



EMHS Anti-Racism Education Procedures

2023

1. Rationale:

1.1 Elizabeth Macarthur High School aims to counter racism by implementing anti-racism education programs that develop knowledge about our history as a culturally diverse nation, understanding of the nature and impact of racism, and skills in recognising and challenging racism when it occurs.

1.2 In collaboration with the Aboriginal Education Consultative Group (AECG) the school has developed anti-racism strategies to build better understanding of Aboriginal histories and cultures and to reduce and mitigate racism on Australia's first peoples.

1.3 The school has a designated Anti-Racism Contact Officer (ARCO) who assists in countering and managing complaints of racism, as well as supporting the leadership team to lead anti-racism education in the school community.

2. Definitions of racism:

Racism is a contested term and can refer to beliefs, behaviours and systems. The Australian Human Rights Commission has defined it and its various forms as follows:

'Racism takes many forms and can happen in many places. It includes prejudice, discrimination or hatred directed at someone because of their colour, ethnicity or national origin.'

Forms of racism include:

'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.'

3. Responsibilities and Obligations:

3.1 All members of the school community

All members of the school community including students, parents, carers and volunteers, must demonstrate respect for the cultural, linguistic and religious backgrounds of others and behave in ways that promote acceptance and harmony in the school environment.

3.2 Students

In addition to implementing wellbeing policies and the Student Behaviour policy and procedures, students must:

- monitor their own behaviour so that it does not result in anyone experiencing racism
- report any incidents of racism to teachers
- call out racism and racial bullying, if safe to do so, as an upstander

3.3 Staff

All departmental staff must complete the mandatory Anti-Racism policy training. They must demonstrate respect for all cultures and recognise Aboriginal peoples as the First Peoples of Australia, treat all members of the school community fairly, and not discriminate against others on the basis of their cultural, linguistic or religious background in the school environment. Eradicating racism, including challenging the attitudes that allow it to emerge, is the shared responsibility of all departmental staff.

3.4 Principals

Principals lead the development of school practices and procedures that eradicate expressions of racism and challenge attitudes that allow them to occur. They reflect on their own behaviour so that it does not result in anyone experiencing racism. The principal is responsible for ensuring that complaints of racism are dealt with in accordance with the Complaints Handling policy and the Anti-Racism policy.

Principals must:

- appoint an Anti-Racism Contact Officer (ARCO), or ARCOs, and include information about the ARCO/s in the Annual EAL/D Survey
- support the ARCO/s to complete the mandatory training, ARCO blended online training course, and in performing their role
- promote the role of the ARCO within the school community so students, staff, parents and carers are able to access support when needed
- include anti-racism strategies in the 4-year school plan
- model behaviour that demonstrates respect for the cultural, linguistic and religious diversity of the school community
- provide an environment of cultural safety for Aboriginal and Torres Strait Islander students, staff, parents, and other members of the school community
- verify that all staff, including volunteers and contractors are aware of their responsibilities under the policy
- verify that all staff have completed mandatory Anti-Racism policy training (principals determine whether a volunteer or contractor should complete this mandatory training on the basis of their role at the school)

- establish and maintain procedures within their local school context that respond efficiently and appropriately to direct racism, such as incidents of racial abuse, harassment and discrimination and indirect racism, such as lack of recognition of cultural diversity and culturally biased practices
- maintain records of incidents of racism.

3.5 Teachers

All teachers are required to reflect on their own behaviour so that it does not result in anyone experiencing racism.

Teachers must:

- develop an understanding of racism and its impact on individuals and society and their responsibilities under the policy
- promote cultural safety by acknowledging and respecting Aboriginal students' identities, heritage, cultures and languages, and respecting Aboriginal and Torres Strait Islander knowledge systems and ways of knowing
- develop and implement culturally inclusive programs to ensure students learn in a supportive environment free from prejudice and discrimination
- develop intercultural understanding as a general capability through the curriculum
- demonstrate respect for the cultural, linguistic and religious backgrounds of the school community
- manage discussions of race and racism sensitively to create culturally safe learning environments
- ensure educational practices reflect high expectations of students of all cultural, linguistic and religious backgrounds.

