

Anti-racism policy



De La Salle College, Newtown, Waterford X91 DT68

Rationale & school ethos

Mission Statement:

"De La Salle College, Waterford is an all-boys Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life."

Ethos:

As a Le Cheile school in the De La Salle tradition De La Salle Waterford seeks to promote the key values of a Le Cheile school as espoused by life St. Jean-Baptiste De La Salle. Graduates of our school are characterised by a keen sense of the following:

- Intellectual Development
- Emotional and Social Development
- Moral Development
- Spiritual Development
- Concern for Others

Personal data collected about prospective students/students and their parents/guardians will be retained and used strictly in accordance with the provisions of GDPR legislation as introduced 25th. May 2018. Further details on data protection are set out in the school's Data Protection Policy.

De La Salle College Waterford aims to protect the well-being of its students and staff by providing a safe and nurturing environment at all times. It is a learning community where all students are valued and educated in preparation for a meaningful life.

	<p>De La Salle College Waterford is a multicultural ethnically diverse community which recognises that racism exists at a systemic level within society and acknowledges its responsibility, as a school community, to actively challenge and dismantle it. In line with the values reflected in the Yellow Flag programme, it is essential that the school adopts a positive, preventative, and proactive approach to promoting equality and inclusion for all students, staff, and families.</p> <p>An anti-racism policy is a key element in creating a safe, respectful and a welcoming learning environment. It establishes clear expectations for behaviour across the entire school community and communicates a strong and consistent message that racism, prejudice, and discrimination will not be tolerated in any form. Such a policy also ensures that there are clear procedures in place to prevent, address, and respond to incidents effectively and fairly.</p> <p>By developing and implementing a comprehensive anti-racism policy, De La Salle College can foster a culture of respect, empathy, and understanding for all. This supports the wellbeing and belonging of all staff and students, regardless of their race, ethnicity, or cultural background, and helps prepare them to become informed, responsible citizens in an increasingly diverse society.</p>
<p>Vision</p>	<p>The vision of De La Salle College Waterford regarding anti-racism and cultural diversity is to foster a school community where every individual is respected, valued, and empowered to thrive, regardless of their race, ethnicity, or cultural background. Rooted in the school's ethos of inclusivity, respect, and holistic education, this vision promotes equality as a fundamental principle and recognises diversity as a vital strength that enriches the entire school community.</p> <p>De La Salle College envisions an environment where anti-racism is actively practiced, not only through policies but through everyday actions, relationships, and learning experiences. This includes creating a safe and welcoming space where all students feel a strong sense of belonging, where staff are celebrated,</p>

	<p>and where discriminatory attitudes and behaviours are consistently challenged. The school aims to embed intercultural awareness through policy, practice, behaviours and interactions; where everyone is valued and respected, encouraging students to develop empathy, critical thinking, and a deeper understanding of global citizenship.</p> <p>Inclusivity and diversity, in this vision, extend beyond representation to meaningful participation. De La Salle College strives to ensure that all voices are heard and respected, and that students, staff, and the wider school community are engaged in ongoing dialogue and education around anti-racism. Through proactive initiatives, clear expectations, and a commitment to continuous improvement, the school seeks to cultivate a culture of respect, fairness, and unity, preparing students to contribute positively to an increasingly diverse and interconnected world.</p>
<p>Aims & Objectives</p>	<p>Aims and Objectives of the Anti-Racism Policy at De La Salle College Waterford</p> <p>The Anti-Racism Policy at De La Salle College Waterford aims to create a safe, inclusive, and respectful school environment where all members of the school community are valued equally and protected from racism in all its forms. The policy sets out to promote a proactive, whole-school approach to preventing, identifying, and addressing racism, while fostering a culture of respect, empathy, and intercultural understanding.</p> <p>The policy seeks to:</p> <ul style="list-style-type: none"> • Ensure racial equality and a multicultural community thrives. • Foster an environment where diversity is celebrated, and where all students feel a strong sense of belonging, dignity, and respect. • Ensure effective protection and clear pathways for redress against racism and discrimination through a structured policy framework, with transparent procedures for students, staff, parents, and the wider school community. • Clearly state that racism, prejudice, and discrimination will not be tolerated, and ensure that all incidents are addressed promptly, consistently, and fairly.

