Recognising racism and its effects in schools

Educational outcomes
- lower school participation rates for students from culturally and linguistically different groups
- lower literacy and numeracy outcomes for students from some cultural and linguistic groups
- lower rates of attendance, participation and retention in education for students from some cultural and linguistic groups
- barriers to employment and further education pathways
- gifts and talents of students from some cultural and linguistic groups are not recognised and or developed

Individual happiness 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 groups
- frequent fights in playground between students from different cultural or linguistic groups
- students from different cultural or linguistic backgrounds firm 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- silent, withdrawn, not engaging with learning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
- using curriculum resources that do not reflect the perspectives of diverse cultural and linguistic groups
- using examples that reinforce stereotyped views of particular cultural or linguistic groups
- students having lower expectations or students from some cultural or linguistic groups
- 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

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 translators 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
- foreclosing options for students’ choices
- applying more severe discipline measures for students from some cultural or linguistic backgrounds than others
- having significantly higher rates of suspension or exclusion for students from some cultural or linguistic groups than others
- concerning racist behaviour or practices or allowing them to go unchallenged

Physical assault and harassment
- students bullying others from different cultural and linguistic groups
- humiliating behaviour towards people from other cultural or linguistic groups, e.g. stealing, threatening, staking
- lights against or physical assaults on others from another cultural or linguistic group