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Anti-racism policy.

St. Joseph's Girls National School,

Clonakilty,

Principal: Mr. Conor Mulcahy.

The Principal, Mr. Conor Mulcahy, Staff and Board of Management of St. Joseph's Girls NS are responsible for the implementation of this Anti-Racism policy.

Summary:

St. Joseph's G.N.S. is dedicated to creating a school environment where every individual feels valued, respected, and empowered. We believe that diversity enriches our school community, and by embracing inclusivity, we create a stronger, more united school culture. Through open dialogue, education, and initiatives like 'The Yellow Flag Programme' and 'Bí Cineálta', we encourage kindness, understanding, and active participation in building a respectful and welcoming atmosphere for all. The Board of Management acknowledges the serious nature of racism and the negative impact it can have on students' well-being and the school community. It is fully committed to implementing key best practices to prevent and address racism effectively, fostering an inclusive and respectful environment for all.

Racism, a brief definition:

St. Joseph's G.N.S. is committed to ensuring that all members of the school community, parents, pupils, staff, and the wider community clearly understand what constitutes racist behaviour, as defined in this policy.

Although it has been scientifically proven that the concept of race is a socially constructed one (Human Genome Project, 2025), people still experience discrimination because of their perceived race. Racism is described by the Irish Network Against Racism as "any action, practice, policy, law, speech, or incident which has the effect (whether intentional or not) of undermining anyone's enjoyment of their human rights, based on their actual or perceived ethnic or national origin or background, where that background is that of a

marginalized or historically subordinated group. Racism carries connotations of violence because the dehumanization of ethnic groups has been historically enforced through violence” (2025).

Historical racism:

Refers to the specific histories of domination and subordination of groups (i.e. the racialization of their relationships) in any given society. Different societies have different histories of conquest and domination, and so patterns of racialisation are distinct, if overlapping. In the US, the specific history of people of African descent means that to this day African Americans experience a distinct form of racialisation from Native Americans in America. Some other examples of this are Roma in Europe, Travellers in Ireland and Asians in Britain. These histories impact on the position of groups in societies today because they continue to be reflected in the structures and institutions of those societies, in their laws and legacies, and in the language and cultural attitudes which persist. Globally, ‘race’ is one of the key bases for inequality, along with other bases with which it intersects, like gender, class and the marginalization of LGBTQI+ and disabled people. (INAR, 2025).

Structural racism:

‘Structural racism sometimes called societal racism, refers to the fact that society is structured in a way (including via cultural norms) that excludes substantial numbers of people from ethnic minority backgrounds from taking part equally in social institutions, or from having equal life outcomes in for example health, educational attainment, death rates, infant mortality rates, incarceration rates, arrest rates, employment rates etc’ (INAR, 2025).

Institutional racism:

This refers to forms of racism expressed in the practice of social and political institutions; to the way, institutions discriminate against certain groups, whether intentionally or not, and to their failure to have in place policies that prevent discrimination or discriminatory behaviour. It can be found in processes, attitudes and behaviours which lead to discrimination through unintentional prejudice, ignorance, thoughtlessness, unconscious bias and racist stereotyping which disadvantages ethnic minority people. Institutional racism relates to the entire institution, including people. Structural and institutional racism create the conditions that make forms of individual racism seem normal and acceptable, making discrimination and violence more likely.

Individual racism:

All racist behaviours or interactions between individuals. Although the most commonly recognised forms of racism, the impacts they cause are magnified because they reinforce and are reinforced by the wider structures of racism list above

