# Protocol for Culturally Insensitive Language

(race, ethnicity, cultural group, language, gender, mental capacity, intellectual capacity)

**Purpose:** This protocol is meant to be used for instances that require a “teachable moment” about language and/or behavior that is marginalizing and/or exclusive.

## Step 1: Gather More Information

Take a mindful moment to reflect on your feelings, triggers, bias, and initial reactions about the situation. When is the best time to address this?

Speak with all parties involved to gather more information.
- What happened prior to the insult?
- Where have you heard this before?
- What do you think that word means?

## Step 2: State Inappropriateness

This is your opportunity to use this as a teachable moment. Remember the role that culture and experience play into one’s perception of the world.

- Explain the severity of word(s)
- The result of using the words; friendship/relationship

## Step 3: Structured conversation with both/all students

**Norms:**
- Stay engaged
  - Remain morally, emotionally, intellectually, and socially involved in the dialogue
- Experience discomfort
  - This will be uncomfortable. It’s through this discomfort that healing and change can begin.
- Speak the truth
  - Be open about your thoughts and feelings.
- Expect and accept non-closure
  - Don’t rush to quick solutions, the dialogue is required and may not be resolved through one conversation.

**Sentence stems:**
- **Teacher**
  - When I hear _____, I think of ______.
  - I feel/felt ______ when you said that, and I want to understand you choose to use that word/phrase.
- **Student**
  - When you said ______, I felt ______.
  - In order to mend our relationship, I will ____________.

*Woodbrook Equity Team, March 2019*
<table>
<thead>
<tr>
<th>Step 4</th>
<th>Action Steps</th>
<th>Record the Incident</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Use the <a href="#">Conflict Recording Form</a> to record the incident. This information is shared with the counseling department for oversight and follow-up.</td>
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**Plan for next steps**

Does this incident require a follow-up conversation? Is it necessary to have a whole group conversation? What resources do you need? What lessons can you teach?

- Teaching Tolerance (social justice lessons)
- Restorative Questions (form for students)
- Responsive Circle sample script
- Impromptu Restorative Dialogue

**Contact the Parents/Families**

- [Tips for Parent Phone Calls](#)
- [Suggestions for Positive Phone Calls](#)

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<thead>
<tr>
<th>Step 5</th>
<th>Consult with or refer to the administration</th>
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<tbody>
<tr>
<td>Second offense</td>
<td>What should you do if this is a 2nd offense? Who do you pull into the conversation if you need more support?</td>
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<td>● Have the child speak with a trusted adult</td>
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<td>● Have the child speak with someone in the counseling department</td>
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<td>● Consult with administration</td>
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