



# PACIFIC PALMS PUBLIC SCHOOL

Boomerang Drive,  
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Melissa Merchant – Principal



## Anti Racism Contact Officer (ARCO)

### ARCO Anti Racism Contact Officer

In line with NSW DoE Anti-Racism policy and the NSW Anti-Discrimination Act (1977), all forms of racism are unacceptable at Pacific Palms Public School. No student, employee, parent, caregiver or community member should experience racism, including direct or indirect harassment within the learning and working environments of the department.

### What is an ARCO – Anti-Racism Contact Officer?

The role of the ARCO is to assist any member of the school community who wishes to bring a complaint of racism. The ARCO may assist in putting the complaint into writing and explaining to the complainant their rights and responsibilities in relation to the procedures contained in the Responding to Suggestions, Complaints and Allegations policy. The key role is to respond professionally as a mediator to any suggestions or complaints regarding racism at school and to contribute together with other members of the staff to promote anti-racism education.

### The following websites provide useful information in relation to anti-racism strategies:

[www.racismnoway.com.au](http://www.racismnoway.com.au)

[www.multiculturalaustralia.edu.au](http://www.multiculturalaustralia.edu.au)

[www.harmony.gov.au](http://www.harmony.gov.au)

[www.myplace.edu.au](http://www.myplace.edu.au)

### Department Policies and Procedures

NSW Department of Education policies and procedures are shaped by current international conventions, Commonwealth Racial Discrimination Act and NSW anti-discrimination legislation. Refer to the following DoE policies and procedures for further information and advice:

[Anti-Racism Policy](#)

[Multicultural Education Policy](#)

[Complaints Handling Policy](#)

[Aboriginal Education Policy](#)

[Aboriginal Education and Training Policy- Turning Policy into Action](#)

[Working Together, Working Together Partnership agreement \(2020-2030\)](#)

[Bullying of Students- Prevention and Response](#)

[Wellbeing Framework for Schools](#)

[Aboriginal Education and Communities](#)





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Melissa Merchant – Principal



## Anti Racism Contact Officer (ARCO)

ARCO: Amy Dorfling



The ARCO plays an important role in assisting and working collaboratively with the principal to implement three major aspects of the Anti-Racism Policy. The ARCO will:

Promote anti-racism education*	Support complaint-handling	Monitor incidents of racism
<p>provide advice on incorporating whole school anti-racism education strategies in school planning.</p> <p>facilitate professional learning to build awareness of the impact of racism on social cohesion, student learning and wellbeing.</p> <p>assist teachers to access resources which build awareness and understanding of the impacts of racism promote upstander responses to incidents of racism for staff and students.</p> <p>address complaints of racism involving students through approaches such as restorative practice which promote respectful behaviours.</p>	<p>provide advice on the complaints handling process to students, staff and members of the school community.</p> <p>manage complaints of racism made by students against other students in accordance with the <a href="#">Behaviour Code for Students</a> and the school's discipline and wellbeing procedures.</p> <p>provide impartial support to staff, students and members of the school community who wish to make a complaint of racism, in cases where the complaint involves staff or a member of the community.</p> <p>support the complainant during the complaints handling process to increase the likelihood of a satisfactory outcome</p>	<p>maintain records of complaints and outcomes, as well as allegations and incidents of racism</p> <p>identify which datasets regarding racism should be collected</p> <p>analyse significant statistical trends in relation to complaints of racism</p> <p>provide advice to the principal and/or nominated complaints manager regarding the impact of racism in the school.</p>

