Harwich and Dovercourt High School

Anti-Racism Language Toolkit

This is why

Language is powerful and can help to shift attitudes and behaviours. Inclusive language can help to promote and embed equality, diversity and inclusion within our community. We need to be considerate of the impact of the words and phrases we use. Everyone has different individual personal preferences about language and identity and as the language we use is constantly evolving and changing, understanding some key principles will help you to adopt a more inclusive approach.

We understand that communicating in a more inclusive way can be about changing deeply embedded habits and it will take time. It is okay to make mistakes. Apologise, correct what you have said, learn from the mistake and work to communicate more inclusively next time.

The aim of this booklet is to give you the language that is the most appropriate around race. This booklet should be used to help you in your conversations within and outside of our community. Don't be afraid to use this booklet- it is always ok to ask if you are not sure. We would rather you did this than use inaccurate terminology.

We hope that you find this useful and that it gives you more confidence to engage in discussions around race. Just by learning these key terms and using them appropriately, you are sending a clear message to our whole school community that they are safe, included, valued and more importantly celebrated.

Although our toolkit prioritises 'race' and racism we are, of course, sensitive to the interconnections and intersections between issues around:

Gender

Disability

Class

Sexuality

Religion

Experiences of racism and discrimination are not homogenous, they are experienced in different ways by different people in different times and places. The experiences and needs of Black Caribbean women will be different to those of South Asian, Muslim Men. The need to be mindful of the intersection of racism with the other types of discrimination cannot be understated.

The policies and plans at HDHS must, of course, address discrimination in all its forms in order to avoid hierarchies that suggest certain forms of discrimination are more important than others. Nonetheless, the wide range of discriminations and inequalities that need to be tackled should not detract from the central message of this toolkit, which argues that racism has a particular history and place and, as such, requires very specific responses.

Terminology

Key terms	Definition
Racial Discrimination	Includes all acts – verbal, nonverbal, and paraverbal – with intended or unintended negative or unfavourable consequences for racially or ethnically dominated groups'. It is important to see that intentionality is not a necessary component of racism.
Ally	Someone who makes the commitment and effort to recognise their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways.
Antiracist	A conscious decision to make frequent, consistent, equitable choices daily. These choices require ongoing self-awareness and self-reflection as we move through life. In the absence of making antiracist choices, we (un)consciously uphold aspects of white supremacy, white-dominant culture, and unequal institutions and society. Being racist or antiracist is not about who you are; it is about what you do.
POC - Person of Colour / People of Colour	People of Color, often the preferred collective term for referring to non-white racial groups, rather than "minorities." Racial justice advocates have been using the term "people of colour" (not to be confused with the pejorative "coloured people") since the late 1970s as an inclusive and unifying frame across different racial groups that are not white, to address racial inequities. While "people of colour" can be a politically useful term, and describes people with their own attributes (as opposed to what they are not, eg: "non-white"), it is also important whenever possible to identify people through their own racial/ethnic group, as each has its own distinct experience and meaning and may be more appropriate.
Global Majority	Global majority is a shortened version of the term 'people of the global majority'. We use it to refer to all ethnic groups except white British and other white groups, including white minorities. This includes people from black, Asian, mixed, and other ethnic groups who are often racialised as 'ethnic

