

Scoil Chearbhaill Uí Dhálaigh

Title: Policy on Equality

Introductory Statement

This policy was formulated in May 2010 by the staff in consultation with the board of management and parents.

Rationale

It is necessary to devise a policy on equality at this time:

- To enable all pupils to access and participate in education
- To promote the principles of justice and equality for all
- To encourage critical reflection on school norms and practices
- To comply with Equality legislation - Education Act 1998, Employment Equality Act 1998, Equal Status Act 2000 & Equality Act 2004

Relationship to characteristic spirit of the school

- Scoil Chearbhaill Uí Dhálaigh is committed to the preparation of pupils for life in a multi-cultural society and to promoting the values of tolerance of difference and respect for all.
- Scoil Chearbhaill Uí Dhálaigh is committed to enabling each person to participate in school related activities to the best of their ability.

Aims

By introducing this policy, our school ideally hopes to:

- Promote equal opportunities for all persons in the school
- To create and/or maintain an environment where diversity is valued and celebrated
- That each person in the school feels valued and respected
- To ensure that the school complies with legislative requirements and principles of good practice.

Content of policy

Vision/Mission and Aims

The principles of equality of access, opportunities and participation are promoted in our school through its vision statement, ethos and aims.

- Enrolment is open to children of both sexes and of all ethnicities and religions.
- All pupils participate in all aspects of the Curriculum, according to their abilities.
- Parents automatically become members of the parent body, Cairde na Scoile, on enrolment of their child. Membership of the Parents' Association Committee, Coiste na gCairde, is open to all parents but limited to 20 members.
- The school environment reflects diversity in a positive manner by displaying images of both sexes from a range of cultures and nationalities engaged in non-stereotypical activities.
- Boys and girls are seated together in class and group activities eg projects, sports teams during PE lessons , include both sexes in each group.

Organisational Areas

Enrolment

- The school's enrolment policy is attached the application for enrolment form
- The school's ethos, aims and vision statement is published in the Handbook for Parents and on the school website
- its reflection in curriculum and organisation areas?
- Pupils are placed in age appropriate classes.

- The enrolment form takes into account that parents may be separated, divorced, same sex or single parent families.
- Appointment procedures followed by the Board of Management comply with the Constitution of Boards and Rules of Procedure for National Schools, DES, 2007
- Staff are informed of developments in equality issues by circulation of relevant circulars and guidelines.
- Staff members are made aware of organisations that can provide information or offer support by circulation of communications from INTO, Teaching Council, CPSMA .

Parental Involvement

- The school encourages broad representation on the Parent Association in relation to gender and socioeconomic groups through explaining at the AGM of the Parents' Association that all mothers and fathers are welcome to join the Parents' Asssocation Committee.
- Parents informed of the school's approach to equality issues at the meeting for new parents every April and through publication of this policy.

Uniform

- The school uniform is reasonably priced and is available from the school once a year and directly from the suppliers all year round. It can be bought in their retail outlet or ordered through their website for postal delivery.
- All pupils have a choice of tunic or trousers.
- Cultural/religious considerations have not arisen to date and will be addressed if/when they arise.
- All pupils are permitted to wear stud earrings jewellery as long as it is not considered hazardous in a school environment.
- There is no restriction on hairstyles for any pupil.

Code of Behaviour and Anti Bullying Policy

- The Code of Behaviour and Anti-Bullying Policy promotes respect for all. **HOW?**
- **Does the Code of Behaviour address procedures for dealing with racist comments/incidents?**

Homework

- Does the homework policy address issues in relation to
 - **pupils with special needs**
 - Parents are encouraged to ensure that homework is completed satisfactorily and to sign the home diary daily and to enter the time spent on homework.
 - Pupils who do not have access at home to ICT and reference books needed to complete homework may use those facilities in school from 2.30-3.30 by request to the class teacher.

Resources

- Posters/projects on display support the principle and practice of equality.
- Positive images of other cultures are displayed in the school environment/classroom.
- The principles of equality and respect for diversity are reflected in the pupils' textbooks.
- There are books in each class library that explore different cultures, different family structures, achievements of both male and female role models.
- Boys and girls have equal access to a range of toys in junior classes.
- Resources are available to support pupils with a learning disability.

