

Last updated: 07/08/18

The Church of England Education Office House Style

Briefing note for Education Office staff, consultants and SIAMS Inspectors

This guidance must be read in full by all Education Office staff, consultants and SIAMS inspectors. It is the responsibility of the individual to make sure the documents they produce are in line with this guidance.

Introduction

This guidance is intended to provide consistency in writing Church of England Education Office documents and SIAMS reports. Whether a document will be for internal or external audience, it should be clearly branded and immediately obvious that it was produced by us. There should be consistency of style and correct spelling and grammar throughout. Where this guidance gives alternative approaches, decisions should be made on the basis of what is most helpful to the reader in understanding the key message of the text.

I. Abbreviations and acronyms

Keep abbreviations to a minimum especially where the document is for an external audience. The first time you use an abbreviation or acronym explain it in full unless it is well known (e.g. UK, BBC). The acronym must be understood by 80% of the population so most educational acronyms need to be explained.

Write **religious education (RE)** on the first mention and use the abbreviation from then on, similarly for SIAMS, DYO, CMA, DDE, DBE, DfE (not DFE) and MAT. Exceptions to this are GCSE, A level, BTEC.

Do not use full stops in abbreviations (SIAMS not S.I.A.M.S.)

Abbreviations should normally be avoided in main titles. SIAMS is an exception to this (never SIAMs or SIAM's)

Where possible use Church of England instead of CofE. Never use CE or CEP.

Write Key Stage 2 and Year 6 in full with capital letters and numerals.

The Church of England Education Office should never be abbreviated. It can be shortened to **the Education Office** but only when it has been written in full on the first mention.

The Church of England Education Office is based in Church House. The Education Office is on the fourth floor.

There is no possessive apostrophe between England and Education.

The Church of England Foundation for Educational Leadership should never be abbreviated. It can be shortened to the Foundation but only when it has been written in full on the first mention.

There is no possessive apostrophe between England and Foundation.

2. Accessibility

All text should be font size 12 unless it is unavoidable to use smaller text.

Do not rely on images or colour to convey information – they cannot be read aloud by assistive software. Any images or logos used should include alt text (this is a short description of an image or logo that is read by a screen reader). In Word you can edit the alt-text by right clicking on the image and choosing ‘Edit Alt Text’. In Mailchimp you can edit the alt text by clicking on the image and the clicking on ‘Alt’.

You can check the accessibility of your Word document by going into the ‘review’ tab and clicking on ‘Check Accessibility’. This will review your document and highlight any issues for assistive software and general accessibility.

Further information on creating accessible documents:

- [UK Association for Accessible Formats](#)
- [Business Disability Forum](#)

3. Addresses and telephone numbers

Postal addresses should be left aligned and should have no punctuation at the end of each line.

When writing telephone numbers, use spaces between the city, local exchange and individual number. These are examples of different formats:

- a. 020 7897 1490
- b. 01142 500 600
- c. 07765 432 001

4. Apostrophes

Apostrophes often cause difficulty so here is an easy guide.

A. Are you trying to indicate **possession** or ownership? ➔ If yes, use an apostrophe and place it before the s.

For example, write the church’s vision or the child’s questions when you are referring to a single church and a single child.

Does the singular noun end in s, x or z? ➔ most singular nouns have possessive forms with an extra s after the apostrophe so that the spelling reflects the underlying pronunciation, for example, Chris’s shoe.

However, if the singular possessive is difficult or awkward to pronounce with an added s do not add it, for example, Achilles’ heel. Further exceptions are biblical names such as Jesus and Moses where only the apostrophe is added, for example, Jesus’ teaching.

Is the noun plural? → if yes, just add an apostrophe after the s.

For example; write pupils' books, teachers' questioning when you are referring to more than one pupil and more than one teacher.

- B.** Are you leaving out a few letters? (**omission**) → if yes, use an apostrophe where the letters are missing. However, in a formal document it is always better to write the words in full. For example, shouldn't (meaning should not) and don't (meaning do not).

Its/it's is the tricky one because it involves an exception to the rule.

Are you writing about 'it is' or 'it has'? → If yes, use an apostrophe as in other omissions.