\* Pacific Palms PS K-6 Anti-Racism Education Overview attached





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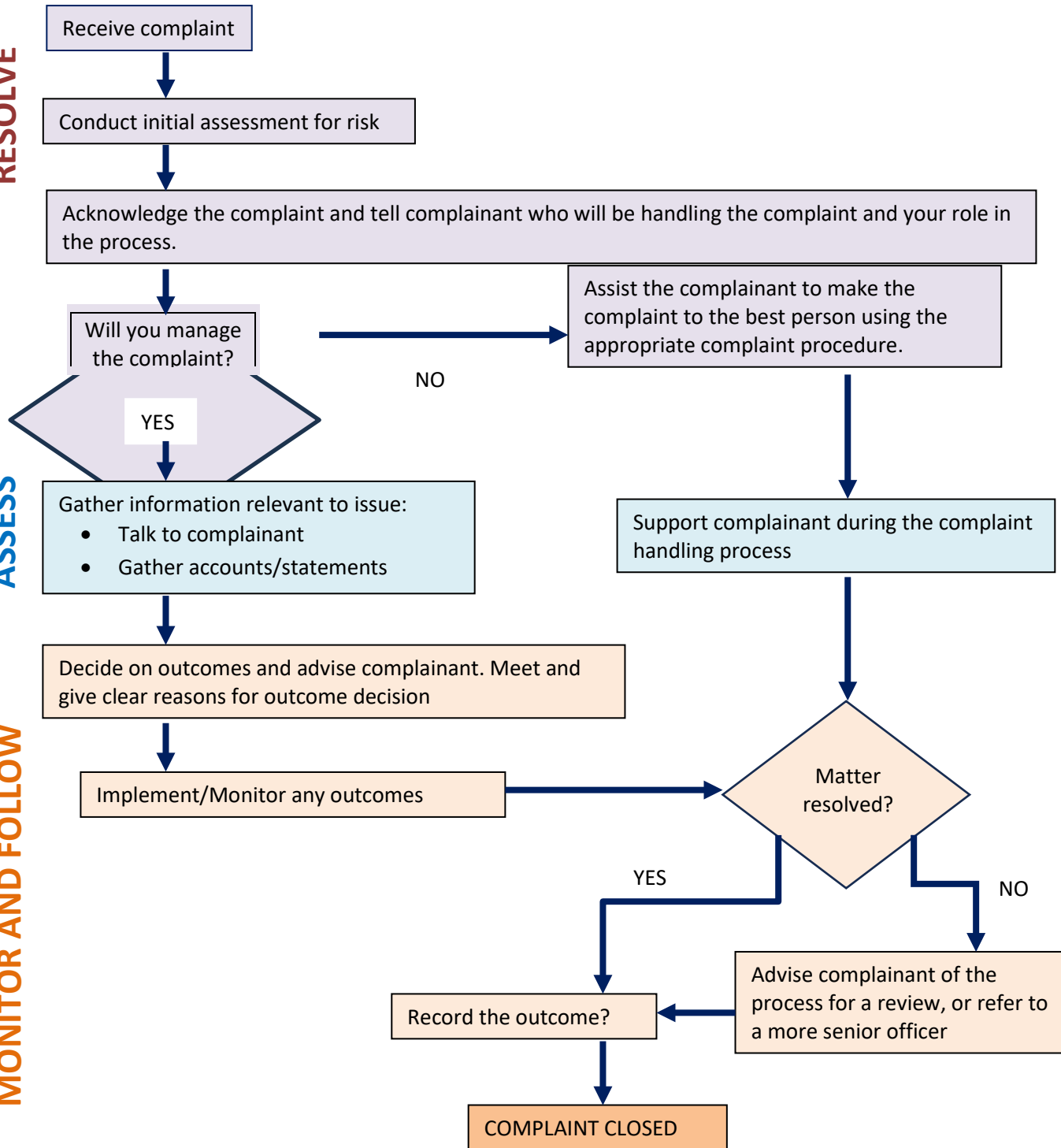


## ARCO Complaints Handling Procedures

RESOLVE

ASSESS

MONITOR AND FOLLOW



Assess – Risk of significant harm/child protection concerns/possible criminal conduct. Refer to FACS/Child Wellbeing Unit/EPAC/Police.

Assess - Does the complaint need to be referred? E.g. allegations of misconduct, privacy, corruption, etc.

Keep records and keep complainant updated on process.



