

Understanding and Addressing Racism and Identity-Based Bullying in Schools

Dr Naomi Priest
ANU Centre for Social Research and Methods

Overview

- What is racism?
- How many children experience racism in Australia?
- How does racism impact children and young people?
- How can we address racism? As individuals? As organisations?

Racism defined

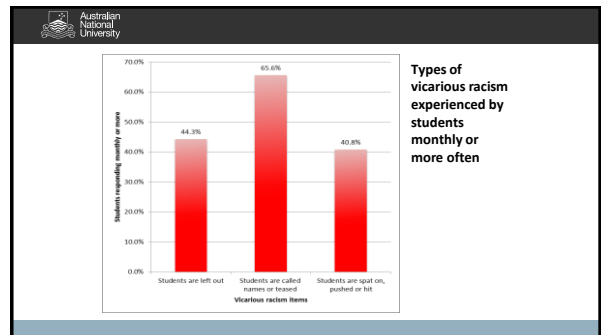
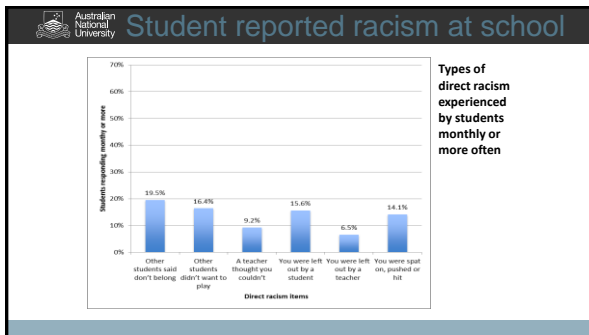
- Racism can occur through attitudes, beliefs, behaviours, norms and practices and may be either intentional or unintentional (even unconscious).
- It can be broadly defined as a phenomenon that maintains or exacerbates **avoidable** and **unfair** inequalities in power, resources, or opportunities across racial, ethnic, cultural, or religious groups in society.

Intrapersonal Racism	Interpersonal Racism	Systemic Racism
Acceptance of attitudes, beliefs or ideologies about the inferiority of one's own ethnic/racial group	Interactions between people that maintain and reproduce avoidable and unfair inequalities across ethnic/racial groups	Requirements, conditions, practices, policies or processes that maintain and reproduce avoidable and unfair inequalities across ethnic/racial groups
<i>Believing that Indigenous people are naturally less intelligent than White people</i>	<i>Being racially abused at school, ignored or followed in public places, moved away from on public transport</i>	<i>Differences in academic expectations, school discipline and learning opportunities, curriculum and pedagogy that reinforce majority views</i>

Racism and young children

<https://www.youtube.com/watch?v=ybDa0gSuAccg>





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Children's experiences of racism

*In the lift [of the housing commission flats] a man said to me and my friend "You f**g black people go back to Africa and he said the f word (in a very angry voice)" (RS - Inner City Primary Year 3&4 Observations)*

personally I wouldn't want to be ChineseBecause I think it's just something with Chinese, I think that they all look the same and I don't want to look the same as somebody else, it would be a bit freaky and being like Billy (the student from a Chinese background in the class). (RS - South Eastern Primary Year 4)

It happened to me when he was being racist to me, and then I went up to him and said "why be racist" and he started pushing me... He was "why are you brown" and "you shouldn't wear a head scarf... Because I used to wear a scarf and everybody used to like tease me and say like "you have a towel on your head" (LEAD School 1 Group 1 - Primary)

there's a group of my friends and that, that are Maltese, and we sometimes get told off because we speak in Maltese, because we talk to each other. And we get told off because we speak a different language and they say that we're not Aussie' (LEAD Outer High 2, P4).

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Some people call you dog poo, because you look like it but that's a nasty word. It's very nasty. Sometimes they call you beep [child makes sound used on television to indicate swearing] They make that sound? Because they do it on TV and they say "beep beep". Yeah, some kids at school they say that because other people say that to other people. And it makes them real upset (FG 1)

Then at school everyone started laughing because she [actress on movie] was hitting herself with the rock, because she was so angry that they took [her children away]. And how did that make you feel? Angry because they were laughing at my culture (FG 1)

(Priest et al in press)

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Impacts of racism

Individual level
Racism causes stress, anxiety, fear, rumination, hypervigilance and is associated with mental (e.g., depression) and physical (e.g., hypertension) ill-health

Interpersonal level
Racism creates distrust, conflict and reduced social participation

Societal level
Racism is associated with reduced social inclusion and cohesion, economic productivity and returns on education investment.

