ASESC

ANTI-RACISM POLICY

~~DRAFT V1~~

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1. Introduction

Anti-racism at Albany Secondary Education Support Centre is a significant part of our school culture as we hold a strong belief in developing young minds, building relationships between people of different backgrounds and creating an environment that is safe, respectful, and culturally inclusive to all staff and students. The key principles that drive this anti-racism policy are:

- Education and success for all students, regardless of their background and identity.
- Ensuring all staff and students are safe and have a voice.
- Regularly review process and actions that promote anti-racism in our school community; and
- Going above and beyond to meet and drive the legalities and obligations outlined in Department of Education WA policies that ensure schools are free from discrimination and inequality.

2. Purpose

<u>Education and success for all students, regardless of their background and identity.</u>

Success for all students has been a consistent and important business target for Albany Secondary Education Support Centre, driven by *Focus 2022*. Success will look different for each individual and the guidance of this policy will allow Aboriginal and Torres Strait Islander and all peoples of diverse ethnicity to thrive in our educative community and provide opportunities for meaningful educative and occupational pathways for the future.

<u>Ensuring all staff and students are safe and have a voice.</u>

At ASESC, the importance of feeling heard and safe is an important part of our school ethos. Thus, the purpose of this strategy is to grow our cultural responsiveness and optimise opportunities to value the

knowledge and perspectives of all cultures with a focus on first nations peoples. This mutual understanding across all cultures will foster respect, acceptance, and connection.

Regularly review process and actions that promote anti-racism in ASESC

The purpose of this objective is to not only increase awareness and understanding of racism and its profound impact, but to give students and staff confidence in facing racial inequalities and incidents. This policy will provide processes and actions used to educate staff and students on racism and develop a thorough cultural awareness via professional learning, cultural experiences and embedding learning experiences in classrooms. Action to tackle racism would be supported by this policy by providing an outline of how racist incidences are dealt with in reference to Department of Education WA policy and procedures.

Legalities and obligations that drive ASESC's anti-racism policy.

Lastly, this policy will highlight and reference policies that support anti-racism in schools. It is key to have relevant Department of Education WA and government policy driving this policy to ensure procedures are followed and a high standard of conduct is maintained at ASESC.