Are you writing about possession? → If yes, do not use an apostrophe. This is different to all other instances of possession. (see A above).

For example:

The school regularly reviews documents so its policies reflect its Christian vision. It's been a feature of strong governance since the last inspection.

If you are unsure, try substituting it's with it is/has. If it works, keep the apostrophe.

- C.** Are you trying to indicate duration of time? → If yes, use an apostrophe, for example, in a year's time, in a month's time.
- D.** Are you writing a plural noun or abbreviation? → If yes, do not use an apostrophe, for example: headteachers, MATs.

Note that this is different to indicating possession of a plural noun (see A above).

Is the plural a single letter or number? → If yes, you can choose to use an apostrophe because it makes it easier to read. For example, How many t's in substituting?

5. Branding

The Education Office has a corporate identity that includes a logo, a colour palette and a font. Internal staff can access these here: <S:\DepartmentShare\Education\Education Office Shared Files\Branded Docs.> (external consultants should ask the project officer for this information).

All documents, including internal notes must be on the branding.

SIAMS inspectors must use the branded templates provided.

All Education Office documents are written in Gill Sans MT font and should be justified. The brand colours can be custom set using the following RGB values:

PURPLE	LIGHT PURPLE	BLUE	GREY
R 153	R 192	R 0	R 166
G 102	G 179	G 37	G 166
B 204	B 211	B 122	B 166

The Foundation has its own branding guidelines: <S:\DepartmentShare\Education\Education Office Shared Files\Branded Docs\Foundation Branding>.

All Foundation documents are written in Arial font and should be justified. The brand colours can be custom set using the following RGB values:

DARK PURPLE R 87 G 36 B 130	MID PURPLE R 114 G 34 B 128	LIGHT PURPLE R 151 G 59 B 142	PINK R 225 G 18 B 130
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6. Bullet points and numbered points

Bullets are useful for breaking up text and clarifying information. They can help the reader identify the key issues and facts quickly. You would usually use bulleted lists when it is not important that items on the list are in any particular order.

The text introducing the list of bullet points should end with a colon. A colon and hyphen should never be used.

The list follows the text known as the stem. When you read the stem and a bullet point together the text should make sense.

If the text that follows the bullet point is not a proper sentence, it doesn't need to begin with a capital letter, nor end with a full stop.

For the school trip next Thursday, pupils will need to bring:

- waterproof clothing
- packed lunch
- notebook and pen
- emergency chocolate

If the text that follows a bullet point is a complete sentence, it should begin with a capital letter and end in a full stop.

The agenda for today's meeting includes the following:

- We will talk about the importance of emergency chocolate.
- Jemma will give a presentation on the impact of a bad packed lunch on the willingness of children to walk.
- We will review the contents of an ideal packed lunch.

If the points make up one continuous sentence you can punctuate the bullets as below.

Pupils will:

- eat a packed lunch;
- gain energy; and
- run up the mountain.

You must not mix these different ways of punctuating bullet points in one sequence. Ideally the same approach should be used throughout the document – consistency is important.

Use numbers or letters where you wish to indicate the priority of points.

7. Capital letters

Keep use of capital letters to a minimum to make the text as easy as possible to read.

Do not use a string of capitals for titles (ASSESSMENT) or to emphasise words (IMPROVE) as they tend to shout at the reader and are harder to read than lower case letters.

Use capital initials for:

- names of people, places and organisations (specific dioceses, circuits, parishes, MATs, federations)
- names of faiths, denominations and sacred books (Christian, Bible, Torah, Lord's Prayer, Church of England, Methodist Church, Muslims, Buddhism)
- Black and White when they refer to ethnic groups. For example: White British
- Gypsy, Roma and Traveller
- very specific job titles where only one post exists (Archbishop of Canterbury, Chief Education Officer, Diocesan Youth Adviser)
- Church schools when referring to Church of England schools – use lower case church schools when referring to all types of church school.
- names of school years (Reception Year, Year 4, Sixth Form). See point 21 for use of numerals
- names of schemes, programmes, reports and projects (The Church of England Professional Qualification for Headship (CofEPQH), Teach First, Rooted in the Church, Unlocking Gifts, Valuing All God's Children, Embracing Change: Rural and Small Schools).
- Festivals, Church seasons (Harvest Festival, Advent)
- God, Father, Word of God (when meaning Jesus, lower case when meaning the Bible), Paraclete, Christ, Jesus Christ, Spirit, Holy Spirit, the Trinity, Lord, Son of God (but Son of man)

Use sentence case (only the first word and any proper nouns begin with a capital) for:

- chapter headings, subheadings, subtitles (A theology of small, Issues to explore)
- titles of publications (except for newspapers and magazines).

