**Linguistic justice in schools: deficit thinking and anti-deficit resistance**

Deficit thinking is a victim-blaming ideology which frames marginalised communities as deficient and in need of corrective interventions –especially about language, and especially in schools. It locates alleged faults within the language marginalised communities and deflects attention away from broader socioeconomic structures of injustice. Whilst deficit thinking about language is pervasive in schools, it has always been met with anti-deficit resistance which has pushed for linguistic justice. In this keynote I document the long histories of deficit thinking about language in England’s schools, and counter this with anti-deficit efforts which have put issues of language stigma in dialogue with social justice struggles more broadly. Using these efforts and extensive fieldwork with teachers as inspiration, I conceptualise a theory of linguistic justice which seeks to dismantle oppressive ideologies about ‘standard’ languages and abolish inherently unjust systems.