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Impacts of racism

- Children particularly vulnerable to racism's harms
- Direct effects**
 - anxiety, depression, behaviour problems, suicidality, substance use, immune and inflammatory biomarkers, chronic disease risk factors, telomere length, cellular ageing
- Indirect/Vicarious effects**
 - pregnancy and birth outcomes, childhood illnesses, mental health, behaviour problems
 - carer and family experiences of racism impact carer mental health, parenting style, ethnic-racial socialisation, access to resources for health e.g. healthcare, housing

How racism hurts kids!

How racism hurts kids! Racism causes stress, anxiety, fear, rumination, hypervigilance and is associated with mental (e.g., depression) and physical (e.g., hypertension) ill-health

How does racism affect your child?

1. Racism causes stress, anxiety, fear, rumination, hypervigilance and is associated with mental (e.g., depression) and physical (e.g., hypertension) ill-health

2. Racism creates distrust, conflict and reduced social participation

3. Racism is associated with reduced social inclusion and cohesion, economic productivity and returns on education investment.

and later in life ...

4. Anxiety, depression, behaviour problems, suicidality, substance use, immune and inflammatory biomarkers, chronic disease risk factors, telomere length, cellular ageing

5. Pregnancy and birth outcomes, childhood illnesses, mental health, behaviour problems

6. Carer and family experiences of racism impact carer mental health, parenting style, ethnic-racial socialisation, access to resources for health e.g. healthcare, housing

Priest N, Paradies Y, Trenerry B, Truong M, Karlsen S, Kelly Y. (2013) A systematic review of studies examining the relationship between reported racism and health and wellbeing for children and young people. Social Science and Medicine.

Australian National University **Racism and academic outcomes**

Racism hits Indigenous students' attendance and grades

September 06, 2015, 6:30am AEST

Indigenous students skipping school to avoid bullying and racism

April 11, 2015, 6:41pm AEST

Indigenous students skipping school to avoid bullying and racism

Back in 2010, a study by the Australian National University found that Indigenous students were more likely to skip school to avoid bullying and racism. The study also found that these students were more likely to have lower academic outcomes.

Researcher Naomi Priest says that the study found that Indigenous students were more likely to skip school to avoid bullying and racism. She says that this is a significant finding because it shows that racism and bullying are still a major problem for Indigenous students in Australia.

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Australian National University **High-profile cases of racism damage children**

How racist abuse affects all of our children

Schools need a sophisticated approach when teaching children about intolerance.

NAOMI PRIEST

Naomi Priest is an Associate Professor of Education at the Australian National University. She has been teaching for over 20 years and has published several books and articles on racism and education. She is also a frequent speaker at conferences and public events.

This is considered with intense fear or shock that shows little or no regard for the feelings of others. It is a form of intolerance that is often based on prejudice and discrimination. It can be directed against individuals or groups of people and can have serious consequences for those who are targeted.

Recent US research also shows that children who experience racism are more likely to have lower academic outcomes and higher rates of mental health problems. This is a significant finding because it shows that racism can have a long-term impact on children's lives.

Schools need to take a sophisticated approach when teaching children about intolerance. This means that teachers need to be aware of the ways in which racism can affect children and to provide them with the support and resources they need to deal with it.

Australian National University **% adults endorsing stereotypes...**

	Black/Afr Americans	White Americans
Hardworking	30	46
Violence prone	52	22
Unintelligent	20	10
Healthy habits	13	25

- National Voices Project 2013 Adults who work/volunteer in children

	Indigenous Australians %	Australians in general
Hardworking	20	71
Disciplined	15	41
Easy going	57	92
Friendly	55	86
Cooperative	31	72

- Reconciliation Barometer 2012

Australian National University **Impacts of racism**

- Racial attitudes highly predictive of conscious *and* unconscious behaviours
 - Active helping and passive neglecting
 - Word choice, verbal tone, eye contact, degree of interpersonal distance, facial expressions
- Differential treatment and poorer outcomes
 - teaching methods, classroom practices, school discipline, healthcare access, employment...

Australian National University **What is anti-racism?**

- Addresses causes *and* manifestations *and* effects of racism
- Differs from addressing disadvantage
 - focuses on advantage and privilege and the structures and processes that maintain these
- Differs from cultural awareness
 - focuses on dominant, taken-for-granted values, assumptions and practices rather than 'understanding' minority groups

Paradies Y. 2012 Principles and strategies of anti-racism. Presentation at 'Racism: Let's Talk symposium', Melbourne Immigration Museum.

