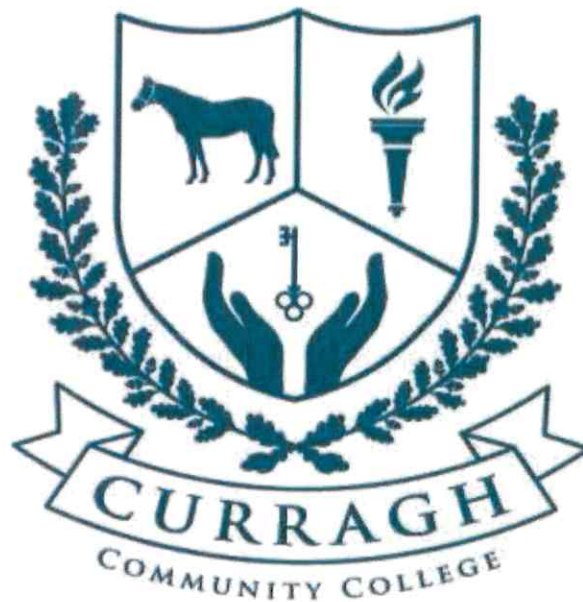


Curragh Community College Policy & Procedures to Prevent Racism



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Appendix I: Racist Incident Report Form

Abbreviations

AEN - Additional Educational Need
BFL - Behaviour for Learning
BOM - Board of Management
CCC - Curragh Community College
CPD - Continuous Professional Development
DEIS - Delivering Equality of Opportunity in Schools
ETB - Education & Training Board
HSCL - Home School Liaison
HSE - Health Service Executive
MLT - Middle Leadership Team
NCCA - National Council for Curriculum & Assessment
NEPS - National Educational Psychological Service
RP - Restorative Practice
RSE - Relationships & Sexuality Education
SCP - School Completion Programme
SLT - Senior Leadership Team



1. Introduction

The Yellow Flag Programme promotes intercultural awareness, inclusion, and Anti-Racism. As a Yellow Flag Secondary School, we recognise that Racism is systemic in our society. To play our part in dismantling this, and to be fully responsible to our whole school community, it is essential that we create positive, preventative, and proactive actions in this regard. This policy outlines the procedures and practices Curragh Community College (CCC) has in place to achieve this.

2. Definition of Racism

Racism is the belief that a ground such as race, colour, language, religion, nationality and/or national or ethnic origin justifies contempt for a person or a group of persons. It is also 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. (European Commission on Racism and Intolerance, 2023)

Racial discrimination: 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." (Article 1, ICERD)

Categories of Racism

Individual or Interpersonal Racism

- Individual or Interpersonal Racism is the term which covers the forms of Racism which most people commonly understand as Racism because they are the most visible forms.
- It covers all interactions or behaviour between individuals that are racist or have racist content.
- The term Interpersonal Racism covers a range of types of racist incident, from "microaggressions" to racist name calling and racial bullying and harassment, to discrimination and racist hate crimes.
- Although incidents of Interpersonal Racism will be the most recognised forms of Racism, they happen because of the wider context of the historical, institutional and structural Racism of society. The impacts they cause are magnified because they reinforce and are reinforced by the wider structures of Racism (ENAR, 2019).

Some examples of Individual Racism in a school setting are:

- 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 (e.g. food, music, dress, stereotypes etc.)
- Refusal to co-operate with others because of any of the above differences.
- Stereotyping based on colour, race, ethnicity, nationality, Culture, religion belief and/or language.
- Racist comments or 'jokes'.
- 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, insignia or clothing.
- Bringing racist materials such as leaflets, photographs or magazines into school.

Historical Racism

- Historical Racism refers to the specific histories of domination and subordination of groups (i.e. the racialisation 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.

Systemic Racism

- Systemic Racism manifests in ways that prevents people from enjoying their rights across many domains, including their economic, social and cultural rights, as well as their civil and political rights.
- Racism is present whether the exclusion is intentional or not.

Institutional Racism

- Institutional Racism 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. (ENAR, 2019)

3. CCC's Mission Statement

CCC is a vibrant and diverse learning community, fostering a culture of care and respect amongst our students, parents/guardians, and staff in a safe and inclusive space. With the support of our Board of

Management, our students are challenged to engage with a rich variety of learning experiences and to develop the skills necessary to reach their full potential, while experiencing a strong sense of belonging and pride in our school. We encourage all members of our school community to express their individuality in an environment that celebrates our core values of care, community, equality, respect, and excellence in education. It is our school's mission to challenge and support our students to build resilience and confidence, to become the best versions of themselves.

