
Implementation Guide for the Braybrook College Anti-racism Policy

(adapted from the NSW Department of Education)

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1 Definitions

1.1 Racism

Racism is a contested term and can refer to beliefs, behaviours and systems¹. 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.'²

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

1.2 Related terms

Anti-racism – Ideas and practices that seek to confront and eradicate racism and racial discrimination on both the interpersonal and systemic level to uphold human rights and ensure equal opportunity for all members of society.

Bystander – Someone who hears or sees something racist and who may want to say or do something to offer support but often is not sure of what action to take. Often used interchangeably with upstander (see below).

Culture – An umbrella term that encompasses social norms and behaviours found in human society as well as the knowledge, beliefs, art, laws, customs, capabilities and habits of individuals within a group.

Cultural safety – Providing a learning environment that is conducive to the diverse learning needs and aspirations of Aboriginal students, and where the students' cultures and identities are visible, centred and valued.⁴

Derogatory - Showing strong disapproval and not showing respect

Direct (overt) racism – Occurs when one person or group of people receive less favourable treatment than another person or group in the same position would have received on the grounds of their race, colour, descent or national or ethnic origin.⁵

Discrimination – Behaviour that treats people unequally based on their perceived group membership. It can range from exclusion to hate crimes.

Equity – Fairness in the way people are treated, which results in everyone having access to equal opportunities. It differs from equality in that it recognises that not everyone starts with the same resources or options, and that some individuals and groups may require specialised or additional support in order to access the same opportunities as others.

Everyday racism – Reinforces negative stereotypes and prejudice about people based on their race, colour or ethnicity. It is often expressed through jokes and casual comments and does not always target a specific person. It is often not intended to cause offence or harm but can have serious impacts on people's health and wellbeing.⁶

Individual racism – The expression of racist attitudes or behaviours by individuals or groups towards other individuals or groups.⁷

Indirect (covert) racism – A subtle form of racism that discriminates against people in a passive or disguised manner. It includes practices or policies that appear to be neutral or fair because they treat everyone in the same way but adversely affect a higher proportion of people from one (or more) racial, national or ethnic group/s. It can occur when there is no intention to discriminate.⁸

Institutional (or systemic) racism – Occurs when institutions such as governments, legal, medical and education systems and businesses, discriminate against certain groups of people based on race, colour, ethnicity or national origin. Often unintentional, such racism occurs when the apparently non-discriminatory actions of the dominant culture have the effect of excluding or marginalising minority cultures.⁹

Multiculturalism – A policy that supports cultural diversity within a society.

Prejudice – An unfounded opinion or attitude regarding a group or its individual members that is often unfavourable and often formed based on ignorance, fear and misinformation.

Race or racial categorisation – Groupings of humans based on perceived similar physical or social characteristics deriving from their common descent.

Racial vilification – A public act intended to offend, insult or intimidate another person or group because of the race, colour or national or ethnic origin of that person or group.¹⁰

Stereotype – A generalised set of traits attributed to a group that is based on the belief that individual members of the group share these traits, allowing little or no room for individual differences. Stereotypes can be positive, negative or neutral.

Unconscious bias – Learned stereotypes about certain groups of people that are formed unconsciously.

Unintentional prejudice that is deeply ingrained in our beliefs and which influences our attitudes and behaviour.¹¹

Upstander response to racism– Racism often happens in the presence of witnesses or bystanders. An upstander response is an active response where the person witnessing the racism acts, when it is safe to do so, by offering support to the target, or by reporting the racism.

Values – Principles or standards of behaviour that a person considers to be important in their life and which underlie and influence their beliefs and behaviours.

White privilege – The implicit societal advantages afforded to white people relative to those who experience racism in societies where white people are the dominant group. It typically refers to the institutional (rather than personal) benefits that are afforded to white people¹²

2 Understanding racism in schools

In schools, racism can take many forms, both on-site and online. It may include jokes, name-calling, verbal abuse, harassment or intimidation. It may also include threats or acts of physical abuse and violence. Teaching and learning practices that do not respect the cultural, linguistic or religious identities of students and staff are also a form of racism.