Australian National University **Key anti-racism principles**

- Increasing empathy
- Raising awareness
- Providing accurate information
- Recognising incompatible beliefs
- Increasing personal accountability
- Breaking down barriers between groups
- Increasing organisational accountability
- Promoting positive social norms

"While best-practice interventions can increase acceptance of diversity and reduce racism, as with anti-racism interventions, ill-conceived attempts...can do more harm than good"

Paradies, Y., L. Chandrakumar, et al. (2009). Building on our strengths. Melbourne, Vic. Victorian Health Promotion Foundation.

Teaching children about intergroup bias

- Young children show stereotyping and prejudice
- Avoiding conversations with children about intergroup bias ineffective at preventing them
- Children often targets of stereotyping and discrimination

Reading, Writing, Arithmetic, and Racism? Risks and Benefits to Teaching Children About Intergroup Biases
 Rebecca S. Egle and Yamada F. Wright
 University of Texas at Austin

Abstract: Do the three children story-based activities that reduce stereotypes and related prejudice in the face of early reading, mathematics, and science, thereby reducing racial bias? The authors of this article explore the risks and benefits of teaching children about intergroup biases.

Teaching children about bias

- **Risks**
 - Negative affect
 - Stereotype threat
 - Out-group mistrust
 - Reinforcing stereotyping and prejudice
- **Benefits**
 - Extrinsic explanations for social group differences
 - Detection and rejection of discrimination
 - Protection of self-esteem among stigmatised children

Addressing racism – what works?

- Focus on context (e.g. intergroup contact) and age-related cognitive structures and processing such as perspective-taking, empathy, multiple comparisons, moral reasoning (thinking and feeling about fairness)
- Dual identity, cooperative learning, bystander action
- Need to support those who experience racism

(Aboud et al 2012; Beelman and Heinemann 2014)

Whole of school approach

- Student support and development
- Parent and community involvement
- School policies and guidelines
- Curriculum and pedagogy
- Monitoring and reporting
- *Stigmatised and non-stigmatised groups*

thebmj | Research • Education • News & Views • Campaigns • Archive

Analysis
 Promoting equality for ethnic minority NHS staff—what works?
 Aug 2015, 1(2) doi:10.1136/bmj.h2327

- Core leadership support that articulates diversity as a high institutional priority
- Multiple strategies at organisational, workplace, interpersonal, and intrapersonal levels
- Mandated targets or actions
- Diversity training ubiquitous but ineffective in isolation
- Critical mass of minorities – beyond tokenism
- Support minority staff – psychological safety
- Policies and processes that support open communication without negative consequences

– Priest et al 2015 <http://www.bmj.com/content/351/bmj.h2327>

Localities Embracing and Accepting Diversity (LEAD) School-based audit tool

Section 1: Assessing current school practice and procedures
 Section 1 assesses school practices and procedures relevant to addressing race-based discrimination and to supporting ethnic diversity, providing an indication as to the strengths and areas for improvement in regards to such practice.
Please note: This section aims to provide an assessment of current school practices and procedures that support diversity and address race-based discrimination. It provides a general overview of practice in these areas. It is recommended that schools should use this section to assess relevant school practice.

Section 2: Assessing school policy
 Section 2 is for use in assessing the comprehensiveness and sufficiency of school policies which aim to prevent and/or address race-based discrimination and support ethnic diversity, e.g. equal opportunities, anti-racism/multicultural policies.
Please note: This section is only relevant to schools that have policies that aim to prevent and/or address race-based discrimination and support ethnic diversity.

Section 3: Assessing school practice in terms of monitoring and reporting incidents of race-based discrimination and student academic performance
 Section 3 is for use in assessing current school practice in terms of monitoring and reporting incidents of race-based discrimination as well as student academic performance.
Please note: This section involves a more detailed and thorough examination of current school practice in terms of monitoring and reporting incidents of race-based discrimination than the questions asked in Section 1 above. This section is recommended if the school would like a more in-depth indication as to current practice in this area. This section also provides an assessment of school practice in terms of monitoring student academic performance.

Section 4: Supporting the diverse needs of ethnically diverse students and providing support of diversity among all students
 Section 4 provides an assessment of school practice and procedures relevant to supporting the diverse needs of students, including those who are ethnically diverse, and the level of engagement and collaboration with parents and other relevant external agencies.
Please note: This section will help determine the strengths and areas for improvement in school practice and procedures, mapping relevant areas to appropriate and resources to best support students' wellbeing and educational needs.

