SCHOOL ANTI-RACISM EDUCATION

Last Revision: October 2021

Contents

CALLAGHAN COLLEGE WARTAH CAMPUS INCLUSION POLICY

Statement of Purpose

Callaghan College, Waratah Campus provides education for students within the NSW curriculum framework, focusing on the development of young people as community members, including intellectual, physical, cultural and moral development. Through the curriculum and school activities, we foster an environment of inclusivity based on mutual respect and understanding of all cultures and belief systems.

All staff and students have a responsibility to treat each other with respect and dignity. Racial discrimination, that is discrimination on the basis or culture, skin colour, religion and country of origin are unacceptable in our school community.

Consultation and Formation Process

This plan was developed in collaboration with our school community as part of our Learning and Wellbeing Framework. A review of school data relating to attendance, behaviour incidents, and learning engagement from 2019-2021 and the Tell Them From Me surveys assisted in informing the development process. The school has established an Inclusion Team to oversee and manage the plan's implementation, evaluation and review.

This plan has been endorsed by the principal, the president of the P&C and the Director of Educational Leadership in 2021, and it will be reviewed every three years with the next review to occur in December 2024 as required by NSW Department of Education policy.

Roles and Responsibilities

To provide a safe, respectful and supportive learning environment at Callaghan College Waratah Campus, it is important that students, parents and staff understand their roles and responsibilities in the development, implementation, evaluation and review of this plan.

Students:
- o Provide input and feedback to staff about the plan as required and as part of its review process.
- o Understand the plan on a foundational level upon enrolling in the school.
- o Follow the plan to promote their own positive behaviour and learning to promote a more positive school experience.

Staff:
- o Provide input and feedback to the school executive about the plan as part of its review process.
- o Understand the plan on a detailed level upon starting work in the school.
- o Teach elements of the plan to students on a regular basis.
- o Follow the plan in promoting inclusion and acceptance
- o Seek guidance and supervision from colleagues regarding queries about the plan.
- o Provide copies of the plan to parents.

Parents:
- o Provide input and feedback to staff about the plan as required and as part of its review process.
- o Understand the plan on a foundational level upon enrolling their child in the school.
- o Seek clarification from staff regarding any queries about the plan.

CALLAGHAN COLLEGE WARTAH CAMPUS INCLUSION POLICY

School Values and Beliefs

1. **Empowering Self**
   We are own our choices and behaviours, therefore, we take credit when we do well, and take responsibility when we don't. We participate in safe and healthy behaviours, building our resilience to be the best version of ourselves.

2. **Valuing Others**
   We know that positive relationships make us stronger as individuals and better as a community, hence, everything we do should be to nurture and protect these relationships. We actively work to create safe and secure environments in the school, respect and advocate for others and we contribute to the culture of the school through being part of a team and building our school spirit.

3. **Agency in our Learning**
   Learning is a process that encourages success and aspiration in our lives. We contribute to deeply engaged classrooms and are deeply connected to our learning, helping to creating a vibrant learning culture where confident and creative learners thrive.

Student Assemblies, Events and Curriculum Topics

Dates	Events/Topics
T1, Wk 3 13/02/22	National Apology Day
T1, Wk 8	Easter celebrations
T1 Wk 8 18/03/22	National Day Against Bullying and Violence
T1, Wk 9 21/03/22	Harmony Day
T1, Wk 9 21/03/22	International Day for the Elimination of Racial Discrimination
T1, Wk 11 02/04/22-01/04/22	Ramadan commences for 1 month
T2, Wk 2 02-03/05/22	Eid Festival
T2, Wk 6	National Reconciliation Week
T2, Wk 6 26/05/22	National Sorry Day
T2, Wk 6 27/05/22	1967 Referendum Day
T2, Wk 7 03/06/22	Mabo Day
T2, Wk 10 20-26/06/22	Refugee Week
T2, Wk 11 4-11/07/22	NAIDOC Week
T4, Wk 7 16/11/22	International Day for Tolerance

Student Roles and Responsibilities

- Student voice is represented through leadership groups: Student Representative Council; First Nations Leadership group; EAL/D Leadership group.
- Regular meetings will be held with leadership groups to share ideas and organise whole-school functions.
- All students have a responsibility to engage in conversations on culture, race and religion with respect and empathy
- Work with staff to call out racism by being an upstander