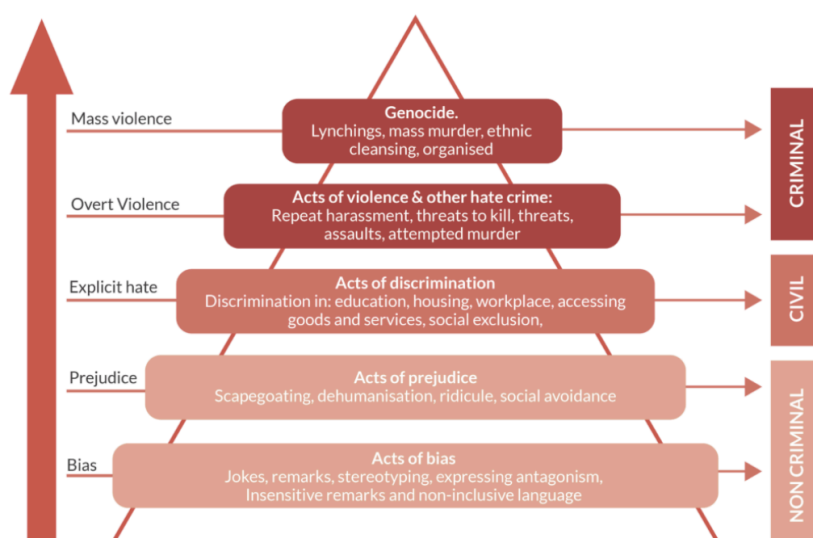


Image source: INAR. <https://inar.ie/racism-in-ireland/learn-about-racism/dimensions-of-racism/>

Effect of racism on an individual:

‘Racism can have a devastating effect on the lives of those targeted. They can suffer physically and psychologically, in addition to impacts on their working lives, finances, access to healthcare and social connectedness. Racist incidents can have a negative impact not only on an individual who directly experienced it, but also on the person’s family and even the entire community’ (INAR, 2025).

Some examples of racism in a school setting are:

- Micro-aggressions
- Derogatory name-calling, insults.
- Verbal abuse and threats of a racist nature.
- Physical assaults of a racist nature.
- Ridicule based on differences of colour, ‘race’, ethnicity, nationality, culture, religion, membership of the Traveller Community or of qualities unique to their heritage or ethnicity that may set them apart for example hair texture or hairstyle, use of a hijab, language, food, music or clothing.
- Refusal to co-operate with others because of any of the above differences.
- Stereotyping on the basis of colour, race, ethnicity, nationality, culture, religion/belief or language.
- Racist comments, ‘jokes’ or slurs.
- Racist graffiti.
- Written abuse of a racist nature including racist comments made by emailing or text messaging, or on any social media forums.
- Damage to property motivated by racism.
- Incitement of others to act in a racist manner.

- Provocative behaviour such as wearing racist badges, or clothing.
- Bringing racist materials such as leaflets, photographs or magazines into school

Aims and Objectives of this policy:

- To ensure effective protection and redress against discrimination in St. Joseph's G.N.S. through a structured policy framework.
- As a school community, to challenge stereotypical comments which have an underlying racist bias.
- To celebrate difference whether it is of a person's colour, race, ethnicity, nationality, culture, religion/belief, language or membership of the Traveller Community.
- To make our school a safe and welcoming place for all its members by providing an environment in which racist assumptions, attitudes and behaviour are continually challenged.
- For staff to be educated about racism and its damaging effects.
- To enable staff to directly intervene if incidents of racism occur and for them to know what procedure to follow.
- By developing strategies to provide a more effective and coordinated response to racist incidents.
- To empower children to name and confront all forms of prejudicial and exclusionary behaviour when it arises.
- To recognise the need to work in partnership with and keep parents informed on procedures to improve relationships within the school community.
- To promote qualities of social responsibility, tolerance and understanding in our school and by extension outside of the school walls.
- To integrate 'Bí Cineálta' as part of our restorative practice in addressing racist incidents, promoting kindness, empathy, and open dialogue as a means to resolve

conflicts and ensure understanding.

School vision:

Our vision is reflected in the following key commitments:

- To continue to create a positive school culture and climate based on inclusivity which welcomes difference and diversity. One that encourages pupils to disclose and discuss incidents of racist behaviour in a non-threatening environment; and promotes respectful relationships across the school community.
- To practice confronting unconscious bias and accepting that it is a learning curve for all members of the school community, children and adults.
- To meet incidences of racism with empathy towards the person experiencing it and education for the perpetrator, not humiliation.
- To create a safe, welcoming, and nurturing space where all students and staff feel valued and comfortable to express their cultural identity. Every member of our community should feel a strong sense of belonging.
- To celebrate our diversity as our strength. Our curriculum will reflect the varied and valuable contributions of our diverse school community. With more than 28 different languages spoken and approximately 59% of our pupils not identifying as white Irish there are many different cultures to learn from.
- Through active learning about each other's cultures, traditions, and experiences, we aim to cultivate empathy, understanding and appreciation for one another's differences.
- Our goal is to empower every student to take pride in their heritage and contribute actively to building an inclusive school culture. We encourage student leadership in promoting cultural awareness, respect, and equality within the school.