Racism at school may be direct or indirect and may manifest through unconscious bias or prejudice. It can occur in obvious as well as subconscious, subtle and subversive ways. Without policies and practices in place to actively challenge racist behaviours and biases, systemic racism and racist attitudes may go unchecked in the teaching and learning environment, creating an inequitable and damaging school culture.

2.1 Who experiences racism

At an individual level, people from any cultural background may experience racism, or discriminate against others on the basis of their ethnicity. This is known as individual racism. However, groups who are not from the dominant culture in society are more likely to experience institutional or systemic racism.

In Australia, racism is inextricably linked to colonisation and migration. In the past, a number of racist policies and practices were embedded in Australian laws and institutions and these impacted greatly on many Aboriginal and migrant groups.

For Aboriginal people, this historic racism resulted in the loss of land, language, culture and lives, the forced removal of children, denial of citizenship and lack of recognition as Australia's original inhabitants.

Prejudice and discrimination were also directed towards many groups who migrated to Australia from both English and non-English speaking backgrounds. For example, the White Australia policy aimed to prevent immigration from non-European backgrounds. An escalation in unemployment was often historically linked to scapegoating of immigrant groups such as the anti-Chinese riots and Chinese immigration restrictions which occurred during the gold rush.

While legislation now exists to protect the rights of all Australians, there is a continuing legacy from this history, and racism continues to impact on many Aboriginal people and people from culturally and linguistically diverse backgrounds.

2.2 Indicators of racism

There are a range of indicators that may flag the presence, or possible presence, of racist attitudes, behaviours or practices in the school environment.

Inequitable systems:

- not providing access to interpreters or translations for parents who need them
- not addressing lower academic attainment levels for students from specific cultural, linguistic or religious backgrounds
- applying more severe behaviour management processes for students from some cultural, linguistic or religious backgrounds

- over-representation of specific cultural groups in suspensions, expulsions
- inappropriate use of targeted equity resources for specific groups, such as Aboriginal students, students who have English as an additional language or dialect (EAL/D) or students from a refugee background
- failing to ensure equitable access to government information, programs and services for people from all backgrounds.

Denial of racism, history or cultural expression:

- not delivering an Acknowledgement of Country at formal events
- not allowing students to speak in languages other than English at school
- compelling students to take part in activities that conflict with their cultural or religious beliefs
- condoning, ignoring or inappropriately responding to racism or complaints of racism
- forcibly anglicising student and staff names
- not informing students, parents and staff of their rights in relation to racism
- ignoring, or failing to take seriously, concerns from the Black, Indigenous, People of Colour (BIPOC community) about perceived biases, language use, etc

Under-representation or exclusion of some groups:

- not making genuine attempts to have parent and community committees that represent the school community's diversity
- discouraging the involvement of parents, carers, and community members from some cultural, linguistic or religious backgrounds in school activities or decision-making processes
- under-representation of cultural, linguistic or religious diversity in student and staff leadership roles
- not acknowledging the cultural, linguistic or religious diversity among the school community
- refusing to work or interact with people because of their cultural, linguistic or religious background, or that of their relatives or friends
- placement of students into any courses, pathways, subjects (eg, VCE, Victorian Pathways Certificate, High Achievers programs, etc) without adequate notice/process for students and families, including lack of appropriate timelines/advanced notice or without opportunities to redress perceived underperformance, or without the use of interpreters where necessary during the process

Lower expectations of students from some backgrounds:

- having lower expectations about the abilities of students from some cultural, linguistic or religious backgrounds than others
- inappropriate placement of students in low ability or support groups based on their cultural, linguistic or religious background
- not giving awards or recognition to students from some cultural, linguistic or religious groups
- disregarding the cultural capital students bring to their learning.

Non-inclusive teaching practices:

- teaching programs that assume perspectives of the dominant group as normal
- teaching activities and approaches that lack consideration and respect for Aboriginal peoples' identity, cultures, heritage and languages
- using examples or resources that reinforce racial stereotypes and generalisations about some cultural, linguistic or religious groups
- giving low priority to language and cultural programs in the school's timetable
- excluding students from groups based on their cultural, linguistic or religious background

Stereotyped views or unconscious bias:

- making judgements about a person's language ability based on their accent
- making assumptions about people's abilities or preferences based on their language, religion or cultural backgrounds
- generalising about the values and skills of people from particular cultural, linguistic or religious groups
- excluding people from educational or social groups based on their ethnic background or religious beliefs