- Promote a positive, preventative, and proactive approach to anti-racism by embedding inclusive values and intercultural awareness across all aspects of school life.
- Empower students to recognise, name, and challenge racist or exclusionary behaviour, with appropriate supports and safeguarding measures in place for reporting concerns.
- Support staff through training and guidance to confidently identify, prevent, and respond to racism, and to model inclusive and respectful behaviour.
- Engage parents, guardians, and the wider school community in promoting equality, diversity, and inclusion.
- Review and evaluate school policies, procedures, and practices to identify and address any potential unconscious bias or systemic inequalities.
- Prepare students to become responsible, informed, and respectful citizens in an increasingly diverse and multicultural society.

Under the school's Bí Cineálta procedures, racist incidents are identified where behaviour targets a student or group on the basis of race, colour, nationality, ethnic or national origin, language, culture, religion, Traveller identity, Roma identity, or any other protected ethnic characteristic, and where such behaviour causes harm, distress, humiliation, exclusion, intimidation, or fear.

Racist behaviour may include verbal, physical, written, visual, social, or online conduct, including racist language, slurs, mocking accents or cultural practices, stereotyping, exclusion, intimidation, racist imagery or symbols, offensive jokes, harassment, or the sharing of racist content through digital platforms.

In assessing incidents, the school will consider:

- the nature and seriousness of the behaviour;
- the impact on the student(s) concerned;
- whether the behaviour forms part of a repeated pattern;
- any imbalance of power between those involved; and

- the wider effect on the school community.

A single serious racist incident, particularly where shared publicly or online, may be treated as bullying where its harmful impact is ongoing.

All reports or concerns relating to racist behaviour will be taken seriously, investigated promptly, recorded appropriately, and addressed in line with the school's Bí Cineálta policy, Code of Behaviour, and equality obligations. Where appropriate, supportive, educational, restorative, and disciplinary responses may be used to ensure the safety, dignity, and wellbeing of all members of the school community.

De La Salle College Waterford's is a safe, respectful, and inclusive school community where every student, staff member, and family feels valued and supported, regardless of their racial, ethnic, or cultural background. The school recognises that racism exists within society and is committed to actively challenging it by promoting equality, understanding, and respect in all aspects of school life.

The school supports cultural diversity which is reflected not only in policies but in everyday interactions, teaching practices, and the overall school culture. Inclusivity is central to this vision, ensuring that all students have a genuine sense of belonging and are empowered to participate fully in school life. Diversity is recognised and celebrated as a strength that enriches the learning experience and broadens students' perspectives.

De La Salle College embeds intercultural awareness and education across the curriculum, helping students to develop empathy, critical thinking, and respect for others. The school is committed to fostering open dialogue, challenging prejudice, and encouraging students to understand and appreciate different cultures and identities.

Through this vision, the school promotes a positive, supportive environment where discriminatory behaviour is actively challenged, where differences are respected, and where all members of the community are treated with dignity and fairness. Ultimately, De La Salle College prepares students to