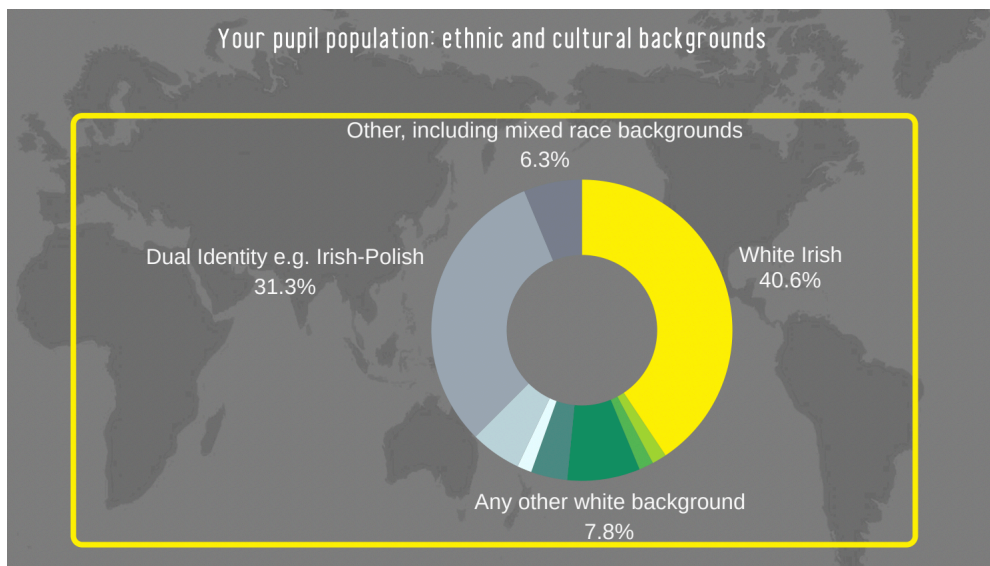


Image: St. Joseph's Girls National School intercultural review analysis

Effective leadership:

- A whole school approach to preventing and tackling racism will be taken with the Principal and all members of teaching staff modeling best practice.
- The Principal of St Joseph's as a key leader who strongly influences attitudes and sets standards in relation to dealing with acts of racism
- Teachers and SNA's must act as good role models by examining their own unconscious bias. They must not misuse authority, but be fair, clear and consistent in their disciplinary measures.
- Reports of racist behaviour are assessed by the relevant teacher and then referred to the Principal if appropriate.
- The BOM has overall responsibility to ensure that this policy is effective, sustainable and Measured. The BOM must ensure that accountability is of the highest standard and frequently appraise the outcomes of the strategies and measures contained within the policy.

Actions, education and prevention strategies:

- A whole-school commitment to making an ongoing pledge to foster respect for all members of the school community through what we have learned from 'The Yellow Flag Programme' and ensuring this commitment is maintained.
- Actively promoting the value of diversity, learning about the lives of people in other countries and their contribution to art, history, music, drama and sciences.
- To challenge prejudice and stereotyping, while making it clear that racist behaviour is unacceptable in any form.
- Supporting and enhancing the self-esteem of all pupils through curricular and extracurricular activities. Students will have opportunities to develop a strong sense of self-worth through meaningful classroom discussions and positive peer interactions.
- Keep up to date with whole staff professional development on anti-racism to ensure all staff members understand what racism is, its impact on people, and the appropriate strategies for prevention and intervention.
- Implementing strong supervision and monitoring protocols in classrooms, corridors, school grounds, school tours, bus journeys and extracurricular activities. All employees of the school, including non-teaching and ancillary staff, will remain vigilant and report any issues to the relevant teachers or principal.
- Encouraging a culture of reporting, particularly emphasizing the role of bystanders in addressing racism, with an awareness that remaining silent about something they have seen or heard can be as harmful as the incident itself. Pupils will be supported in gaining confidence to report incidents of racist behaviour, with a clear understanding that speaking up is responsible, not 'telling tales.'

