



Dream Big
Be Curious
Be Determined
Make No Excuses
Embrace Opportunities

Year 10 Assembly Prejudice and Respect

Tuesday 15th October 2024



Respect – Integrity – Courage – Ambition



Last year I asked you:
What does respect look
like to you?

And why is it important?

When we spoke to staff, students and parents last year about what values they thought should sit within our four new school values, respect came up over and over again – everyone values it

Lots of our House Values were linked to respect, so it was obviously something we had always all seen as important.

As a result, respect is now one of our four core school values

It is so important because it determines how people treat one another, how people feel about themselves and others, it impacts people's happiness and how safe they feel, etc. Getting respect right (or wrong) can have a massive impact.

Respect



- Admiration for someone (or something) because of their abilities, qualities or achievements

'she was respected by everyone she worked with'

- Showing regard for the feelings, wishes or rights of others

'I respected his views'



These are two definitions of respect.

We are going to focus this morning more on the second one.



Remember these examples from sport?



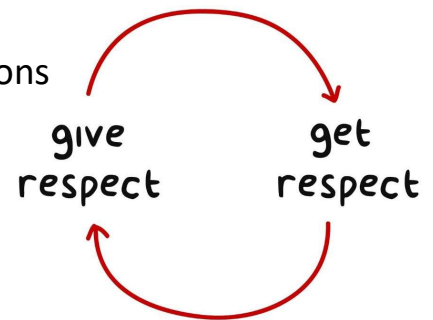
In my assembly last year, I showed you what respect might look like in the world of sport (acknowledging someone's feelings, even when you have won and they have lost; acknowledging the people that have helped you; acknowledging effort and ability at every level (not just professional); respecting other cultures and traditions; allowing people to perform to the best of their ability).

These examples are a mixture of showing admiration for someone because of their abilities/qualities/achievements (pink), and respecting the rights/feelings/wishes of others (blue).

How should we ALL show respect in school?



- Say hello, smile, take an interest
- Say please and thank you
- Listen to each other's views, opinions and questions
- Recognise when someone has done well
- Turn up, on time, dressed appropriately
- Take care of our classrooms and site to ensure they are clean and safe for everyone to use
- Accept one another, **regardless of our differences**



We also went through what respect looked like in school from the sides of both staff and students

Most of these are examples of showing regard for the feelings, wishes and rights of others.

These are basic things that we can all do every day to show respect to others.

They apply to both staff and students.

When everyone gives respect, it is a never-ending positive cycle.

Focus on the bottom point - 'regardless of our differences'.

What makes us different?



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Ask students to consider what makes us different. Watch video.

[Differences // CBeebies on Vimeo](#)

Do you still see the world like those four-year-olds?



- Sadly, not all our students do
- Last year we had 83 **prejudicial** incidents in school
 - 41% - racist
 - 34% - ableist (against a disability)
 - 25% - homophobic
- This academic year we have already had 11 prejudicial incidents reported. There have been incidents in every year group, from Year 7 to 11.

This has to stop.

At the age of 4, the differences that matter are the differences between interests (e.g. food, hobbies, where you live) but they don't stop children from being friends – they are proud of their differences.

Sadly, this seems to change as people get older

We always look at the individual circumstances surrounding an incident, but most of these incidents in school resulted in the student being suspended. We work hard to educate you about prejudicial language in school and so we don't expect you to use it. If you do, the sanction is the most serious we can give because that's how seriously we take it.

Alongside the sanction, all students also receive 1:1 education on the impact of their words and all students involved in the incident are asked if they would like a restorative conversation (this is always optional).

Thankfully, very few of our students repeat the behaviour again, but it should never have happened in the first place.

Prejudice



- ‘An unfair and judgmental opinion or feeling towards individuals or specific groups of people’
- It is never ‘just a joke’ or ‘banter’
- It isn’t just ‘being horrible to one another’ – it is much bigger than that, and has a far bigger impact



Explain the word 'prejudicial' and give the definition of prejudice

Reference the results of students' recent vocabulary tests - very few students were able to accurately define 'prejudice' – many thought it was just a word, or just being unkind – it's important to understand that it is so much more than that.