	<p>become inclusive, respectful, and responsible citizens in an increasingly diverse and interconnected world.</p>
<p>Definition of Racism</p>	<p>Racism: <i>Racism is the belief that a ground such as “race”, colour, language, religion, nationality or national or ethnic origin justifies contempt for a person or a group of persons, or the notion of superiority of a person or a group of persons, which manifests through those power dynamics present in structural and institutional arrangements, practices, policies and cultural norms, which have the effect of excluding or discriminating against those individuals.</i> (European Commission on Racism and Intolerance, 2023.)</p> <p>Racial discrimination: <i>The International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), which Ireland is party to terms “racial discrimination” as any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.”</i> (Article 1, ICERD.)</p>
<p>Categories of racism</p>	<p>Individual or Interpersonal Racism Individual or interpersonal racism is the form of racism most commonly understood because it is the most visible. It refers to all interactions and behaviours between individuals that are racist or contain racist content. This can range from microaggressions to racist name-calling, bullying, harassment, discrimination, and even racist hate crimes. Although these incidents are often the most easily recognised, they occur within and are reinforced by wider historical, institutional, and systemic racism in society. Their impact is significant, as they both reflect and reinforce broader structures of inequality (ENAR Ireland, 2019).</p> <p>Systemic Racism Systemic racism refers to the ways in which racism is embedded within the broader systems and structures of society. It manifests in ways that prevent people from fully enjoying their economic, social, cultural, civil, and political rights. This form of racism may occur whether intentionally or unintentionally, and it often operates through established norms, practices,</p>

	<p>and inequalities that disadvantage certain racial or ethnic groups (ENAR Ireland, 2019).</p> <p>Institutional Racism Institutional racism refers to the ways in which racism is expressed within the practices of social and political institutions, including schools. It involves discrimination against particular groups, whether intentional or not, and can result from the absence of policies designed to prevent discriminatory behaviour. It is often evident in processes, attitudes, and behaviours shaped by unconscious bias, ignorance, thoughtlessness, and racist stereotyping. Institutional racism affects the entire institution, including both systems and individuals within it, and can lead to unequal outcomes for ethnic minority groups (ENAR Ireland, 2019).</p> <p>Historical Racism Historical racism refers to the long-standing histories of domination and subordination between groups within societies. These histories vary across different contexts, but all have shaped how racial groups are perceived and treated over time. For example, the historical experiences of African descent populations, Native Americans, Roma, Travellers, and Asian communities have led to distinct patterns of racialisation that continue to influence their experiences today.</p> <p>These historical processes have lasting impacts on society, as they are reflected in present-day structures, institutions, laws, and cultural attitudes. As a result, historical racism continues to shape inequalities and the lived experiences of different groups, reinforcing the importance of acknowledging and addressing these legacies in order to build a more just and inclusive society (ENAR Ireland, 2019).</p>
<p>Aims of the Anti-Racism Policy</p> <p><i>Demonstrating Leadership Empowering all participants in the school Community Building Awareness and Changing Attitudes</i></p>	<p>Aims of the Anti-Racism Policy at De La Salle College Waterford</p> <p>The Anti-Racism Policy at De La Salle College Waterford ensures effective protection and clear redress against discrimination through a structured and transparent policy framework. The policy is designed to promote a safe, inclusive, and welcoming school environment where racism, prejudice, and</p>

	<p>discriminatory behaviour are actively challenged and cannot be tolerated in any form.</p> <p>A key aim of the policy is to create and sustain a school culture where all members of the community—students, staff, parents, and visitors—feel valued, respected, and supported. The school is committed to providing an environment in which racist assumptions, attitudes, and behaviours are consistently addressed and challenged in line with its ethos of respect, equality, and inclusion.</p> <p>The policy aims to give the whole school community the confidence that racism can and must be eradicated. It seeks to empower students and staff to recognise, name, and challenge all forms of prejudicial and exclusionary behaviour, with appropriate supports in place to ensure they feel safe when reporting concerns.</p> <p>As a school community, De La Salle College aims to challenge stereotypical comments and behaviours that are rooted in racist bias, and to promote respectful dialogue and understanding. The policy also supports the development of staff awareness around implicit and systemic racism, ensuring that appropriate language, terminology, and practices are used to reflect inclusivity and respect for all.</p> <p>In addition, the policy equips staff with the knowledge, skills, and strategies needed to effectively identify, intervene in, and respond to incidents of racism in a consistent and coordinated manner. This includes promoting best practice in dealing with such incidents and ensuring that all responses are fair, transparent, and supportive of those affected.</p> <p>Finally, the policy actively celebrates diversity within the school community. This includes recognising and valuing differences in colour, race, ethnicity, nationality, culture, religion or belief, and language. By doing so, De La Salle College fosters a strong sense of belonging for all and to prepare students to be respectful, informed, and responsible citizens in a diverse and multicultural society.</p>
Identifying Racist Incidents	A racist incident is behaviour or language that makes a person <i>'feel unwelcome or marginalised because of their</i>