	minorities'. This is a recognised term alongside 'person of colour'.
Race	A socially constructed term that divides people up based on their skin colour and physical characteristics, it is not based on scientific fact and is not grounded in genetics
Ethnicity	Ethnicity is broader than race and has usually been used to refer to long shared cultural experiences, religious practices, traditions, ancestry, language, dialect or national origins (for example, African-Caribbean, Indian, Irish). Ethnicity can be seen as a more positive identity than one forged from the shared negative experiences of racism.
Equality Act	In the Equality Act 2010, the protected characteristic of 'race' is defined as including colour, ethnic or national origin, or nationality. There is some overlap with the characteristic of religion or belief too with Jews and Sikhs considered to be ethnic groups under the act, although Muslims are not considered an ethnic group but a religious group only under the act's definitions.
Ethnic minority, minority ethnic or minoritised ethnic	These terms usually refer to racial and ethnic groups that are in a minority in the population. In the UK, they usually cover all ethnic groups except White British. For example, they include white minority ethnic groups such as Polish or Gypsy, Roma and Irish Traveller. 'Minority ethnic' is sometimes preferred over 'ethnic minority'. Use of minority ethnic was proposed to help counter the use of the term 'ethnic' when referring to people who are not White British. Some felt that by not putting 'ethnic' first, 'minority ethnic' better recognised the fact that everyone has an ethnicity including White British people. 'Minoritised ethnic' (or the similar term 'racially minoritised') has been recommended more recently as it recognises that individuals have been minoritised through social processes of power and domination rather than just existing in distinct statistical minorities. It also better reflects the fact that ethnic groups that are minorities in the UK are majorities in the global population. Users should be aware of the negative consequences of grouping all minoritised individuals together in this way, especially when there is significant diversity

	between them. Always consider use of these terms carefully and be sure and prepared to clarify which races and/or ethnicities you are actually speaking about.
Cultural Appropriation	Theft of cultural elements for one's own use, commodification, or profit—including symbols, art, language, customs, etc.—often without understanding, acknowledgement, or respect for its value in the original culture. Results from the assumption of a dominant (i.e., white) culture's right to take other cultural element
Implicit Bias	Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. Notably, implicit biases have been shown to trump individuals' stated commitments to equality and fairness, thereby producing behaviour that diverges from the explicit attitudes that many people profess.
Individual Racism	Occurs between individuals. These are public expressions of racism, often involving slurs, biases, or hateful words or actions.
Institutionalised Racism	Occurs in an organisation. These are discriminatory treatments, unfair policies, or biassed practices based on race that result in inequitable outcomes for whites over people of colour and extend considerably beyond prejudice. These institutional policies often never mention any racial group, but the intent is to create advantages. Example: A school system where students of colour are more frequently distributed into the most crowded classrooms and underfunded schools and out of the higher-resourced schools.
Structural Racism	The overarching system of racial bias across institutions and society. These systems give privileges to white people resulting in disadvantages to people of colour. Example: Stereotypes of people of colour as criminals in mainstream movies and media.
White Privilege	Refers to the unquestioned and unearned set of advantages, entitlements, benefits, and choices bestowed on people solely because they are white. Generally white people who experience such privilege do so without being conscious of it.

BIPoC	There is a great diversity of experience among people of colour. The term BIPOC (Black, Indigenous, and People of Color) is used to highlight some of these differences in history and experience.
Hate Speech	Speech that offends, threatens, or insults groups, based on race, colour, religion, national origin, sexual orientation, disability, or other traits.
Black / Black British	Black or Black British is a person having origins in any of the black racial groups of Africa.Black British is one of various self-designation entries used in official UK ethnicity classifications.
'BAME' and 'BME'	These acronyms have been used to refer to people of non-white ethnicities who are minoritised in the UK. Both 'BAME' (Black, Asian and minority ethnic) and 'BME' (Black and minority ethnic) are often used when making comparisons with the white population in the UK and reflect a common way of gathering and collating statistics, for example, by the Office for National Statistics (ONS) and in company diversity monitoring. 'BAME' became more frequently used than 'BME' to recognise the significant and distinct Asian population in the UK. It should be noted too that the 'Asian' category used by the ONS includes South Asian ethnicities (for example, Indian, Bangladeshi and Pakistani) and East Asian ethnicities (for example, Chinese). The controversy and unease with the term 'BAME' largely stems from the grouping together of diverse ethnicities, and the implication that it reflects a singular or homogeneous ethnic identity. However, it may be appropriate in some contexts still to use such broad categories, for example, when you are making statistical comparisons between white and the Black, Asian and minority ethnic populations. It's better to write them in full at first use, as research has found many also do not understand what they stand for. You should also use capitals and avoid writing 'Bame', which implies it's a distinct word or identity, or pronouncing it as a word. The population of the UK has become much more ethnically diverse and the range of differing

	experiences and identities has grown. Terms such as 'BAME' or 'BME' should not be used as a replacement for directly addressing a specific racial or ethnic group or individual when that is who we are speaking about. They are not adjectives and do not describe an individual identity. For example, avoid saying: “He’s a BAME solicitor.” Where possible be specific and say “he’s a Black solicitor” or “she’s an Asian solicitor”.

