Recognising racism and its effects in schools

**Educational outcomes**
- Lower school participation rates for students from cultural or linguistic backgrounds.
- Lower literacy and numeracy outcomes for students from diverse cultural and linguistic groups.
- Lower rates of attendance, participation and retention in education for students from cultural and linguistic groups.
- Barriers to employment and further education pathways.
- Gifts and talents of students from diverse cultural and linguistic groups are not recognised or developed.

**Individual harm and self-esteem**
- Lower self-esteem, feelings of failure.
- Withdrawing from others, fear of school in students who have been subject to racism.
- Teachers who are subject to racism losing confidence and enjoyment in teaching.
- Feeling anxious or depressed.

**School climate**
- No friendship or co-operation between students from different cultural or linguistic backgrounds.
- Frequent fights in playground between students from different cultural or linguistic backgrounds.
- Students from different cultural or linguistic backgrounds form groups in self-defence.
- Antagonism between staff of different cultural or linguistic groups.
- Tension in learning and working environments.

**Cultural identity**
- Rejection of own culture and parental values.
- Students not speaking first language for fear of ridicule.
- Confusion about own identity.

**School/community relations**
- Lack of confidence by parents or community from culturally and linguistically diverse backgrounds in the school and education system.
- Parents from diverse cultural and linguistic groups unwilling to participate in school.
- Lack of empowerment for parents from diverse cultural and linguistic groups.

**Student behaviour**
- Silent, withdrawn, not engaging with learning.
- Unable to concentrate in class.
- Unable to take risks with learning.
- Poor school attendance.
- Aggressive or violent reactions by students who are victims of racism.
- Disruptive behaviour.

**Non-inclusive curriculum or teaching practices**
- Teaching programs that assume the perspectives of the dominant group as the norm.
- Using curriculum resources that do not reflect the perspectives of diverse cultural and linguistic groups.
- Inappropriate placement of students in low ability groups on the basis of their culture or language background.
- Not giving awards or recognition to students of particular cultural or linguistic groups.
- Not providing for the religious diversity of the school.
- Giving low priority to language and cultural programs in timetable.

**Judgements based on stereotypes**
- Making judgements about a person’s language ability according to his or her accent.
- Making assumptions about people’s abilities or preferences based on their language or cultural background.
- Allowing tasks in teachers or students according to their language or culture.
- Not acknowledging the cultural and linguistic diversity among students.
- Using examples that reinforce stereotyped views of particular cultural or linguistic groups.
- Teachers having lower expectations or students from some cultural or linguistic groups.

**Physical assault and harassment**
- Students insulting others from different cultural and linguistic groups.
- Intimidating behaviour towards people from other cultural or linguistic groups, e.g. stealing, threatening, stalking.
- lights against or physical assaults on others from another cultural or linguistic group.

**Discriminatory policies and procedures**
- Ignoring or not responding to incidents or complaints of racism.
- Not informing students, parents and staff of their rights in relation to racism.
- Having parents and community organisations that are not representative of the diversity of the school community.
- Not providing access to interpreters or translation services for parents.
- Encouraging the involvement of parents and community members from diverse cultural and linguistic backgrounds in school activities or decision-making processes.
- Not allowing students to speak their first language at school.
- Forcing students to take part in activities in conflict with their cultural or religious beliefs.
- Repeatedly neglecting students’ names.
- Applying more severe discipline measures for students from some cultural and linguistic backgrounds than others.
- Having significantly higher rates of suspension or exclusion for students of some cultural or linguistic groups than others.
- Concerning racist behaviour or practices as annoying to go unnoticed.