

EUREKA



Eureka Secondary School Anti- Racism Policy (DRAFT)

1. In accordance with the requirements of the 'Schools of Sanctuary' programme and our Bí Cineálta Policy, the Board of Management of Eureka Secondary School has adopted the following Anti-Racism Policy, aligned with the school's Code of Behaviour and Anti-Bullying Policy.
2. The Board of Management recognises the very serious nature of racism and the negative impact that it can have on the lives of students and parents and is therefore fully committed to the following key principles of best practice in preventing and tackling racist behaviour:
 - (a) A positive school culture and climate which • is welcoming of difference and diversity and is based on inclusivity; • encourages pupils to disclose and discuss incidents of racist behaviour in a nonthreatening environment; and • promotes respectful relationships across the school community;
 - (b) Effective leadership
 - (c) A school-wide approach
 - (d) A shared understanding of what racism is and its impact
 - (e) Implementation of education and prevention strategies (including awareness raising measures) that- • build empathy, respect and resilience in pupils; and • explicitly address the issues of racism i • effective supervision and monitoring of pupils;
 - (f) Effective supervision and monitoring of pupils
 - (g) Supports for staff
 - (h) Consistent recording, investigation and follow up of racist behaviour; and
 - (i) On-going evaluation of the effectiveness of the anti-bullying policy.

3. Definitions of Racism

Racism is defined by the U.N. as, “any distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic origin”. An attitude or belief “is racist if it implies that some groups are superior or inferior to others based on their ‘race’, colour, descent, or national or ethnic origin” (NCCA 2005) Furthermore, according to the UNESCO Declaration on Race and Racial Prejudice Article 2:2 Racism includes racist ideologies, prejudiced attitudes, discriminatory behaviour, structural arrangements and institutionalised practices resulting in racial inequality as well as the fallacious notion that discriminatory relations between groups are morally justifiable. A racist incident is behaviour or language that makes a person ‘feel unwelcome or marginalised because of their colour, culture, religion, or national origin’ (Richardson, 2004).

CATEGORIES OF RACIST BEHAVIOUR:

- Derogatory name-calling, insults, racist jokes and language.
- 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 or language.
- 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.
- Racist graffiti.
- Written abuse of a racist nature including racist comments made by emailing or text messaging, or on any social media forums such as Facebook or Twitter.
- Damage to property motivated by racism.
- Incitement of others to act in a racist manner.
- Provocative behaviour such as wearing racist badges, insignia or clothing.
- Bringing racist materials such as leaflets, photographs or magazines into the school

Negative behaviour that does not meet this definition of racism or categories of racist behaviour will be dealt with in accordance with the school's code of behaviour.

4. It is primarily the role of the school to investigate and act upon a racist incident and to record and report further incidents:

- All incidents of racism occurring in school or pertaining to the school will be reported to the principal and recorded in conjunction with the parties involved.
- Following a racist incident, it is the role of the school and the principal to monitor future behaviour but also to provide help and support for the victim and challenge racist behaviour through awareness raising programme on values, identity, 'othering' and discrimination.
- It is expected that parents/guardians and all members of the school community, will cooperate and work together with the school on a continuous basis to help eliminate any racist behaviour.

5. The education and prevention strategies that will be used by the school are as follows:

- The school endeavours to build a school community based on inclusion, equality and partnership.
- The promotion of the value of diversity to address issues of prejudice and stereotyping, and highlight the unacceptability of racist behaviour
- The school promotes an atmosphere of friendship, respect and tolerance through programme such as the Social Personal and Health Education.
- The school endeavours to decolonise the curriculum: learn about the lives of people in other countries, and of their contribution to art, history, music, drama, sciences etc. and to increase awareness of the historical roots of racism and discrimination, and their impacts on communities
- The fostering and enhancing of the self-esteem of all our pupils through both curricular and extracurricular activities. Pupils will be provided with opportunities to develop a positive sense of self-worth through formal and informal interactions.
- Whole staff professional development on racism to ensure that all staff develops an awareness of what racism is, how it impacts on pupils' lives and the need to respond to it prevention and intervention.
- An annual audit of professional development needs with a view to assessing staff requirements through internal staff knowledge/expertise and external sources

- Professional development with specific focus on the training of the relevant teacher(s)
- School wide awareness raising and training on all aspects of racism, to include pupils, parent(s)/guardian(s) and the wider school community. Anti-racism and human rights education are explicitly undertaken during anti-racism week and implicitly throughout the school year.
- Supervision and monitoring of classrooms, corridors, school grounds, school tours and extracurricular activities. Non-teaching and ancillary staff will be encouraged to be vigilant and report issues to relevant teachers. Supervision will also apply to monitoring student use of communication technology within the school.
- Involvement of the School of sanctuary Committee in contributing to a safe school environment e.g. Buddy system, mentoring, the Welcome Club and other student support activities that can help to support pupils and encourage a culture of peer respect and support.
- Development and promotion of an Anti-Racism and Diversity code for the school-to be included in student journals and displayed publicly in classrooms and in common areas of the school.
- Diversity represented with dignity on the walls of the school with a clear message of zero tolerance to racism.
- The school's anti-racism policy is discussed with pupils and all parent(s)/guardian(s)s are given a copy as part of the Code of Behaviour of the school. Parents contribute to and support the schools Anti-Racism policy by encouraging positive attitudes and behaviour both at home and at school and by being vigilant for signs and symptoms that their child is subject to racism or is subjecting another child to racism.
- The implementation of regular (e.g. per year/per term/per month/per week) whole school awareness measures e.g. a dedicated notice board in the school and classrooms on the promotion of friendship, and racism prevention; annual Friendship Week and parent(s)/guardian(s) seminars; annual student surveys; regular school or year group assemblies by principal, deputy principal, year heads etc.
- Encourage a culture of telling, with particular emphasis on the importance of bystanders. In that way pupils will gain confidence in 'telling'. This confidence factor is of vital importance. It should be made clear to all pupils that when they report incidents of racism they are not considered to be telling tales but are behaving responsibly.

- All parents are encouraged to visit the school and participate in their child's education and school activities for example during Coffee mornings, Diversity Committee meetings, Intercultural Events, World Book Day activities, Science and Maths for Fun activities.
- Teachers respond sensitively to pupils who disclose incidents of racism and all disclosed incidents of racism are investigated.

6. Procedures for Investigating and Dealing with Racism.

- All reports of racism to a member of staff will be noted, investigated and dealt with by the member of staff and the principal. In this way, all members of the school community will be encouraged to "tell" about racist incidents within school.
- If a student, parent or guardian reports a racist incident to a member of staff, the parent/guardian will be asked to complete a racist incident report form. The incident will be investigated by the member of staff, and by the principal.
- A member of staff should report a racist incident directed towards them, by another party, to the principal. The member of staff will complete a racist incident report form and the incident will be investigated by the principal.
- Where there is a report of a racist incident in school or within the school environs, the principal and the member of staff/school community involved, will meet with all parties to establish what happened and address the issues accordingly. -A record will be kept of all racist incidents occurring in or pertaining to the school, by means of racist incident report forms. -These records will give details of the offence, the parties involved, action taken and sanction imposed. -Incidents which occur on the yard can also be logged in a Behaviour Log Book. -These records will be reviewed each term and will be used to monitor the frequency and nature of racist incidents and to measure the effectiveness of the methods used by our school in responding to them. - Based on this information we may adapt the methods we use.
- In accordance with the Code of Behaviour, actions will be taken which could result as last resort in suspension, expulsion or dismissal.