agreement



07

**RESPECTING
PEOPLE'S
RACE,
RELIGION &
ETHNICITY
IS VITAL
TO MAKE
EVERYONE
FEEL
WELCOME
IN CRICKET**

RACE, RELIGION & ETHNICITY:

**WE MUST AT ALL TIMES BE
CAREFUL TO USE LANGUAGE
THAT IS NOT BASED ON
RACIAL, RELIGIOUS OR
ETHNIC HIERARCHIES.**

THERE ARE LOTS OF LANGUAGE ISSUES TO CONSIDER.

For example, in the UK the term 'coloured' is, at best, seen as old fashioned and "something your grandparents might say". But it's also regarded as a highly offensive racial slur, as it has been used to describe anyone who is not white – instantly implying that to be white is somehow 'normal' or the default.

If we consider it, every human has a skin colour, so we are all technically coloured.

There are places in the world where 'coloured' is still used without offence, such as South Africa, where it refers to people who have multiple heritages.

The NAACP (National Association for the Advancement of Coloured People) is a huge organisation in the US. Founded in 1909, it seeks to end discrimination on the basis of race, but 'people of colour' is used more often than not. It is much better to

use terms like Black, Indian, Pakistani, which are specific to the person.

Some people feel uncomfortable using the word Black to describe someone, but as a descriptive term it is absolutely fine. It is a term that has been chosen and used by Black people.

According to the British Sociological Association, there are other words and phrases used to describe race, skin colour and heritage which could be found offensive. For example:

Half-caste is a "dated, racist term which should be avoided."

Mixed race is a "misleading term since it implies that a 'pure race' exists."

The BSA recommends alternatives including 'mixed parentage' and 'dual heritage'. The latter is particularly inclusive, as you could be French and Italian, or any other dual heritage that is not necessarily based on colour.

RACE, RELIGION & ETHNICITY:

SOME DEFINITIONS AND GUIDELINES TO CONSIDER.

SOME CLARIFICATION AROUND RACE, RELIGION AND ETHNICITY.

Key definitions

- **Race:** a category of people that share distinctive physical traits (note: most scientists today agree race “is a social construct without biological meaning”).
- **Ethnicity:** a category of people who share national, cultural, linguistic, racial, or religious traditions.
- **Religion:** a system of faith and worship.
- **Cultural Background:** the context of someone’s life experience shaped by membership of groups based on ethnicity, race, socioeconomic status, gender, language, religion, sexual orientation, and geography.

Guidelines to consider

- A person’s skin complexion does not define their nationality or cultural background.
- If unsure, take care to ask people with which ethnic or national descriptors they identify.
- Use the term ‘people from ethnically diverse communities’ rather than ‘BAME’, which does not accurately reflect the individual cultures, faiths and experiences of many different nationalities, races, and ethnicities.

Inclusive language	Not inclusive language
Block list, allow list	Blacklist, whitelist
Dual heritage / bi-racial	Half-caste

Non-inclusive terms

- ✗ Coloured people
- ✗ Exotic
- ✗ Foreigners
- ✗ The Blacks / The Whites / The Asians



03

MARRIAGE AND CIVIL PARTNERSHIPS: **ARE WE KEEPING IT RELEVANT?**

RELATIONSHIP STATUS:

A GREAT EXAMPLE OF A “WHY DO YOU EVEN NEED TO KNOW THIS?” AREA.

IN THE CONTEXT OF CRICKET, ARE THERE REALLY MANY INSTANCES WHERE A PERSON’S RELATIONSHIP STATUS IS RELEVANT?

We should make every effort to ask ourselves: “is this actually pertinent?”. There are very few occasions where a person’s relationship status is relevant to their professional or sporting life or achievements.

On the odd occasion it is important, our approach to relationship status should be more open than the traditional questions posed on application and equal opportunities forms.

So rather than simply ask someone’s marital status (with the standard answer options of single, married, divorced or widowed), we should recognise the reality of modern-day life with more considered phrasing. Use ‘what is your relationship status’ instead and offer answer options including: single; married/civil partner; divorced/dissolved civil partnership; and widow/widower/surviving civil partner.



**± ONE IN FOUR
PEOPLE WILL
EXPERIENCE
A MENTAL
HEALTH
CONDITION
IN ANY GIVEN
YEAR.**

04

MENTAL HEALTH:

AT DIFFERENT POINTS OF OUR LIVES, OUR MENTAL HEALTH MAY BE BETTER THAN AT OTHERS.