- Engaging the 'Diversity Committee' and 'Student Council' in fostering a safe and respectful school environment through initiatives such as peer mentoring, buddy systems, and student-led support activities that encourage respect and solidarity among pupils.
- Developing and prominently displaying an Anti-Racism Code throughout the school, including in classrooms and communal areas, reinforcing the school's commitment to diversity, respect, and inclusion.
- Ensuring that the school's Anti-Racism Policy is clearly communicated to all staff, students and parents. A copy will be provided to all parents/guardians upon enrolment as part of the school's Code of Behaviour.
- Implementing regular whole-school awareness initiatives, such as: 'Intercultural day', to visually represent the diversity of our school and the different cuisines from around the world while involving parents in a meaningful way. Diversity-themed notice boards in classrooms, celebrations of cultural festivals (eg: Eid, Diwali, Christmas, Seachtain na Gaeilge)
- Clearly outlining the reporting process so that students know who to tell and how to report incidents of racism, ensuring that all concerns are taken seriously and addressed promptly.
- Incorporating Bí Cineálta into our prevention strategies, focusing on kindness, empathy, and restorative dialogue. We aim to empower students and staff to address incidents of racism with understanding and respect, fostering a supportive and inclusive school environment.

Identify:

- A racist incident is behaviour or language that makes a person feel unwelcome or

marginalised because of their colour, culture, religion, national origin or membership of the Traveller Community. It is not about the intent of the comment or action but about impact it has on the person experiencing it.

Reporting Procedures:

- All reports, including anonymous reports of racism, will be investigated and dealt with by the Principal and the Childs teacher.
- Teaching and non-teaching staff such as secretaries, SNA's, bus escorts, caretakers, cleaners must report any incidents of racist behaviour witnessed by them, or mentioned to them, to the relevant teacher.
- In investigating and dealing with bullying, the principal will exercise a professional judgement to determine whether a racist incident has occurred and how best the situation might be resolved;
- Parent(s)/guardian(s) and pupils are required to co-operate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationships of the parties involved as quickly as possible;
- Teachers take a calm, empathic, problem-solving approach. All interviews are conducted with sensitivity and with due regard to the rights of all pupils concerned. Pupils who are not directly involved can also provide very useful information in this way.
- When analysing incidents of bullying behaviour, the relevant teacher uses restorative practice techniques such as is recommended in the Bi Cineálta procedures. This is done in a calm manner, setting an example in dealing effectively with a conflict in a non-aggressive manner.
- If a group is involved, each member is interviewed individually at first. Thereafter, all those involved meet as a group. At the group meeting, each member is asked for his/her account of what happened to ensure that everyone in the group is clear

about each other's statements;

- Each member of a group is supported through the possible pressures that may face them from the other members of the group after the interview by the teacher;
- When appropriate those involved may write down their account of the incident(s)
- In cases where it has been determined by the principal that racism has occurred, the parent(s)/guardian(s) of the parties involved are contacted at an early stage to inform them of the matter and explain the actions being taken (by reference to the school policy). The school gives parent(s)/guardian(s) an opportunity of discussing ways in which they can reinforce or support the actions being taken by the school and the supports provided to the pupils.
- Where the Principal has determined that a pupil has been engaged in racist behaviour, it is made clear to them fully how they are in breach of the school's anti-racism policy and they are encouraged to try to see the situation from the perspective of the targeted pupil.
- Any pupil or parent(s)/guardian(s) may bring a racial incident to any teacher in the school.
- The relevant persons responsible for investigating and dealing with racism in accordance with the Bí Cineálta procedures are as follows: Principal, All Teachers

1. Clear guidelines for children:

- Children are encouraged to report any experience or observation of racism happening to themselves or others to a staff member immediately, whether it occurs in the classroom, on the yard, or in any school setting.
- By fostering a culture of open communication, the school aims to create an inclusive and respectful environment for all students.

2. Clear guidelines for all staff members:

-If a child says they have experienced a comment or event that made them feel sad or uncomfortable, which sounds like racism, the child may not know themselves that it was racist. Sometimes a comment can feel hurtful and wrong but the child may not know why.

The staff member should follow these steps.

A. Respond with empathy. If the incident sounds like it is of a racist nature do not belittle it for example by saying 'I'm sure they didn't mean it like that'.

B. Ask the child if they are ok?

C. Tell them it is ok to feel upset about this and that you will help them.

- Staff members will take all reports seriously, listen carefully, and investigate the incident at an appropriate time.

- The school is committed to handling all reports of racism with confidentiality, sensitivity, and fairness, ensuring that appropriate actions are taken.

- Fill out appropriate form(s) (See Appendix 1 and 2).

3. Clear guidelines for parents

- Make a phone call to the school and ask to speak to the Principal.

- The issue will initially be investigated by the teacher/Principal.

- Get a parent/guardian or friend to tell on your behalf.

- Please call the Principal's office if you suspect a child is been the victim of racism or you witness racism.

Staff Support.

