

Our Lady and St Patrick's College, Knock



Community Relations, Equality and Diversity (CRED) in Education Policy

Procedure Details

Legal Status	Adopted	Version Date	Last Review	Next Review	Responsible
Statutory	7 th June 2023	June 2023	January 2017	June 2026	Miss McErlane

Related Documents

1. Child Protection and Safeguarding Policy
2. Anti-Bullying Policy
3. Positive Behaviour Policy
4. Special Educational Needs Policy
5. Literacy Policy
6. Numeracy Policy
7. Relationship and Sexuality in Education Policy
8. College Code of Conduct and College Rules for Students
9. DE Community Relations, Equality and Diversity in Education (March 2011)
10. DE CRED Addendum (September 2016)

All policies are available on the College Website and Private Folders

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1. Introduction

College Mission Statement - *'Our Lady and St Patrick's College, Knock cares for young people in a way that encourages them to develop to their full potential within a supportive Christian community. We seek to prepare our students to play an active and responsible role in society, and to use their talents for the service of others.'*

In Our Lady and St Patrick's College, Knock we recognise the right of every individual to develop his/her full potential. Our vision of *'Excellence through Care'*, College values and Mission Statement embed the aims of the DE Community Relations, Equality and Diversity in Education (CRED) Policy (March 2011). By providing many opportunities in both formal and informal setting, inside and outside the College, we seek to provide equal access of opportunity and of educational provision to all students while continuing to develop and strengthen community relations.

This Community Relations, Equality and Diversity in Education (CRED) Policy has been developed in consultation with all stakeholders of the College community including students, parents, staff and the Board of Governors. The roles and responsibilities of all stakeholders are made explicit. The policy is intended to ensure an inclusive, productive, consistent approach is adopted in the promotion and development of Community Relations, Equality and Diversity, by detailing the existing and proposed practices and strategies implemented throughout the College. It is intended as a working document, used to inform teaching and learning.

This policy will focus on the needs of the learner and, while the statutory requirement is to address all groups listed in Section 75 of the 1998 NI Act, this will be implemented in a way which is age-appropriate, within the Catholic ethos of the College and flexible enough to focus on particular issues relevant to the needs of learners and the College community.

Context

'Equality and inclusion are one of the cornerstones of an education system which enables every learner to fulfil his or her potential.' DE Community Relations, Equality and Diversity in Education (March 2011)

Community Relations, Equality and Diversity in Education (CRED) Policy, *'will be premised on the interdependence between equality, good relations and human rights, including UNCRC and commitments in the Good Friday Agreement, St Andrew's and Hillsborough Agreements. The policy reflects the changing educational needs of young people with regard to community relations, equality and the greater diversity of our community, and wider changes as we emerge from conflict and strive to live and work together in building a peaceful, just and prosperous society based on equality and good relations.'*

DE Community Relations, Equality and Diversity in Education (March 2011)

'The Addressing Bullying in Schools Act (NI) 2016 provides a legal definition of bullying and requires all Boards of Governors to become directly involved in the setting of their schools' anti-bullying policies and establishing procedures for their implementation, monitoring and regular review. All Section 75 groups are acknowledged within the Act as representative of communities of young people who may encounter disproportionate levels of bullying. The Act requires grant-aided schools to record all incidents of bullying along with their motivation and information about how the incident was addressed by the school. Over time, this body of data may prove valuable in allowing DE to monitor the on-going level and changing nature of CRED issues within the overall measurements of bullying in schools.'

DE, CRED Addendum (September 2016)

The College is committed to preparing learners to live in a society where they understand and appreciate basic human rights; to provide them with opportunities to develop the skills they may need to be resilient and resourceful when faced with challenges in their lives, including prejudice.

The NI Curriculum requires schools to address issues around diversity and inclusion and to consider how people from differing traditions can live together. The Revised Curriculum aims to empower young people to make informed, responsible decisions. While having a central focus on developing knowledge and skills in literacy and numeracy, the curriculum also aims to develop in young people knowledge and

understanding of the challenges and opportunities they may encounter in an increasingly diverse, contemporary society; and an understanding of their role in working for a more inclusive, just and democratic society, where equality is fully accepted and discrimination actively discouraged.

