



Equality Policy

Equality Statement

The Board of Management (BOM) is committed to fulfilling their responsibility in ensuring that AshbourneETNS (AETNS) is affirming and supportive of all students. The BOM is committed to developing inclusive school policies that recognise difference and diversity to help all, including minority groups, feel, welcomed included and respected. The BOM is cognisant of the fact that inclusive policies and practices are the basis of a positive school climate and of a culture that is welcoming supportive and encouraging of all students (Being LGBT in school, Glen, DES 2013)

In compiling this document AETNS takes into consideration various publications including

- Well-being in primary schools: Guidelines for mental health promotion. 2015, DES
- Circular 0022/2010 SPHE and RSE Best practice Guidelines for primary schools
- The Equal Status Act 200 TO 2004
- Schools and the equality Act 200 TO 2004
- Assimilation Policies and Outcomes: Travellers' Experience
Pavee Point, 2007
- Update Shadow Report on Traveller and Roma Children – UN Committee on the Rights of the Child,
Pavee Point, December 2015
- Being LGBT in School, a series of resources developed by GLEN (Gay and Lesbian Equality Network),
the Department of Education and education partners.
- Anti-Bullying Guidelines for Primary and Post-Primary Schools by the Department of Education and
Skills (DES) in 2013.
- Altogether now : An Educational Awareness Programme on Homophobic & transphobic bullying in
Primary School. BelongTo Youth Services & St. Patrick's College DCU, 2016.

The nine protected grounds of the Equal Status Act 2000 to 2004 prohibit discrimination in the provision of goods and services, accommodation and education are as follows

1. gender*
2. civil/marital status
3. family status
4. age
5. disability
6. sexual orientation
7. race,
8. religion
9. membership of the Traveller Community

*Term not excluding : gender transition/gender dysphoria/Gender non-binary

Welcoming Difference and Diversity

The school acknowledges the right of each member of the school community to enjoy school in a secure environment. The school acknowledges the uniqueness of each individual and his/her worth as a human being. To ensure a culture of inclusivity and avoid stereotyping a culture of continuous learning and willingness to engage with and learn from supporting agencies will be promoted. AETNS endeavour that any concerns arising from difference or individuality will be addressed in order that an inclusive environment be maintained.

Equality and Ethos

Ashbourne Educate Together NS operates under an Educate Together ethos, the core of which is the philosophy that no child is an outsider. The school is committed to promoting the key principles of Educate Together as follows:

- Multi-denominational with emphasis on equality of religious and nonreligious beliefs
- Co-educational with emphasis on gender equality
- Child Centred with emphasis on individuality encompassing disability, sexuality, family status, socio-economic background, ethnicity, age and membership of the travelling community
- Democratic with emphasis on equality of power and voice.

The above principles inform the culture and ethos of the school and have, at their centre, a philosophy of equality that permeates all aspects of school life.

The Educate Together Charter affirms that children of all social, cultural and religious and non-religious backgrounds have educational opportunities that reflect their individual identity whilst exploring the different values of the world in which they live. The 'Learn Together to Live Together' motto reflects the

commitment of the school to prepare pupils for life in a multicultural, accepting society and to promoting values of equality and respect for all.

Equality and the Curriculum

At AETNS, every opportunity is taken to promote equality. In recognition of the individuality of the children in our school community, every effort is made to be inclusive and to avoid stereotyping as follows:

- The recognition that an inclusive curriculum starts in Junior Infants. Ensure varying cultures, minority groups, types of families and relationships are represented in class discussions, lessons and resources.
- In the selection of textbooks, ICT software and ancillary materials for use in the classroom including foreign language library books.
- By Ensuring the school environment is rich with resources, posters, displays library books etc. that celebrate various cultures, represent minority groups and various family types, for example,
- By Exploring the positive contributions of individuals of minority groups ,of various gender and other cultures e.g. contribution of LGBT individuals to Irish and global society
- By Enabling the children to recognise and challenge gender stereotypes. Remind them that girls and boys can like and do many things. i Embrace the individuality of all children. Encourage the children to respect and celebrate the uniqueness of one another.
- In the sourcing of various educational resources to support curricular areas. E.g. All Together Now Programme,BeLonG To Youth Services & St. Patrick's College, Dublin City University 2016
- In the designation of tasks and the distribution of classroom materials
- In the creation of visual displays in classrooms and throughout the school
- In the planning of field trips and excursions In every interaction with pupils, in the planning of lessons, the content and selection of learning materials and the choice of methodologies used
- In Consideration of the differing learning styles of each pupil
- Maximise opportunities for exploring equality
- Raise pupils' awareness of unconsciously held attitudes
- Ensure that the language used to mediate the curriculum is balanced
- Support teaching is provided in Literacy, Numeracy, SEN and English as an Additional Language although such arrangements may differ from year to year.

Equality and Board of Management

The school's Board of Management (BOM) affirms the principle of Equality, as set out in this document, in its dual roles of Human Resource Management /Employer and Teaching and Learning governance. It is the duty of the BOM to ensure that in its own structure and practice, it does not discriminate on the basis of any of the nine identified grounds and should actively promote equality of representation. In

addition, the BOM must be cognisant of its potential to promote equality in the areas of teacher-recruitment, SNA recruitment, staff career-promotion, administration and organisation of school policy on Enrolment, Child Protection, Health and Safety, Discipline and Anti-Bullying. The BOM is, through its governance structures, to promote educative and training programmes and practice on equality for the teachers, other-staff, children, BOM members, Parent Association, parent-community and wider School Community. In doing this the BOM will refer to the ET Charter for Schools and all relevant legislation including the 1998 Education Act and the 2000 and 2004 Equal Status Acts and all relevant DES circulars

Signed:



Chairperson of Board of Management
Date: 29/09/21

Signed:



Principal/Secretary to the Board of Management
Date: 29/09/21

Appendix A

Supporting Resources

Different Families, Same Love

<https://www.into.ie/lgbt/EducationalResources/TENIGenderDiversityTeachingResources.pdf>

https://www.into.ie/lgbt/EducationalResources/LGBT_InclusiveGuidelines.pdf

https://www.into.ie/lgbt/EducationalResources/LGBT_InclusiveGuidelines.pdf

https://www.into.ie/lgbt/Downloads/Respect_Primary_Teachers_Resource.pdf

<http://www.pdst.ie/sites/default/files/All%20Together%20Now%20Educational%20Resource%20LGBT.pdf>

<https://www.into.ie/lgbt/Downloads/WeAllBelong.pdf>

<https://www.into.ie/lgbt/EducationalResources/OtherUsefulResources.pdf>

<https://www.into.ie/lgbt/EducationalResources/>

<http://www.paveepoint.ie/publications/>

<http://www.paveepoint.ie/document/traveller-culture-and-heritage/>

<https://natt.org.uk/wp-content/uploads/2011/02/resources-report.pdf>