Playground

- Each class from 1st-6th classes has the use of two soft balls, one for the girls and one for the boys, and 2 long skipping ropes for use at playtime.
- Space is allocated to class groups: Infants, First & Second, Third & Fourth and Fifth & Sixth.
- There are six basketball hoops in total, 3 for Third & Fourth Classes and 3 for Fifth & Sixth Classes.
- The school playing field is available to all class groups on a rotational basis at playtime.

Tours and Extra-Curricular Activities

- All pupils have an opportunity to participate in school tours or other outings organised by the school.
- Extra-curricular activities organised by the school are open to all pupils and at a reasonable cost.
- Parents who have financial limitations are invited to apply in confidence to the Principal for assistance.

Transition to Post Primary

- Care is taken to help vulnerable pupils transfer to second level by way of a meeting organised by the LST with the appropriate teacher in the receiving school.

Curriculum

- All pupils have equal opportunities to experience all aspects of the curriculum, to participate in all activities and to use all resources.
- Circle time, co-operative learning, mixed-gender groupings are employed to support integration and promote equality of participation.
- Parents who wish to withdraw their child from parts of the curriculum must request this in writing. As far as is possible, arrangements are made to accommodate the child in another classroom while those particular lessons are being taught. If this is not possible, the parent must remove the child from the school for the duration of the lessons
- Provision is made for pupils who have a mild general learning disability during standardised testing. Pupils not taking standardised tests are accommodated in another classroom for the duration of testing. Special provision is made for pupils who have physical disabilities.
- Achievement of boys and girls in standardised tests are compared annually and no discrepancy has been noted to date. Should a discrepancy be noted at a future date, it will be immediately addressed.
- Teachers monitor language in the classroom and challenge existing inequalities/stereotypes. Relevant lessons from ‘Timpeall an Domhain’ and the Stay Safe programme are taught. Tasks such as cleaning up after Art lessons, tidying the classroom, emptying recycling bins are given equally to both boys and girls. Both sexes are equally represented on the Green Flag Committee and in the Gardening Club. A mixed group of boys and girls in 5th Class teach games and rhymes to the Infant classes in the playground.
- Excellence in Sports is recognised equally for boys and girls through the Sportsperson of the Year award given annually to one boy and one girl at the end of Sixth Class.
- Opportunities are given to senior classes to analyse media coverage of news stories in the Media education strand unit of the SPHE curriculum and through weekly E-scéal [Marino College of Education]and ‘Breacadh’a thrice yearly news magazine and through other publications.
- Language, Drama, Music, Visual Arts, SESE (History, Geography and Science) and SPHE are used to:
 - celebrate difference – ethnic Music and Art, sports personalities, food from around the world,
 - promote cultural awareness and tolerance – Trócaire Annual Campaign- ancillary materials

- focus on the work and achievements of leaders, scientists, historians, geographers, poets and authors, and artists of both genders from different countries and cultures. There is a wide range of reference books on these topics in both the teachers' and in individual class libraries to support these lessons.
- Sports coaches and other specialist teachers are made aware of the obligation on schools to include pupils with special educational needs at a level appropriate to their abilities.

Success Criteria

Practical indicators of the success of the policy are:

- Pupils participating in all areas of school life at a level appropriate to their abilities
- Awareness of the concepts of equality and justice
- Reduction in incidents of bullying/racist incidents
- Pupils using appropriate language
- Parental satisfaction with the values being promoted in the school

Roles and Responsibility

All Staff (including ancillary staff), Pupils, Parents, and Board of Management have particular responsibilities for adhering to and implementing the Anti-Bullying policy. The Principal has particular responsibility for monitoring delivery of the SPHE curriculum.

Implementation Date

This policy will be implemented on 31/8/2010.

Strategies to monitor its implementation are the success criteria above.

Timetable for Review

This policy will be reviewed and amended as required during the school year 2012.

Ratification and Communication

This policy was ratified by the board of management on 23/6/2010.

It is communicated by means of copies available from the office and on www.scoilchearbhaill.com.

Cathaoirleach an Bhoird Bainistíochta,

Tara Nic Thighearnáin.

Dáta: _____