Do not use capitals for (see appendix for a fuller list):

- Job titles (vicar, minister, youth officer, children’s worker, chair of governors, headteacher, foundation governors, chaplain) unless they follow the name of the person (Muriel Wilson, Executive Headteacher)
- types of schools (school, academy, nursery, voluntary controlled, voluntary aided, special school, endowed, multi-academy trust, diocese – unless referring to a specific one)
- phase of schools (primary, secondary, first)
- names of school teams (for example, senior leadership team, ethos team, chaplaincy team)
- church, chapel, synagogue, mosque in local context unless it is preceded by the specific name of the place of worship
- curriculum subjects and areas (religious education, collective worship, spiritual, moral, social and cultural development, maths, art) unless it is the name of a language
- terms (autumn term, winter etc)
- descriptive titles for God and Jesus (God the creator, the good shepherd, almighty God, the bread of life)
- do not use capitals as a sign of reverence i.e. use lower case pronouns when referring to Jesus or God (he/she, his/hers, him/her).

8. Colons and semi-colons

These can be effective but only if used occasionally and correctly. In most documents, straightforward language is required and so it may be better to start a new sentence.

Use a colon to introduce a list or lengthy quotation. Never follow a colon (or a semi-colon) with a dash.

Do not use a colon when the second half of the sentence explains the first half. A sentence break is better.

Use a semi-colon to connect clauses that could stand as sentences on their own but are so closely related that they convey the meaning better as one sentence.

Use semi-colons to break up lists of complex items after a colon. This is helpful where the items contain commas as it makes it clear where they divide. For example:

There are three areas where the diocese has explored ministry among under-18s: in the church; in the school; and in the home.

9. Collective nouns

Treat collective nouns as singular and do so consistently.

The committee was satisfied, and it carried the motion.

10. Commas

Use them after initial words and phrases such as *However, In the last year, Consequently.*

Use them both before and after a clause that adds a subsidiary point within a sentence and where it would still make complete sense without that clause.

The chaplain, who has only just been appointed, is inspirational.

Use commas before and after for example.

For example, the chaplain is inspirational.

Do not use a comma before 'and' in a list unless it makes the meaning clearer. This may be where two elements are to be treated as one item (leadership and management) or to indicate that something is a separate entity in the list. For example:

The youth group takes responsibility for leading music, writing prayers, Bible readings, and in evaluating the service.

11. Data

The word 'data' takes a singular verb (*the data is.... or the data shows that...*).

Numerals and the % symbol should be used in graphs.

CofE and non-CofE can be used in graphs.

12. Days and dates

The correct format is day, month, year. For example, 18 September 2018. Days and dates should not be abbreviated and -th, -rd, -st should not be used.

Use *to* to indicate date ranges, for example, *January to June 2015*. Use a forward slash to indicate an academic year, for example, *2016/17*.

13. E.g. etc and i.e.

Do not use the abbreviations for e.g. i.e. etc. Write these in full.

e.g. – use instead *for example, such as, like, including*

etc. can usually be avoided. Try using *for example, such as, like* or *including*. Never use etc. at the end of a list starting with these words.

i.e. – try rewriting a sentence to avoid the need to use this. If that isn't possible use an alternative such as *meaning* or *that is*.

14. Ellipsis

An ellipsis consists of three dots (...) and indicates where one or more words or sentences have been omitted. It should have no space before it and one space after it. A full stop is not needed.

15. Emphasis

Use bold type only for emphasis but keep this to a minimum to be most effective. Do not use all capitals, underlining or italics for this purpose.

16. Font

Use Gill Sans MT pt12 for the main text. (For Foundation branding use Arial pt12)

17. Full stops

There should be one space after a full stop.