Behaviours that incite racism:

- wearing badges, insignia or clothes with slogans against particular cultural, linguistic or religious groups

- writing negative graffiti, slogans or online posts directed at individuals or groups from particular cultural, linguistic or religious backgrounds
- writing or presenting images which encourage racial discrimination, hatred or violence
- creating racist or social exclusion campaigns on social networking sites

Racist comments or abuse:

- using derogatory language or terms to describe particular cultural, linguistic or religious groups
- making stereotyped statements, fun or jokes of people from different cultural, linguistic or religious groups
- telling people to 'go back where they came from'
- verbal or physical assault of people from different cultural, linguistic or religious backgrounds
- using the 'N-word' in full to insult, quote from literature, to repeat verbatim language used by others, etc. [Discussed here](https://www.ted.com/talks/the_n_word_in_the_classroom) in this TED talk (https://www.ted.com/talks/the_n_word_in_the_classroom)

2.3 Impact of racism

Racism in schools hurts both individuals and the learning and working environment. It generates tensions that distort cultural understanding and narrows the educational experiences of the whole school community. Racism directed towards students, teachers and other members of the school community can prevent them from fully participating in school life and achieving their full potential.

2.3.1 Impact of racism on students

For students, racism may impact on educational performance, wellbeing, participation and behaviour.

Impacts of racism on educational outcomes may include:

- lower literacy and numeracy outcomes
- under-achievement in academic performance
- disengagement and lower rates of attendance, participation, and retention
- barriers to further educational pathways and employment
- lack of recognition of high potential or talent resulting in reduced educational opportunity

Impacts of racism on individual wellbeing may include:

- low self-esteem and feelings of failure
- fear of school and withdrawing from others
- loss of confidence
- higher levels of stress
- anxiety and depression

Impacts of racism on identity and belonging may include:

- rejection of own culture
- refusal to speak languages other than English
- confusion about own identity
- sense of isolation
- feelings of powerlessness and lack of resilience¹³

Impacts of racism on behaviour may include:

- silence, withdrawal or disengagement from learning
- reduced concentration or inability to take risks with learning
- disengagement from healthy activities
- increased absenteeism
- failure to cooperate or being disruptive in class

2.3.2 Impact of racism on the school climate

Racism can negatively impact on the school climate, influencing whole school culture and the level of social cohesion and community harmony within the school community. It may result in:

- little or no cooperation or friendship between students from different cultural, religious or linguistic backgrounds
- frequent conflict in the playground between students from different cultural, religious or linguistic groups
- tense or unproductive student-teacher relationships
- staff having low expectations of some students
- lack of parental and community confidence in the school
- parents/carers from some culturally, linguistically and religiously diverse backgrounds being unwilling to engage with the school
- ineffective home-school relationships
- disharmony within the school community

2.3.3 Impact of racism on school staff

School staff may also experience racism at school and this may take the form of harassment, abuse, lack of support for career pathways and/or access to leadership opportunities. School staff may also be exposed to racist stereotypes expressed by students and colleagues. This may result in:

- antagonism between school staff of different cultural, linguistic or religious groups
- lack of collaboration or tensions in the working environment
- high levels of stress, anxiety and depression in the workplace
- loss of confidence and enjoyment in teaching or in working at the school
- increased sick days or other forms of absences
- limited promotion and leadership opportunities for some members of school staff
- high turnover of school staff
- loss of confidence in school leaders to treat all members of the school community fairly

While evidence shows that racial discrimination has a direct impact on a person's overall wellbeing¹⁴, individual reactions to racism often vary. For example, people who do not expect to be dealing with racism may be confused and shocked when they encounter it, while others who may have previously experienced racism, or dealt with it over many years, may respond with anger. Irrespective of the individual response, racism will often have a deep and long-lasting effect on individuals and groups.

3 Countering racism in schools

Developing knowledge and understanding about Aboriginal histories and cultures and the impact of racism on Australia's first peoples is essential for countering racism in schools and in the community. Similarly, strategies that build intercultural understanding and knowledge about our cultural diversity, and encourage cultural inclusion is essential for enabling the equitable participation of people from all cultural, linguistic and religious backgrounds. These strategies help prepare all students for effective participation in our culturally diverse society.

