

# The BRIT School Anti-Racism Policy

<b>Name of Policy:</b>	Anti-Racism Policy
<b>Author:</b>	Ray Oudkerk
<b>Applicable to:</b>	Staff, Students and Parents
<b>Effective date:</b>	January 2026
<b>Date of next review:</b>	January 2027

# The BRIT School

## Anti-Racism Policy

### Table of Contents

Purpose	3
Responsibilities	3
Policy scope	4
Policy	4
Relevant Terminology	4
Language around Ethnicity & Race	5
Appendix 1	6
Appendix 2	6
Appendix 3	8
Appendix 4	10
Appendix 5	10

This policy is applied in conjunction with the following policies:

- Equality, Diversity, Inclusion & Equity (EDIE) Policy
- Behaviour Policy
- Anti-Bullying Policy
- Restorative Approaches Policy

*'In a racist society, it is not enough to be non-racist. We must be anti-racist.'* **Angela Davis**

## Purpose

At The BRIT School we believe that everyone has a voice, to be heard, respected and listened to online and offline. The environment should be an inclusive one for everyone from students to staff to visitors. We aim to have a creative place of work in which people with a diverse range of identities and backgrounds are able to be original, responsible and ambitious in an environment of inclusivity and kindness.

This policy acts as a step towards tackling everyday racism and setting out clear commitments that The BRIT School will take as a radical leader to bring about change within our society because it is the right thing to do.

## Responsibilities

**Every student, employee, board member and freelancer is required to support The BRIT School to meet these commitments to provide an inclusive and anti-racist environment for everyone.**

The BRIT School is committed to:

- Challenging racism including microaggressions. If we see or hear it, we will challenge it.
- Bringing about change within the arts industries.
- Be radical leaders who can lead this change.
- Understanding there are moral and social reasons for being a part of bringing an end to racism – it is the right thing to do.
- Understand that many people are judged unfairly on the colour of their skin and that those judgements should never go unchallenged or occur at The BRIT School.
- Understand that many people have privilege, that The BRIT School has privilege and that its leaders have privilege.
- Understand that not everyone gets the same opportunities and to challenge this.
- Understand the importance of diversity, however that diversity does not mean inclusion. We will work towards improving inclusion for everyone – staff, freelancers, contractors, participants and audiences.
- Understand the importance of recognising intersectionality.
- Strive to ensure that the work environment is free from racist behaviours and that everyone is treated with dignity and respect.

## Policy scope

This policy applies to all BRIT School students and staff, whether permanent or those on fixed term contract. In addition, contractors, freelancers or agency staff are also required to abide by the principles set out in the policy.

## Policy

The BRIT School commits to:

- Bringing an end to racism within The BRIT School and the arts sector.
- Complying with the Equality Act 2010.
- Create an environment in which individual differences and the contributions of all members of the School community are recognised and valued.
- Provide a working environment that promotes dignity and respect, which is everyone's responsibility.
- No form of intimidation, bullying or harassment being tolerated.
- Challenging all forms of racist behaviour and addressing it in accordance with the relevant policies & procedures.
- Encouraging self-education and providing education/training to all students, staff and board members.
- Reviewing language and terminology ensuring it is appropriate and inclusive.
- Moving away from abbreviating terms such as BAME.
- Empower and enable black, Asian, ethnically diverse, indigenous and migrant young artists to be the artists they want and need and deserve to be without the constant pressure of representation.
- Work towards improving access and removing barriers for young artists.

## Relevant Terminology

Microaggressions: a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalised group such as a racial or ethnic minority.

The BRIT School seeks to promote language that is relevant and respectful to the individual. We promote the following references to groups (as required) in the context of the current (2020) BAMEOver considerations detailed (see paper below from Arts Inc. UK). We also promote the further specificity advocated in the paper.

## Language around Ethnicity & Race

### The Words we Use

The words we use matter - they can reflect bias or challenge it, bring people together or divide them.