Do not use full stops in abbreviations (CMA, MAT, NRSV) or after contractions (Dr, Revd, St, Prof).

18. Gender-neutral text

Make sure text is gender neutral wherever possible. Use **them**, **their**, **they** (see point 20 on inclusive language).

19. Hyphens

Use hyphens for:

- words such as self-esteem, self-evaluation and whole-school improvement, multi-academy trust
- re- words starting with e, like **re-evaluate**
- **co-ordinate**, **co-operate**
- adverbs not ending in -ly such as **well**, **little**, for example, **well-qualified staff**
- prefixes to avoid mispronunciation, for example: **non-specialist**, **non-negotiable**, **re-inspection**
- prefix followed by a proper name, a numeral or a date, for example: **mid-June**, **pre-SIAMS**, **post-16**

Don't hyphenate:

- reuse
- reinvent
- reorder
- reopen
- email

When the noun comes first in a phrase, a hyphen is not usually needed.

After noun: **The collective worship policy is up to date.**

Before noun: **Where is the up-to-date collective worship policy?**

Don't use a hyphen unless it's confusing without it. For example, a **little used-car** is different to a **little-used car**.

Use **to** for time and date ranges, not hyphens.

20. Inclusive language

Use language that promotes equal opportunities and social inclusion. Check that you are not inadvertently using terms that show bias or stereotyping or terms that ‘other’ people.

When thinking about the use of descriptive language it can help to think about whether you would be happy being described with these labels – this can be a good indication of whether the term ‘others’ people in unhelpful and exclusionary ways.

Gender

Make sure text is gender neutral wherever possible. When the writing refers to a person such as ‘the inspector’ avoid gendered pronouns and instead use **them, their, they**.

Use **his or her** or **he/she** (not s/he).

When referring to God avoid using male pronouns. For example: **God’s grace is such that each one can be a part of God’s purposes**. You may need to construct your sentences more carefully in order to do this, but it is always possible and still reads smoothly if done well (in fact the reader should not even notice). Try to avoid gendered pronouns for the Spirit but **do not** use **it** or **its**. When referring to Jesus it is correct to use the male pronoun, but he/his should never be capitalised.

Sexuality

Use the collective term **lesbian, gay and bisexual** to refer to non-heterosexual sexualities. If you use the acronym LGBT think carefully about whether you want to refer to sexuality or gender, as transgender (the T) is not a sexual orientation. It might be best to avoid using LGBT, especially in equalities questionnaires about sexuality.

Legislation often changes around terminology in this area. If you are writing about groups who are not heterosexual, seek advice. [Valuing All God’s Children](#)¹ includes a helpful glossary of terms that some people use to describe their sexuality, gender and gender identity.

Disability and special educational needs

In accordance with the ‘Special educational needs and disability code of practice’ refer to **pupils/children who have special educational needs and/or disabilities** (not disabled pupils).² Use the acronym **SEND**.

Do not use SEND/autistic as an adjective. Always say **pupils who have...**

Advice about correct use of language to describe disability:

- Scope website www.scope.org.uk/end-the-awkward/talking-about-disability
- Government advice www.gov.uk/government/publications/inclusive-communication/inclusive-language-words-to-use-and-avoid-when-writing-about-disability

¹ www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf

² www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Ethnicity

Use **Black, Asian and minority ethnic (BAME)** as a collective term for people of non-white descent in the UK. (A helpful list of definitions of terms relating to race and race relations can be found here: www.irr.org.uk/research/statistics/definitions/)

Terms for ethnicity should be capitalised: **White British, Asian, Caribbean**. When referring to these groups (for example, in SIAMS reports) refer to **pupils with White British heritage/background**.

Religions, faiths and beliefs

It is better to use the term **faith** rather than religion when we talk about the role it plays in people's lives rather than faith's institutional form (religion).

When writing from a Christian perspective referring to **other faiths** makes sense. We can be up-front about the fact that there are differences between religions and about the fact that we approach our work and purpose with a Christian vision. Signalling that we are not all the same is a way of ensuring that we maintain a confident Christian identity in our communication and encounter with others.