<https://www.vichealth.vic.gov.au/search/localities-embracing-and-accepting-diversity>

NARRAGUNNAWALI

Resources

All Early Learning Primary Secondary

Showing all resources

National Reconciliation Week 2018
27 May to 3 June

Narragunnawali News: Issue 2
Issue 2 of Narragunnawali News will help get your creative juices flowing for National Reconciliation Week (27 May - 3 June).

[More info](#)

RAPs

A RAP is a formal statement of commitment to reconciliation. Narragunnawali RAPs (Reconciliation Action Plans) provide an education-based model for action using Reconciliation Australia's leading reconciliation framework (Reconciliation, Respect and Disparities). This is combined with a specific framework featuring actions in the classroom, around the school or early learning services and with the community.

RAPs have been designed as an entirely self-service, online model. It is up to schools and early learning services to:

- establish a working group
- complete the reflection survey
- add actions to their RAP
- continue to revisit the plan and ensure actions are being implemented.

The RAP Developer provides your school or early learning services with a practical and usable framework but it is up to you to do the hard work in implementing positive change.

Start your RAP
Login to your RAP

Against colour-blindness

- “If people equate seeing or discussing race with racism, then naming even the most obvious racial disparities is understood as racism and people are left without recourse to address racial injustice” (Rossing 2012:50)

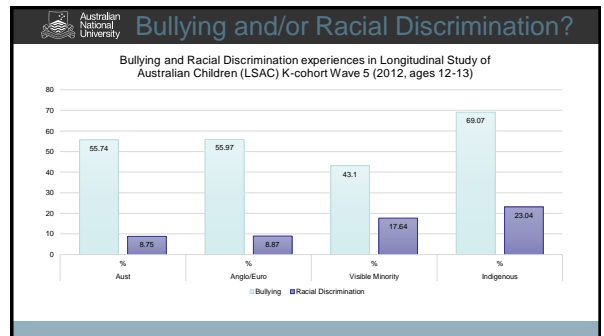
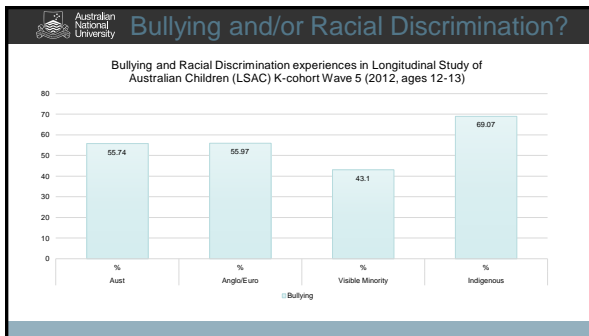


When you say you 'don't see race', you're ignoring racism, not helping to solve it

Zach Stafford

Here's such an important social comment that even blind people can see it. To pretend it doesn't exist to you erases the experiences of Black people

<https://www.theguardian.com/commentisfree/2015/jan/26/do-not-see-race-ignoring-racism-not-helping>




Intervention Implications

- Bullying ≠ racial discrimination
- Specific strategies for specific groups
- Multi-level interventions, stigmatised and non-stigmatised
 - Intrapersonal (individual)
 - Enhance coping strategies of those from stigmatised groups and change attitudes and behaviors of the non-stigmatised
 - Interpersonal
 - Dyadic or small group interactions
 - Structural
 - Social-political environment, laws and policies

These intervention levels are related and reciprocally affect one another

Cook JE, Purdie-Vaughns V, Meyer IH, et al. Intervening within and across levels: A multilevel approach to stigma and public health. Social Science & Medicine 2014;103:101-09.

Social backlash



Australian National University

Journal of Experimental Social Psychology

Journal of Management

Members of high-status groups are threatened by pro-diversity organizational messages?

Does diversity-valuing behavior result in diminished performance ratings for nonwhite and female leaders?

Whiteas See Racism as a Zero-Sum Game That They Are Now Losing


Whiteas See Racism as a Zero-Sum Game That They Are Now Losing

Whiteas See Racism as a Zero-Sum Game That They Are Now Losing

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“Each time someone stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, she sends forth a *tiny ripple of hope*, and those ripples build a current which can sweep down the mightiest walls of oppression and resistance.”

- Robert F. Kennedy



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Further reading...

- <https://implicit.harvard.edu/implicit/australia/takeatest.html>
- http://www.huffingtonpost.com/john-halstead/dear-fellow-white-people-b_11109842.html
- https://www.ted.com/talks/verna_myers_how_to_overcome_our_bias_walk_boldly_toward_them?language=en