Teachers must also address incidents of racism so that appropriate action and support is provided for both the student experiencing racism and the student displaying racist attitudes and behaviours. When dealing with incidents of racism, they must:

- always call out racism and not allow it to go unnoticed so that incidents of racism are used as teaching moments
- acknowledge that an incident is racist and explain the impact of the racist behaviour
- provide ongoing support to the target of racism by checking their wellbeing
- provide guidance for the perpetrator to build understandings of the impact of racism on individuals and society and monitor their behaviour to ensure that racism does not reoccur.

3.6 School Administration and Support Staff

School Administration and Support Staff (SASS) make a significant contribution to a school's culture and cohesion, and are often the first point of contact within the school. They play an important role in countering racism and in creating a welcoming and inclusive school environment.

SASS staff must:

- reflect on their own behaviour so that it does not result in anyone experiencing racism

- develop an understanding of racism and its impacts on individuals and society and their responsibilities under the policy
- demonstrate respect for the cultural, linguistic and religious backgrounds of students, staff, parents/carers and community members in the course of their work
- report any incidents of racism to their supervisor in line with local procedures for reporting incidents of racism.

3.7 Volunteers and Contractors

Volunteers and contractors who work with students and/or teaching and non-teaching staff must:

- monitor their own behaviour so that it does not result in anyone experiencing racism
- demonstrate respect for the cultural, linguistic and religious backgrounds of students, parents/carers and community members
- report any incidents of racism to their supervisor in line with local procedures for reporting incidents of racism.

3.8 Anti-Racism Contact Officers

The Anti-Racism Contact Officer (ARCO) plays an important role in assisting the principal to implement 3 major aspects of the Anti-Racism Policy:

- promoting anti-racism education
- supporting the handling of complaints about racism relating to students, staff and members of the school community
- collecting data about complaints and incidents of racism.

The ARCO assists in promoting anti-racism education and supporting the management of complaints of racism involving students by:

- providing advice on incorporating whole-school anti-racism education strategies in school planning
- facilitating professional learning to build awareness of the impact of racism on student learning, wellbeing and social cohesion
- assisting teachers to access resources which build awareness and understanding of the impacts of racism
- promoting upstander responses to incidents of racism for staff and students
- addressing complaints and incidents of racism involving students through approaches such as restorative practice, which promote respectful behaviours.

The ARCO supports the handling of complaints by:

- providing advice to students, staff and community members on making a complaint and the complaints handling process as it relates to complaints about racism
- managing or supporting the management of complaints of racism made by students against other students in accordance with the Behaviour Code for Students , the School Behaviour Support and Management Plan and wellbeing procedures

- providing information and support to staff, students and community members who wish to make a complaint of racism, in cases where the complaint involves staff or a community member
- assisting the complainant during the complaints handling process
- providing advice related to the impact of racism to the principal and/or nominated complaints manager.

The ARCO assists the principal to gather data about the prevalence of racism and analyse significant statistical trends in relation to complaints and incidents of racism by:

- maintaining records of complaints and outcomes, allegations and incidents of racism
- identifying which datasets regarding racism should be collected, what data should be reported and to whom, and how data can be used to improve the school's response to racism.

4. Making a complaint of racism:

Any student, parent or carer, departmental employee or community member who has experienced, witnessed or otherwise become aware of alleged racism are encouraged to raise their concerns with the school, making a complaint where relevant. Complaints can be made in many different ways, eg. In person, by telephone, in writing, online.

Complaints of racism at EMHS can be made to any staff member. However, to allow for the most efficient response to an issue of racism, students are encouraged to raise the issue as soon as possible with the teacher responsible for the class/activity during which the racism occurred. This may include the teacher on duty should it occur on the playground or the Year Advisor/Head Teacher Wellbeing if of a more general nature.