	<p><i>colour, culture, religion, or national origin'</i> (Richardson, 2004).</p>
<p>Categories of racist behaviour:</p>	<ul style="list-style-type: none"> • 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
<p>Strategies for the Prevention of Racism</p> <p><i>A whole school Approach & Response</i></p>	<p>Strategies for the Prevention of Racism at De La Salle College Waterford</p> <ul style="list-style-type: none"> • Multiculturalism is recognised on a daily basis, the school promotes a positive multicultural community based on inclusion, equality, and partnership, ensuring that all members feel valued and respected. • An atmosphere of friendship, respect, and tolerance is actively encouraged through programmes such as Social, Personal and Health Education (SPHE). • The curriculum is decolonised by incorporating the lives, experiences, and contributions of people from diverse cultural

	<p>backgrounds across subjects such as history, art, music, drama, and the sciences.</p> <ul style="list-style-type: none"> • Awareness of the historical roots of racism and discrimination is prioritised to help students understand their ongoing impact on society today. • Anti-racism and human rights education are delivered explicitly during events such as Inclusivity Week and embedded implicitly throughout the school year. • Cultural competence and empathy programmes are implemented to help students and staff develop understanding, respect, and appreciation for diversity. • Diversity is respectfully acknowledged within the school environment through inclusive displays that reinforce a clear zero-tolerance approach to racism. • Parents and guardians are actively encouraged to engage with the school through initiatives such as coffee mornings and participation in school activities. • Parents are supported in promoting positive attitudes and behaviours at home and are encouraged to be vigilant for signs of racism affecting their child or others. • Teachers and staff respond sensitively and appropriately to any disclosure of racist incidents. • As a school community we recognise the richness that ethnic diversity imbued us all with, individually and collectively. • All reported incidents of racism are taken seriously, fully investigated, and addressed in line with our BÍ Cineálta Policy.
<p>Procedures for Dealing with Incidents of Racism</p>	<p>The school will respond with the structured process in our BÍ Cineálta Policy to ensure all incidents of racist behaviour are addressed in a fair, consistent, and timely manner, consistently:</p> <p>1. Reporting the Incident</p> <p>Racist behaviour can be reported by students, parents/guardians, staff, or others through verbal, written, or online means clearly stating</p>

the ethnicity of the person reporting the incident. All reports are taken seriously.

2. Initial Response by Staff

The staff member listens supportively, reassures the student, ensures immediate safety, and records the concern using the appropriate reporting form.

3. Recording the Incident

All concerns, including early or informal reports, are formally documented to ensure accurate tracking and follow-up.

4. Determining the Nature of the Behaviour

The Year Head or Deputy Principal assesses whether the behaviour constitutes racist bullying behaviour or inappropriate behaviour under the Code for the Promotion of Positive Behaviour.

5. Informing Parents/Guardians

Parents/guardians of all students involved are informed at an early stage and invited to engage in resolving the matter.

6. Investigation

The incident is investigated in a calm, fair, and confidential manner. All parties are given an opportunity to be heard, and written statements may be gathered where appropriate.

