



Anti-Racism Statement

MARCH 2026

Table of Contents

Introduction.....	2
Rationale.....	3
Scope	4
Principles	4
Aims	4
Definition of Racism and Racist Incidents	4
Procedures.....	5
Reporting Concerns:.....	5
Initial Response:	6
Determining What Happened (Bí Cineálta criteria):	6
When Racist Behaviour Has Occurred:	6
Ongoing Support and Monitoring:	6
Recording and Oversight:.....	7
Complaints:.....	7
Signs and Symptoms of Racism	7
Prevention and Education	7
Roles and Responsibilities	9
Monitoring, Review and Oversight	9
Statement Review	10

Introduction

Galway Educate Together Secondary School (GETSS) strives to be a community where every student, staff member and family feels respected, valued and welcomed. As a School of Sanctuary, we celebrate the rich diversity of cultures, languages, identities, and lived experiences represented in our school. We are especially committed to creating safe and inclusive spaces for students and their families from marginalised communities.

In GETSS, 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.

Racism, whether intentional or unintentional, can harm a young person's self-worth, confidence and wellbeing. GETSS takes a zero-tolerance approach to racist behaviour. It is the responsibility of every member of the GETSS 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. This policy outlines our commitment to anti-racism, while all actions, responses and investigations follow the Bí Cineálta procedures.

Galway Educate Together Secondary School promotes a happy and caring school environment where students are encouraged and supported to reach their full potential. The learning environment in Galway Educate Together Secondary School will be a positive one with a strong emphasis on the promotion and reward of positive behaviours. Our school will provide a caring and safe environment for our students where the values of respect, fairness, kindness, self-discipline and hard work will be expected from all of us.

The Code of Positive Behaviour supports the school community to work together to encourage good conduct and to create an atmosphere which is conducive to teaching and learning.

Rationale

Anti-racism is essential to ensuring inclusion, equality, and wellbeing. Racism may be overt or subtle, including comments, exclusion, assumptions, and stereotypes. Even without harmful intent, racist actions

can significantly impact students. Embedding anti-racism within the Bí Cineálta framework ensures that responses are restorative, consistent, and student-centred.

Scope

Students of Galway Educate Together Secondary School are responsible for adhering to high standards of behaviour at all times while on school property, while travelling to and from school and while participating in any school-related activity. In return they will benefit from the caring and supportive environment throughout their educational journey with us.

- Classrooms
- Corridors
- School grounds
- Extracurricular activities and trips
- Travel to and from school
- Online behaviour that affects members of the GETSS community

All students, staff, parents/guardians, and visitors are expected to uphold the values in this policy.

Principles

GETSS aims to create a school climate where diversity is valued and where students feel safe to express their identity. We encourage empathy, curiosity, and open discussion. As a 'telling school', we support students to speak up. Our restorative approach promotes reflection, understanding, and repaired relationships.

Aims

The aims of this policy are to promote belonging, provide clarity on racist behaviour, empower staff and students to challenge discrimination, embed anti-racism in learning, and ensure a consistent and fair response using Bí Cineálta procedures.

Definition of Racism and Racist Incidents

In GETSS, 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 may involve, but are not limited to:

- Discriminatory comments or hate speech – insults, racist “jokes”, slurs and offensive language.
- Exclusion or the refusal to co-operate with others based on colour, race, ethnicity, nationality, culture, religion or language.
- Stereotyping based on colour, race, ethnicity, nationality, culture, religion or language.
- Mocking or ridiculing based on colour, race, ethnicity, nationality, culture, religion or language.
- Sharing racist content online including memes, images, video content and written content on social media platforms, messaging services and school associated apps (e.g. Teams, OneNote)
- Graffiti of a racist nature.
- Physical assaults of a racist nature.
- Encouraging others to participate in a racist incident.
- Damage to property motivated by racism.
- Provocative behaviour such as wearing racist badges, insignia or clothing, including clothing with racist imagery or slogans.

Racism does not need to target a specific person to cause harm.

Racism also includes:

- Islamophobia – discrimination towards people who are or are perceived to be Muslim.
- Antisemitism - discrimination towards people who are Jewish.

Procedures

GETSS follows the BÍ Cineálta procedures for all racist incidents. Below is a summary of the steps that apply when concerns are reported or observed.

Reporting Concerns:

- Speak to any trusted staff member.

- Talk to a tutor during tutor time.
- Ask a parent/guardian or friend to report on your behalf.
- Use the school's anonymous reporting box.
- Email the school or phone the office.
- Use the QR-code linked to the Negative Behaviour Report Form.
- All staff are required to report concerns they witness or are informed about.

Initial Response:

- Ensure the student affected feels safe and heard.
- Gather early information sensitively and privately.
- Focus first on wellbeing, not assigning fault.

