



# PARRAMATTA EAST PUBLIC SCHOOL

## *Anti-racism Procedure*

### 1. Rationale

At Parramatta East Public School our community rejects all forms of racism. We are committed to the elimination of racial discrimination – including direct and indirect racism, racial vilification and harassment – in our organisation, structures and culture, in our curriculum, and in our learning and working environments for which we are responsible.

No student, employee, parent, caregiver or community member should experience racism within the learning or working environments of Parramatta East Public School. Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all staff of Parramatta East Public School. All teaching and non-teaching staff of Parramatta East Public School contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.

Our Anti-Racism procedure aligns with the New South Wales , Department of Education Anti-Racism Policy.

### 2. What is Racism?

The Human Rights Commission defines racism as follows:

Racism can take many forms, such as jokes or comments that cause offence or hurt, sometimes unintentionally; name-calling or verbal abuse; harassment or intimidation, or commentary in the media or online that inflames hostility towards certain groups. At its most serious, racism can result in acts of physical abuse and violence.

Racism can directly or indirectly exclude people from accessing services or participating in employment, education, sport and social activities. It can also occur at a systemic or institutional level through policies, conditions or practices that disadvantage certain groups. It often manifests through unconscious bias or prejudice.

On a structural level, racism serves to perpetuate inequalities in access to power, resources and opportunities across racial and ethnic groups. The belief that a particular race or ethnicity is inferior or superior to others is sometimes used to justify such inequalities. — Australian Human Rights Commission, National Anti-Racism Strategy, July 2012, Page 4 Racism can directly or indirectly exclude

people from accessing services or participating in employment, education, sport and social activities. It can also occur at a systemic or institutional level through policies, conditions or practices that disadvantage certain groups. It often manifests through unconscious bias or prejudice.

This procedure, in conjunction with the New South Wales, Department of Education Anti-Racism Policy, commits the department to the elimination of all forms of racial discrimination in NSW Government schools. It applies to all NSW Public School employees and students and has implications for each school community.

### 3. Indicators of Racism in Schools

Recognising racism in schools may be difficult, as racism manifests itself in a range of ways, some more clearly discernible than others. Some indicators of racism include the following:

hostility or lack of co-operation between groups

appearance of racist graffiti

promotion of racist propaganda

display of racist behaviour including comments, ridicule or abuse, cyber-racism as well as physical harassment and assault

existence of discriminatory practices including: low expectations for some groups of students, non-inclusive policies, curriculum and pedagogy, and denying certain groups access to a wide curriculum

### 4. Anti-racism Contact Officer

The Principal is required to nominate a member of the teaching staff to be the school's ARCO. The ARCO should be an experienced teacher who:

- has good communication and mediation skills
- is trusted by parents, teachers and students
- does not have an advocacy role in the school
- is willing to further develop their understanding of racism
- is a full-time experienced member of staff

## 5. The Role of the ARCO

The ARCO role has three major aspects:

### Complaints support role

Complaints of racism may be made to any member of staff including the ARCO. If a complaint of racism is made to the school Principal, executive member or any other member of staff, the complainant is encouraged to discuss the matter with the ARCO, or advised that the ARCO can assist. The ARCO supports the handling of complaints of racism in a number of ways by:

- managing complaints of racism made by students against other students in accordance with the Behaviour Code for Students and the school's discipline and wellbeing procedures
- referring complaints of racism made by staff and community members to appropriate executive staff members
- providing advice on the complaints handling process to students, staff and community members
- supporting the complainant during the complaints handling process
- providing advice to the Principal and/or nominated complaints manager. All complaints of racism are managed by the ARCO according to the Complaints

Handling Policy and procedures. On receiving a complaint the ARCO, in certain circumstances, may attempt to negotiate a resolution. This is only when the complaint does not involve a staff member or members of the community.

For complaints of racism involving staff members or members of the community, the ARCO provides advice to the complainant on the complaints handling procedures and supports the complainant in the process. The ARCO may be asked to assist in seeking a resolution using the appropriate procedure but it is not the ARCO's role to lead the process. The Principal will nominate a complaints manager to lead the process for resolving the complaint.

