

## Anti-Racism Statement

Killester Raheny Clontarf (KRC) ETNS recognises that Black, Traveller/Mincéir, Muslim, Roma, and Global Majority<sup>1</sup> children face racism at all levels of Irish society. Our commitment to anti-racism is part of our wider commitment to equality and inclusion. It is reflective of the Department of Education's *Intercultural Education Guidelines* (NCCA, 2005), *Cineáltas: Action Plan on Bullying* (2022), and the Department of Children, Equality, Disability, Integration and Youth's *National Action Plan Against Racism* (2023).

KRC ETNS understands racism as any action, practice, policy, or incident which has the effect (whether intentional or not) of undermining any member of the school community'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 marginalised or historically subordinated group.

Racism is based on the false belief that some groups are inherently superior to others because of skin colour, actual or perceived nationality, ethnic or cultural background. Racism denies people their basic human rights, dignity, and respect.

In KRC ETNS, we are committed to affirming all identities, proactively promoting anti-racist practice, and comprehensively addressing racist incidents.

KRC ETNS is committed to anti-racism because:

- We value every child in our school and recognise the harm caused by racism. This harm includes feelings of isolation, marginalisation, low self-esteem, self-loathing, overwhelm (by race-based traumatic stress), chronic anxiety, depression, hypervigilance, and devaluation as a human being. Consequently, we are committed to proactively challenging racism in all its guises and showing solidarity with those who experience it.
- We are fortunate that our school community is multicultural. However, we recognise that because society is structured in a way that values some identities more highly than others, extra steps are often required so that all children in our school have access to equal rights, opportunities, and outcomes.
- As in wider society, there is potential for both intentional (e.g., racist slur) and unintentional (e.g., lack of representation in textbooks, reading schemes, library books, toys, posters) racism in our school community and we seek to be cognisant of this and to proactively work to promote anti-racism.
- We are fully committed to adhering to the Equality Acts 1998 and 2004 and the Equal Status Acts 2000 and 2004 and to advancing equality at all levels.

KRC ETNS commits itself:

To proactively promote anti-racism by :

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<sup>1</sup> The term *Global Majority* refers to people who are racialised as Black, African, Asian, Brown, dual-heritage, indigenous to the *Global South*, and/or racialised as 'ethnic minorities.' These groups currently represent approximately 80% of the world's population.

- Communicating the anti-racism ethos of our school in the ethos statement, school policies, delivery of curriculum, in the symbols and images we use and in the messages we communicate.
- On-going examination of our own ethos so that anti-racism is central to our ethos and the assumptions that underlie our work are regularly critically reflected upon and discussed as part of staff meetings and CPD.
- On-going awareness-raising and staff CPD training on anti-racism and anti-bias.

To ensure our decision-making procedures are anti-racist through:

- The participation of minoritised individuals and groups in our decision-making structures and the provision of capacity-building supports and mechanisms to ensure this participation is effective.
- Developing relationships with organisations that support the rights and interests of minoritised communities to secure their input to key decisions and plans.
- Accessing all key decisions for their impact on minoritized children and their families.
- Making anti-racism actions a dimension of all of our policies and plans.

To pursue our role as employer in an anti-racist manner through:

- The manner in which jobs are advertised.
- The person specification prepared for jobs.
- Recruitment and interviewing practices.
- Providing opportunities for members of minoritised groups to participate in work experience.
- Taking action to create the conditions for favourable employment outcomes for minoritised people.

To promote anti-racism and interculturalism in the materials the children have access to by:

- Providing books and other materials that reflect racial and cultural diversity and normalise racial and ethnic differences, e.g. different skin colours, hair textures, etc. We will ensure that we as a staff have the correct terminology for describing differences in both English and Irish.
- Approach the curriculum from a perspective that includes racial and cultural diversity, including telling the stories of people and places who are excluded from mainstream textbooks and teaching resources, e.g. we will ensure that stories told about Africa and African people are balanced and accurate.
- Proactively teach about anti-racism, including learning about the meaning of racism, and the role of ethnic and racial stereotypes and ethnic and racial bias in normalising racism. We will support our children to be pro-actively anti-racism by supporting them to develop the knowledge, skills and disposition needed to appropriately and safely respond to racist incidents (e.g. telling the teacher, or explaining that racist jokes are hurtful and not funny).

To develop intercultural approaches to our actions and educational provision through:

- Gathering information on the needs and aspirations of minoritised individuals and groups in the school community.
- Challenging incidents of racism as they arise within our school.

To develop relationships with organisations representing minoritised groups through:

- Networking and developing partnerships with these organisations in developing our plans.
- Regarding these organisations as resources and sources of information.

To take action in solidarity with minoritised communities through:

- Supporting campaigns pursued by these communities and taking up their issues in our campaigns.
- Raising these issues in the various fora in which we are involved.
- Advocating anti-racist practice within local and national institutions.

### **Implementing this Statement**

Responsibility for monitoring the ongoing implementation of what is outlined in this statement will be designated as a post of responsibility to a member of the In-School Management (ISL) team. This person is responsible for ensuring the statement and what it means in terms of day-to-day life in the school is brought to the attention of new members of staff, the Board of Management, and the parents/guardians of new pupils. They will also work to ensure that there is ongoing CPD delivered to all staff over the course of every school year, will be a point of contact for staff and parents/guardians with any concerns or suggestions, and will work with other members of the ISL team to ensure that the anti-racism statement is brought to life in the daily working of the school.