*A caveat: As the EDIE field develops, these terms may evolve too.*

*The point: We all keep learning, and growing our vocabulary, together.*

### Use of Language

Language is powerful. It can give us ways of expressing ourselves and it can validate our identities. Using inclusive language is an important part of establishing an inclusive workplace culture. However, language is also powerful in that it can reinforce harmful stereotypes and lead to offensive and discriminatory behaviours which have a huge impact on people's emotional safety and mental wellbeing.

As language is constantly evolving, it can be difficult to know what appropriate and inappropriate language is, how to address people and how not to offend. Sometimes, the fear of getting terminology wrong can lead to avoiding getting into discussions at all, which is very inhibiting and doesn't create the inclusive environment we aim to create.

It is likely that we are all going to say things at times that may impact people in a way we had not foreseen or intended. Self-education and practice is the preventative measure we can all take. As long as we are committed to using and learning about inclusive language, it's okay if you make a mistake along the way.

Acknowledging and learning from mistakes is the important bit. When we know better, we can do better.

There isn't such a thing as a definitive list of words to avoid and words to use but we have created a guide below to give you some pointers based on a range of recent studies and surveys.

As we know, language is a shifting landscape and words we might use today may be considered outdated in the not-too-distant future.

**Nb: BAME** - Black, Asian, and Minority Ethnic (used to refer to members of 'non-white' communities in the UK) and is used by the DfE for statistical purposes. The BRIT School community is **not** using this term to refer to groups of people.

Dialogue we are using:

- Person of colour
- Global Majority/Majority World
- People who experience racism
- Black/White
- Mixed Heritage

The 'ethnicity' groups we identify in line with DfE requirements are:

**And** we are encouraging specificity, e.g:

*'Students with African or Caribbean heritage.'*

*'Staff with East Asian and South East Asian ancestry.'*

*'Artists of South Asian heritage.'*

Nb, Black - Black is a political term, best used by those who meet the conditions of its description.

## Appendix 1

### [BRIT EDIE Language Guide](#)

## Appendix 2

### Further work on Anti-Racism Language

We hope the following guide will help you feel more confident in knowing what language is inclusive and which terms are best avoided.

Blue = Avoid

Orange = Inclusive language

#### RACE/NATIONALITY/ETHNICITY

Race is a social construct going back to the 1700s and rooted in White Supremacy. Scientists sought to categorise people into distinct racial groups based on skin colour and other physical attributes and then created myths about those groups, creating and perpetuating inequalities. Whilst race is a made-up concept, we cannot ignore the fact that we have been racialised and therefore racial identity is important to some people, particularly when it comes to addressing racial inequalities.

Ethnicity often refers to shared cultural practices, traditions, language, nationality, and ancestry. Ethnicity and nationality are the terms more likely to be used in workplace diversity questionnaires.

#### Unacceptable:

Highly offensive terminology such as the [N-word](#), [Negr\\*](#), [P-word](#), [C\\*\\*n](#), [W\\*g](#), [Ch\\*nky](#), [Y\\*d](#)

The outdated and offensive terms: [Coloured](#), [Half-caste](#), [Gyppo](#), [Pikie](#), [Tinker](#), [Taff](#), [Jock](#), [Paddy](#), [Polacks](#), [Krauts](#).

Referring to a person's race, ethnicity, or skin colour when it is not relevant. e.g., the [Black teacher](#).

The term **non-White**. Instead refer to a person's ethnic group as mentioned below.

Referring to people as **Blacks** or **Asians**. Instead: If it is relevant to talk about a group of people, say **Black people, a person of South Asian heritage (Indian, Pakistani, Bangladeshi), a person of South East Asian heritage (Chinese, Japanese, Vietnamese) a person of African and White heritage, Asian people** (although be cautious with this term- where it is relevant to mention, be specific. E.g., **Pakistani, Chinese** etc.

Using the term **Caucasian**. This comes from a racist classification system and therefore should be avoided. Instead: **White**.

