

# RACIST BULLYING

## GUIDANCE FOR EDUCATORS



Updated 2025

This guidance will help you to use the [bullying prevention: racist bullying video](#) in the classroom to promote respectful behaviours and respond to racist bullying.

**Learning to value a diverse range of cultures, languages and beliefs helps students become engaged citizens in a multicultural society.**

The ability to interact with others with respect and empathy are important skills that assist students to develop intercultural understandings.

Creating a classroom environment that respects and values children and young people from all cultures and backgrounds establishes a strong foundation for students to learn these skills.

This guidance includes age-appropriate discussion points for the racist bullying video to be used with groups of students at a classroom-level, as well as whole-school strategies that support the development of intercultural understanding.

- ensuring conditions for safety have been established through explicit teaching of behaviour expectations
- role model unconditional positive regard for all children and young people to set the scene for respect towards all cultures and priority learners who may be at higher risk of discrimination
- learning from students and parents about diverse cultures and identities, and incorporating this knowledge in curriculum, programs, teaching practices and physical environments.

### Creating an inclusive classroom

Building a respectful and inclusive classroom environment is an important part of preventing racist bullying.

There are many ways you can create a positive and inclusive environment, including:

- challenging discriminatory language, stereotypes, behaviours and beliefs
- acknowledging and promoting different social, educational and cultural influences
- following the selecting and using resources for educational purposes guideline
- when inviting speakers from a diverse range of communities, backgrounds and life experiences, considering the [external provider guidelines](#) and [checklist](#)

### Responding to racist bullying

If a student reports racist bullying:

- listen empathically and encourage the student to talk about what has happened
- ask the student how you can help, and who else they think may be able to help. This includes people who can provide cultural understanding, expertise and support
- reassure them that their feelings are normal and that together with their parents, friends and other school staff the racist bullying will be addressed
- talk them through the school's [bullying prevention policy](#) so they know the steps that will be taken to make sure they feel safe and supported at school, and to show that racist bullying will be responded to

- do not downplay the seriousness of what the student is experiencing or how they are feeling. Racist bullying is not a normal part of growing up and it is not something to put up with or ignore
- racist bullying may be very subtle and providing explicit examples may be difficult
- ask the student how they would like the issue addressed. Give options about what can be done:
  - at an individual level with the students directly involved in the incident
  - at a classroom level to establish clear expectations about respectful behaviour
  - at a school level to promote inclusive behaviour that values cultural diversity.

It is important that all staff are consistent in the messages to students and the actions they take when addressing any bullying. These messages and actions should be consistent with the school's bullying prevention process.

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## Using the racist bullying video as a resource

You can use the racist bullying video to promote respectful behaviours, and to respond to racist bullying incidents.

You can use the video and conversation starters to guide discussions and follow up with learning activities. The video is helpful in developing a number of important skills, including:

- developing respect for cultural diversity
- considering and developing multiple perspectives
- empathising with others
- challenging stereotypes and prejudices.

Being mindful to ensure no student feels further segregated by classroom discussions about race is important. Refer to the relevant the General capabilities: Ethical Understanding, Intercultural Understanding, and Personal and Social Capability to determine where this guidance fits within your learning program and year level context.

### Conversation starters for primary students:

- Choose one of the students in the video and listen to their experiences. Imagine and describe how you would feel if you were them.
- Choose one of the students in the video. What are the ways that you are similar to that person? What are the ways that you are different to them?
- What examples did the students give about the things you can do to help people feel safe from racist bullying? What other examples can you think of?
- A student in the video talks about how beautiful every culture is. Give examples of the events, stories and ways of thinking that make a culture special.
- Provide students with information about the make-up of your school community, or of South Australia (culture, language, celebrations, cuisine etc). Discuss diversity of the languages spoken, the cultures represented and what the benefits of this diversity are to the whole community.

### Conversation starters for secondary students

- Language can be affirming and inclusive, or it can be discriminatory. How would affirming and inclusive language make someone feel? How would discriminatory language make someone feel?
- A student in the video talks about the impact of TV and the news. How does media's reporting of an event:
  - impact on beliefs and attitudes?
  - impact on students from culturally and linguistically diverse backgrounds?
- What are the things that the media can do to reduce racism and racist bullying?
- How do racial stereotypes and prejudices affect people from that cultural background?
- How do they affect people who are not from that cultural background?
- Discuss how diverse cultures have contributed to 'Australian' culture.
- Identify and describe a memorable intercultural experience. How has this experience influenced your attitudes and beliefs and those of others?

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## Further teaching resources

A range of resources and guidance is available to support you to learn about the cultural backgrounds of your students and build inclusive environments:

[Diversity and inclusion: guidance for teachers](#)

[Ethical Understanding](#)

[\(Australian Curriculum – General capabilities\)](#)

[Intercultural Understanding](#)

[\(Australian Curriculum – General capabilities\)](#)

[Personal and Social Capability](#)

[\(Australian Curriculum – General capabilities\)](#)

[Growing competence in working with Australian Aboriginal and Torres Strait Islander cultures – resources and related information](#)

The English as an additional language or dialect (EALD) program offers:

- [a range of support services](#)
- [curriculum](#)

for culturally and linguistically diverse (CALD) students and their families both within and outside the school environment.

[Bullying. No Way! – teaching resources](#)

[Solid kids – Aboriginal bullying prevention resources](#)

[RacismNoWay – teaching resources](#)

[Narragunnawali Reconciliation in Education– curriculum resources](#)

The [SBS Cultural Atlas](#) – Provides factual information about Australia's migrant populations.

