



Caherline National School
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Caherline National School

Equality, Equal Opportunity & Gender Equity

Revision	Date	Description	Approved

"Judge each day not by the harvest, but by the seeds you sow."

Introductory Statement:

This policy document was drawn up;

- To ensure equality of access to all pupils and staff in the school environment
- To ensure that no condition be allowed hinder a person's participation in school life

The formation of this policy was a collaborative exercise between staff, Board of Management, parents/guardians and children of Caherline N.S.

Rationale:

The policy was devised because;

- Legislation in relation to equality of access has been activated, such as the
 - Employment Equality Act 1998
 - Education Act 1998
 - Equality Status Act 2000 & Equality Act 2004
- To promote the principles of justice and equality for all in accessing and participating in the curriculum as provided by Caherline N.S.
- To enable all pupils to access and participate in education in our school.

Aims and Objectives:

Caherline N.S. ideally hopes to:

- Instil a sense of pride in our own culture whilst simultaneously cultivating an understanding of the value of cultural diversity
- Ensuring compliance with all requirements of legislation
- Promoting equal opportunities in an environment where diversity is respected valued and celebrated
- Create a welcoming and homely place where each person in the school feels valued and respected

Organisational Procedures

Enrolment:

All pupils are welcome to enrol regardless of race, religion, culture, gender, family status, disability or whether or not they are a member of the 'Travelling Community'. Arrangements are made on enrolment for families who do not wish their children to participate in religion, R.S.E or other curriculum areas.

Interviewing:

The Board of Management is an equal opportunities employer as per the Equal Status Act 2000, and the Employment Equality Act 1998. No discriminatory questions on the grounds of gender, sexual orientation, family status etc. will be asked during the interview process. Correct procedures for promotion will be strictly adhered to as per the CPSMA handbook, DES curricular's and fair and equitable measures in relation to post of responsibility, maternity leave, career breaks, etc.

Communication:

The school has a policy of communicating with both parents on pupil progress where divorce or separation is an issue, unless a court ruling prescribes differently.

Input of Parents:

The parents/guardians of the school have an input into the formulation of the Equality Policy. The BoM and Parents Association refers all parents to the Education Welfare Act 2000 at regular intervals through weekly newsletters and circulars which highlight issues such as;

- School attendance, the Education Welfare Board and absenteeism
- Multi-culturalism, drug awareness, obesity, anti-cyber bullying etc. through organising talks for parents

The school will also identify parents/guardians on low income who are unable to afford books/ uniforms/school outings/P.E. and music and refer them to where they can source assistance.

Induction and Teaching:

The school infant enrolment form gathers all the information the school will need to address issues of inequality, such as family background, medical concerns and learning or physical disabilities. This enables the school to access relevant supports such as language teachers, SNA'S and teaching materials. There is regular communication between the class teacher and parents/guardians prior to and during the child's early school life. All teaching materials acquired are chosen and used in a manner reflecting diversity and equality.

All teachers share information which is updated annually. The school promotes non-academic activities such as sport, music, debating, quizzes, Spelling Bee etc., in a manner which is favourable to all sexes, races and religions. Classes are split (where necessary) on a non-academic, non-gender basis. Special efforts are made

to avoid stereotyping when designating tasks and presenting classroom materials. Each teacher also conducts formal sessions on equality and gender equity.

Principles of equality and respect for diversity are reflected in the pupils learning. Examples of this include:

- There are books in the library that explore different cultures, different family structures, achievements of both males and female role models.
- Boys and girls have equal access to a range of toys in the infant classrooms.
- Pupils have equal opportunities to experience all aspects of the curriculum, to participate in activities and to use resources.

Curriculum Access:

The school endeavours to enable all pupils to access all curriculums which shall enable pupils to engage in appropriate intellectually stimulating work. All children are given an opportunity to engage in integration and appreciate other cultures and languages.

Special arrangements are made for children of non-nationals and children with specific learning difficulties in relation to the teaching of Irish. Exemptions are sought for children of non-nationals who enrol in 3rd class or higher and for children with a psychological report recommending exemption from Irish, subject to parental consent and in keeping with the professional recommendation of the class teacher.

SESE offers many areas where diversity and differences can be celebrated. Geography lessons will focus on people, food and the physical features of other countries. S.P.H.E strands such as 'Myself and Others' are also used to celebrate different cultures.

Special Needs:

The school has a complement of two special class teachers and four SEN teachers. Children with special needs in mainstream have access to SEN support in addition to full time mainstream integration. Children with special needs will be educated in accordance with the level of resources provided by the DES to the BoM of Caherline N.S.

Children in the special autism units will have access to mainstream integration for subjects. They will also engage with mainstream children in reverse integration.

Evaluation of Policy:

The policy is subject to continual review under the following;

- All pupils accessing the curriculum at a level appropriate to their needs
- Increased awareness of difference and acceptance of same
- Maintaining a happy school atmosphere
- Staff and parental satisfaction
- Improvement in pupil attainment level in academic and social areas