A core aim in the College is to embed our commitment to equality, diversity and inclusion in all we do. We have taken positive steps on this journey recently by raising awareness about the enduring legacies of long-standing, historical inequalities through our celebration of Black History Month and our establishment of our own Gay Straight Alliance Club. While these are important steps, we know that we have much more to do if we are to become a pro-actively anti-discriminatory institution. Given the continuing impact of deep, structural inequalities in wider society, and across the globe, we need to be vigilant in seeking to ensure that we contribute to the struggles against such inequalities, whether they are based on gender, race, ethnicity, sexual orientation or other differences among us. This is a transformative journey for us and for future generations and we must be ready to equip ourselves and our students for the challenges ahead.

2. Aims

- To contribute to improving relations between communities by educating children and young people to develop self-respect, respect for others, promote equality and work to eliminate discrimination.
- To provide formal and non-formal education opportunities to build relationships with those of different backgrounds and tradition.
- To gain positive learning experiences in a safe and caring environment which promotes inclusion, reconciliation and differences, within resources available.
- To provide equal access of opportunity and of educational provision to all students.

Objectives

- To ensure that learners, at each stage of their development, have an understanding of and respect for the rights, equality and diversity of all without discrimination.
- To educate children and young people to live and participate in changing world so that they value and respect difference and engage positively with it, taking account of intercommunity divisions and increasing diversity within our society.
- To equip students with the required skills, attitudes and behaviours needed to develop mutual understanding, recognition of, and respect for, difference.

Intended Outcomes

- To develop learners who understand, are sensitive to, and respectful of, the rights, equality and diversity of all Section 75 groups.
- To develop the skills, attitudes and behaviours that enable learners to value and respect difference and engage positively with it.

Core Principles

- A child-centred approach to meet the needs of all children and young people.
- Support the development of self-esteem and knowledge of diversity to encourage progression.
- Be responsive to the needs of young people and their communities.
- Involve young people in planning and evaluating the effectiveness of CRED programmes.
- Demonstrate the relevance and connectedness of CRED to the curriculum.
- Integrate CRED within the curriculum.
- Recognise the collaboration and partnership that already exists.
- Within resources available, provide opportunities for meaningful interaction with the local community.
- Show-case best practice and encourage the sharing of skills across and between sectors.

3. Definitions

Inclusive education is more than a concern about any one group of students. It is about providing opportunities for all children and young people in the community to learn together, and where schools nurture learners by providing inclusive systems which are open, participatory and flexible. Inclusive systems work to remove barriers to learning and address issues that relate to all individuals who are vulnerable to exclusion from education.

Community Relations aim to encourage greater cross-community contact and cooperation; to support, encourage and develop mutual understanding; and to promote recognition of, and respect for, cultural diversity.

Equality is about creating an equal society where everyone can participate and has the opportunity to fulfil his/her potential.

Diversity is about recognising individual as well as group differences, treating people as individuals, and placing positive value on diversity in the community.

4. Roles and Responsibilities

The Board of Governors:

- plays a vital role in providing a culture of inclusion and embedding CRED aims within the College;
- ensures the school is open and welcoming to those from all areas of society;
- actively promotes and encourages the practical implementation of the CRED Policy on a whole-school basis;
- ensures that the College ethos demonstrates a concern to promote equality, good relations and respect for diversity and links clearly to the School Improvement Plan.

The Principal:

- ensures staff have access to appropriate training opportunities in CRED;
- ensures that learning includes awareness of the United Nations Convention on the Rights of the Child (UNCRC) and its relevance to CRED-related work;
- ensures that learning is clearly aligned with the principles of Learning Leaders as outlined in DE Teacher Professional Learning Strategy (March 2016);
- ensures staff have support to initiate and sustain CRED practice;
- follows DE 'Community Use of School Premises - A Guidance Toolkit for Schools' (January 2014) on community use of schools to help build stronger links with local communities by providing community access to school facilities.

Vice Principals:

- promote an inclusive ethos within the school;
- ensure commitment to planning, monitoring, evaluating and allocation of time to allow this to be meaningful.

