

Understanding Prejudicial Language and the Importance of Challenging it

Definition and Significance:

Prejudicial language encompasses expressions, words, or phrases that convey bias, discrimination, or negative stereotypes towards individuals or groups based on characteristics like race, ethnicity, gender, religion, sexual orientation, disability, or socioeconomic status. It perpetuates harmful stereotypes, reinforces systemic inequalities, and can lead to discrimination and exclusion.

Challenging prejudicial language is paramount for fostering inclusivity, respect, and equity within our educational environment. By addressing prejudicial language, we cultivate safer and more welcoming spaces where everyone feels valued and respected, regardless of their background.

Response Strategies:

Scripted Response:

- We have implemented a scripted response such as "You know what appropriate language is, thank you" to immediately address instances of prejudicial language. This response sets a clear boundary and signals that such language is not acceptable.

Saints Foundation Programme:

- Saints Foundation have delivered sessions with pupils to challenge stereotypes and promote diversity and inclusion. Workshops, educational sessions, and awareness campaigns can address the root causes of prejudice and foster empathy and understanding among students and staff.

Use of Inclusive Language:

- We encourage the use of language that respects individuals' identities and backgrounds. Training and resources have been shared with the staff team to raise awareness of the impact of language and empower individuals to communicate inclusively. Further training is planned for the Summer term.

Involvement of Police to Address Individual Pupils:

- Collaboration with our local neighbourhood policing team – We have set up a number of sessions to address instances of prejudicial language or behaviour among individual pupils. Interventions such as restorative justice practices can address underlying issues and prevent recurrence.

Parent Partnership:

- We have established partnerships with parents/carers to reinforce the importance of addressing prejudicial language at home and at school. Resources, workshops, and communication channels will be developed to engage parents in promoting inclusive attitudes and behaviours.

Individual Strategies and Agreed Responses:

- We have developed individualised strategies aligned with pupil plans to address instances of prejudicial language. Agreed responses should be consistent and supportive, reflecting an understanding of each pupil's needs and circumstances.

Knowing Our Pupils:

- We foster a deep understanding of each pupil, including their backgrounds, experiences, and challenges. We tailor responses to individual needs to enhance effectiveness and promote a supportive learning environment.

Managing Risk:

- We proactively manage risk by identifying potential triggers and implementing preventive measures. Regular risk assessments and monitoring can help mitigate incidents of prejudicial language.

Strategic Use of Suspensions:

- We use suspensions strategically for increased incidents of prejudicial language. While sporadic use may be necessary to address severe or persistent behaviour, it is always accompanied by support mechanisms to address underlying issues and facilitate positive change.

Addressing prejudicial language demands a comprehensive approach that prioritises education, awareness, collaboration, and individualised support. By implementing proactive strategies and fostering a culture of respect and inclusion, we can create learning environments where all students feel valued and empowered to thrive.