This policy establishes the foundation for a respectful, inclusive, and safe working environment for all staff members, explicitly recognizing the importance of dignity, equality,

and collaboration. It outlines clear procedures for addressing racially motivated discrimination, reinforcing the school's commitment to an anti-racist workplace culture. It also highlights the responsibility of bystanders in challenging racist or inappropriate behaviour and fostering an environment where concerns about racism can be raised openly and addressed effectively. Without prejudice to an individual's right to take such advice or steps as they may decide, the Board of Management will take seriously any allegation of workplace racism, bullying or harassment.

Follow up:

In assessing whether a racist incident has been properly addressed, the Principal considers:

- If the racist behaviour has stopped.
- If conflicts between the parties have been resolved as far as is practicable
- If relationships have been restored where practicable.
- Feedback from those involved, their parents/guardians, or school leadership.
- Follow-up meetings are held separately, with the possibility of bringing parties together later if the affected pupil agrees, using Restorative Practice Techniques. If parents/guardians are unsatisfied with how the case was handled, they are directed to the school's complaints procedures.
- The school's programme of support for working with pupils affected by racism and bullying is as recommended by the Bí Cineálta procedures.

All in-school supports and opportunities will be provided for the pupils affected by bullying of any kind to participate in activities designed to raise their self-esteem, to develop friendships and social skills and build resilience e.g: SPHE Lessons, Buddy system, Group work such as circle time if pupils require counselling or further supports the school will

endeavour to liaise with the appropriate agencies to organise same. NEPS will also be contacted for advice.

Where a parent(s)/guardian(s) is not satisfied that the school has dealt with a racist case in accordance with these procedures, the parent(s)/guardian(s) must be referred, as appropriate, to the school's complaints procedures. In the event that a parent(s)/guardian(s) has exhausted the school's complaints procedures and is still not satisfied, the school must advise the parent(s)/guardian(s) of their right to make a complaint to the Ombudsman for Children.

Recording of Racist behaviour:

Determination that a racist incident has occurred:

- Recording the ethnicity/Nationality of the victim is important, in that it may show that some groups are more likely to be victims of racism in the school. If this is the case, the school may wish to take a targeted approach.
- All records will be kept by the Principal.
- All records are kept and archived at the end of each academic year.
- Recording of racist incidents is done in an objective and factual manner. The school's procedures for noting and reporting racist behaviour are as follows: In line with Bí Cineálta, all incidents will be recorded with a focus on promoting understanding, empathy, and respect. The aim is to ensure that the restorative approach is applied consistently, supporting all involved in resolving the conflict in a constructive and compassionate manner.
- Schools and students can choose to report racism to www.ireport.ie if they deem appropriate.

References:

Irish Network Against Racism (2025). 'Effects of Racism'. Available at: <<https://inar.ie/wp-content/uploads/2020/09/Effects-of-Racism-final.pdf>> (Accessed on 3rd October 2025).

Irish Network Against Racism (2025). 'Learn'. Available at: <<https://inar.ie/racism-in-ireland/learn-about-racism/>> (Accessed on 3rd October 2025)

Irish Network Against Racism (2025). 'Racism as part of a system of oppression'. Available at: <<https://inar.ie/racism-in-ireland/learn-about-racism/dimensions-of-racism/>> (Accessed on 6th October 2025).

National Human Genome Research Institute (2025). 'Race'. Available at: <<https://www.genome.gov/genetics-glossary/Race#:~:text=Race%20is%20a%20political%20and,at%20perceiving%20and%20interpreting%20reality.%E2%80%9D>> (Accessed on 3rd October, 2025)

1

Brief description of racist behaviour and its impact

N: _____

N: _____

Details of actions taken

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Signature staff member completing this form:

Date:

N:

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Ty Signature Principal:

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I

Date:

Name Calling due to race	Other (specify)
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Appendix 3 Diversity Code

Together we can...

Grow like trees, and help people when they fall like leaves.
Just like the seasons, people all have different reasons,
if we support each other, things could be more even.

No one has a choice where they're from or how they appear, we
can all learn from each other if we take the time to care.

Respect everyone,
we all have human rights,
'give respect and get respect' lets keep it in our sights.

There is beauty in difference, we can't all be the same, include
everyone - try to make a change.

Be yourself, we're all unique,

It's good to be different
If learnings' what we seek,

Together we can achieve our dreams, if we take pride in ourselves
and make sure to believe.

This Policy was ratified by the Board of Management on _____

Signed: _____ Chairperson

Signed: _____ Principal