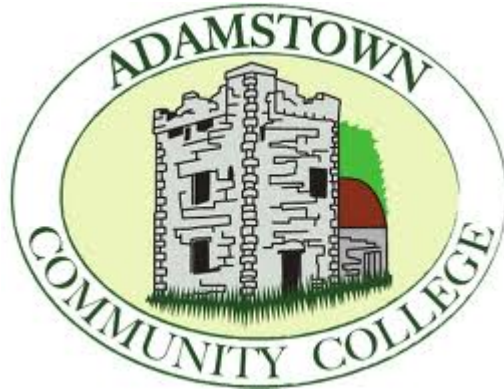


Adamstown Community College



Anti-Racism Policy

1. Rationale:

Adamstown Community College is a community of teachers, students, parents and non-teaching staff that aims to provide the highest possible standard of education for all its students in a stable, non-threatening environment.

Racism is the prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized. Acts of racism are known to cause physical and/or psychological damage and to negatively affect the quality of the teaching and learning provided. All members of the School are united in recognising their role in supporting an ethos of anti-racism and a zero tolerance for racism.

It is the responsibility of every member of the School community to respect the right of others to learn in an atmosphere free from discrimination towards themselves or their belongings and to assist in the prevention of racist speech, discrimination and/or harassment. To this end it is imperative that every member of the School community recognises that racism will not be tolerated.

In Adamstown Community College we define a racist incident as being discriminated against, or being targeted, on the basis of colour, race, ethnicity, nationality, culture, language or religion/belief through actions and/or words. Racist incidents need not be directed towards an individual, and can include racist, sweeping statements within the classroom.

2. Scope:

The School Anti-Racism Policy applies in the following contexts:

- The relationships between students and other students.
- The relationships between students and their teachers and the wider school community.

3. Application:

The Policy applies to the following:

- When students are on the School grounds.
- When students are on School tours and trips.
- When students are engaged in extracurricular activities organised by the School.
- The School reserves the right, in exceptional circumstances, to apply the Policy in respect of hate speech, discrimination and/or harassment that occurs at any other time when there is a clear connection with the School. This can also include alleged behaviour that is likely to have a significant negative reflection on the School's ethos. This could include but is not limited to discriminatory language or racist attacks by a student using social media outlets or other forms of messaging services.

4. Principles

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 is therefore fully committed to the following key principles of best practice in preventing and tackling racist behaviour:

- A positive school culture and climate which is welcoming of difference and diversity and is based on inclusivity, encourages students to disclose and discuss incidents of racism in a non-threatening environment and promotes respectful relationships across the school community;
- A school-wide approach;
- A shared understanding of what racism is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that build empathy, respect and understanding in students; and explicitly address the issues of discrimination and hate speech including in particular, gaslighting and micro-aggressions.
- Effective supervision and monitoring of students;
- Supports and training for staff
- Consistent recording, investigation and follow up of racist behaviour or incidents;
- Ongoing evaluation of the effectiveness of the anti-racism policy.

5. Aims of the Anti-Racism Policy

- To support and give meaning to our school ethos of inclusion, equality and partnership.
- To continue to develop a safe and welcoming environment for all, in which racist speech and behaviour are continually challenged.
- To dismantle stereotypical views which have an underlying racist bias.
- To empower our School community to identify and engage with racist or discriminatory behaviour.
- To develop staff awareness of implicit racism via ongoing continuous professional development.
- It is acknowledged that throughout the past there have been many cases of racism and racist behaviour throughout the world. These have been recorded and commented on in history books, poetry, literature etc. Many such writings form part of the school curriculum and are included on exam syllabi. The school will continue to use such materials to help educate our students on the topic of racism. Such material will be delivered in a sensitive manner.

6. Definition of a racist incident

In our school we define a racist incident as being when an individual is discriminated against, or targeted, on the basis of colour, race, ethnicity, nationality, culture, religion/belief or language.

The following types of behaviour are included in the definition of racist behaviour but not limited to:

- Discriminatory hate speech or 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 cooperate with others because of any of the above differences.
- Stereotyping on the basis of colour, race, ethnicity, nationality, culture, religion/belief or language.
- Racist graffiti.
- Written abuse of a racist nature including racist comments made by emailing, text messaging and/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, insignia or clothing.

7. Procedures for Dealing with Incidents of Racism- The Four “R’s” Technique

There are four “Rs” when it comes to dealing with incidents of racism.

REPORT

1. We encourage the reporting of all racist incidents. The reporter may report incidents that have directly affected them or an incident witnessed by them. This may be done anonymously initially.
2. The alleged victim should be listened to and asked to write an account of the incident.

RESPONSE

The pillars of Restorative Practice should be employed in responding to incidents of racism. Each incident that is reported must be assessed as to severity. If an investigation uncovers no evidence of actual racist behaviour then the issue may be dealt with in the context of promoting better behaviour. If an investigation uncovers evidence of racism, a restorative approach should be employed in which the aim is to educate, resolve issues and restore relationships. Once the school establishes what happened the issues will be addressed accordingly. Records of the incident(s) and the response(s) will be kept on file.

1. Repeat offenses will be sanctioned in accordance with the Code of Behaviour, and may result in suspension, expulsion or dismissal. For other members of the school community, this could result in barring from the school grounds or school buildings.
2. Support for the person experiencing the racist incident.
3. Parents of the students involved will be informed of the issue and the actions taken.

A student who engages in racist behaviour after a restorative intervention does so in the knowledge that they have ignored the efforts of the School to help them on this occasion to change their behaviour.

REASSESS

The school will periodically review the effectiveness of the policy and the interventions made.

REPEAT

The more often and openly the school discusses racism in all its forms the easier it is to call it out in the community and create a safe environment for all to thrive in.

8. Signs and Symptoms of Racism:

Signs and symptoms may include, but are not limited to:

- Deterioration in academic performance.
- Possessions missing or damaged.
- Refusal to talk to a parent/ guardian about what is troubling him/her. When explained the rationale may not make sense to those told but it is very real for him/her.
- Reluctance to go to school.
- Generalised anxiety/ difficulties sleeping/ loss of appetite.

9. Strategies for the Prevention of Racism in the School

- Establishment of a student diversity and inclusion panel.
- Providing staff with resource materials.
- Authentic and organic interactions with anti-racism via anti-racism week, guest speakers etc.
- Discouraging being a bystander when it comes to racism. Silence in itself is a statement.
- Inviting speakers from many ethnic backgrounds and disciplines and experiences to provide diverse role models and alternatives to what may be around students on a daily basis. Anti-bias training for the school wide community, not just the students.
- 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.
- Ensure that library reading material and textbooks represent appropriate lived experiences of children and adults from different national and cultural backgrounds. Ensuring that movies and documentaries being watched have that same reflection and including material that investigates false beliefs.

10. Roles and Responsibilities:

Teachers

School staff must keep track of and notify the relevant authority of any racist incidents and complete racist incident forms where appropriate. Staff are encouraged to take part in, and engage with, anti-bias and anti-racism training. The school staff set the tone and must always challenge discriminatory language. Staff must ensure that students are aware of this policy at the start of each academic year.

Pupils

Pupils must be made aware of their obligation and responsibility to ensure that other students are not subjected to racist incidents. Students must report such incidents to a member of staff. Students must not engage in any racist activity.

Parents

Parents must be familiar with the school's anti-racism policy and duly accept the sanctions as determined by the school. Parents should be encouraged to partake in activities which foster the appreciation of diversity and cross cultural relationships.