

Plean Scoile

St. Fiacc's

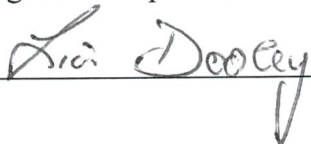
Inclusion Policy



St. Fiacc's N.S.  
Fírinne le Misneach

Formulated/Ratified/Reviewed	By
Formulated 29/08/18	Staff
Ratified 23/10/2018	BOM

Signed Chairperson BOM

  
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## St. Fiacc's Policy on Inclusion

### 1. Rationale.

This policy is based on the Employment Equality Act 1997, Equal Status Act 1997, The Education Act 1998 and the Revised Curriculum 1999. This policy covers male and female staff and students.

### 2. Aims.

This policy aims to:

- 1) Prevent discrimination against the pupils and staff of St. Fiacc's on the grounds of gender, race, religion and special needs.
- 2) Ensure that the school complies with legislative requirements and principles of good practice.
- 3) Ensure that each person in our school feels valued and respected.
- 4) Create an environment where diversity is valued and celebrated.
- 5) Award equal opportunities to all persons.
- 6) Prepare our pupils for life in a multicultural society and with an understanding of the value of cultural diversity and pride in their own culture.

### 3. Success Criteria: To Identify some practical indicators of the success of the policy including:

- 1) Awareness of language of rights, of concept of equality and justice.
- 2) Reduction in incidents of bullying/racist incidents.
- 3) Pupils having and using appropriate language.
- 4) All pupils accessing and participating in all areas of the curriculum and school life at a level appropriate to their needs.
- 5) Improvement in pupil attainment levels in curricular areas (especially literacy).
- 6) Parental satisfaction with the values being promoted in the school.
- 7) Staff feeling that they are valued.

The success of this policy will be assessed against the above m.

The Principal and Staff Teachers, following consultation with the parents, together with the BOM, will be responsible for the implementation of this Policy.

It will be the responsibility of the Principal Teacher to co-ordinate a review of this Policy.

### 4. Organisation

#### 4.1 Enrolment:

- 1) All pupils are welcome to enroll in our school irrespective of race, religion, membership of traveller community, family status, gender, sexual orientation and disability.
- 2) All prospective parents will be informed of the Catholic ethos of the school. Arrangements shall be made, where possible, for pupils who do not wish to participate in religion classes/RSE lessons and the teacher will allow them to undertake other schoolwork if requested.
- 3) All pupils are placed in age appropriate classes.

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- 4) Our enrolment form takes into account that parents may be separated, divorced, same sex or single parent families.
- 5) Supports will be sought for pupils whose first language is not English.

### 4.2 Staff

- 1) The BOM is an equal opportunities employer i.e. does not discriminate against any application for a position (or continuation in employment, training opportunities, promotion etc.) in the school based on the nine grounds as set out in the Equal Status Act (Age, Member of Traveller Community, Sexual Orientation, Family Status, Marital Status, Disability, Gender, Religion, Race).
- 2) Procedures for promotional posts within the school are known to all (INTO Handbook).
- 3) The format outlined in the CPSMA Board of Management handbook for the advertisement and selection of staff is known and followed.
- 4) St. Fiacc's has a policy in relation to sexual harassment and adult bullying.
- 5) Classes are assigned to teachers after consultation.
- 6) Procedures in relation to job sharing, secondment, staff development, career breaks, study leave, carer's leave, maternity and paternity leave applications are open, fair and equitable.

### 4.3 Parental Involvement

- 1) Our Parents Association has a broad balance of representatives from the school community.
- 2) Our Parents Association encourages gender balance but finds it difficult to enlist male volunteers.
- 3) St. Fiacc's has a policy on involving parents.

### 4.4 Uniform

- 1) Parents who cannot afford the uniform are supported by the BOM.
- 2) There are no gender issues in relation to the wearing of the uniform.

### 4.5 Attendance, behaviour and anti-bullying policies.

- 1) All parents have been informed of the Education Welfare Act (2000) and issues relating to attendance as mentioned in the Act.
- 2) St. Fiacc's has a statement of strategy for school attendance. Parents have been made aware of this policy.
- 3) Our Code of Behaviour and Anti-Bullying Policy promote respect for all.

### 4.6 Induction of New Pupils/Staff

- 1) New pupils are introduced to their classmates and the class teacher and the parents/child meet informally prior to the child starting in the class. The class teacher is given a copy of the child's Reports and medical information where relevant.
- 2) Every effort will be made to put resources in place for a special needs pupil.
- 3) New staff members are inducted into the school informally by the principal and staff members. They are given a routine information booklet and copies of relevant policies.

### 4.7 Homework and Assessment

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- 1) Not all pupils are given the same homework. We take into consideration the ability of each child and assess what they are capable of doing. Parents can be involved in homework by monitoring homework assignments and signing the homework journal.
- 2) In assigning homework do we consider the access that the child has to the materials required and tasks set; for example Surfing the net is not realistic if the child has no access to IT or consulting reference books if the family cannot afford to purchase same.
- 3) Our assessments are equally suitable for all children in the school.

### 4.8 Resources.

- 1) Diversity is reflected in the textbooks used in our school. Every effort is made to make images of other cultures visible in the school environment/classroom.
- 2) In our library there are books based on other cultures (including the Traveller culture). There are books, which depict single parent families and divorced/separated parents. There are role models who reflect achievements of persons who are old/young or disabled. There are role models representing people of different race, religion, sexual orientation, marital status, family status and gender. We endeavour to highlight these books when possible for all pupils, including those with a learning disability.
- 3) The Internet is used as an intercultural resource.
- 4) The infant toys/games reflect cultural diversity.