Using the term **West Indian** outside of international cricket. **Afro-Caribbean** (unless a person identifies as such). Instead: **African Caribbean or be more specific where possible. E.g. Barbadian, Jamaican etc.**

The terms **mixed race or mixed heritage**. Some people may identify as such. However, better to say instead: **Dual heritage, People of White and Caribbean heritage (be specific).**

The term **ethnic minorities**. Instead: **Minority ethnic** (The focus is more on the minoritised status rather than ethnicity. White is also an ethnicity). **Racially minorities are** also used.

The term **BAME**. This term is problematic and should be avoided, as it puts Black, Asian, and Minority Ethnic people into a category together, as though they are a homogenous group with similar lived experiences. Instead: **people of the global majority, ethnically diverse or people who experience racial inequality.**

Use capitalised letters when describing ethnicity- **Black, White, Asian**.

Using language that presents Black as bad and White as good. E.g., **Blacklist, black sheep of the family, whitewash, whiter than white**. Instead: **Boycott/ embargo, outcast, cover up, purer than pure.**

Avoid the microaggression **Where are you from?** When you are asking about a person's heritage. Instead: (if it is necessary to know or there is an established respectful relationship): **How do you describe your ethnicity?**

Shortening a person's name or changing it to make it 'easier to say'. Ask a person how to pronounce their name and practice saying it. It is a part of their identity therefore it is important.

Referring to **you people**, or **your people** as an ethnic or racial group even if intended as a compliment such as, **'you people are such hard workers'**.

Using phrases such as **ghetto, urban or tribe**.

Using the phrase **gypped** which is a racial slur. Instead: **Duped or ripped off.**

Master/ slave language. E.g. **master suite, master copy, slaving over something**. Instead: **Primary/ main suite, copy, working hard at.**

Avoid the term **Third World**. Instead: **Developing countries**.

Be aware that some people use the term People of Colour (the primary term used in the USA) whereas some find it problematic.

Abbreviating somebody's nationality. Some abbreviations such as 'Brit' are considered appropriate, but others are not simply abbreviated terms but terms of abuse and considered highly offensive. The **P word** is one of these examples.

And finally, avoid using the word **normal** as its opposite is abnormal and does not promote inclusion.

## Appendix 3

### Arts Inc. UK Paper - #BAMEOver

<https://incarts.uk>

Throughout August more than 1,000 people took Inc. Arts' #BAMEOver survey, and on 4th September 2020 over 250 people came together to reset the terms of reference for people with lived experience of racism.

We set out to answer the question, 'What do we want to be called?'

Through our discussion we've come up with a guide to terminology, for use by everyone who wants to be an effective ally and wants to avoid causing further harm through the use of casual and inaccurate language.

Here are our preferred terms of reference for people in the UK. We urge you to use them and share them widely.

We do not want to be grouped into a meaningless, collective term, or reduced to acronyms.

#### **BAMEOver: Our terms of reference**

##### **We are African Diaspora people**

**We are South, East and South East Asian diaspora people, and we are ethnically diverse. We are people who experience racism.**

Use these terms in any order you choose.

Just don't call us BAME.

#### **BAMEOver: Rules for engagement**

#1: Language is evolving. Deal with it. The terms we've agreed today may change in the future. Times change: come with us.

#2: Collective terminology is necessary: acronyms are not. Nobody wants to be reduced to an acronym. Especially an acronym that is inaccurate.

#3. We reject BAME. The term unhelpfully blends ethnicity, geography, nationality - and in doing so erases our identity and reduces us to an 'other'.

#4. We reject 'Minority: we are the global majority. And we reject 'ethnic'. This terminology is centred on you seeing us as different.

#5. Call us by our name. Be specific. Understand the terms you use.

#6. We're people first. Not a colour. Not a continent. Never say 'blacks' just as you wouldn't say 'whites' (unless you're talking about washing).

#7. People of Colour is a US term, as is 'Black, Indigenous and People of Colour'. In the UK for many people over 35 this has an uncomfortable resonance with the racist terminology 'coloureds'. The 'colour' of one's skin is not what we have in common, it is our lived experience of racism directed against us.