7. Actions and Supports

Appropriate actions are agreed to:

- Stop the behaviour
- Support all students involved
- Restore relationships where possible

	<p>This may include restorative practices, supports, and/or disciplinary measures in line with school policy.</p> <p>8. Follow-Up and Review</p> <p>The situation is formally reviewed within 20 school days to assess whether the behaviour has ceased and whether supports are effective.</p> <p>9. Ongoing Monitoring and Supports</p> <p>Continued support and monitoring are provided for all students involved, including those affected, those responsible, and any bystanders.</p> <p>10. Oversight, Review and Prevention</p> <p>Incidents are analysed at a whole-school level to identify patterns, inform prevention strategies, and strengthen anti-racism education across the school community. Racist behaviour may constitute identity-based bullying and is addressed accordingly.</p> <p>De La Salle College Waterford is committed to fostering a safe, inclusive, and respectful environment where all members of the school community are treated with dignity and fairness, and where racist behaviour is not tolerated.</p>
<p><i>These general procedures will be followed:</i></p>	<p>In line with the principles of the Bí Cineálta platform, which promotes dignity, respect, equality, and accountability, De La Salle College Waterford is committed to ensuring that all racist incidents are responded to in a fair, transparent, and consistent manner. The following procedures outline how incidents of racism are reported, investigated, and addressed:</p> <hr/>

1. Reporting Racist Behaviour

Any student, parent/guardian, staff member, or member of the wider school community can report an incident of racist behaviour.

Reports may be made:

- Directly to any staff member
- In writing (e.g. signed note)
- By email or telephone to the Year Head or Deputy Principal
- Through the school's online reporting system
- With the support of a parent/guardian or peer

All staff must take reports seriously and promote a culture where reporting is seen as responsible and supportive behaviour.

2. Initial Response by Staff

When a report of racist behaviour is received, the staff member must:

- Listen supportively and reassure the student
- Prioritise the safety and wellbeing of the student(s) affected
- Complete the relevant Bí Cineálta - Appendix A - Initial Incident Report Form
- Forward the report without delay to the Year Head or Deputy Principal

All incidents, including early concerns, must be documented to allow for pattern tracking.

3. Determining the Nature of the Behaviour

The Year Head or Deputy Principal will assess the incident to determine whether the behaviour constitutes:

- Racist bullying behaviour (in line with Bí Cineálta criteria), or

- Inappropriate behaviour to be addressed under the Code of Behaviour

The following criteria must be considered:

- Is the behaviour targeted at a student or group?
- Is it intended to cause harm (physical, social, emotional)?
- Is it repeated over time?

Important: A once-off racist incident, particularly online, may be considered bullying if it has an ongoing impact (e.g. sharing or circulated).

All determinations must be formally recorded in the appropriate reporting documentation, with the ethnic background of the student clearly stated.

4. Informing and Engaging Parents/Guardians

At an early stage:

- Parents/guardians of all students involved must be informed
- They are invited to contribute to how the situation will be addressed

The views of the student who has experienced racist behaviour should be central to decision-making.

5. Conducting the Investigation

Investigations will:

- Be conducted discreetly and with sensitivity
- Involve individual interviews with all students involved
- Include written statements where appropriate
- Include witness accounts where relevant

A calm, fair, and problem-solving approach will be used at all times.

All findings and actions must be formally

recorded.

6. Implementing Agreed Actions and Supports

Following consultation with students and parents:

- Clear actions will be agreed to address the behaviour
- Supports will be put in place (e.g. check-ins, mentoring, restorative conversations, SST)
- Restorative practices may be used where appropriate to repair harm and build understanding

The primary aim is:

- To stop the behaviour
- To support all students involved
- To restore relationships where possible

Disciplinary actions may be applied in line with the Code for the Promotion of Positive Behaviour where necessary.

7. Follow-Up and Review

No later than 20 school days after the initial intervention:

- The Year Head or Deputy Principal will review the situation
- Students and parents will be re-engaged
- The effectiveness of actions will be evaluated

If the behaviour has stopped:

- Monitoring and support will continue

If the behaviour has not stopped:

- Strategies will be reviewed and adjusted
- Further supports or referrals may be considered (e.g. SST, BST, NEPS, counselling)

- Additional disciplinary measures may be applied if required

This review must be formally recorded.