WE SHOULD ALWAYS AIM TO USE LANGUAGE THAT ENABLES PEOPLE OR COMMUNITIES TO FEEL WELCOME IN THE CRICKET COMMUNITY.

Mental health operates on a spectrum.

Approximately one in four people will experience a mental health condition in any given year. Yet despite that prevalence and common experience, nine out of 10 people with mental health conditions experience stigma and discrimination.

Like with other areas in this guide, language around mental health is constantly changing. The Mental Health Foundation suggests using 'people with experience of mental and emotional distress' as an inclusive term that focuses on the experience, rather than the suggestion of a 'problem'.

However, other terms – including 'people with mental health problems' and 'people with a mental illness' – are also common. The key is to try to avoid assigning a victim status and to, wherever possible, use a people-first approach.

Guidelines to consider

- Take care not to perpetuate negative, misplaced and incorrect stereotypes.
- Informal or slang terms are often particularly hurtful and help to reinforce negative stereotypes.
- Try to adopt a people-first approach. "[Name] has a mental health condition" is better than "[Name] is mentally ill".
- Try to ensure your language always reflects the challenges people face rather than casually downplaying their lived experiences.

WE WELCOME

ALL RACES AND ETHNICITIES

ALL RELIGIONS

ALL COUNTRIES OF ORIGIN

ALL GENDER IDENTITIES

ALL SEXUAL ORIENTATIONS

ALL ABILITIES AND DISABILITIES

ALL SPOKEN LANGUAGES

ALL AGES

EVERYONE.

WE STAND HERE WITH YOU

YOU ARE SAFE HERE

* Continued from previous page
original "we Welcome" sign created by IPRC members Lisa Mangum and Jason Levian

05

**SOCIAL
INCLUSION:
IMPROVING
THE TERMS
ON WHICH
INDIVIDUALS
AND GROUPS
TAKE PART IN
SOCIETY.**

SOCIAL INCLUSION: THIS IS A COMPLEX AREA.

PEOPLE MAY BE DENIED OR LIMITED IN THEIR ACCESS TO RESOURCES, RIGHTS, GOODS AND SERVICES THAT ARE AVAILABLE TO OTHERS IN THEIR SOCIETY.

The World Bank defines social inclusion as “the process of improving the terms on which individuals and groups take part in society – improving the ability, opportunity, and dignity of those disadvantaged on the basis of their identity”.