### 4.9 Staff Development.

- 1) All teachers are aware of what equality involves, the principles of equality education and the methodologies advocated for its success.
- 2) We facilitate teachers to up skill themselves in this area by means of drawing up this policy collectively and ensuring that subject areas of the curriculum reflect the diversity of other cultures and the principles of equality.
- 3) Teachers support one another in this area by sharing available resources. Presently classroom activities in SPHE and Religion affirm diversity.

### 4.10 Extra- Curricular Activities (arranged for after school hours).

All pupils can avail of extra-curricular activities promoted by the school. We consider whether activities address equality of access and participation before promoting them although some activities are limited numbers wise and are based on a first come first served basis accordingly. The Equal Status Act 2000 precludes discrimination on the gender ground in the provisions of services (including education). In St. Fiacc's it is our policy to give both boys and girls equal opportunities in curricular and sporting areas.

### 4.11 Transition to Post Primary

- 1) All pupils are encouraged to continue their education to post primary level. We can support "at risk pupils" to continue their education by offering advice to their parents.
- 2) Parents are assisted by staff in determining the most suitable school/subjects for their child/ren at parent teacher meetings and informally if so requested.
- 3) Principals/liasing staff from secondary schools are informed of the backgrounds/needs of each departing pupil to assist successful transition to post primary school.

## 5. Curriculum

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### 5.1 General

- 1) All children are accessing all areas of the curriculum except for those with an Irish exemption.
- 2) We encourage all children, regardless of background, to achieve in academic, sporting, extra-curricular activities. We endeavour to engage all pupils in intellectually stimulating work appropriate to his/her intellectual ability.
- 3) When the child starts to speak English we emphasise communication over correctness.
- 4) In the event of parents who have an objection to their child taking part in certain areas of the curriculum, such as religion, we will allow them to undertake other schoolwork if requested. It may not always be possible to remove the pupil from the classroom. Teaching methodologies employed in the classroom to support integration and promote equality of participation include: Circle Time, Co-operative learning, projects and groupings. Allocation of tasks within the school is carried out with gender balance in mind.
- 5) ICT is utilised as a resource to meet the needs of our pupils in curricular areas.
- 6) Two specific lessons in each curricular area that would support and promote respect for diversity: Religion & SPHE.

### 5.2 Gaeilge

- 1) Psychologists are aware of circular 12/96 when assessing a child. If children are not exempt from Irish differentiated standards of Gaeilge are expected.
- 2) We assist parents to support their child to learn Irish by providing them with simple phrases and seanfhocail.

### 5.3 English

- 1) The principles of equality & respect for diversity are reflected in the textbooks used by the pupils.
- 2) Oral language: All our pupils get an opportunity to partake, debate, justify, etc. There are opportunities to analyse the media coverage of key news stories from other countries. We also aim to build knowledge of the vocabulary of rights.
- 3) Use of the Novel: in selecting novels we consider the portrayal of all peoples etc.
- 4) We select books for the library based on our returns from bookfairs.
- 5) Phonics: the challenges faced by some low and high incidence pupils are taken into consideration.
- 6) Print rich environment: We endeavour to reflect and promote diversity in the classroom, library etc.
- 7) Creative Writing: We allow opportunities for pupils to use their imagination, to write about their opinions, etc.

### 5.4 Maths

We will endeavour to include the following: currencies, measures may not be metric, Arabic/Chinese contribution to maths, famous mathematicians, counting in different languages, etc. Using statistics, proportional representation in elections, graphs etc.

### 5.5 History

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We will attempt to maintain a balance of hero/heroine, international/national history, portrayal of perpetrators, gender ratio, principal characters in history - Ghandi, Mandela, Luther King, Nobel, Eleanor Roosevelt, Emily Pankhurst, Queen Maeve, Cleopatra, Marie Curie, etc. Pupils/parents should be able to prepare a brief history of their country of origin.

Topics such as slavery, war, child labour, emigration, Universal Declaration of Human Rights are also addressed. Resources such as Oxfam website is accessed to address said topics.

### **5.6 Geography**

We will endeavour to include the following: people from other countries, food produced in other countries, cultures, national flags, national dress, terrain and physical geography, climates, etc.

### **5.7 Science**

The curriculum will include: Flora and Fauna of other countries, food of other countries, role of Greenpeace and other environmental protection agencies.

### **5.8 SPHE**

Many opportunities are present under the strands Myself and others, Myself and the wider world and the strand unit Media education

### **5.9 Religion**

The school teaches the Grow In Love Programme which covers understanding other religions, commonalty of other religions, struggle for the freedom of belief, etc. Supplementary materials are provided by Trocaire.

### **5.10 Music**

The curriculum will include: music and songs from other countries, pop stars, instruments, folk music, reggae, international aspect of music, freedom songs, labour songs, etc.

### **5.11 Art**

The curriculum will include: famous artists, examples of ethnic art, international aspect of art, parents to demonstrate traditional crafts, dress and patterns, pottery, etc.

### **5.12 PE**

The curriculum will include: Famous sports persons e.g. Jessie Owens, Sonia O Sullivan, traditional games and their country of origin, Special Olympics, dance, Changing facilities etc.

### **5.13 Drama**

The curriculum will include: international, cultural, short stories, enacting, role-play, etc.

## **6.0 Linkage with other Policies**

Curricular Policies; Child Safeguarding Statement; Safety Statement; Admissions & Participation; Special Educational Needs; Code of Behaviour; Anti-Bullying; Dignity at Work.