Heads of Faculty/Heads of School:

- ensure curriculum planning includes provision for learning about the aims of CRED;
- ensure opportunities are given across the curriculum to promote shared values and help young people to value differences and challenge prejudice, discrimination and stereotyping;
- promote an emphasis and understanding of human rights and equality within the UNCRC.

Heads of Department/ Heads of Year:

- ensure the process of plan, do, review exists to allow for continuous improvement;
- support teachers to engage with controversial and sensitive issues.

The Shared Education Coordinator:

- recognises the close relationship between CRED and Shared Education;
- leads the development and implementation of Shared Education in the College;
- ensures the aims, objectives and core values of the CRED policy are reflected within plans to develop Shared Education in a holistic way;
- works in collaboration with Shared Education Coordinators from Grosvenor Grammar School and Lagan College to plan, deliver and report on the approved DSC Signature Project for Shared Education and inform students, parents and staff of developments and practices relating to Shared Education.

The CRED Coordinator:

- monitors, evaluates and provides evidence of critical reflection by staff and young people on CRED across the Curriculum using the CRED Audit Tool (Schools) or the TTI Quality Indicators from DE Community Relations, Equality and Diversity Policy;
- plays a central role in developing CRED through liaison with partner schools, offering a range of programmes including Habitat for Humanity and the Sixth Form Symposium;
- encourages students to participate in additional CRED projects, e.g., the Ulster Project, the Old Rotarian's TABU programme, the Spirit of Enniskillen Programme and Pramerica;
- manages and coordinates the GSA/Kaleidoscope student leaders in the College;
- works alongside the Student Council and Anti-Bullying Mentors to ensure equality and inclusion are being promoted and respected within the student body;
- ensures that relevant students are made aware of bursaries available for Third Level Education and provides support and guidance to these students.

The Learning Support Coordinators:

- play a key role in ensuring an inclusive approach to the curriculum for all students;
- coordinate the provision for students with Special Educational Needs, Newcomer Students and students with Additional Learning Needs (ALN).

The Learning Support Team (LST):

- ensures the needs of all students are being met through collaborative planning and strategic implementation of provision between teachers, support staff, external agencies, parents and students;
- identifies and addresses the learning support needs of individual and groups of students through the coordination, development, implementation, monitoring and evaluation of educational support programmes.

Staff:

- recognise the importance of modelling appropriate use of language and behaviour and demonstrate this;
- reflect on their own work and the outcomes of individual children and young people;
- engage with the more challenging aspects of Personal Development and Citizenship;
- ensure teaching is student-centred and responds to the individual needs of all students;
- employ a range of appropriate strategies which enable quality teaching including differentiation, the Step-Wise Approach to Behavioural Management and the use of new technology;
- support CRED through dissemination and sharing of good practice.

Parents, Carers and the Wider Local Community:

- recognise the importance of modelling appropriate use of language and behaviour and demonstrate this;
- inform the College if a student falls into any of the categories listed in the Policy.

Students

- critically reflect on appropriate use of language and behaviour and demonstrate this;
- actively engage in CRED initiatives;
- get involved in making choices which have a positive impact on their learning;
- follow College Policies on Positive Behaviour and Anti-Bullying.

5. Whole-School Provision

CRED is integrated within the College Curriculum:

- The **Religious Education Programme** is a key element in shaping belief, identity and culture of all students. The programme promotes the human dignity of all and helps bring about a tolerant and mutually respectful world, both locally and nationally. Students visit local churches and participate in retreat programmes which promote inclusion. Church leaders from the local community visit KS3 classes. Students also investigate world faiths e.g., Judaism, Hinduism and Islam, as well as the issues of prejudice, discrimination and human rights.
- The Year 8-14 **Personal Development Programme** encourages learners to become personally, emotionally, socially and physically effective; to lead healthy, safe and fulfilled lives; and to become confident, independent and responsible citizens who make informed and responsible choices and decisions throughout their lives. Issues covered range from anti-bullying, drugs and alcohol prevention programmes to mental health provision.
- **Local and Global Citizenship** is taught as a discrete subject in Key Stage 3. The programme includes a specific focus on exploring the range and extent of diversity in both local and global societies. It has four strands: diversity and inclusion; human rights and social responsibility; equality and social justice; and democracy and active participation. Local and Global Citizenship provides young people with opportunities to explore issues such as diversity, prejudice and racism, promoting inclusion, reconciliation and mutual respect, and investigate how identity, stereotyping, sectarianism and racism can contribute to conflict but also enable young people to develop the necessary skills to manage and resolve conflict peacefully.
- **CCEA GCSE Learning for Life and Work** is compulsory for all Year 11 and 12 students. It develops the four themes undertaken in KS3 Local and Global Citizenship, as well as Personal Development and Employability.
- **KS3 History** deals with the causes and consequences of Partition. This provides a unique opportunity to explore the complexity of Irish History and how differing perspectives and traditions have emerged which have conflicted with varying degrees of trauma resulting. A balanced and well-informed view of such events is clearly a key element in providing an educational dimension to the overall solution of resolving such issues.
- **English Language and Literature** use specific texts, both factual and fictional, to provide a significant element in allowing young people to engage with their culture, the culture of others and how such life experiences have developed historically and in the present day. Composition and free writing by young people may enable them to explore similar themes while at the same time allowing them to express their own opinions and perspectives.
- **Music, Art and Drama** provide mediums for exploration of cultures.
- **Physical Education** facilitates the exploration of a range of games, both local and global, which provide an enriched learning experience.
- **Languages** are an integral part of understanding the experience and culture of others, while having strong links to tradition and identity.

6. Student Voice

- The College Student Council is meaningful and viewed as an essential part of real delivery of child-centred provision, including issues of rights, equality, democracy and student voice. It is made up of two elected representatives from each year group. It meets eight times a year and reports back to the student body through Focus of the Week.
- Junior, Senior and Upper School Councils are made up of two representatives from each tutor group.
- Students are also involved in a range of initiatives to promote student participation in decision making.
- A Mentor Programme is in place for Year 13 students. The Programme provides opportunities for students to participate in CRED activities.

7. Newcomer Students

The College is committed to protect the existence and the national, ethnic, cultural, religious and linguistic identity of minorities. We seek to:

- outline additional strategies which are in place to support the individual needs of Newcomer Students;
- ensure staff are aware of both pastoral and curriculum support strategies in place to guarantee that Newcomer Students receive the support needed to ensure integration and access to the curriculum, and fulfil their potential;
- provide Newcomer Students with a welcoming environment where they are accepted, valued and encouraged to participate;
- ensure that students can see their languages, culture and identity reflected in the classrooms and the wider school;
- assess, record and monitor language development and proficiency of each student;
- ensure effective communication with the parents of Newcomer Students.

7.1 Definition

'Newcomer Students are children who do not have the satisfactory language skills to participate fully in the school curriculum and who do not have a language in common with the teacher. Increasingly there are children for whom English may not be their first language and who may come from a different culture.'

DE Every School a Good School - Supporting Newcomer Pupils (April 2009)

7.2 Identification

- Newcomer Students will be identified through the Personal Details Form completed in June at the P7 meeting with College Pastoral Leaders.
- The LSC will disseminate student information to Pastoral and Curricular Teams. Information will be recorded on SIMS.
- If necessary, the LSC will draw up a Learning Plan (ILP/PLP) and share with all relevant staff.
- Language support will be provided by the Literacy Coordinator, in consultation with the Intercultural Education Service (IES) and all subject teachers.
- When necessary, the LSC, in consultation with the student's parents, may also make a referral to the EA's Educational Psychologist for further assessment if the College is concerned that the student may be presenting other educational needs.
- Subject teachers will monitor student's language proficiency.
- Progress will be monitored by the LST by looking at performance data on SIMS, e.g., assessments and end-of-year reports.

7.3 Induction Programme

- If appropriate, a welcome booklet, including guidance for parents on school policy e.g., attendance, will be provided.
- If necessary, a visual timetable will be provided.