3.1 Implementing anti-racism education

At Braybrook College we aim to counter racism by implementing anti-racism education programs for staff and students 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.

We will have an Anti-Racism Contact Officer (ARCO) who assists in countering and supporting the management of complaints of racism. The ARCO will be appointed to a Position of Responsibility (note: where the ARCO does not have lived experience, they may seek advice from others, including the school's Diversity Equity Inclusion Multicultural Education Aide). While ARCOs play a critical role in supporting Principals to lead anti-racism education, every member of the school community has a responsibility to behave in a non-racist way and reject racism and racist attitudes at school.

Effective anti-racism education strategies need to comprehensively address all sections of the Anti-racism policy, including:

- acknowledging and addressing all manifestations of individual and institutional racism
- recognising and respecting the unique identities of Aboriginal peoples as the First Peoples of Victoria
- encouraging and promoting the voices of those with lived experiences of racism to guide understanding and inform action for countering racism
- embracing the value and benefits of Australia's cultural, linguistic or religious diversity and recognising that anti-racism practice is fundamental to cultural inclusion, social cohesion and community harmony¹⁵
- challenging prejudiced attitudes and ensuring that sanctions are applied against racist behaviours and systems which deny equitable access to educational opportunity

Anti-racism education strategies should not be developed solely as a reaction to a complaint of racism. This circumstance, with its accompanying tensions, does not provide a conducive environment in which to initiate anti-racism education strategies or to have productive discussions about racism. More effective are proactive whole-school strategies that involve staff, students and the wider school community in countering racism, including collaborative strategies that seek to achieve meaningful solutions and the prevention of racism in schools.

Braybrook College will aim to promote strategies that are appropriate for the whole school community. The 'Racism. No way.' planning and evaluation guide can assist to evaluate how well the school is tracking in achieving a racism free environment and to prioritise areas for action.

3.2 The importance of Aboriginal education

Because racism has a particular impact on Aboriginal students and communities, it is critical that antiracism education strategies implemented at Braybrook College build understandings of Aboriginal histories and cultures and the impact of racism on Australia's first peoples, regardless of the number of Aboriginal students or staff within the school.

Braybrook College commits to providing an environment of [Cultural safety](#) for all Aboriginal members of the school community so that they may participate equitably within the learning and working environment. The college will implement effective [Aboriginal Education](#) strategies that establish and maintain high expectations, and improve outcomes for Aboriginal students, as well as implement strategies that increase all students' understandings of Aboriginal histories and cultures. Strategies will also be put in place to ensure that teachers are well equipped to teach Aboriginal perspectives and content across all learning areas and can appropriately support the learning needs of all Aboriginal students, including high potential and gifted students.

For further information relating to working with Koorie and other Aboriginal and Torres Strait Islander Communities, the college will contact our local [Koorie Education Coordinator](#) or [Victorian Aboriginal Education Association Inc \(VAEAI\)](#)

For more information, see [Aboriginal Education in VIC](#) on the department's website.

4 Roles and responsibilities

4.1 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.

4.2 Students

In addition to the behaviours outlined in the College's wellbeing policies such as the Child Safe Policy (Department of Education policies available here, [Behaviour — Students](#)). 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

4.3 Staff

All departmental staff must demonstrate respect for Aboriginal peoples as the First Peoples of Victoria, treat all members of the school community fairly, and must 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 staff.

4.4 The Principal

The Principal leads the development of school practices and processes 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, Misconduct and Unsatisfactory Performance — Teaching Service Complaints - Parents](#) and the school's [Anti-Racism policy](#).

