

Preventing racist bullying – planning tool for schools

This checklist outlines the key steps for schools in preventing and responding to racistbullying.

The approach is adapted from the CPR (1) Model* that shows bullying is reduced when people are connected, protected and respected.
The checklist can be used to stimulate discussions among staff as well as determining areas of action for the school.

If you would like a more extensive audit of your school, see:

- Vic Health’s The School-Based Assessment Tool supports schools to review existing policies, procedures and practices to better support diversity and address racist bullying. See: <https://www.vichealth.vic.gov.au/LEAD>
- Foundation House: School’s In for Refugees (SIFR) Audit Tool provides a whole school approach to supporting students and families of refugee background. See www.foundationhouse.org.au/schools-refugees-tool-1-audit/

Connected	Y	N	What we currently do	What we can do to improve	Timeline for completion	Responsible person
Our school promotes a respectful culture and the development of a positive relationships where we all learn from each other			<ul style="list-style-type: none">Teachers value every child in their grade class and specialist lessons.The school values of Commitment, Acceptance, Respect, Excellence and Strength are taught explicitly at the start of every year.The school rules and expectations of Be Safe, Be respectful, Be responsible and Be a Learner are taught and referred to throughout the year.The Respectful Relationships curriculum is taught from prep to Year 6 – a 50 minute scheduled session is planned and delivered every week.	<ul style="list-style-type: none">Celebrate our diversity as a school by holding a Multicultural day each year.Promote inclusion through GEM days – Gratitude, Empathy and Mindfulness and within classes regularly.	Multicultural day in Term 2, 2024 GEM days – twice a term	Wellbeing AP
Strategies are in place to identify and positively link students who are isolated			<ul style="list-style-type: none">Friendship HutLunchtime activitiesLibrary open at lunchtime, every day	<ul style="list-style-type: none">Reinstate and promote the Friendship Hut near the soccer pitch. A place for students to find friends.Students mentor students – identify students that struggle socially and partner them with a mentor.A variety of lunchtime activities on a regular basis.	Lunchtime activities – 4 times a term Peer mentoring - ongoing	Wellbeing team
Our school supports students to learn about their own culture and other cultures			<ul style="list-style-type: none">Whole school Japanese program.The History curriculum is taught from prep to Year 6.'Getting to know you' weeks scheduled at the start of each semester.Staff share their family stories with students and students share with staffConversations in the classroom about what makes us different and what makes us similar. Different backgrounds, learning styles, etc.	<ul style="list-style-type: none">Teach the Victorian Curriculum capabilities of Ethical Capability, Intercultural Capability and Personal-Social Capability.	Scheduled for staff meetings in term 1 and 3	Wellbeing AP
All school staff receive intercultural competence or cross cultural awareness training			<ul style="list-style-type: none">CUST (Community Understanding and Safety Training) professional learning/training provided for all staff	<ul style="list-style-type: none">New staff members to complete CUST training.Centre for Multicultural Youth lessons and staff training	Yearly	Principal