### Terms of Reference

#### Here's what to say...

*Instead of 'Asian'...*

'Asian' can erase millions of people by not reflecting the rich diversity of culture and ethnicity that is in the continent. There's a huge diversity of experience of oppression faced by those the term refers to.

**Use 'People of South Asian heritage', 'People of East Asian and South East Asian heritage'.**

*Instead of ... 'Black'*

Many black people don't object to being called black: for others it is not accurate enough. Black is a political term, best used by those who meet the conditions of its description. It speaks of collective action against racially motivated oppression. It includes those of African and Caribbean heritage.

If you mean Africans born in Africa, say so. If you mean third generation Caribbean's, say so.

Instead of 'black', use

'African' for those born in the continent',

'African Caribbean', 'South Asian Caribbean' and 'East Asian Caribbean' for those born in the islands,

'African diaspora people' for people of African and Caribbean heritage, Or

**'People of African or Caribbean heritage'**

#### **'Minority Ethnic'**

What a mess. **Let's talk about who we mean.**

There are many who experience oppression through racist action, including those of Romany heritage, or Irish traveller heritage, or Jewish heritage and some within this definition who are definitely not a 'minority' including Latinx- people of Latin American heritage, cultural and ethnic identity, and many more.

#### **British Asian? Black British?**

If you're thinking of using these terms, ask yourself: do you mean those *living* in the UK? Or those *born* in the UK? If it's relevant, say what you mean.

Let's not erase the experiences of migrant communities. Phrases like 'people of X heritage' or 'of the X diaspora' includes migrant people without erasure.

#### **Mixed Heritage?**

People of Mixed White and African diaspora heritage, people of Mixed White and South Asian heritage, people of East Asian and Caribbean heritage... you get the idea. Say what you mean.

#### **Too many words? Want an easy acronym? A simple collective term?**

There isn't one. We choose not to be reduced to an inaccurate grouping. But what we have in common is that we are...

**“People who experience racism”.** This term will require you to then articulate who you are referring to, and may, depending on context, refer to Western Asian people, Irish people, Jewish people and others whose oppression is not captured by current terminology. Please use with awareness the phrase ‘people who experience racism’, and don’t make it an acronym ever.

And if you’re not sure of our ethnicity...

### **What if you don’t know?**

If you’re referring to **‘people who are ethnically and culturally diverse, and who experience racism in our society’** be sure to qualify it with detail of who you are talking about: Latinx people? Romany traveller heritage people? Don’t use it as a catch all without further detail.

### **All too difficult? Can’t be bothered?**

*The difference between saying ‘BAME’ and ‘people of South Asian heritage’ or ‘people who experience racism’ is approximately 2 seconds.*

*2 seconds is not too much time to devote to taking positive anti-racist action on a daily basis. Remaining actively conscious of the language we use is a powerful act of allyship.*

## Appendix 4

The BRIT School has adopted [The Halo Code](#), the UK’s first Black hair code. No staff or students should have to change their natural or protective hairstyle in order to thrive at our School. We hope that the Halo Code will move us one step closer to a world free from discrimination, where all members of our community have their identities fully recognised and celebrated.

**The Code:** “Our School champions the right of staff and students to embrace all Afro-hairstyles. We acknowledge that Afro-textured hair is an important part of our staff and students’ racial, ethnic, cultural, and religious identities, and requires specific styling for hair health and maintenance. We welcome Afro-textured hair worn in all styles including, but not limited to, afros, locs, twists, braids, cornrows, fades, hair straightened through the application of heat or chemicals, weaves, wigs, headscarves, and wraps. At this School, we recognise and celebrate our staff and students’ identities. We are a community built on an ethos of equality and respect where hair texture and style have no bearing on anyone’s ability to succeed.”

<https://halocollective.co.uk/halo-workplace/>

## Appendix 5

[BRIT EDIE Step Cycle](#)