Go through protected characteristics – what they are, what it means in law for them to be protected and why they are protected.

What impact is it having?



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"It really hurts.
It feels like
someone is
picking on you
for what makes
you individual"

"It is painful. Being treated
differently for my skin colour,
which I can't change, hurts.
Racism is never a joke. We all
deserve respect, no matter
what we look like or where
we come from"

"It made me angry and
made me question things
about myself and my
religion"

"It made me feel sad
and depressed at
home and at school. It
made me not enjoy
school and anxious to
come in"

"It makes me feel
uncomfortable
and disrespected.
It impacts me and
puts me down"

"It made me feel
upset – there is
nothing I can do to
change it (my
disability)"

"It has
made me
not want
to live
anymore"

These are real quotes from students who have been victims of prejudicial incidents in our school.

How does reading/hearing those make you feel? Uncomfortable? Sad? Determined to make a change?

Explain that this behaviour is also impacting parents and families – one small comment has a much wider impact than you realise.

How can you make sure you are doing the right thing?



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- You must not use a protected characteristic to imply something is negative
- **For example**, using a disability (or a word associated with a disability) to imply someone is stupid, or using the word 'gay' to imply something is wrong or bad
- Do not repeat language or actions you might hear or see in songs or online – the use of racial slurs or words will never be tolerated
- If you are not sure what a word or action means and you do not want to offend anyone, **do not say or do it**. Ask for advice from home or from a member of staff first.

Be clear with expectations of students in school.

This is what you pledged last year...



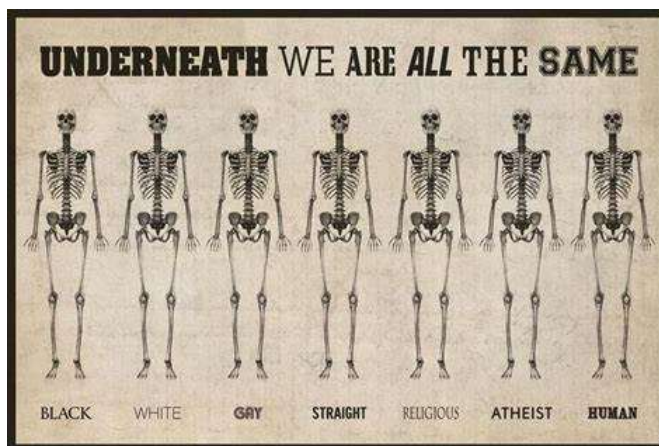
‘I pledge to be part of the solution to end discrimination by celebrating all diversity at Ringwood School’

This was a pledge set out by the Anti Bullying Ambassadors last year and they asked all our students and staff to sign it. It now hangs proudly on the wall in our canteen. You have all committed to ending prejudicial incidents and celebrating our differences, but it is going to take all of us to make that a reality.

Live by the pledge you have made



- Prejudicial language and actions have no place in our school
- If you are concerned about the behaviour of someone in our school **speak up** – this is **safeguarding, not snitching**
- **Everyone** deserves to feel safe, valued and **respected**
- We **all** have a responsibility to make this a reality in our school



Remind students how to report – explain ‘safeguarding, not snitching’ - that we all have a duty to keep each other safe and that has to come above everything else. As much as we should be celebrating our differences, underneath it all, remember we are all the same and we all deserve the same respect.

Our work does not stop here...



- Literacy tutor time activity – now focusing on **prejudice**
- Whole school activities led by our Anti-Bullying Ambassadors on **respect**
- **Wear Red Day** – Friday 18th October 2024 – show your support by wearing red
- An exciting **external speaker** on Friday 8th November – watch this space...



This is not just a one-off assembly – we are committed to reducing prejudicial incidents and so we will do all we can to keep raising awareness and educating our students. Go through list on slide. End by asking students to remember their pledge and to ensure they are each individually doing everything they can to make it a reality.