Our school community provides opportunities for everyone to share, understand and celebrate their cultural background			<ul style="list-style-type: none">Show and tell – prep to year 3Class presentations – year 4-6	<ul style="list-style-type: none">Multicultural day	Yearly	Leadership team
Our school has visual displays that celebrate our diversity			<ul style="list-style-type: none">Indigenous art in the libraryFlags displayed and visible on school grounds – Australian, Aboriginal and Torres Strait Islander flags.	<ul style="list-style-type: none">Japanese flag used to fly in the Japanese garden. We are currently investigating a sister school arrangement once this has been established, we will hang the relevant flag.	Ongoing	Leadership team
Our school exposes students to positive role models from diverse cultures			<ul style="list-style-type: none">Year 5 and prep buddy program each year. Throughout the year, opportunities for the students to get to know each other and the school.Staff are from different cultural groups and their culture has been shared with students.Aboriginal elders have come to officially open the Indigenous Australian garden.	<ul style="list-style-type: none">Multicultural day and parade. The day to involve story telling from around the world, food and experiences.Bunurong elders invited to events.	Yearly	Leadership team
Our school celebrates Aboriginal and Torres Strait Islander culture			<ul style="list-style-type: none">We have had an Indigenous Australian day where elders have come in for activities, i.e. Dreamtime storytelling, dot painting, dancing, etc.History curriculum taught from prep to Year 6.	<ul style="list-style-type: none">An Indigenous Australian day every year.More indigenous stories in the library and for classrooms	Yearly	Leadership team
Our school uses strategies to develop an inclusive environment for Aboriginal and Torres Strait Islander students			<ul style="list-style-type: none">Students learn about the Indigenous Australian culture from prep to yr 6.The Koorie Literacy and Numeracy budget used to increase reading material and resources in the library and in year levels.Incursion for indigenous studies took place last year.Local, indigenous names for the house colours.	<ul style="list-style-type: none">Each year, indigenous incursion.More teaching resources for teachers and students.Embed the language of the house colours and use regularly to assist students and families to remember – Compass notification before a sporting event.Ongoing KESO (Koorie Engagement Support Officer) involvement	Ongoing	All staff
Our school participates in National Day of Action Against Bullying and Violence, Harmony Day, NAIDOC week and other significant cultural days and occasions			<ul style="list-style-type: none">NAIDOC week activitiesWe remember Sorry Day	<ul style="list-style-type: none">National Day of Action Against Bullying – 16 AugustHarmony Day – 21 MarchBullying No way resources shared with teachers	Ongoing	Leadership team
Our school uses inclusive strategies to help Culturally and Linguistically Diverse students and families to feel welcome			<ul style="list-style-type: none">Parent volunteer comes in weekly to support students with English as a second language	<ul style="list-style-type: none">Parent who did volunteer was unable to continue due to work commitments, use parent volunteers for additional English support.	Ongoing	All staff
Protected	Y	N	What we currently do	What we can do to improve	Timeline for completion	Responsible person