7.4 Teaching and Learning

It is important that the individual needs of Newcomer Students are taken into consideration by teaching staff. Staff should take into account the student's level of English language proficiency when planning teaching and learning activities. Cultural diversity should be recognised and celebrated in the classroom where possible. Teaching strategies and resources should be adapted to meet the needs of Newcomer Students. Suggested possible strategies may include:

- Provision and pre-teaching of key vocabulary relating to curriculum topics;
- Signposting of clear learning intentions on boards ;
- Use of visual material where possible;
- Use of home-school journal and Student Planner;
- Provision of dictionaries and key word lists;
- Collaborative group work;
- Appointment of classroom buddies ;
- Enhanced opportunities for speaking and listening;
- Effective role models of speaking, reading and writing;
- Additional verbal support-repetition, alternative phrasing, peer support, modelling key language;
- Writing frames, directed activities related to texts;
- Opportunities for role play;
- Regular feedback from staff;
- Opportunities provided outside the formal curriculum, e.g., assemblies, school clubs, etc.
- Effective use of classroom assistants;
- Additional language support through timetabled support classes with the Literacy Coordinator.

7.5 Examination Provision

- As appropriate, in line with JCQ criteria and in discussion with the Examinations Officer, the LSC will apply for special examination arrangements.
- In exceptional circumstances, it may be deemed appropriate by SLT to withdraw a student from an area of the curriculum to facilitate student progress. SLT, in consultation with the Pastoral Team, the student and the student's parent/guardian, will suggest an appropriate range of subjects to be studied.

Examination Concessions

The LSC will liaise with the Examinations Officer to ensure provision is made for all Newcomer Students to receive the available concessions. Concessions are available at Key Stage 3, GCSE, AS and A2 Level. These include use of bilingual dictionaries and extra time.

Bilingual Translation Dictionary

- All Newcomer Students may use a bilingual dictionary, if this is normal classroom practice.
- The use of a bilingual dictionary is made available if a student's first language is not English, and the examination is presented through the medium of English language.

Internal Assessments

Informal assessments or examinations in the classroom should take into consideration the individual needs of the students and their language development, and teachers should make appropriate provision.

7.6 Year Group Placement

- Newcomer Students, irrespective of age, will not be placed in Year 12 if newly arrived in NI. (This is because GCSE content will be partially completed by all other students.)
- If the Newcomer Student has the necessary language skills to cope with the teaching and learning, he/she will begin GCSE studies in Year 11.

7.7 Home School Liaison and Interpreting Provision

- When appropriate, the College will avail of the interpreting service, provided by the Intercultural Education Service (IES), to ensure clear communication exists between home and school.
- This service will also be accessed, if necessary, for parent/teacher interviews and pastoral care issues.

7.8 Racism

- Racism of any kind will not be tolerated in the College.
- Any student found to be responsible for any racist comment or behaviour towards another student will be sanctioned in accordance with the College Positive Behaviour Policy.

7.9 Sectarianism

- Sectarianism of any kind will not be tolerated in the College.
- Any student found to be responsible for any sectarian comment or behaviour towards another student will be sanctioned in accordance with the College Positive Behaviour Policy.

7.10 Intercultural Awareness

Within the College there is a high emphasis on embracing the cultural identities of each student. This is very evident in Citizenship classes at KS3 and KS4 which focus on developing the student's sense of identity within a multicultural school and society.

Opportunities for promoting and celebrating diversity include:

- Multi-lingual signs and displays throughout the school
- Making accommodations across all areas of the curriculum, where possible
- Extra-curricular activities
- International links
- Assemblies and celebrations (e.g., European Day of Languages)
- Focus of the Week
- Annual activities for Culture Week
- Celebration of Black History Month

A positive attitude to home languages should be encouraged through:

- Dual language signs throughout the school (where appropriate)
- Encouraging students to use home languages to help with curriculum understanding
- Provision and use of bilingual dictionaries
- Exams in home language (if available)

8. LGBTQI+

- The College follows guidelines set out in 'Love Rejoices in the Truth: Relationships and Sexuality Education (Accord 2002) that, *'the ideals of respect and dignity for every person regardless of their race, creed, or sexual orientation are to be recognised'*.