Staff Professional Learning and Events

Dates	Events/Topics
Ongoing	CLO for Aboriginal and Torres Strait Islander students
	CLO for EAL/D students
	TELL, STARTTS and Incidental counselling courses
	Aboriginal and Torres Strait Islander Education: Policy into Action
	Department support Officers to support, plan and embed practices
	EAL/D Education Leader

Staff Roles and Responsibilities

- ARCOs work with all staff to promote inclusivity and eradicate racism
- Staff are responsible for ensuring inclusivity is embedded into programs through multicultural texts and discussions, and varied cultural learning pedagogies
- In incidents of racism, staff should be upstanders, report incidents to ARCOs or inline managers and engage in restorative processes.

ARCO Role

Work as part of the Inclusivity Team by:

- promoting inclusive education; to provide advice on whole-school inclusive and anti-racist education strategies; facilitate professional learning to build awareness of the impact of racism
- promoting upstander responses among staff and students
- supporting the handling of complaints, and monitoring incidents
- developing restorative processes among staff and students, which promote respectful behaviours.

Community Events and Opportunities

Dates	Events/Topics
T1	Harmony Day evenets
T2	Naidoc week events and assemblies (College/Campus)
T4	EAL/D Expo

Parents/Carers Roles and Responsibilities

- Report incidents of racism to the appropriate Deputy Principal
- Engage in whole-school Inclusivity events where possible
- Support the development of inclusive language and practices as a whole community

Indicator of Racism

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
- visible racist language
- 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.

Waratah Campus sets high expectations in all areas of the school. See the following Waratah Behaviour Matrix.

Value	All Settings	Classroom	Playground/Breaks	Assembly	Toilets
Empowering Self	• Promote safe behaviors • Practice healthy behaviors • Build you own resilience when things are hard or go wrong	• Focus on learning • Practice curiosity by being interested and resourceful • Be confident in my learning • Show resilience and determination with my learning	• Self-regulate my playground behaviours to promote a safe and healthy behaviours • Play safely and with sportsmanship • Stay in areas that are safe	• Be interested in others • Self-regulate my behaviour so I can give my attention to those who are on stage	• Use facilities in a safe and healthy way
Valuing Others	• Contributes to safe and secure environments • Contributes to a culture of school spirit • Respects others • Advocates for others • Demonstrates empathy for others • Use my influence to show responsibility and care for others	• Understands other people's perspectives and acts for them • Shows initiative in my learning • Co-constructs with others in learning • Commits to the group	• Speaks with care and respect for others • Uses language that is kind and shows care for others • Treats others well and with care and respect • Accepts and celebrates difference	• Works as part of a team to take a role in assemblies • Uses body language and words that are encouraging towards others • Works as part of a team to promote school spirit and school culture	• Allows others to use facilities in a safe and secure way • Look after our school environments
Agency in My Learning	• Contribute to a successful and vibrant learning culture • Be confident and creative with my learning • Support my peers in their learning journey • Work with my teachers to be successful in my learning	• Aspire to be the best learner I can be • Think how and why about concepts and ideas • Build new ideas • Make meaning • Express meaning • Be aware of what a deeply engage classroom looks like	• Use the playground as a learning area	• Support and celebrate learning through assembly showcases • Encourage other students to be confident and creative in showcases their learning success	• N/A