The Principal will:

- appoint an Anti-Racism Contact Officer (ARCO)
- support the ARCO to complete training, 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 school's Strategic 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 students, staff, parents, and other members of the school community
- ensure all staff, including volunteers and contractors are aware of their responsibilities under the policy
- establish and maintain processes in the local 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 and the school's response

4.5 Teachers

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

Teachers must:

- demonstrate respect for the cultural, linguistic and religious backgrounds of the school community
- develop intercultural understanding as a general capability through the curriculum
- 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 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
- 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
- report incidents of racism on Compass or face to face to ensure the relevant Year Level Coordinator is aware. YLC will ensure the ARCO is informed of the incident

4.6 Education Support Staff

Education Support (ES) Staff 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. ES 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 the local process for reporting incidents of racism

4.7 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 the local process for reporting incidents of racism

4.8 Anti-Racism Contact Officers

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

Promote anti-racism education	Support complaint-handling	Monitor incidents of racism
provide advice on incorporating whole school anti-racism education strategies in school planning facilitate professional learning to build awareness of the impact of racism on social cohesion, student learning and wellbeing assist teachers to access resources which build awareness and understanding of the impacts of racism promote upstander responses to incidents of racism for staff and students address complaints of racism involving students through approaches such as restorative practice which promote respectful behaviours	provide advice on the complaints handling process to students, staff and members of the school community along with the relevant Year Level Coordinator, manage complaints of racism made by students against other students in accordance with the college's Child Safe Policy make themselves available for impartial support to staff, students and members of the school community who wish to make a complaint of racism, in cases where the complaint involves staff or a member of the community. offer support to the complainant during the complaints handling process to increase the likelihood of a satisfactory outcome	maintain records of complaints and outcomes, as well as allegations and incidents of racism create a database regarding racism (ensuring right to privacy) analyse significant statistical trends in relation to complaints of racism provide advice to the Principal regarding the impact of racism in the school

The ARCO supports the handling of Anti-racism complaints by:

- ensuring adequate response to complaints in accordance with the processes outlined in this implementation guide
- ensuring students' safety is prioritised through encouraging debrief with Wellbeing Team (who may delegate to the ARCO, who may enlist the support of the school's Diversity, Equity, Inclusion worker) as standard practice
- providing agency to students by asking, within reason, what they would like to see happen as part of resolution process (the ARCO must be clear with students that their suggestions may/may not be possible)

5 Managing complaints of racism

5.1 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 may make a complaint
- Complaints of racism can be made to any departmental employee
- The Anti-Racism Contact Officer (ARCO), who has been trained in the complaints process should support the **resolution** of a complaint involving students and should be offered as support for incidents where students are not involved
- However, the Principal is responsible for determining who will manage the complaint, taking into account the nature of the concerns, the potential risks, and perceived or actual conflicts of interests

- The ARCO should be made aware of all incidents (ensuring right to privacy), in order to provide appropriate support, and for record keeping purposes, which should provide data that helps the school to improve in providing a safe environment

5.2 Who manages complaints

The Principal, ARCO or Year Level Coordinators manage complaints about racism through the school's Anti-racism policy, these Implementation Guidelines and using the school's Child Safe Policy and the department's [Parent Complaint Policy — Victorian Government Schools \(Word\)](#), [Complaints, Misconduct and Unsatisfactory Performance — Teaching Service: Overview | education.vic.gov.au](#) and the [Complaints — Information for Employees : Overview | education.vic.gov.au](#). Data relating to complaints of racism, and the methods used to resolve them, should be maintained, in line with these processes (ensuring right to privacy).