- The College also follows guidelines set out in ‘Amoris Laetitia’ “(The Joy of Love: On Love in the Family”) where Pope Francis (April 2016) states that, *‘there is a need to avoid judgements which do not take into account the complexity of various situations’* and *‘it is a matter of reaching out to everyone, of needing to help each person find his or her proper way of participating in the ecclesiastical community...’* (AL 297)
- The College recognises the diversity of modern families. Teachers should acknowledge that many students come from backgrounds which may not reflect their own values and experiences. Teachers must approach these issues with sensitivity and aim to avoid causing hurt and offence to students and their families. The development of a student’s self-worth and confidence is essential. All teachers must be empathetic to the personal and emotional circumstances of individual students as outlined in Section 3 of the College RSE Policy. *‘The ideals of respect and dignity for every person regardless of their race, creed or sexual orientation are to be recognised.’* (Accord 2002).
- The GSA and Kaleidoscope are student-led groups that provide a safe space and weekly meetings for any student who identifies as LGBTQI+ and allies of the community. Student leaders prepare weekly presentations and discussions on various topics around the history of the LGBTQI+ community. The GSA Committee also takes on fundraising responsibilities for the Trócaire Campaign.
- The College is committed to supporting all students through the Pastoral Care System so that they can fulfil their potential.
- Any student found to be responsible for any negative comment or behaviour towards another student will be sanctioned in accordance with the College Positive Behaviour Policy.

9. Young Mothers

The College will support young women of compulsory school age who may be pregnant or who are parenting through the School Age Mother Programme which aims to facilitate continuing education.

10. Young Carers

The College is committed to ensure that Young Carers do not become marginalised from their peers and that they attain their full potential personally, socially, emotionally and academically. It is the responsibility of parents/guardians to inform the College of the caring responsibilities of the student.

11. Disability

11.1 Admission

Students with Special Educational Needs and/or Disability may apply to the College for consideration under special access arrangements for admission to Year 8. Students with a Statement of Special Educational Need may apply through EA. Disabled provision seeks to meet the requirements of the Special Educational Needs and Disability (NI) Order 2005 and the Special Educational Needs and Disability Act (Northern Ireland) 2016.

11.2 School Environment

Ramp or direct access to the building is available on all levels with appropriate signage indicating entrances. Accessible toilets and changing facilities exist in the school on all levels. Disabled/ wheelchair-bound students have direct access to all areas of the school and access by lift to all areas.

11.3 Accessibility of the Curriculum

There are no areas of the curriculum from which students with disabilities or special educational needs have been excluded. Special provision for changing facilities and shower arrangements are provided in Physical Education. The LSC meets with parents who have identified special educational needs in order to ensure adequate access to all subject areas. Any special needs are discussed with Year 8 students and parents at meetings in June prior to their enrolment in the College. eLearning facilities such as laptop computers or iPads are accessible for students with identified physical, visual or motor needs or specified educational needs as appropriate.

12. Connected to the Local Community

12.1 EBALC

The College is committed to working with the East Belfast Area Learning Community to deliver the Entitlement Framework and share best practice. This will ensure that all students have the opportunity, when feasible, to access a broader and more balanced curriculum.

12.2 Shared Education

The College is committed to participation in Shared Education and building on our existing links with partner schools. We aim to provide curriculum opportunities for students so that they may develop friendships with students from other schools.

12.3 Local Community

Appropriate local connections are sought where possible and relationships developed:

- St Vincent de Paul
- Kirk House and Towell House
- Habitat for Humanity, working alongside students from other local schools
- The Justice Group

12.4 CRED

The College has a CRED Coordinator who explores and encourages opportunities for young people to engage with others from different backgrounds/traditions and build positive relationships.

12.5 Confucius Project

A Chinese teacher visits the College weekly to teach Mandarin to students.

12.6 European Day of Languages

- The Language Department marks the European Day of Languages with a French Breakfast for Year 9 and a quiz for Year 10 students.

13. Measuring Success

- Evaluation of CRED will be in line with Every School a Good School and School Development Planning Guidance which align with TTI.
- The CRED Coordinator will use the quality assurance indicators which have been developed by DE for CRED to assess the impact of the CRED Policy in the areas of: educational provision, participants' learning experiences, quality of external links, leadership and management, effective use of resources, pastoral care and ethos, child protection and equality of opportunity.
- Attitudes of stakeholders will be externally monitored through self-assessment tools e.g., Kirkland Rowell Survey.