4. Policy Rationale

CCC is committed to fostering a school community that actively celebrates diversity and inclusivity, ensuring that all students, staff, and families experience a strong sense of belonging. Our Anti-Racism policy reflects this commitment by promoting a vibrant and inclusive culture that recognises and values the rich variety of backgrounds, cultures, and perspectives within our school. By embracing diversity, we enhance the educational experience for everyone and create an environment where all members of the community feel respected and represented.

Central to this policy is our dedication to promoting equity. We strive to ensure that every student has fair and equal access to opportunities and resources, regardless of race, ethnicity, or cultural background. This includes identifying and dismantling any barriers that may hinder student success or wellbeing. We also aim to cultivate a school environment where open dialogue, mutual respect, and understanding are the norm. Through ongoing education and awareness, we work to deepen empathy and strengthen relationships across the school community.

Our policy also emphasises the importance of empowering voices that have historically been marginalised. We are committed to creating meaningful platforms for students, staff, and families to share their experiences, perspectives, and ideas. In doing so, we reinforce the message that Racism, prejudice, and discrimination will not be tolerated in any form. A clear and robust Anti-Racism policy helps prevent and address incidents of discrimination while promoting a culture of respect, understanding, and accountability.

Maintaining a safe and supportive learning environment is a core priority for CCC. We actively challenge and address Racism and prejudice to ensure that every student feels secure, valued, and confident in expressing their identity. By embedding these principles into the fabric of our school, CCC aims to be a beacon of inclusivity and a leader in promoting Anti-Racism and cultural diversity. We are committed to preparing our students to thrive in an increasingly diverse and interconnected world, equipped with the knowledge, skills, and values needed to make a positive impact.

5. Policy Aim & Objectives

We Aim

- To ensure effective protection and action against Racism in our school through a structured policy framework and clear processes for children and adults, so any Racism can be eradicated.

- To foster an inclusive school culture that celebrates diversity and promotes mutual respect and understanding among all members of the school community.

Our Objectives Are:

1. To address and challenge Racism articulated in our school in any form, encompassing the whole school community.
2. To empower children and young people to name and confront all forms of prejudicial and exclusionary behaviour or practice, where it arises, with safeguarding supports for reporting.
3. To ensure our policies and practices are proofed for unconscious Racism bias.
4. To offer ongoing education and training for students, staff, and the wider school community on issues of Racism, diversity, and inclusion.
5. To establish robust support systems for those affected by Racism, ensuring they feel heard, supported, and empowered.
6. To integrate diverse perspectives and voices into our curriculum to reflect the rich diversity of our student body and society.
7. To commit to ongoing reflection and improvement, we will regularly assess our policies, practices, and curriculum to ensure they align with our Anti-Racism and inclusivity goals.
8. To provide effective supports to any member of the school community affected by Racism.

6. Other Policies Informed by the Anti-Racism Policy

- Acceptable Use Policy (including use of mobile phones)
- Code of Behaviour
- Child Protection Policy
- Child Safeguarding Statement
- Wellbeing Policy
- RSE Policy
- Code of Practice for Teachers - ETB
- Code of Professional Conduct - Teaching Council
- Mission Statement
- AEN Policy
- Guidance Policy
- Admissions Policy
- Bí Cineálta Policy & Procedures to Prevent & Address Bullying Behaviours.

7. CCC's Policy & Procedures to Prevent Racism & the Curriculum

Anti-Racism is reflected across the curriculum through the inclusion of diverse perspectives, culturally responsive materials, and opportunities for students to explore issues of identity, equality, and social justice.

Key curricular links include:

- SPHE / Wellbeing: Promoting respect, empathy, identity, belonging, and positive relationships; challenging stereotypes and prejudice.
- CSPE: Exploring human rights, equality, active citizenship, and the responsibility to challenge discrimination.
- English: Engaging with texts from diverse authors; developing critical literacy skills to examine representation, bias, and voice.
- History: Examining migration, colonialism, global interdependence, and the historical impact of Racism on societies.
- Geography: Understanding global cultures, development, diversity, and inequality.
- Modern Foreign Languages: Building intercultural awareness and appreciation of linguistic and cultural diversity.
- Arts Education (Art, Music, Drama): Celebrating cultural expression and exploring creativity from a wide range of traditions.

These links support the school's commitment to intercultural education and align with national curriculum frameworks, including the NCCA Intercultural Education Guidelines, Junior Cycle Key Skills, and the Senior Cycle Framework.

