

**OM RAMESHWAR ASSOCIATION INC**  
**Operated**  
**ORA SYDNEY GUJARATI GRAMMAR SCHOOL**



# **Anti-Racism Policy**

# Anti-Racism Policy

## 1. Context

We are committed to the elimination of all forms of racial discrimination within our workplace.

## Legislative Provisions

NSW Anti-Discrimination Act (1977)

[http://www6.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol\\_act/aa1977204/](http://www6.austlii.edu.au/cgi-bin/viewdb/au/legis/nsw/consol_act/aa1977204/)

Commonwealth Racial Discrimination Act (1975)

[http://www6.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol\\_act/rda1975202/](http://www6.austlii.edu.au/cgi-bin/viewdb/au/legis/cth/consol_act/rda1975202/)

Multicultural NSW ACT (2000)

<https://www.legislation.nsw.gov.au/#/view/act/2000/77>

## 2. Complaints of Racism

A staff member, a parent, a student or any member of the community can make a complaint about racism. Complaints about racism are dealt with using our Complaints Handling Policy. Data relating to complaints of racism, and the methods used to resolve them, should be maintained, in line with these procedures.

## 3. Incorporated Strategies

3.1 We implement strategies that lead to timely appropriate responses to expressions of:

- Direct racism, such as incidents of racial abuse, harassment and discrimination;
- Indirect racism, such as lack of recognition of cultural diversity and culturally biased practices. Effective anti-racism education strategies must be developed to confront any race-based generalisations, stereotypes, bias, prejudice and discrimination that are the foundations of direct and indirect racism.

3.2 Effective anti-racism education strategies need to comprehensively address the three dimensions:

- Promoting acceptance of and respect for Australia's cultural, linguistic and religious diversity;
- Challenging prejudiced attitudes;
- Ensuring that sanctions are applied against racist and discriminatory behaviours.

#### **4. Engaging Staff, Parents, Students and the Wider Community**

4.1 The participation of staff, parents, students and the wider community is an essential component of anti-racism education. It allows parents to be confident about the safety of their children. It fosters improved community relations within and outside our community language school and provides an opportunity for collaborative partnerships to be developed in response to local needs.

4.2 As a first step in effectively communicating with staff and parents who do not speak English well, interpreting services should be utilised if applicable.

4.3 We must provide information to staff, parents, students and community members about their rights and responsibilities in relation to racism and the availability of complaints handling procedures.

4.4 Consulting with parents and community members from minority groups can lead to their increased engagement with our community language school.