However, when writing for a mixed audience and when writing about our schools it is good practice to avoid labelling people as 'other'. Instead we can talk about **different faiths and beliefs, diverse faith communities** or **a range of faiths and beliefs**. We refer to both **faiths and beliefs** as the latter incorporates those with non-religious beliefs, like humanism. It is better to talk about **those with no religious affiliation** rather than **those with no faith**.

Faith is generally a chosen and positive identity marker so there are not the same sensitivities as there are for referring to pupils with disabilities. We would not say disabled pupils (see above), but it is fine to refer to **Christian pupils** or **Muslim pupils**.

21. Jargon/technical language

Be mindful of your audience. Avoid specialist terms that may not be understood by your audience. If you cannot avoid using technical language, consider including a glossary of terms in your document.

22. Numbers

Use words for numbers up to ten and numerals from 11 upwards.

An exception to this is if you are talking about a step or a point in a list (**in point 1 of the design instructions**).

Another exception is if you are writing school year groups where the numeral is used, for example, **Year 6**.

For numerals over 999 insert a comma for clarity (**9,000**).

Spell out common fractions like **one-half**.

Use numerals and the % symbol on graphs, but use **per cent** in text with the number in full up to ten and in numerals after 11 (**ten per cent of young people/22 per cent of young people**)

use **500 to 900** and not 500-900 (except in tables, graphs)

In tables use numerals throughout

Ordinal numbers – spell out **first** to **ninth**. After that use **10th**, **11th** and so on.

Ages – spell out vague numbers (**in her forties**), **a five-year old**, **25 years old**, **30- to 35-year-old**

23. Paragraph breaks

Avoid long sections of continuous prose, especially for the core questions of an inspection report. Consider where a paragraph break will help the reader and the clarity of the writing.

24. Plain English

Write in a straightforward style. Simplicity helps clarity. The Plain English Campaign defines this as text ‘written with the reader in mind and with the right tone of voice that is clear and concise.’ It recommends ‘to always check that your writing is helpful, human and polite’.

Vary the length of sentences. Aim for no more than 20 words and if a longer sentence is unavoidable, put a short one on either side.

Prefer the active rather than the passive form of verbs (for example, **children enjoy Godly Play** instead of **Godly Play is enjoyed by children**.)

Avoid using nouns when the verb form will do (nominalisation) so that the writing does not become heavy going. (For example, write **governors evaluate collective worship** instead of **the evaluation of collective worship is done by governors**.)

Express only one idea in a sentence, perhaps with one other related point.

Write in the present tense, unless referring to a specific past event, as this gives a greater sense of immediacy to the report.

25. Pupils/students/children/young people

Use the term **pupils** when referring to school pupils (both primary and secondary) to distinguish them from FE/HE students. In the early years setting **children** may be more suitable. Refer to **children and young people** out of the school context.

26. Quotes/quotation marks/speech marks

Long quotes from speeches, books and other publications should be indented and in italics. If italics are used the quote does not need to be in quotation marks. The quote should be fully referenced with a footnote/endnote.

Bullying of any kind can have devastating effects on the personal wellbeing, identity formation and self-esteem of any child or young person. This can have an impact on socialisation and academic achievements.¹

If a short quote is included in the text it should be in quotation marks and no comma is needed before the quoted text.

Church schools should serve their local community and offer a ‘real welcome to anyone and everyone’ in the community.³

If the quotation is a word or phrase (not a complete sentence) and comes at the end of a sentence, place the full stop outside the final quotation mark.

Parents talked about how the school’s emphasis on God is ‘lived out day by day’.

If the quoted speech is a complete sentence or question, it must end with a full stop or question mark inside the final quotation mark. For example:

Members of staff agreed with a colleague who said, ‘The fact that the school is a Church school is the most important facet of my professional life.’

Single quotation marks should be used to mark the beginning and end of direct speech (as above).

Double quotation marks are used for a quotation within a quotation where single quotation marks are used.

If the quoted speech comes after information about who is speaking, use a comma to introduce the speech, placed before the first quotation mark. Use a colon to introduce a longer quotation.

The Archbishop of Canterbury said, ‘All children are children of God.’

A typical comment from pupils was: ‘We learn about God and Jesus’ acceptance of who we are no matter where we are from, what colour we are and what religion we are.’