Education  
Public Schools



## Anti-Racism Education

Lessons Compiled by Amy Dorfling (Anti-Racism Contact Officer)

	Early Stage 1	Stage 1	Stage 2	Stage 3
<b>PDHPE Syllabus Outcome</b>	<b>PDE-3:</b> communicates ways to be caring, inclusive and respectful of others	<b>PD1-3:</b> recognises and describes the qualities that enhance inclusive and respectful relationships	<b>PD2-3:</b> explains how empathy, inclusion and respect can positively influence relationships	<b>PD3-3:</b> evaluates the impact of empathy, inclusion and respect on themselves and others
<b>Key Inquiry Question</b>	How can we care for and include each other?	How can we be inclusive and respectful?	Why are empathy, inclusion and respect important in our relationships?	How do empathy, inclusion and respect have an impact on myself and others?
<b>Learning Intention</b>	We are learning to show ways we <b>care and include</b> each other.	We are learning to <b>appreciate</b> things that are different and the same in all of us.	We are learning to put ourselves in others' shoes and show <b>empathy</b> .	We are learning about what <b>racism</b> is and the <b>impact</b> it has on people.
<b>Lesson Content</b>	Introduce ES1 notebook with Acknowledgment and talk about how acknowledgments show respect for the people that looked after Australia for thousands of years before people from Europe and Asia came to live here too. <ul style="list-style-type: none"> <li>Students view: <a href="#">‘This is our house’ by Michael Rosen</a>.</li> <li>Follow ES1 Notebook File discussion questions.</li> <li>Model/ co-write sentences about how character felt and how we include everybody.</li> <li>Illustrate sentences with people you play with that are older/younger, different hair, girl/boy, shorter/taller after you pair</li> </ul>	Introduce S1 notebook with Acknowledgment and talk about how acknowledgments show respect for the people that looked after Australia for thousands of years before people from Europe and Asia came to live here too. <ul style="list-style-type: none"> <li>Predict and list similarities you will find in the video pictures of classrooms around the world.</li> <li>View: <a href="#">How classrooms look around the world</a></li> <li><a href="#">*Link to article with pictures of classrooms around the world</a></li> <li>Brainstorm on notebook- what is the same and different to what your class knows?</li> <li>Slide 6- people are the same and different too. As a class, guide</li> </ul>	Introduce S2 notebook with Acknowledgment of Country and discuss with class if they know why acknowledgments are made. <b>Use the terms inclusion and respect.</b> <ul style="list-style-type: none"> <li>Talk through Empathy definition on slide. Note down good discussion points.</li> <li>Brainstorm when students have felt left out or not important.</li> <li>Ask if others have NOT felt like that but can try to understand what that would feel like.</li> <li>Pair share when empathy has been shown.</li> <li>Scenario cards and brainstorm on shoe proforma in pairs.</li> </ul>	Introduce S3 notebook with Acknowledgment of Country and discuss with class if they know why acknowledgments are made. <b>Use the terms inclusion and respect.</b> <ul style="list-style-type: none"> <li>What do we know? Brainstorm what students believe racism to be.</li> <li>Play sorting game with racist acts and ‘acts’ that are not racist.</li> <li>View <a href="#">Latrell Mitchell clip (link on Notebook file page)</a> and use discussion starters.</li> </ul> *Extra video highlighting empathy and a prompt to discuss the meaning of ‘empathy’ and ‘putting ourselves in others shoes’ further: <a href="https://www.esafety.gov.au/educators/c">https://www.esafety.gov.au/educators/c</a>
<b>Evaluation</b>	share <u>you</u> similarities and differences with a partner.	students in making generalisations about people around the world. <u>e.g.</u> people around the world wear clothes; people around the world live in ‘houses’. List the generalisations on the board. <ul style="list-style-type: none"> <li>Talk about the differences. Focus on the importance of enjoying our differences NOT ever making fun of them. This is called RACIST.</li> <li>Slide 7- Discuss ‘Similarities and Differences’ worksheet together. Pair students up- mixed and they work through together.</li> <li>Class share findings in class sharing circle.</li> </ul>	<ul style="list-style-type: none"> <li>Report back to class circle and discuss last slide- Why is it important to know about empathy when we talk about racism and bullying?</li> </ul>	<a href="#">lassroom-resources/young-and-esafe/empathy</a>

Racism can take many forms, such as jokes or comments that cause offence or hurt, sometimes unintentionally; name-calling or verbal abuse; harassment or intimidation, or commentary in the media or online that inflames hostility towards certain groups.