5.3 Process for making a complaint of racism

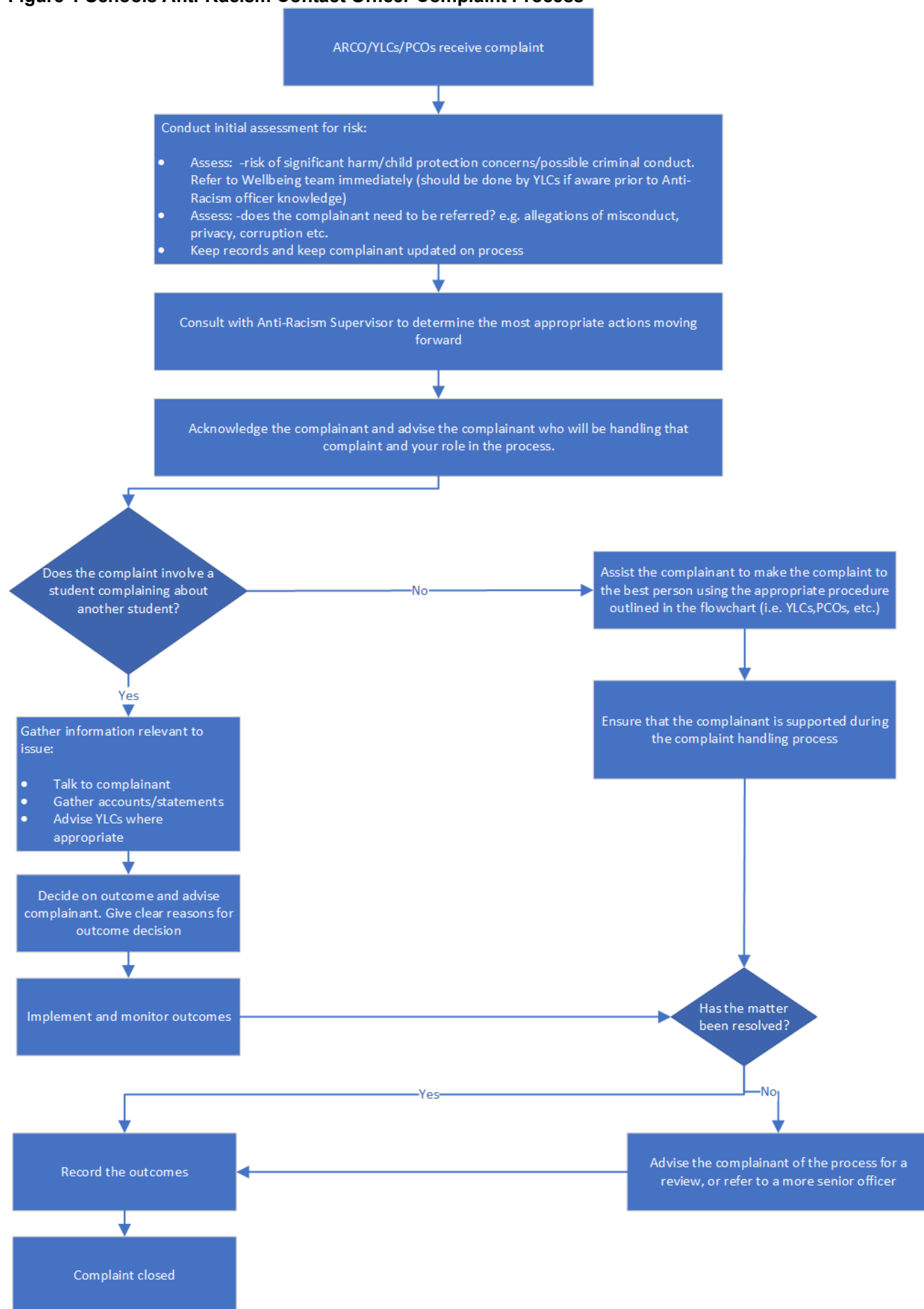
The process for making a complaint about racism varies depending on the nature of the complaint and who is involved.

The following processes are in place to ensure that all complaints are addressed comprehensively and in line with the school's [Anti-racism policy](#). However, complaints can be made to any college staff member with whom the complainant feels comfortable, who will then ensure that the Principal, ARCO or Year Level Coordinator are informed.

Who is making the complaint?	Who is the complaint about?	Who is the complaint reported to?	What happens after the complaint is made?
Student	Another student or students	ARCO or Year Level Coordinator	The YLC or ARCO will work with the students to resolve the matter. The complaint and resolution will be documented (by the ARCO) and if necessary, parents will be informed by the relevant YLC Team.
Student	Staff	ARCO, YLC or Principal Class Officer	The ARCO assists the student by explaining the complaints handling process and supports the student in the process. The process requires the student to make the complaint to the YLC/ARCO or other staff member they feel comfortable with. A PCO will manage the complaint, however, depending on the situation, the PCO may refer the incident to a YLC
Student	Parent or Community member	ARCO, YLC/PCO	The ARCO assists by explaining the complaints handling process and supports the student in the process. The process requires the student to make the complaint to the relevant YLC or PCO who will manage the complaint.
Parent or community member	Staff	ARCO or PCO	The ARCO will explain the complaints handling process and support the complainant (if requested) to make the complaint to the Principal. A PCO will manage the complaint.