Teaching Approaches

Teachers are expected to use inclusive, equitable, and reflective teaching practices that uphold the principles of this policy. This is done by:

- Creating classroom environments where all students feel safe, respected, and able to participate fully.
- Using teaching strategies that promote dialogue, critical thinking, and respect for difference.

- Ensuring that assessment practices are fair, culturally responsive, and free from bias.
- Addressing incidents of bias, exclusion, or discriminatory behaviour promptly and appropriately, using them as opportunities for learning and reflection.

Impact on Learning

Embedding Anti-Racism in teaching and learning enhances student wellbeing, strengthens relationships, and supports high expectations for all learners. It ensures that students develop the knowledge, skills, and attitudes needed to contribute positively to a diverse and inclusive society.

8. CCC's Policy & Procedures to Prevent Racism & Links with LAOS 2022

CCC Policies and Procedures are designed to align with the core principles of LAOS 2022, enabling the school to evaluate its performance in the areas of Teaching and Learning, as well as Leadership and Management.

CCC's Policy & Procedures to Prevent Racism embeds the domains of LAOS as outlined below:

Leading Teaching & Learning	The school is committed to ensuring that Anti-Racism is embedded across all aspects of teaching and learning. This policy supports the creation of an inclusive, respectful, and equitable learning environment where every student feels valued and represented. Anti-Racist principles guide both the content of the curriculum and the pedagogical approaches used in classrooms.
Managing the Organisation	This policy supports school leaders to ensure they provide a safe, healthy and equitable environment for all learners.
Leading School Development	Our school is a growing school. Embedding this policy ensures inclusion for our diverse and growing school community.
Developing Leadership Capacity	The Yellow Flag program offers leadership opportunities to our students and empowers them to role model best practice.

9. CCC's Policy & Procedures to Prevent Racism & Links to DEIS

CCC's Anti-Racism policy supports the pillars of DEIS by promoting equity, inclusion, and respect across all aspects of school life.

Retention	Students from minority backgrounds may feel excluded or discriminated against, which can lead to early school leaving. A strong Anti-Racism policy fosters a safe and inclusive environment, encouraging all students to stay in school and complete their education.
Attendance	Experiences of Racism or lack of cultural understanding can lead to absenteeism. When students feel respected and valued, they are more likely to attend regularly. Anti-Racism initiatives can improve relationships and trust between students, families, and schools.
Literacy	Racism can affect confidence and participation, especially in language-rich activities. Inclusive teaching practices and diverse materials that reflect all cultures can boost engagement and literacy outcomes for all students.
Numeracy	Bias in expectations or teaching methods can affect student performance in maths. Equitable teaching strategies and high expectations for all students help close achievement gaps and support numeracy development.
Attainment	Systemic Racism can lead to lower academic outcomes for minority students. By addressing bias and promoting inclusive assessment and support, schools can raise attainment for all learners.
Partnership	Racism can damage relationships between schools and families from diverse backgrounds. A clear Anti-Racism stance builds trust and encourages meaningful partnerships with parents, communities, and external agencies.

10. CCC's Policy & Procedures to Prevent Racism & our KWETB Ethos

CCC's Anti-Racism policy directly supports and strengthens the five core values of our school's ethos by embedding fairness, dignity, and inclusion into everyday practice.

Care	Anti-Racism is rooted in empathy and compassion. It ensures that all students feel emotionally and physically safe, cared for, and supported regardless of their background. Staff are trained to recognise and respond to racial bullying or microaggressions, showing care in action.
Community	Our school community thrives when everyone feels they belong. Our Anti-Racism policy promotes unity by celebrating diversity and encouraging collaboration across cultures. Inclusive events and multicultural activities help build stronger relationships among students, families, and staff.
Equality	Anti-Racism is a key driver of equality. It challenges unfair treatment and ensures that all students have equal access to opportunities, resources, and support. Reviewing curriculum and

	disciplinary practices regularly helps to eliminate bias and ensure fairness.
Excellence in Education	Students learn best in environments where they feel respected and valued. Our Anti-Racism policy helps remove barriers to learning and promotes high expectations for all. Diverse teaching materials and culturally responsive pedagogy improve engagement and achievement.
Respect	Respect is shown by acknowledging and valuing each person's identity and experience. Our Anti-Racism policy promotes respectful dialogue and understanding. Encourages respectful conversations about race, identity, and history in CCC.

11. CCC's Polic & Procedures for Preventing Racism & Links with Education for Sustainable Development

Our Anti-Racism policy supports several Sustainable Development Goals (SDGs) by promoting fairness, inclusion, and equal opportunity in education and society.