3. Links to other policies

Bullying in the Workplace Policy

Bullying in the Workplace Procedures

Complaints and Notification Policy

Employee Performance Policy

Employee Performance Procedures

Equal Opportunity, Discrimination and Harassment Policy

Equal Opportunity, Discrimination and Harassment Procedures

Staff Conduct and Discipline Policy

Staff Conduct and Discipline Procedures

Student Behaviour in Public Schools Policy

Student Behaviour in Public Schools Procedures

Work Health and Safety Policy

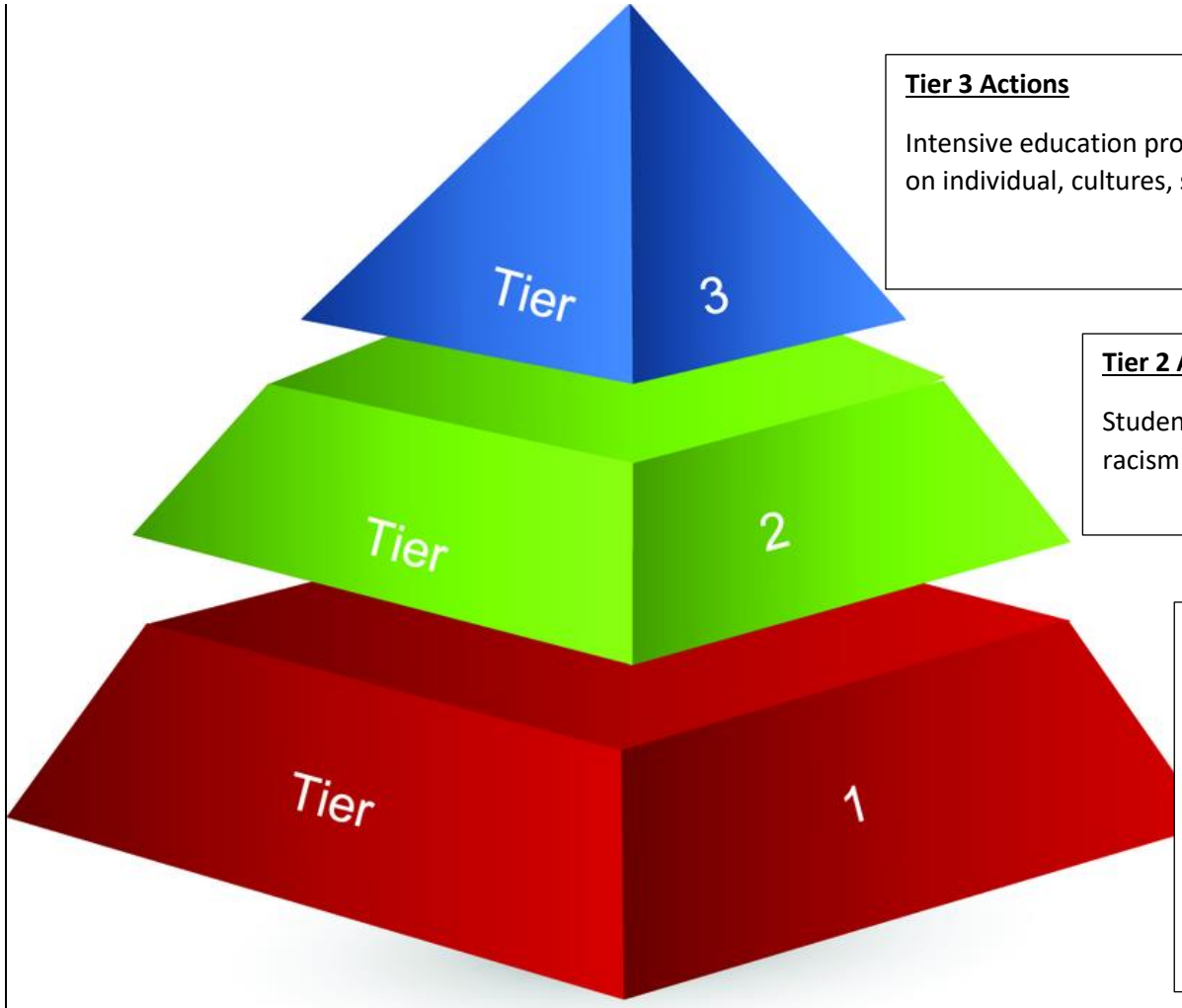
Work Health and Safety Procedures

4. **Policy Contributors**

Kelly Pievaioli	Jennie McCoomb	Nicci Booth
Teacher	Teacher	Deputy Principal
RAP Committee Member	RAP Committee Chair	RAP Committee Member

Karen Campbell	Carol Griffiths
Principal	Program Support Coordinator
RAP Committee Member	RAP Committee member

5. Actions to eliminate racism and become an anti-racism school.



Tier 3 Actions

Intensive education program that explores racism and the impacts it has on individual, cultures, school and the wider community.

Tier 2 Actions

Student support programs to assist students who have been subjected to racism and provide perpetrators with appropriate counselling.

Tier 1 Actions

Development, implementation and evaluation of policies, strategies, and curriculum initiatives to counter racism.

Creation of a climate that supports students and staff from all backgrounds, values cultural diversity and rejects racism in all its forms. Staff complete training and development programs which develops skills in dealing with racism as well as access to teaching skills to teach students from a culturally diverse background.

6. Actions to deal with racist incidents - students

Ethos: As educators we will speak up against bigotry. We will not let hate have the last word. Put yourself out there and make a difference. We need a coordinated response to create a safe, inclusive environment for all.

A student expresses racist opinions or makes a racial slur during class.

Staff: Be calm and thoughtful; firm and confident. Respond to the racist remark in the manner of:

…. It is not okay to talk like that. We are meant to be doing (direct to learning activity).

I don't find that funny/appropriate/offensive.

Don't redirect with a question. Approach teacher privately when able to discuss incident.

Teacher addresses issue privately with the student. Some appropriate responses are:

Why would you say that?

What did you mean when you said…."

What point were you trying to make?

Did you mean to say something hurtful?

Those words don't help others feel safe and accepted.

Give a counter narrative in relation to what they've said.

Refer to PBS expectation of "Positive and Caring", "Respectful" and "Safe".

Do not make a student feel shame, threatened or humiliated; the goal is to take a long term education approach.

I need to let Student Support Know as that language is never okay.

Teacher then determines appropriate consequence

Enter onto Compass as a Minor Behaviour. Click checkbox "Indirect Racism".

A student expresses racist opinions or makes a racial slur during break times.

Hate Speech

Staff: Be calm and thoughtful; firm and confident. Respond to the racist remark by interrupting and calling out their behaviour. This can be a brief non emotive reaction with the goal being to stop the speech.

"That's offensive. That's not being positive or caring or respectful."

"I don't find that funny!"

Give a counter narrative in relation to what they've said.

Minimise victim exposure – minimise access to victim by diverting victim away from incident.

Physical Intimidation/Aggression

If students are physically aggressive/intimidating as a result of the racial.

1. Intervene using clear concise direction.
2. Separate if possible using appropriate guides and Team Team responses.
3. Call for support.
4. Report incident on Chronicle

Report immediately to student support and wellbeing team.

Enter onto Compass, when entering Major Behaviour entry on Chronicle, select checkbox "racism" as well as verbal abuse or physical aggression.

7. Policy Review

Policy to be reviewed by 30th November, 2023.

8. Links to other resources

Racism, No Way!

https://racismnoway.com.au/

Learning for Justice

https://www.learningforjustice.org/magazine/publications/speak-up-at-school

Nannagunnawali: Reconciliation in Education

https://www.reconciliation.org.au/our-work/narragunnawali/