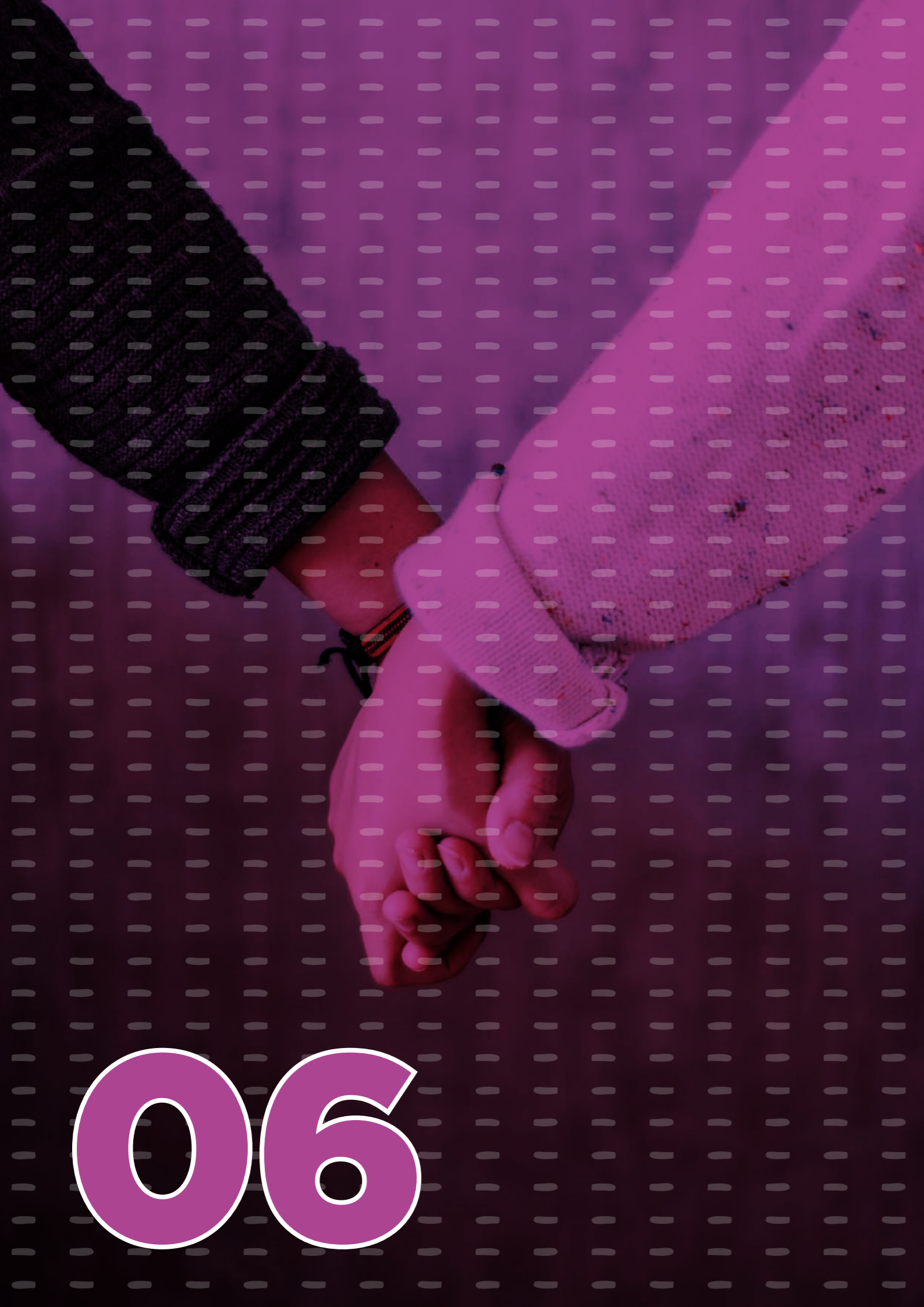
People experiencing disability, poverty, or low family income, as well as those in ethnic minority groups, are among those most likely to experience several barriers to full participation in their society. Social exclusion may also be based on gender, age, location, occupation, race, religion, citizen status, sexual orientation, and gender identity. Addictions, cultures, and languages have also been used as tools to socially exclude people.

The consequences of social exclusion are significant. “It affects both the quality of life of individuals and the equity and cohesion of society as a whole.” – The Multi-Dimensional Analysis of Social Exclusion, Levitas et al.

At the ECB, we will always strive to use inclusive language that respects and recognises all members of society.

Non-inclusive terms

✗ The poor ✗ Victims ✗ Druggies ✗ Alcoholics



**PREGNANCY
& PARENTS.
ASSUMPTIONS
ABOUT FAMILY
LIFE REMAIN
INGRAINED IN
OUR SOCIETY.**

06

FAMILY LIFE:

**WHEREVER POSSIBLE,
TRY TO ADOPT A
GENDER-NEUTRAL
APPROACH.**

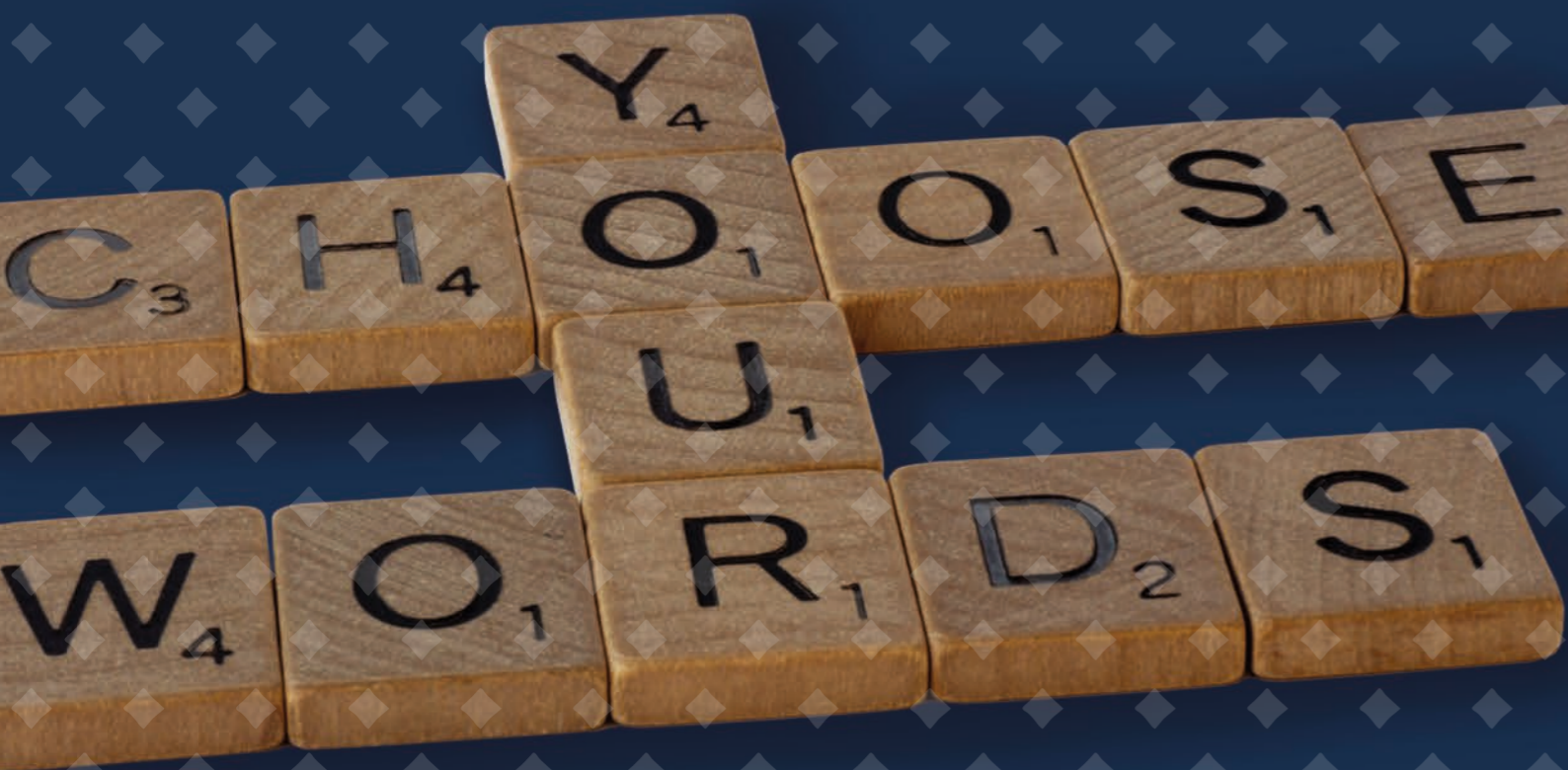
NOT ALL CHILDREN HAVE A MOTHER AND A FATHER. AND NOT ONLY WOMEN FUNCTION AS THE MAIN CAREGIVER TO CHILDREN AT HOME.

These assumptions and stereotypes can significantly disadvantage people in their professional and personal lives. The best way to avoid making these assumptions is, wherever possible, to try to adopt a gender-neutral approach.

Parents are involved in a broad spectrum of relationships, so using more neutral terms like parents or guardians may be more appropriate.

Guidelines to consider

- Many men might want more time off when a new baby is born. They may also want to work part-time or even take a break from paid work. All of these expectations are traditionally placed on women, which disadvantages both the women who do not want them and the men who do.
- In the UK, shared parental leave became a legal right in 2015. Eligible parents can share up to 50 weeks of leave and 37 weeks of pay after having a baby, using a surrogate to have a baby, or adopting a child.



**GLOSSARY:
A LIST OF
TERMS, WITH
DEFINITIONS,
RELATING TO
INCLUSIVE
LANGUAGE.**

08

LANGUAGE IS EVOLVING:

THIS IS A SMALL SELECTION OF OTHER RELEVANT INCLUSIVE LANGUAGE TERMS.

MANY MORE CAN BE FOUND WITH A QUICK GOOGLE SEARCH.

ABLEISM: Discrimination in favour of people without disabilities.

ALLY: Someone who supports a specific group with characteristic(s) that differs from their own. An ally will acknowledge the discrimination faced by that group, and commit to learning more to strengthen their own knowledge whilst attempting to reduce their own complicity and raising awareness.

CROSSDRESSER: Someone who dresses in clothes associated with the opposite sex to that which they were born, as defined by socially accepted norms.

CULTURAL COMPETENCY: The ability to communicate and interact effectively with people regardless of difference. Cultural competence applies to individual behaviours but also organisational systems, processes and culture.