SDG 4 - Quality Education

Anti-Racism ensures that all students, regardless of race or ethnicity, have access to high-quality, inclusive, and equitable education. It promotes culturally responsive teaching, diverse curriculum content, and equal treatment in classrooms and assessments.

SDG 10 - Reduced Inequalities

This goal focuses on reducing inequality within and among countries, including racial and ethnic disparities. An Anti-Racism policy actively works to dismantle systemic barriers and promote equal opportunities for all students and staff.

SDG 16 - Peace, Justice and Strong Institutions

This goal promotes inclusive societies, access to justice, and accountable institutions. Schools with Anti-Racism policies model fairness, respect, and justice, helping students learn to resolve conflict peacefully and value diversity.

SDG 5 - Gender Equality (indirectly linked)

While focused on gender, this goal intersects with Anti-Racism when addressing multiple forms of discrimination. Anti-Racism policies often include intersectional approaches that support students facing both Racism and discrimination.

12. Evidence CCC's Policy & Procedures to Prevent Racism

CCC's Policy & Procedures to Prevent Racism is not just a written document — it is visible throughout the school environment, daily practices, and whole-school culture. The following examples show where the policy is actively lived out in CCC.

Yellow Flag Notice Board

The Yellow Flag Programme promotes intercultural awareness, inclusion, and Anti-Racism. The notice board displays student work, cultural celebrations, key messages about equality, and information on combating Racism. This creates a visible reminder of the school's commitment to diversity and respect. It also signals to students, staff, and visitors that CCC values all cultures and actively challenges discrimination.

Code of Behaviour

The Code of Behaviour explicitly outlines expectations around respect, dignity, and zero tolerance for racist language or behaviour. Procedures for reporting and responding to racist incidents are included, showing that the school takes Racism seriously. This ensures the Anti-Racism Policy is embedded in disciplinary structures and not treated as a stand-alone document.

Bí Cineálta

Bí Cineálta reinforces positive behaviour, respect, and responsibility — all of which align with anti-racist values. Messaging within this framework promotes inclusion and respectful interactions between all members of the school community. It supports the Anti-Racism Policy by encouraging students to be mindful of their words and actions.

Wellbeing Calendar and Events

CCC's wellbeing programme includes multicultural days, awareness weeks, guest speakers, and activities that celebrate diversity. Events such as Intercultural Week, Anti-Bullying Week, and Wellbeing Week highlight themes of respect, identity, and belonging. These activities bring the Anti-Racism Policy to life through experiential learning and whole-school participation.

School Ethos

The ethos of Curragh Community College emphasises respect, inclusion, equality, and care for every student. These values are reflected in daily interactions, classroom culture, and staff-student relationships. The Anti-Racism Policy aligns directly with the school's mission to create a safe,

welcoming environment for all. The ethos ensures Anti-Racism is not an "add-on" but a core principle guiding school development.

13. Strategies for the Prevention of Racism: A Whole School Approach

CCC is committed to the following strategies to prevent Racism:

- Provide ongoing education and training for students, staff, and the wider school community on issues of Racism, diversity, and inclusion.
- Integrating diverse perspectives and voices into the curriculum to reflect the rich diversity of the student body and society.
- Review and revise teaching materials to ensure they are inclusive and representative of various cultures and experiences - such as reading material within the English curriculum.
- Establish clear policies and procedures for addressing incidents of Racism and discrimination.
- Development of this Anti-Racism policy which outlines the steps to be taken when incidents occur, ensuring that all members of the school community are aware of the procedures.
- Foster an environment with support from the Yellow Flag Committee where open dialogue and mutual respect are the norms.
- Encourage discussions about race, culture, and diversity through classroom activities, assemblies, and school-wide events.
- Engage with parents, guardians, and the wider community to promote a shared commitment to Anti-Racism.
- Organize community events, workshops, and forums to discuss and address issues of Racism and inclusivity.
- Ensure diverse representation among staff and leadership to reflect the student body and provide role models.
- Implement inclusive hiring practices and provide opportunities for leadership development among underrepresented groups.
- Continuously assess and improve policies, practices, and curriculum to ensure they align with Anti-Racism and inclusivity goals.
- Conduct regular reviews, gather feedback from the school community, and make necessary adjustments to policies and practices.

By implementing these strategies, CCC can create a more inclusive, equitable, and welcoming environment for all members of the school community.