5. Managing complaints of racism:

1. The school will deal with all formal complaints of racism from the consumer or community using the department's School Community and Consumer Complaint Procedure. [School Community and Consumer Complaint Procedure – January 2017 \(nsw.gov.au\)](#)
2. The school will deal with all formal complaints of racism from staff using the DoE Staff Complaint Procedure. (Accessible to staff only on the DoE intranet)

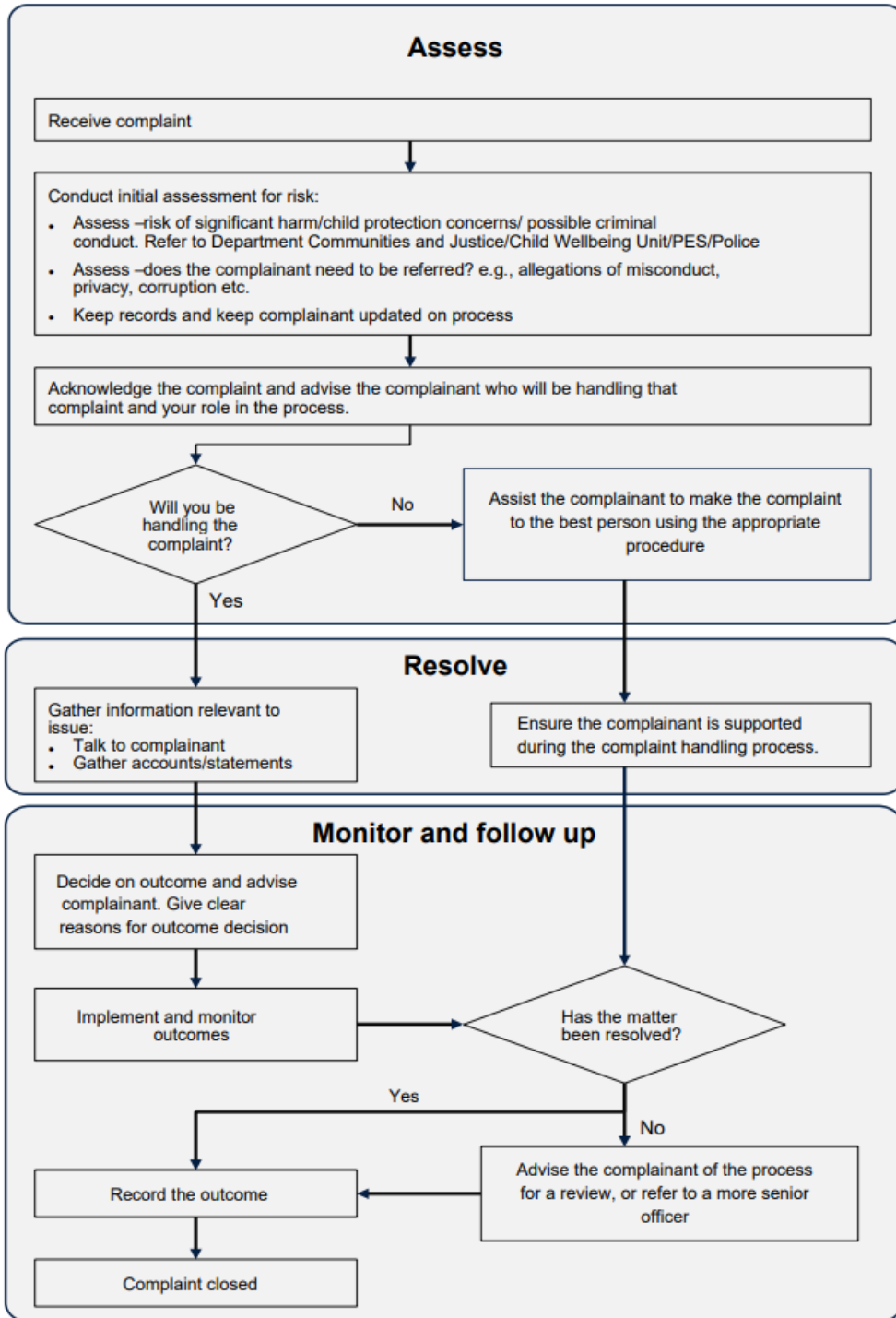
On receiving the complaint, the staff member should assess the complaint to identify any immediate health, safety or security risks and should immediately action and/or escalate to the principal if there are known risks.