ETHNOCENTRISM: The belief that one's own characteristic(s), group, ethnicity, or nationality is superior to any others

INTERSECTIONALITY: A social construct that recognises the fluid diversity of multiple characteristics that an individual can hold, or identify with, such as gender, race, class, religion, professional status, marital status, socioeconomic status, etc.

LIVED EXPERIENCE: The knowledge a person gains through direct, first-hand involvement in everyday events, rather than representations constructed by others.

MICROAGGRESSION: The verbal, nonverbal and behavioural slights, snubs, insults or actions, which communicate hostile, derogatory or negative messages to an individual that relates to their characteristics or belonging to a particular group.

MISOGYNY: Hatred or contempt for women or girls. It is a form of sexism used to keep women at a lower social status than men.

NEURODIVERSITY: The diversity of human minds - the fact that brains and neurocognition vary among all individuals. All these variations are 'normal' and 'valuable' with neurodiversity being the concept that neurological differences are to be recognised and respected as any other human variation. The term encompasses attention deficit hyperactivity disorder (ADHD), dyscalculia, dyslexia, dyspraxia, various mental health issues such as depression, obsessive compulsive disorder (OCD), anxiety issues, acquired memory losses, Tourette's and other neurominorities.

PRIVILEGE: A particular advantage or right afforded only to a specific group of people, often without their own realisation because of ignorance, lack of specific education or cultural bias.

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

PROTECTED CHARACTERISTICS: In the UK, certain characteristics are protected by law. This means that it is illegal to discriminate against anyone when, for example, hiring or providing access to services based on 9 characteristics. These are Age, Disability, Ethnicity/ Race, Gender Reassignment, Marriage/ Civil Partnership, Maternity & Pregnancy, Religion, Sex, and Sexuality.

SAFE SPACE: An environment in which everyone feels comfortable expressing themselves and participating fully, without fear of attack, ridicule or denial of experience. This term is often used during specific inclusion training but can ideally be used to include a workplace in its entirety

UNCONSCIOUS BIAS: Our brains making incredibly quick judgments and assessments of people and situations without us realising. Our biases are influenced by our background, cultural environment and personal experiences. We may not even be aware of these views and opinions, or be aware of their full impact and implications. It is important that we try to recognise these biases and actively challenge them.



**THERE IS A
PLETHORA
OF EXTRA
RESOURCES
WHICH CAN
BE FOUND
ONLINE.**



ADDITIONAL GUIDANCE: WHERE TO GO FOR FURTHER HELP.

INCLUSIVE LANGUAGE IS A JOURNEY ON WHICH WE SHOULD ALL EMBARK.

There are many good resources online, and a quick Google will often answer questions that you have. Here are a few of our top picks:

St George's University EDI glossary:
<https://irr.org.uk/research/statistics/definitions/>

Inventim Group's (EDI consultancy) glossary:
<https://www.inventum-group.com/blog/2021/10/diversity-and-inclusion-glossary>

The Women's Institute (WI)'s EDI glossary:
https://www.thewi.org.uk/_data/assets/pdf_file/0005/529052/NFWI-Equality-Diversity-and-Inclusion-Glossary-of-Terms.pdf

UK Government language advice on Disability:
<https://www.gov.uk/government/publications/inclusive-communication/inclusive-language-words-to-use-and-avoid-when-writing-about-disability>

Hive Learning, training and development organisation's EDI glossary: <https://www.hivelearning.com/site/resource/diversity-inclusion/diversity-inclusion-glossary/>

Institute of Race Relations (IRR)'s definitions of race language:
<https://irr.org.uk/research/statistics/definitions/>

United Nations (UN)'s gender-inclusive language guide:
<https://www.un.org/en/gender-inclusive-language/>

Genderbread tool to help explain the big concept of gender: www.genderbread.org

IF YOU ARE EVER UNSURE ABOUT WHAT LANGUAGE TO USE, PLEASE FEEL FREE TO ASK THE EDI OR COMMUNICATIONS DEPARTMENT FOR ADVICE.

**THE ECB IS COMMITTED TO
ENSURING CRICKET IS A GAME
FOR EVERYONE. FIND OUT MORE
ABOUT WHAT WE'RE DOING TO
BREAK DOWN BARRIERS AND
ENSURE CRICKET IS A TRULY
INCLUSIVE AND DIVERSE SPORT.**

www.ecb.co.uk/about/equality-diversity-and-inclusion/overview

