



## Guidelines / Structure for the Diversity Policy

The school anti-racism, diversity or intercultural policy should include pro-active and preventative measures to make the school an inclusive place for students of all cultural backgrounds.

Schools can choose to revise their current policies and/or create a new policy, in line with the departmental guidelines. See also *Guidelines for Second Level Schools on Embedding Equality in School Development Planning, the Equality Authority 2010*. (also useful for primary schools)

### The Policy should include:

- The school's ethos and vision regarding anti-racism and diversity
- The areas where action will be taken regarding anti-racism and diversity (both proactive and preventative measures)
- The responsibilities of each named person in the policy (Designated Person, Students, Teachers, Principal etc.)

### Specifically, a diversity/intercultural policy should include...

- A policy statement (aspirations and ethos)
- Aims and objectives of the policy
- Clarification of the relevance of this issue to the organisation
- Guidelines on how the Board of Management, Principal, Teachers, Parents and students respond to racism: pro-active, preventative and reactive.
- Staff training, support & development issues - how the school plans on supporting and training staff so they are able to deal with the issues
- Guidelines on roles and responsibilities
- An implementation plan includes items like...
  - What the school does to foster an environment of Interculturalism / anti-racism (e.g. the Diversity Committee)
  - What curriculum work, programme work, school initiatives, themed weeks and days will take place
  - Naming the policies the school has which underpin this policy (e.g. code of behaviour, anti-bullying policy)
  - How the physical school environment will reflect this policy and not perpetuate stereotypes or just one cultural norm (intercultural/interfaith displays, welcomes in different languages, spaces for worship etc.)
  - How relationships will be built between school-home/student-teacher/student-student to reflect the policy
  - Other plans your schools have created to make an inclusive and safe learning space

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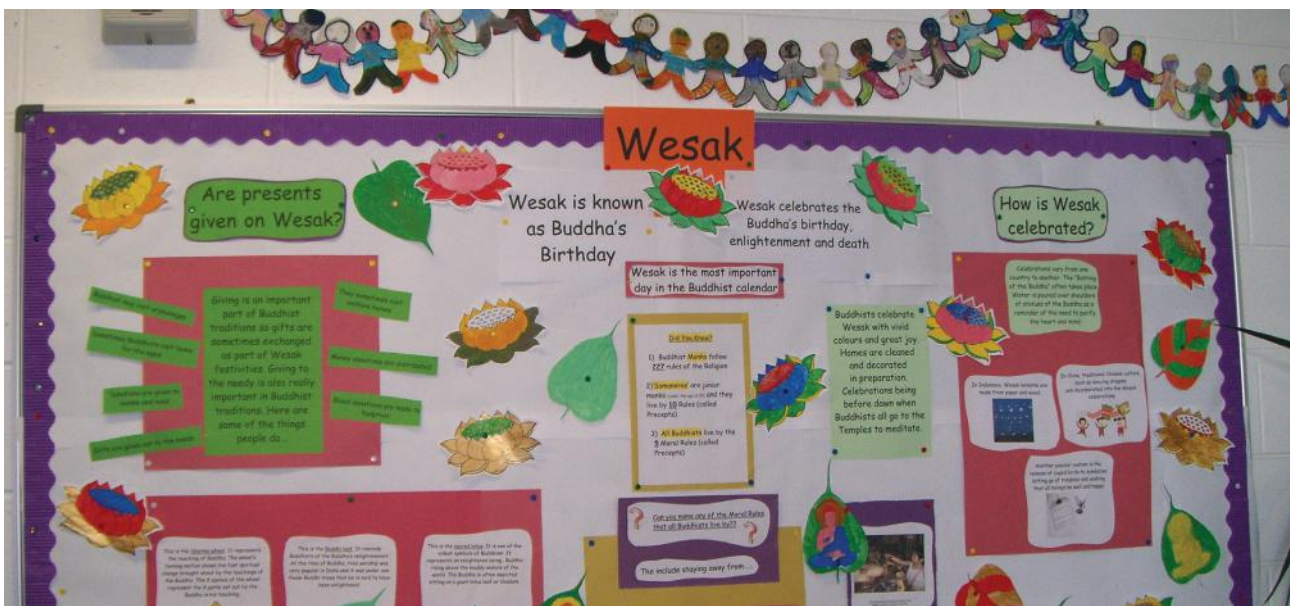
## Staff/student/parents/volunteer roles and responsibilities

- Outline the school management structure: Patron, BOM, Principal etc.
- Name teachers with special responsibility regarding this area - Yellow Flag Link teacher, HSLC, Chaplin, Guidance councillor etc.
- Student Council
- Yellow Flag Diversity Committee
- Prefects / Buddy system etc. if applicable
- Parents Committee
- Community link person/liaisons if applicable

## Procedures around breaches of policy, reporting racism and racist bullying

In line with Department of Education and Science guidelines bullying behaviour includes “identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs.” Bullying that takes place on social network sites (cyber-bullying) and on school grounds is included.

In line with the department procedures, clear guidelines should set out how incidents of racist bullying will be dealt with by the school. This includes aggression, intimidation, isolation and relational bullying, name calling, damage to property and extortion.



<sup>1</sup> P. 8DES, 2013, Anti-Bullying Procedures for Primary and Post-Primary Schools