Determining What Happened (Bí Cineálta criteria):

- Is the behaviour targeted?
- Is the behaviour repeated?
- Is harm being caused?
- Even a single racist incident may be considered serious due to the impact on the targeted student.

When Racist Behaviour Has Occurred:

- Students involved are met individually in a supportive setting.
- The impact of the behaviour is explored clearly and respectfully.
- School expectations and values are revisited.
- Parents/guardians of all students involved are contacted.
- Supports are put in place for the targeted student.
- Restorative conversations occur only if the targeted student chooses to participate.
- Sanctions follow the Code of Positive Behaviour.

Ongoing Support and Monitoring:

- Staff follow up within 20 school days to ensure behaviour has ceased.
- Further interventions are implemented if behaviour continues.
- Support remains available for all affected students.

Recording and Oversight:

- All incidents are recorded using Bí Cineálta documentation.
- Records are securely stored and reviewed by leadership.
- The Principal provides anonymised updates to the Board of Management.

Complaints:

- Families may use the school's Complaints Procedure if they feel an incident was not managed correctly.
- The Ombudsman for Children may be contacted if concerns remain after the process.

Signs and Symptoms of Racism

As racism is not always easy to spot, staff and parents/guardians should be vigilant in keeping an eye out for signs and symptoms that may indicate that a student is being subjected to racial targeting or is engaging in racist activity.

- 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 them.
- Reluctance to go to school.
- Generalised anxiety/ difficulties sleeping/ loss of appetite.

Prevention and Education

As an Educate Together Secondary School, our Ethos is outlined in the Blueprint for Second Level Schools. A positive school culture and climate that is welcoming of difference and diversity and is based on inclusivity is fundamental to this. All staff have a duty to model respectful behaviour, challenge discriminatory language and promote cultural inclusion. This is done in accordance with our Restorative Practice (RP) principles of respect and building positive relationships, and with the values of School of Sanctuary in creating a safe space for students from marginalised backgrounds. This culture is created across the school with all staff, students and parents/guardians playing a vital role. Preventing racist behaviour through inclusive practices and education raises awareness for anti-racism whilst also building empathy, respect and understanding for the diverse community of GETSS.

There are several ways in which students will learn and be given tools to tackle racist behaviour and thinking. Anti-racism is embedded across subject areas such as Ethical Education, SPHE, CSPE and Global Citizenship Education (GCE). However, all subject areas will make links and model anti-racism where relevant. This is in line with expectations for all teachers to plan with Ethical Education and GCE in mind. All subjects will also ensure that school materials and displays reflect diverse identities.

- Ethical Education – Beliefs & Worldviews, Migration, Diversity in Ireland, Identity
- CSPE – Human Dignity & Rights
- SPHE – Understanding myself & others
- History – the Holocaust, Black History Month
- English – Variety of media that explores a range of social issues
- Geography – Migration

These are some of the topics that are explored in the following subjects that give students information and skills in anti-racism. This is not an exhaustive list.

Explicit links to content that relates to anti-racism will be made in lessons.

Project Based Learning (PBL) occurs at various stages in the year for all Year groups. Our School of Sanctuary National Culture PBL is embedded at 1st Year giving all students the opportunity to explore the diverse cultures and countries that they come from.

Cultural and diversity celebrations that are celebrated at a whole-school level will give further opportunities to show solidarity and spread anti-racism awareness. These include, but are not limited to:

- Black History Month
- Wear Read Anti-Racism Day
- Culture & Language Events – European Day of Languages, Seachtain na Gaeilge, Erasmus+ Week

In addition to the above, the Tutor Programme is also a space where prevention and education occurs. Tutor sessions are created on specific celebrations, awareness events or festivals that are important to our students. These are created in conjunction with the students through a yearly survey where students will share the cultural and religious events that are important to them and their families such as Holocaust Memorial Day, Lunar New Year, Ramadan, etc. These sessions will acknowledge, create awareness and build understanding and empathy for our students.

GETSS is also committed to facilitating anti-racism and anti-bias training for staff. This will form part of new staff induction each academic year.

Roles and Responsibilities

All members of the school community have a responsibility to uphold and ensure the implementation of this policy. This includes the staff, students, parents/guardians, the Board of Management and visitors. The leadership teams will support staff training and consistency. Staff will challenge discrimination and support reporting. Students will treat others with respect and kindness and will speak up about concerns. Parents/Guardians will reinforce respectful attitudes and communicate worries promptly.

Monitoring, Review and Oversight

Racist incidents are monitored through the BÍ Cineálta oversight system. Patterns and concerns are reviewed to ensure interventions remain effective.

Statement Review

This statement is reviewed annually as part of the BÍ Cineálta whole-school review. Updates may occur based on feedback, needs or evolving best practice.