14. Procedures for Dealing with Incidents of Racism

These procedures are supported by Bí Cineálta. All reports of Racism to a member of staff will be noted, investigated and dealt with by the year head. In this way, all members of the school community will be encouraged to "tell" about racist incidents within school.

General procedures to be followed:

- If a child or parent/guardian reports a racist incident to a member of staff, the student and/or parent/guardian will be asked to complete a racist incident report form (Appendix I). The incident will be investigated by the year head.
- If a member of staff reports a racist incident directed towards them, by another party, they will report 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. Sanctions, where applicable, will be applied in adherence to our CCC's code of behaviour.

The following is a list of racist incidents which might be reported (but it isn't limited to):

- Physical assault of a racist nature.
- Derogatory name calling, insults and racist jokes.
- Racist graffiti.
- Wearing racist badges and insignia.
- Bringing racist material to school.
- Verbal abuse of a racist nature.
- Incitement of others to behave in a racist way.
- Racist comments in the course of discussion during class or within the school grounds.
- Ridicule of an individual for cultural differences e.g. food, music, dress, stereotypes etc.
- Refusal to cooperate with others because of their colour, race, ethnicity, nationality, culture, religion/belief or language.

Monitoring:

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 ethnicity of the victim, the parties involved, action taken and sanction(s) imposed.

Racist incident report forms will be stored the files of those targeted by racist behaviours and those demonstrating them.

These records will be reviewed annually 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.

15. Stakeholders' Role in the Policy

All stakeholders have a responsibility to adhere to the expectations and codes of practice as outlined by this policy.

It is expected that all members of the school community, will cooperate and work together with the school on a continuous basis to help eliminate any racist behaviour.

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

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.

16. Development of This Policy

*This policy is drafted following guidelines from Yellow Flag.

This policy was developed collaboratively through the Yellow Flag programme. The Yellow Flag Coordinator led the drafting process, ensuring that the content aligned with the programme's aims and the needs of the school community.

Policy and Development Oversight provided additional support to ensure accuracy, consistency, and compliance with wider organisational standards.

It was drafted and provided to staff, The Yellow Flag Committee, students, parents/guardians and the BOM for consideration. Amendments were made in lieu of observations made.

It is envisaged that this policy will be reviewed in line with the school's policy reviewing schedule.

References

ENAR Ireland Responding to Racism, 2019

European Commission on Racism & Intolerance. 2023.

Looking At Our Schools, 2022

The International Convention on The Elimination of All Forms of Racial Discrimination; Article 1.

Appendix I - Racist Incident Report Form



Date	
Person Completing Report	
Role/Position	

1. Details of the Incident

Date of Incident	
Time of Incident	
Location Incident Occurred	
Type of Incident: (tick all that apply)	• ☐ Verbal abuse (e.g., slurs, name-calling) • ☐ Written or online abuse (e.g., messages, posts) • ☐ Physical intimidation or aggression • ☐ Exclusion or isolation • ☐ Racist gestures or symbols • ☐ Damage to property • ☐ Other (please specify): _____

2. Individuals Involved

Target/Victim Name	
Target/Victim Year & Class Group	
Alleged Perpetrator	
Alleged Perpetrator Year & Class Group	
Witness(es)	

3. Description of the Incident

Provide a factual, objective account. (Do not include opinions or assumptions.)

4. Immediate Response / Action Taken

Staff Response at the time of the Incident	
Was the incident stopped/intervened?	☐ Yes ☐ No
First aid required?	☐ Yes ☐ No If yes, details:

5. Follow-Up Actions

Actions taken after the incident (tick all that apply)	☐ Spoke with target/victim ☐ Spoke with alleged perpetrator(s) ☐ Contacted parents/guardians ☐ Referred to Year Head / Tutor ☐ Referred to Deputy Principal / Principal ☐ Restorative meeting held ☐ Behavioural sanctions applied ☐ Counselling or wellbeing support offered ☐ Incident logged in school system ☐ Other (specify):
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6. Support Provided

Support offered to the target/victim	
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Support offered to the alleged perpetrator(s)	
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7. Outcome / Resolution

Summary of Outcome	
Further Action Required	

8. Reporting & Sign-Off

Report Shared with:	☐ Year Head ☐ Deputy Principal ☐ Principal ☐ Designated Liaison Person (DLP) ☐ Other:
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Signature of Staff Member Completing Report:

Date:

Signature of Principal/Deputy Principal:

Date:

This Policy was presented to and adopted by the Board of Management on 11th May 2026

Signed: Mamh Brenfort
Chairperson of the BOM
Date: 11 May 2026

Signed: M Doyle
Principal
Date: 11/05/2026