14. How to Raise a Concern or Make a Complaint about the Administration of this Policy

If you have a concern or complaint about the administration of this policy, please contact Ms McCarthy, Vice Principal, in the first instance. If necessary, you may then access and follow the College's Complaints Procedure which is available on the College website at www.knock.co.uk. Should you remain dissatisfied with the College's response after completing the internal complaints procedure, you can bring your complaint to the Northern Ireland Public Services Ombudsman within six months. Contact details for the Northern Ireland Public Services Ombudsman are provided on Page 11 of the Complaints Procedure.

Signed: Mr Leo O'Reilly
(Chairperson of Board of Governors)

Date: 7th June 2023

Signed: Miss Deborah McLaughlin
(Principal)

Date: 7th June 2023

Related Documents

- UNCRC (January 1992)
- 1992 UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities requires states to protect the existence and the national or ethnic, cultural, religious and linguistic identity of minorities within their respective territories and encourages conditions for the promotion of identity
- 1998 Good Friday Agreement – commitment to recognise the importance of respect, understanding and tolerance in relation to linguistic diversity
- ‘Love Rejoices in the Truth: Relationships and Sexuality Education (Accord 2002)
- St Andrews Agreement 2006 – committed to actively promote the advancement of human rights, equality and mutual respect
- The Education (Curriculum Minimum Content) Order (NI) 2007 for LLW
- NICIE Promoting an Anti-Bias Approach to Education (2008)
- DE: Every School a Good School (April 2009)
- DE: Every School a Good School - Supporting Newcomer Students (April 2009)
- DE: Every School a Good School – The way forward for Special Educational Needs (August 2009)
- 2010 Hillsborough Agreement – affirmed the shared belief in the importance of working together in a spirit of partnership to deliver success for the entire community and the importance of mutual respect, equality and greater inclusiveness
- DE: Education of Children and Young People from the Traveller Community (August 2010)
- DE: Every School a Good School - School Development Planning (January 2011) Ethos
- DE: Community Relations, Equality and Diversity in Education (March 2011)
- DE: Community Relations, Equality and Diversity in Education - Guidance Notes (January 2012)
- UN Committee on the Elimination of Racial Discrimination – defines discrimination on religious grounds as, ‘racial discrimination when there is an overlap with another indicator of ethnicity.’ (December 2015)
- DE Circular 2015/22 (26/08/15) - ‘Relationships and Sexuality Education Guidance’
- CCEA (2015) ‘Relationships and Sexuality Education Guidance: An Update for Post-Primary Schools’
- Addressing Bullying in Schools (NI) Act 2016
- ‘Amoris Laetitia’ (The Joy of Love: On Love in the Family) Pope Francis (April 2016)
- DE: Community Relations, Equality and Diversity in Education ADDENDUM (September 2016)
- EA: Guidance for Schools, EOTAS Centres and Youth Service on Supporting Transgender Young People

CRED Quality Indicators from DE CRED Policy Addendum

(September 2016)

- % of children and young people (age 16) indicating they have participated in CRED activities in schools and youth projects/clubs¹
- % change in number of CRED topics (S75) covered in school and youth setting¹
- % of children and young people (age 16) who think relations between Protestants and Catholics are better than they were five years ago²
- % children and young people (age 16) who think that relationships between Protestant and Catholics will be better in five years time²
- % children and young people (age 16) indicating positive impact of activities on participants understanding of Section 75 groups¹
- % of children and young people (year 6 & 9) who think it is wrong to bully other pupils because of either race or skin colour, disability or religion³
- % of children and young people (year 6 & 9) who think it is always wrong to bully other pupils because of their race or colour³
- % of children and young people (year 6 & 9) who think it is always wrong to bully other pupils because of their disability³
- % of children and young people (year 6 & 9) who think it is always wrong to bully other pupils because of their religion³
- % of children and young people (year 9) bullied with mean names, comments or rude gestures with a sexual meaning³
- % of young people who regularly socialise or play sport with people from a different religious community³

Source:

¹ ARK Young Life & Times Survey (CRED module - biennial)

² ARK Young Life & Times Survey

³ DE Research into Nature and Extent of Pupil Bullying in Schools in Northern Ireland