Staff will advise the ARCO of issues of racism through the school's SENTRAL system, contact parent to advise of the concern and the staff's actions in notifying the Anti-Racism Contact Officer (ARCO), as well as other strategies utilised to help foster a safe and supportive environment in response to the concern. In line with best practice, this should occur within 3 working days of the complaint being made and finalisation of the complaint should be completed, where appropriate within 20 working day.

If the complaint is made by or about an Aboriginal and Torres Strait Islander student, teacher or community member, the ARCO will consult with our First Nations Education Team in identifying the best people to support the matter. If the complaint is made about or by a community member from a language background other than English, the ARCO can consider whether language or cultural consideration should be addressed in the complaint resolution process, including whether an interpreter may be utilised.

The Anti-Racism Contact Officer (ARCO) will follow the Schools Anti-Racism Contact Officer Complaint Process below.

Figure 1 Schools Anti-Racism Contact Officer Complaint Process



Contact Details:

Anti-racism Contact Officer (ARCO): Pushpinder Smith

First Nation Education Coordinator: Jade Cunningham

Email: Elizabeth-h.school@det.nsw.edu.au

Phone: 4646 2899

6. Promoting anti-racism:

The Anti-Racism Contact Officer (ARCO) information is available to the school community in Promotion of Anti-Racism through:

- close consultation with the AECG, ACLO and AEO
- employment of school based personnel such as Aboriginal Education Co-ordinator and 2 x Aboriginal Student Support Officer
- joint partnership with Clontarf Academy for Aboriginal boys
- school based development of Kirra Aboriginal Girls program
- school based Anti-Racism Contact Officer
- 2 x Year Advisors and Head Teacher Wellbeing for each academic year for early intervention

The school fosters inclusive opportunities for participation in:

- Harmony Day, NAIDOC, Acknowledgement of Country, Clontarf Academy, Kirra Girls, Mabo Day, Sorry Day and Reconciliation Week
- Multicultural Day, Pacifica Group and cultural dance groups

We also work proactively with a number of culturally inclusive services such as:

- CORE, NABU Macarthur Family Youth Services and Functional Family Therapy

The school underpins its actions and decisions with the school values of Respect, Responsibility and Pride.

7. Implementation:

7.1 Procedure ratified by the Parents and Citizens' Association (P&C), Student Representative Council (SRC) and the Aboriginal Education Consultative Group (AECG).

7.2 The Elizabeth Macarthur High School Anti-Racism Education Procedures are made available to the school community at www.elizabeth-h.schools.nsw.gov.au as well as the school's newsletter, in our enrolment information packs, our 6 into 7 information packs

7.3 The school will educate students on the expectations and requirements set out in the procedure at school assemblies and will display the ARCO contact on school noticeboards.

8. Review:

This 2023 policy will be reviewed as part of the school's three year cycle. The school Anti-Racism Contact Officer (ARCO) will engage in mandatory training at least every four years, in line with DoE procedure.

9. Links to other policies:

In developing these procedures the school has drawn on the following documents and websites:

DoE NSW Anti Racism Education: Implementation document for the Anti-Racism policy, 2005 [Anti-Racism Education \(nsw.gov.au\)](https://www.nsw.gov.au/anti-racism-education) and Anti-racism education [Anti-racism education \(nsw.gov.au\)](https://www.nsw.gov.au/anti-racism-education)

DoE School Community and Consumer Complaint Procedure [Complaints Handling \(nsw.gov.au\)](https://www.nsw.gov.au/complaints-handling)

DoE Staff Complaints Procedure [Complaints Handling \(nsw.gov.au\)](https://www.nsw.gov.au/complaints-handling)

Aboriginal education in NSW Public Schools [Aboriginal education in NSW public schools](https://www.nsw.gov.au/aboriginal-education)