Our school recognises that racist bullying is an important issue to address			<ul style="list-style-type: none">• Bullying Prevention Policy – part of staff training on the school website for the community.• Zero tolerance for bullying	<ul style="list-style-type: none">• Regular talks with students and staff• Respectful relationships curriculum• Thorough investigation undertaken when racism or bullying is reported• Timely discussion with parent when racism or bullying is identified• Significant consequences for students who break school rules in relation to racism and bullying	Ongoing	Leadership team
Our school promotes positive action by explicitly teaching students how to safely be an upstander rather than a bystander when racist bullying occurs			<ul style="list-style-type: none">• Help seeking unit in the Respectful Relationships curriculum.• Restorative conversations• Resilience project – messages in diaries	<ul style="list-style-type: none">• Upstander program for Year 5 and 6, every year.	Starting in Term 1, 2024 and then every year	Wellbeing AP
We are open minded and encourage all students to have resilient mindsets and be kind to themselves and to each other			<ul style="list-style-type: none">• Embedded the Resilience project throughout the school.• Play is the Way games• Teaching Growth mindset and making mistakes is part of the learning journey	<ul style="list-style-type: none">• Explicitly teach resilience every day and in different contexts	Ongoing	Teachers
Our school proactively deals with mistakes and misjudgments and helps students to repair relationships through education			<ul style="list-style-type: none">• Restorative conversation training for new staff to ensure whole school approach.	<ul style="list-style-type: none">• Upskill new staff with restorative practices with Adam Voigt.• Remind staff to use restorative scripts and resources.	Every 12 months	Wellbeing AP
We encourage our school community to cooperate and care for each other			<ul style="list-style-type: none">• Community of Conduct policy.• Parent volunteers in the classroom and on excursions/camps• Parent working groups for disco and fair	<ul style="list-style-type: none">• Promote a Parent Voices group through School Council	Policies are updated every 2 years Parent Voice - ongoing	Leadership team
Our school celebrates individual abilities and accomplishments			<ul style="list-style-type: none">• Awards at assembly – CARES/GEM awards• Year 6 Graduation awards• Circle time in classrooms• 'Maths Magic Monkeys' awarded to classes each week for improvement in mathematics	<ul style="list-style-type: none">• Student 100% school attendance awards• GEM awards more regularly in the classrooms	At every assembly Fortnightly Newsflash	Leadership team
Respected	Y	N	What we currently do	What we can do to improve	Timeline for completion	Responsible person
Our school takes the wellbeing of our whole community seriously			<ul style="list-style-type: none">• We believe the wellbeing needs to be looked after first so that learning take place.• Strong teacher-student relationships.• Analysis of the P-6 student survey, Parent and 3-6 AToSS survey .	<ul style="list-style-type: none">• More parent involvement through Parent Voices about school issues.• Collaboration with parents.• Effective and regular unpacking of the student survey results.	Ongoing	All staff
Our school has student engagement and bullying policies in place to promote respect and prevent all forms of bullying			<ul style="list-style-type: none">• In place and available for the school community.	<ul style="list-style-type: none">• Ongoing conversations with staff at staff meetings.• Empowering students through student voice, leadership and agency	Reviewed every year	All staff
Our school clearly communicates to students and families how to report bullying and who to report bullying to			<ul style="list-style-type: none">• Teachers or leadership will contact parents if an incident arises• Bullying prevention policy outlines steps to report concerns, investigations, response in a timely manner, schedule meeting with parent.	<ul style="list-style-type: none">• As soon as teachers know of an incident:<ul style="list-style-type: none">- Support the children- Notify the parent in a timely manner so that parent can support their child.- A consequence put in place for the person who used racist bullying words and behaviour.	Ongoing	All staff
The concerns of students and their families are listened to and wherever needed, acted upon			<ul style="list-style-type: none">• Staff are always open to listening and working to parents.• Communication with parents is via email or phone call.	<ul style="list-style-type: none">• Invite and encourage families to work with the school on issues of racist bullying.• Keep families informed of schools practice when dealing with racist bullying.• A phone call to parent to report incident.	Ongoing	All staff
Our school gives clear messages that racist bullying of anyone - students, staff, parents and community members - is unacceptable			<ul style="list-style-type: none">• Bullying prevention policy• Community Code of Conduct• Staff Code of Conduct• Student Wellbeing and Engagement policy• Inclusion and Diversity Policy• Digital Technologies policy	<ul style="list-style-type: none">• Communicate this regularly via the school newsflash or as a Compass notification.• All policies accessible to community via the school website.• All racist graffiti removed immediately. If the graffiti cannot be removed within 1 hour of reporting then every available measure should be used to cover the graffiti while waiting for removal, i.e. cover it with tape or paint or paper.	Reviewed by staff and School Council regularly	Leadership team
Our school promotes that families of all cultural backgrounds are an important part of the school community			<ul style="list-style-type: none">• Celebrate the multicultural diversity of all students and their families through curriculum units studied in the classroom, Japanese studies, indigenous studies and commemorative events.	<ul style="list-style-type: none">• Regular review of policies and resources set out from the Department.	Ongoing	All staff
All school staff monitor their own behaviour to ensure that it does not result in anyone experiencing racist bullying and encourage students to do the same			<ul style="list-style-type: none">• Teachers respect the experience and effort from each other.	<ul style="list-style-type: none">• Regular review of policies and resources set out from the Department.	Ongoing	All staff
Our school works to educate students and the wider school community about racist bullying			<ul style="list-style-type: none">• Bullying prevention policy• Respectful relationships curriculum	<ul style="list-style-type: none">• Send out Bully Stoppers 'Information for parents/teachers and students about racist bullying' each semester via Compass.• Upstander program for Year 5 and 6	Information sent out each term via Compass and OPS Facebook page Upstander program yearly	Wellbeing AP