### Educational role

The ARCO assists the Principal to: Anti-racism education | Advice FOR schools | May 2017

ensure the school community knows who the ARCO is and what the ARCO role involves. Posters promoting awareness of the role of the ARCO are available on the Department's website.

promote anti-racism education in the school

develop anti-racism education strategies in school planning

ensure that staff are aware of relevant policies including the Anti-Racism Policy; the Multicultural Education Policy; the Aboriginal Education and Training Policy; the Complaints Handling Policy and complaints procedures as they relate to complaints about racism the NSW Aboriginal Education Consultative Group Incorporated Partnership Agreement and The Wellbeing Framework for Schools.

### 3. Monitoring role

The ARCO assists the Principal to:

- maintain records of complaints and allegations concerning racism
- decide what data regarding complaints about racism should be collected
- identify significant statistical trends in relation to complaints about racism
- implement actions arising from complaints of racism.

## 6. Audience and Applicability

This policy applies to all staff employed at Parramatta East Public School. It also applies to students who attend Parramatta East Public School and has implications for the whole school community.

## 7. Context

The [NSW Anti-Discrimination Act \(1977\)](#) External link along with the [Commonwealth Racial Discrimination Act \(1975\)](#) External link make racial discrimination and vilification illegal in New South Wales. These Acts provide the legislative context and foundation for the Anti-Racism Policy of the department.

The [Multicultural NSW Act \(2000\)](#) External link, the [OCHRE: Two years on. Learning together, working together, walking together \(2015\)](#) External link, the [National Framework For Values Education In Australian Schools \(2005\)](#) External link as well as the Department's [Aboriginal Education and Training Policy](#), [Code of Conduct Policy](#), [Multicultural Education Policy](#), [Student Welfare Policy](#) and the [Values in NSW Public Schools Policy](#) provide related requirements that complement the implementation of this policy.

The [Complaints Handling Policy](#) guidelines establish the standard approach to resolving complaints about racism that must be used in all learning and working environments.

## 8. Responsibilities and Delegations

The Deputy Secretary, School Operations and Performance is responsible for ensuring the implementation and monitoring of the policy and the inclusion of anti-racism education strategies and targets within the department's [Multicultural Plan \(PDF 379.3 KB\)](#).

Executive Directors and directors are responsible for examining practices and procedures that support public schools to ensure they are consistent with the policy.

Directors, educational services and the Director, Early Learning and Primary Education are responsible for ensuring the availability of training for anti-racism contact officers.

Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy; nominating an anti-racism contact officer and ensuring they are trained; and including anti-racism education strategies in their school plans.

All staff are responsible for monitoring their own behaviour to ensure that it does not result in anyone experiencing racism.

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community.

The Leader, Multicultural Education is responsible for the publication and currency of the policy and support material, the provision of advice on the interpretation and implementation of the policy and the development of anti-racism strategies to be included in the department's [Multicultural Plan \(PDF 379.3 KB\)](#).

## 9. Mentoring, Evaluation and Reporting to Parents

The Deputy Secretary, School Operations and Performance will report annually, through the department's Annual Report and the Multicultural Policies and Services Program (MPSP) Report, on anti-racism education achievements in NSW Government schools, including reporting on the progress of anti-racism strategies identified in the department's [Multicultural Plan \(PDF 379.3 KB\)](#).

The Leader, Multicultural Education will monitor the implementation of the policy and [Multicultural Plan \(PDF 379.3 KB\)](#), and coordinate the development of the MPSP Report and MPSP Appendix for the Department's Annual Report, which will report on the progress of anti-racism education strategies in public schools.

Schools will report on the progress of anti-racism education strategies, identified in their school plans, through their Annual School Reports.

Schools are required to maintain records of complaints concerning racism and their resolution in accordance with the [Complaints Handling Policy](#) guidelines.