How can I help?

Intervene using the 3 D’s:

Delegate - If you are too embarrassed or shy to speak out, or you don’t feel safe to do so, involve a teacher.

Direct - Be polite and say ‘what you just said/did wasn’t okay’ and/or check in with the victim and ask them if they are ok in the moment.

Delay - After the racist incident, check in with the victim and ask them if they would like support with anything.

Use the Racism Interrupters:

Racism Interrupters

That’s not okay with me
I find that offensive
Hold on, I need to process what you said
Help me understand your thinking
I’m not comfortable with that
What you just said is harmful
We don’t say things like here
I didn’t realise you thought like that…

- Consider which racial or ethnic groups you're talking about and ensure the terms you're using accurately reflect them
- Avoid using umbrella terms unnecessarily and remember they do not refer to a singular homogeneous ethnic group
- Always explain acronyms in full in any writing, particularly at first use, and avoid pronouncing or writing as words
- Seek more detailed data and insights wherever possible so you can better recognise, understand and reflect the experiences of different minoritised ethnic groups
- Accept and acknowledge that ethnicity is an integral part of a person's identity and treat it as such; avoid describing a person's identity as 'BAME'
- Respect people's preferences and allow options to self-describe
- It can be okay to clarify how people describe their identity, but first, question why you need to know and avoid making racially minoritised individuals feel like outsiders by asking questions like "where are you from?"
- Continue to educate yourself, listen and learn as language continually evolves
- Own and learn from your mistakes, apologise if you get terminology wrong and cause offence

Top 10 tips for tackling racist behaviour

1 - Don't pretend to ignore it – if you hear it and feel confident to do so yourself, call it out immediately. If not, involve a teacher who will call this out for you. When it's not called out immediately it gives the message that you don't mind that sort of prejudiced language.

2 - When you want to challenge it but are worried you don't have the right terminology, grab this toolkit and have it in your hand when talking about it if it gives you more confidence. But remember, it's ok to make mistakes.

3 - Use it as a chance to educate the whole class or a wider group of people. Chances are if one person has used racist language, their peers may have too or have certainly been exposed to it.

4 - Don't excuse racist behaviour as being 'out of character' for that person or defend it as 'harmless banter'.

5 - Consider ways in which you can help challenge the stereotypes in the language being used. Can you refer to your own experience of discrimination and prejudice?

6 - Discuss the impact of that language on others: tell them the realities of their words and actions. Make clear the consequences of their behaviour. What effect does that have on the person who hears it? Why should they have to hear this? What gives them the right to make others feel bad? It is important to make very clear to them that racism is unacceptable because it hurts people and creates an unpleasant and unsafe school and community.

7- Take time to really explore and to listen. Sometimes people are repeating what they have heard or are struggling with their own identity. Explore exactly what the person thinks about people of colour. Explore why they feel this way – where do they think this came from? How long have they thought that? What is the justification for that?

8 - Reinforce that every instance of racist behaviour and language in the school will continue to be challenged and that it will be dealt with in line with the school's anti-bullying and behaviour policies.

9 - Commit to including proactive activities around the school and in your lessons which make clear that prejudice is unacceptable and that people of colour can expect to be welcomed, celebrated and supported

10 Be consistent in tackling racist behaviour. Don't deal with one type of discrimination e.g., sexism or LGBTQ+ discrimination yet ignore racism.

If you cannot 'call it out' please 'call it in'