If the direct speech is broken up by information about who is speaking, place a comma or a question mark to end the first piece of speech.

‘Walsingham sets me up for the year,’ said one youth worker, ‘it’s uplifting’.

When quoted speech is more than two lines, indent the text to display it more effectively.

27. Referencing/footnotes/endnotes/bibliography

The titles of books and reports should be in italics. Full publication details should be noted in a footnote in the first instance, the reference can be shortened thereafter (see example below).

Footnote numbers should normally appear at the end of each sentence to which they refer, not halfway through, and after the punctuation, not before.

To refer to the page referenced use p. 12 or pp. 12-13.

Do not use *ibid*. Footnotes should be set out as below (for further guidance on setting out different types of references see the bibliography guide below).

¹ Cornwall, S., *Sex and Uncertainty in the Body of Christ: Intersex Conditions and Christian Theology* (Equinox, 2010), p. 12.

² Cornwall, *Sex and Uncertainty in the Body of Christ*, pp. 14-15.

If you are referencing a publication that is available online set it out as follows:

Bible verses should be referenced in the text if the quote is in the text. For example: a core desire that we have found expressed in many ways is for 'life in all its fullness' (John 10:10).

Or if a verse needs to stand out the quote should be an indented paragraph in italics and the biblical

¹ The Children's Society, *The Good Childhood Report 2015* (The Children's Society, 2015), p. 3, available at www.childrenssociety.org.uk/sites/default/files/TheGoodChildhoodReport2015.pdf [accessed 13/03/18].

reference included under it.

Since we live by the Spirit, let us keep in step with the Spirit.
Galatians 5:25

Common shortenings for the names of the books of the Bible are acceptable. For example, *Galatians* rather than the *Epistle to the Galatians*.

Check that any quote is accurate and matches the cited translation. The translation should be referenced in the bibliography:

All Bible references are from the New Revised Standard Version (NRSV).

Use the NRSV for most citations but the Good News Translation when quoting John 10:10: *I have come in order that you might have life – life in all its fullness.*

Use endnotes when the document is sent to a graphic designer to create a print copy. Use footnotes for a .pdf document that is not professionally designed. If you use footnotes while creating the document the designer can change this to endnotes on request.

The bibliography should list all the books, articles and electronic materials that have been cited in the main text in alphabetical order by author.

Printed sources should be set out as follows:

Books: Cornwall, S., *Sex and Uncertainty in the Body of Christ: Intersex Conditions and Christian Theology* (Equinox, 2010).

Publication that is also available online:

(do **not** include the 'accessed' information that you would include in the footnote)

The Children's Society, *The Good Childhood Report 2015* (The Children's Society, 2015), available at www.childrenssociety.org.uk/sites/default/files/TheGoodChildhoodReport2015.pdf.

Editions: Machiavelli, *The Prince*, ed. H. Butterfield (London, 1949).

Articles in journals: Smith, P., 'The Making of England', *History Today*, 45 (1995), pp. 26-32.

Articles in books: Blinkhorn, M., 'Spain', in S. Salter and J. Stevenson (eds.), *The Working Class and Politics in Europe and America 1929-1945* (1990), pp. 198-222.

Book reviews: Dyer, C., review of John S. Lee, *Cambridge and its Economic Region* (2005), in *Agricultural History Review*, 54 (2006), pp.163-4.

Legislation: *Equality Act 2010*. Available at www.legislation.gov.uk/ukpga/2010/15/contents.

Parliamentary Papers: Bolton, P. and Roberts, N., *Implementation of the national funding formula for schools in England*, (House of Commons Briefing Paper, CBP08106, London, 2017).

Education Office documents/publications:

(include the link to the document where possible)

The Church of England Education Office, *Church of England Vision for Education: Deeply Christian, Serving the Common Good* (The Church of England Education Office, 2016), available at www.churchofengland.org/sites/default/files/2017-10/2016%20Church%20of%20England%20Vision%20for%20Education%20WEB%20FINAL.pdf.

Church of England Archbishops' Council Education Division and The National Society, *A Diocesan Board of Education for the Future* (Archbishops' Council Education Division, 2013).