Callaghan College Waratah Behaviour Matrix
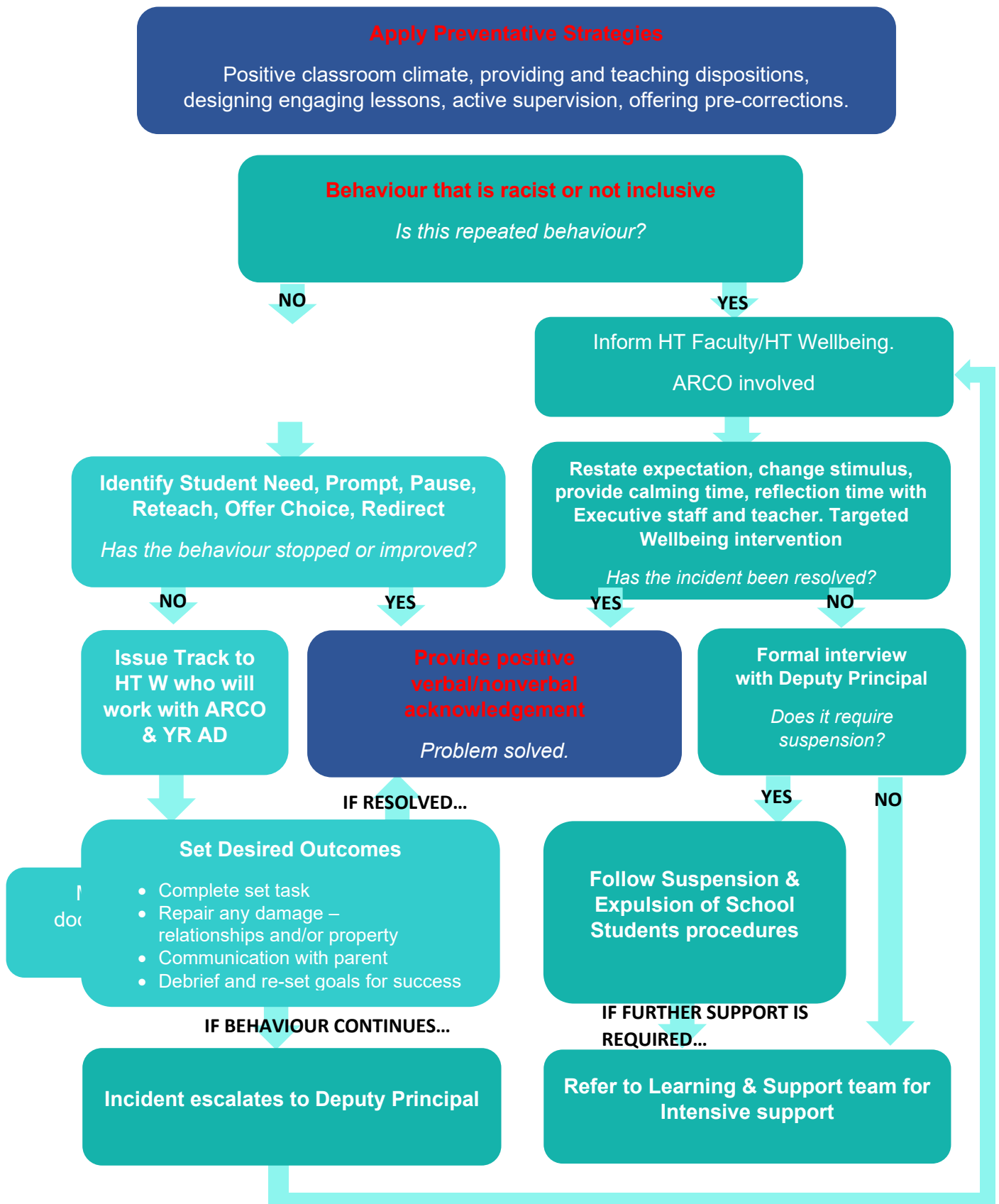
CALLAGHAN COLLEGE WARTAH CAMPUS INCLUSION POLICY

Strategies and Practices to Manage Inappropriate Student Behaviour

At Callaghan College Waratah Campus, we recognise that our students are still developing and maturing. There is an understanding that they will make mistakes in relation to their conduct – this is only human. Hence, our response to these errors is to work with them on better choices. The staff strive to provide responses that are consistent and proportionate to the nature of the behaviour, using our strength-based language to offer better behaviour choices.