8. Supports for All Students Involved

Support will be provided as appropriate:

For students experiencing racist behaviour:

- Ongoing support and reassurance
- Access to Student Support Team / counselling

For students displaying racist behaviour:

- Behavioural support and guidance
- Opportunities to reflect and understand impact
- Restorative and educational interventions

For bystanders:

- Guidance and support on responding appropriately
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9. Recording, Oversight and Review

- All incidents and actions taken must be formally recorded
- Patterns and trends will be reviewed at whole-school level
- The Principal will include relevant data in reports to the Board of Management
- Incidents will inform ongoing prevention and education strategies

This reflects the whole-school responsibility for addressing and preventing identity-based bullying, including racist behaviour.

	<p>10. Complaints and Appeals</p> <p>If a parent/guardian or student is not satisfied:</p> <ol style="list-style-type: none"> 1. The school's Complaints Procedure should be followed 2. If unresolved, the matter may be referred to the Ombudsman for Children <p>All complaints will be handled fairly, respectfully, and confidentially.</p> <hr/> <p>11. Ongoing Education and Prevention</p> <p>Learning from incidents will inform:</p> <ul style="list-style-type: none"> • SPHE, FUSE and Wellbeing programmes • Anti-racism and inclusion education • Whole-school initiatives promoting respect and diversity
<ul style="list-style-type: none"> • 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. • In accordance with the Code of Behaviour, and Grievance Procedures, actions will be taken which could result as last resort in suspension, expulsion or dismissal. For other members of the school community, this could result in barring from the school grounds or school buildings. 	
<p>An incident may be in the form of:</p>	<p>Forms of Racism at De La Salle College Waterford</p> <ul style="list-style-type: none"> • Physical assault of a racist nature • Derogatory name-calling, insults, and racist jokes • Racist graffiti • Wearing racist badges, symbols, or insignia • Bringing racist material into the school • Verbal abuse of a racist nature • Incitement or encouragement of others to behave in a racist manner • Racist comments made during class discussions or within the school environment • Ridicule of individuals based on cultural differences (e.g. food, music, dress, traditions, or stereotypes) • Refusal to cooperate with others due to their colour, race, ethnicity, nationality, culture, religion or belief, or language

	<ul style="list-style-type: none"> • Written abuse of a racist nature, including racist comments made via email, text message, or on social media platforms such as Facebook or Twitter
Monitoring	<ul style="list-style-type: none"> • A record will be kept of all racist incidents occurring in or pertaining to the school, by means of BÍ Cineálta Appendix A. Initial Incident Report Form'. • These records will give details of the offence, the parties involved, action taken and sanction imposed. • 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.
Roles and Responsibilities	<ul style="list-style-type: none"> • 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 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. •
Revision of This Policy	<p>This policy shall be revised when necessary by the school management team.</p>

<i>Review/Ratification/Communication</i>	<ul style="list-style-type: none">• This policy was adopted and ratified on 27th May 2026.• It will be reviewed again annually and amended if necessary.
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Appendix 1: Relevant Legislation

1. **INAR – responding to Racism:** <https://inar.ie/wp-content/uploads/2019/10/Responding-to-racism-guide-FINAL-2.pdf>
2. **SPUN OUT:** <https://inar.ie/racism-in-ireland/learn-about-racism/dimensions-of-racism/>
3. **ISSU – Roots of racism:** <https://lucymichael.ie/wp-content/uploads/2026/03/ISSU-Racism-in-Schools-Report-2026.pdf>
4. **Bí Cineálta:** <https://oide.ie/wp-content/uploads/2024/06/Bi-Cinealta.pdf>
5. **Bí Cineálta school policy:** <https://www.delasallewaterford.com/wp-content/uploads/2025/09/Bi-Cinealta-Policy-Sept-2025.pdf>

This policy was distributed, where relevant, to Staff, Parents / Parents Association and Students / Student Council for their review and approval.

Amendments have been made, where relevant, after consultation with these stakeholders.

Adopted:

This policy was adopted by the Board of Management on 27th May 2026

Signed: _____


Clare Ryan
Chairperson, Board of Management