SIAMS Evaluation Schedule: The Church of England Education Office, *Statutory Inspection of Anglican and Methodist Schools Evaluation Schedule* (The National Society, 2018).

Webpages and Online Articles should be set out as follows:

(include the 'accessed' information because online articles and webpages are likely to be changed and updated)

'Number of children being referred to gender identity clinics has quadrupled in five years' (08/07/17). The Telegraph Website www.telegraph.co.uk/news/2017/07/08/number-children-referred-gender-identity-clinics-has-quadrupled/ [accessed 16/10/17].

'Homophobic attack on trainee PC' (26/10/09), BBC News website <http://news.bbc.co.uk/1/hi/8326810.stm> [accessed 11/10/17].

'Reconciliation in action' speech by Justin Welby, Archbishop of Canterbury (07/11/14), Archbishop of Canterbury's website

www.archbishopofcanterbury.org/articles.php/5439/reconciliation-in-action-archbishop-of-canterbury-on-church-schools [accessed 11/10/17].

'The Academic Resilience Approach' (24/04/17), Boingboing website www.boingboing.org.uk/academic-resilience-approach [accessed 22/01/18].

28. Singular or plural

Use a singular verb for corporate nouns such as team, family, SIAMS, governing body, congregation, youth group.

Use a plural verb for staff, leadership and management and a majority of pupils.

Use plural verbs for expressions of proportion, for example, **a majority of young people**. As a guide to expressions of proportion, try omitting the noun and check if it still suggests the subject is plural.

29. Styles and forms of addressing clergy

Internal staff can access a guide to addressing and referring to clergy here:

www.ncisgateway.com/knowledge/21/the-church-of-england/

Consultants and SIAMS inspectors can refer to this guide: www.crockford.org.uk/faq/how-to-address-the-clergy

30. Time

Use the 12-hour system as it is easier to understand within text. The 24-hour form, however, looks better in a table or timetable.

Please arrive by 3pm for a prompt start at 4pm.

Agenda	
11:00	Arrival and coffee
11:30	Start

31. That or which

That is used for defining clauses; **which** for non-defining ones. Non-defining clauses are those that offer additional (inessential) information, and should be marked off from the rest of the sentence using commas. Defining clauses have no punctuation.

Defining clause:

Felix caught the third mouse that was brown.

(you want to know which mouse Felix caught? It was the brown one.)

Non-defining clause:

Felix caught the third mouse, which was brown.

(you want to know which mouse Felix caught? It was the third one. By the way, it was brown, but I guess you don't need to know that.)

32. Vision for Education

The full title of the vision is the **Church of England Vision for Education: Deeply Christian, Serving the Common Good**. You should put a colon between the first and second part of the title and a comma (not a colon) between **deeply Christian** and **servicing the common good**.

We refer to the [Church of England Vision for Education](#) – we do not capitalise the definite article. If you are referring to this particular document and vision, it is capitalised: [Vision for Education](#).

[The Vision is intended to be something that permeates all areas of school life.](#)

If you are referring more generally to the concept of vision, to a school's vision, asking a headteacher to think about their vision, it is not capitalised.

[How could your school help present a brighter, more ambitious vision, seeing pupils with God's eyes?](#)

Other than for summary purposes, we refer to the vision themes in full:

- Wisdom, knowledge and skills
- Hope and aspiration
- Community and living well together
- Dignity and respect

33. Website links

When writing website addresses or copying links, do not include [http://](#) if the address starts with [www](#).

If you are using link text (for example, in an email campaign) make sure it tells the reader what they're clicking on. Rather than just saying [Click Here](#) add some context like [Click here to view our publications](#). This tells your reader what to expect when they click the link.