		Meeting or exceeding dispositions	Working towards dispositions
Empowering self	Demonstrates resilience	Ability to resolve social conflict Uses positive and respectful talk Wears uniform with pride Engaged in learning Prepared for learning	Profanity/abusive language Non-compliance? Uniform infractions Truancy Partial truancy
	Models safe and healthy behaviours	Respect and values self Respectful user of school equipment Uses appropriate behaviours around the school community Promotes healthy choices Showing care and concern for others	Self-harm Theft Possession of a weapon/ banned item Possession of prohibited items drugs, combustibles Smoking
Valuing others	**Respects and advocates for others**	**Member of a school Leadership Team** **Member of organising team for advocacy/awareness event** **Peer mediator or Peer Support Leader** **Displays empathy for others** **Shows kindness for others**	**Bullying** **Harassment** **Homophobia** **Racism**
	Contributes to a collaborative culture of teamwork	Helps team solve problems and potential conflicts Helps or mentors others Good sportsmanship Consistently carries out various team roles/responsibilities	Inciting social conflict Aggressive behaviour toward students Aggressive behaviour toward staff Violence
	Upholds safe and secure environments	Consistently equipped for safe participation Actively assists in maintaining safe environments	Out of bounds Inappropriate location Unsafe practices Inappropriate use of equipment Unequipped for safe participation
Agency in Learning	Promotes successful and aspirational learning	Exemplary results in assessment task Strives for success in their learning goals Achieves great results in extracurricular competitions Represents the school for learning Engages with and responds to complex problems	Repeated non-completion of class tasks Non-submission of assessment task Underachievement Cheating/ plagiarism
	Contributes to a deeply engaged classroom	Communicates effectively for learning Offers ideas and accepts others' ideas Displays confidence with their own learning Is creative with finding solutions to learning problems	Inappropriate phone use/ misuse of digital devices Disruption/non-compliance with class responsibilities Disengaged from learning

Apply Preventative Strategies

Positive classroom climate, providing and teaching dispositions, designing engaging lessons, active supervision, offering pre-corrections.

Behaviour that is racist or not inclusive

Is this repeated behaviour?

NO

YES

Inform HT Faculty/HT Wellbeing.

ARCO involved

Identify Student Need, Prompt, Pause, Reteach, Offer Choice, Redirect

Has the behaviour stopped or improved?

Restate expectation, change stimulus, provide calming time, reflection time with Executive staff and teacher. Targeted Wellbeing intervention

Has the incident been resolved?

NO   **YES**

YES   **NO**

Issue Track to HT W who will work with ARCO & YR AD

Provide positive verbal/nonverbal acknowledgement

Problem solved.

Formal interview with Deputy Principal

Does it require suspension?

IF RESOLVED...

YES   **NO**

Set Desired Outcomes

- Complete set task
- Repair any damage – relationships and/or property
- Communication with parent
- Debrief and re-set goals for success

Follow Suspension & Expulsion of School Students procedures

IF BEHAVIOUR CONTINUES...

IF FURTHER SUPPORT IS REQUIRED...

Incident escalates to Deputy Principal

Refer to Learning & Support team for Intensive support

Evaluation and Review

The aim at Callaghan College Waratah Campus is to review the plan every year in December to inform interventions and supports for the next school year. This review will be undertaken by the Senior Executive team.

Any feedback regarding this school inclusion policy is to be communicated to the Principal (email: hayley.macdonald@det.nsw.edu.au) who will collect and collate the feedback when it is time to review the policy each December. The Learning and Wellbeing Team will take their findings and recommendations to present to the whole staff. From there, they will begin to plan and revise this plan for an updated release for the next school year.

CALLAGHAN COLLEGE WARTAH CAMPUS INCLUSION POLICY

LIST OF RELATED LEGISLATION

Commonwealth Australian Education Act 2013
Commonwealth Disability Discrimination Act 1992
Commonwealth Disability Standards for Education 2005
NSW Children and Young Persons (Care and Protection) Act 1998
NSW Education Act 1990 No 8

LIST OF RELATED DEPARTMENT OF EDUCATION POLICIES

Anti-Racism Policy
Bullying of Students – Prevention and Response
Child Protection Policy: Responding to and reporting students at risk of harm
Legal Issues Bulletin 9 – Physical restraint of students
Legal Issues Bulletin 56 – Confiscation of student property
NSW Behaviour Code for Students
School Uniform Policy
Student Discipline in Government Schools
Suspension and Expulsion of School Students Procedures – 2011
Staff Code of Conduct
Work Health and Safety (WHS) Policy

LIST OF RELATED RESOURCES

The Wellbeing Framework for Schools
The Australian Student Wellbeing Framework
Bullying. No Way!
Racism. No Way!
School Communities Working Together