Parent or community member	Student	ARCO, YLC/PCO	The ARCO will explain the complaints handling process and support the complainant in making the complaint to the YLC or PCO. The YLC or PCO will manage the complaint.
Staff	Student	ARCO, YLC/PCO	The ARCO will explain the complaints handling process and support the complainant in making the complaint to the YLC or PCO. The YLC will manage the complaint.
Staff	Staff	ARCO, PCO	The ARCO assists the staff members by explaining the complaints handling process and supports the staff members in the process. This includes acting as a support person if required. A PCO will manage the complaint.
Staff	Parent or Community member	ARCO, PCO	The Principal manages the complaint using the Staff Complaints process. The ARCO provides support for the staff member. PCO will manage the complaint

Figure 1 Schools Anti-Racism Contact Officer Complaint Process



6 Resources

For support materials and resources, including professional learning and research, see the following pages on the department's website:

- Victorian [Racial and Religious Tolerance Act](#)
- [Koorie Education Policy](#)
- [Schools Standing up to Racism](#)
- [Multicultural education programs and resources](#)
- [Schools Standing up to Racism](#)
- [Curriculum and Policy Matrix for Schools Standing Up to Racism](#)
- [Creating Inclusive School Communities – Action Plan](#)
- [Develop a Policy to Address Racism \(A4 booklet\)](#)
- [Racism prevention and intervention policy – template example](#)
- [Policy in practice – case studies](#)
- [diversity and inclusion policy](#)

7 Additional resources

- [a workshop for teachers or students](#)
- [supports to address bullying](#)
- [racist bullying](#)
- [Report racism hotline](#)
- [Courage to Care](#)
- [School's In for Refugees](#)
- [free professional learning](#)
- [School Policy Templates Portal](#)
- [Multicultural education programs and resources](#)
- [Racism No Way – NSW Department of Education](#)
- [Resources for Teachers – Australian Human Rights Commission](#)
- [Narragunnawali Curriculum Resources – Reconciliation Australia](#)
- [AIATSIS Map of Australia](#)
- [Let's talk race: A guide on how to conduct conversations on racism – Australian Human Rights Commission](#)
- [Schools Standing Up To Racism – Centre for Multicultural Youth](#) • [NSW AECG Partnership Agreement – Walking together, working together](#)

Further Support:

- ¹ Australian Human Rights Commission (2019), 'Let's talk race: a guide on how to conduct a conversation about racism', Racism. It Stops with Me, p.23 [updated link: https://itstopswithme.humanrights.gov.au/resourcehub/lets-talk-race-guide](https://itstopswithme.humanrights.gov.au/resourcehub/lets-talk-race-guide)
- ² Australian Human Rights Commission (2020), 'What is racism?'
- ³ Australian Human Rights Commission, (2012), 'National Anti-Racism Strategy', p. 3
- ⁴ Australian Institute for Teaching and School Leadership (2020), 'Indigenous cultural competency in the Australian teaching workforce', p. 22
- ⁵ Racism. No Way (2021), 'Glossary'
- ⁶ University of South Australia (2014), Centre for Research in Education Annual Oration: [Reflections on casual racism and the sentiments](#), Australian Human Rights Commission
- ⁷ Racism. No Way (2021), 'Glossary'
- ⁸ Racism. No Way (2021), 'Glossary'
- ⁹ Racism. No Way (2021), 'Glossary'
- ¹⁰ Australian Human Rights Commission (2020), [At a glance: Racial vilification under sections 18C and 18D of the Racial Discrimination Act 1975 \(Cth\)](#)
- ¹¹ Racism. No Way (2021), 'What is unconscious bias?'
- ¹² Racism. No Way (2021), 'What is white privilege?'
- ¹³ Macedo, D.M., Smithers, L.G., Roberts, R.M., Haag, D.G., Paradies, Y., and Jamieson, L.M.,(2019), 'Does ethnic-racial identity modify the effects of racism on the social and emotional wellbeing of Aboriginal Australian children?' PloS One
- ¹⁴ Priest, N., Ferdinand, A., Perry, R., Paradies, Y., and Kelaheer, M., (2014), 'Mental health impacts of racism and attitudes to diversity in Victorian schools', Deakin University
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Guide Reviewed

Guide last updated	April 2025 (To be reviewed every 4 years)
Consultation	Diversity, Inclusion Steering Committee – December 2024
Approved by	Principal
Next scheduled review date	Before April 2029