34. Spelling and terms

- Use the [-ise](#) ending for words like [realise](#) and [organise](#).
- [Practice](#) is a noun and [practise](#) the verb form.
- [Advice](#) is a noun and [advise](#) is the verb.
- [Principal](#) refers to a school leader and is a synonym for primary/main/major. [Principle](#) means a value/belief/opinion.
- [Discreet](#) meaning unobtrusive, confidential to avoid embarrassment. [Discrete](#) meaning separate, distinct (as in a separate subject or curriculum units).
- [Focused](#) (not focussed)
- [Judgement](#) (not judgment)
- [Wellbeing](#) (not well-being)
- [Among](#) (not amongst)
- [While](#) (not whilst)
- [Judaea](#)
- [Deprived/deprivation](#) meaning disadvantage. [Depraved/depravation](#) meaning moral corruption.
- [Adviser](#) (not advisor)
- [Benefited](#) (not benefitted)
- [Targeted](#) (not targetted)
- We refer to the SIAMS [Evaluation Schedule](#) (not the framework)

Appendix I

Style guide to common words in education and the Church

Use of upper and lower case	
Upper case	Lower case
Anglican Church	academy / academies
Anglican Communion	apostle
Archbishop of Canterbury	archbishop
Baptism	autumn/winter/spring/summer
Bible / Bible stories	biblical
the Bishop of London	bishop
The Body of Christ	chair of governors
Catholic Church / Roman Catholic Church	chapel
Chief Education Officer	chaplain
Christ	children's ministry adviser (unless a specific adviser)
Christian	the church (building or local congregation)
the Church (official institution or the global Christian community)	collective worship
Church of England	community schools
Church school (when referring to Church of England schools)	curriculum
Companion Links / Church Links (referring to the specific links across the Anglican Communion)	deanery synod
Department for Education (DfE)	development plan
Diocesan Board of Education	diocese (unless a specific diocese)
the Early Church	diocesan director of education (unless referring to a specific DDE)
Further Education (FE) (referring to the sector)	diocesan officer/adviser
Education Act(s)	diocesan youth officer (unless a specific officer)
the Eucharist / Holy Communion	first school
Father (when referring to God)	foundation governors
the Fall	foundation school
General Synod	(spreading the) gospel
God	governing body/bodies (not Board of Governors)
Going for Growth	government department
the Gospel (according to Mark)	headteacher

Government (referring to the Government in power, lower case if referring in general)	heaven / hell
Harvest Festival	key stage (when in general, e.g. children in this key stage)
Holy Spirit / Spirit	the kingdom; the kingdom of God
Holy Trinity	locally agreed syllabus
Holy Week	local authority (LA)
the Incarnation	mosque
Jesus Christ	multi-academy trust (MAT)
Key Stage 1 / KSI	multicultural
the Law (Jewish Law)	multi-faith
Lord (when referring to God)	national curriculum
the Lord's Prayer	nurseries
Methodist Church / Methodism	personal, social, health and economic education (PSHE education)
Mission Action Plan	phase
the Nativity	religious education (RE)
Nonconformist	school
Ofsted (not OFSTED)	schools with a religious character
Old Testament/New Testament	scriptures (non-Christian)
Ordinary Time	section 48 inspector
Parliament	special educational needs and disability (SEND)
the Peace	spiritual, moral, social and cultural (SMSC)
the Reformation	subjects (unless it is a language)
the Sabbath	synagogue
SACRE (Standing Advisory Council on Religious Education)	trinitarian
School years: Reception Year, Year 4, Sixth Form	vicar or minister
Scriptures (Christian)	voluntary aided
Son of God (but Son of man)	voluntary controlled
Sunday school	
Ten Commandments	
the Trinity	
the Trust Deed (of a particular school, trust deed in general)	
Word of God (when meaning Jesus, lower case when meaning the Bible),	
Year 6	

Use of hyphens

Hyphen	No hyphen
two-form entry	wellbeing
off-line	online
multi-academy trust (MAT)	middle deemed secondary
multi-faith	oversubscribed
pupil-centred	reinvigorate/reinvigoration
self-evaluation	multicultural
self-esteem	reuse
whole-school improvement	reinvent
(re- words starting with e) re-evaluate	reorder
co-ordinate	reopen
co-operate	email
well-qualified	hardcopy/hardcopies
little-known	
non-specialist	
re-inspection	
non-negotiable	
mid-June	
pre-SIAMS	
post-16	

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- SIAMS House Style (2017)
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- Guide to Ofsted's house style April 2016
- Oxford University Press' Guidance on grammar
- Plain English Campaign: www.plainenglishcampaign.co.uk
- www.theguardian.com/guardian-observer-style-guide-a