|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | |  | C:\Users\admin\Pictures\2016-04-21 Crest\Crest 001.jpg | |
| **Catholic Ethos : A Framework for Self-Reflection**  *Reviewed and Revised October 2020* | | | | |
| **INCLUSION AND DIVERSITY**  ”Love one another as I have loved you”  *John 13:34* | | |
| **Down and Connor Catholic Schools’ Support Service**  120 Cliftonville Road  BELFAST BT14 6LA  T: 028 9049 1886  E: dctrusteeservice@downandconnor.org | | | | |

**INCLUSION AND DIVERSITY**

*"Love one another as I have loved you"*

*John 13:34*

| **INDICATORS** | | Evidence showing how this is **EMBEDDED**  in school life | Evidence showing how this is **DEVELOPING**  in school life | This area needs to be **DEVELOPED/REVIEWED**  *(See Planning Format)* |
| --- | --- | --- | --- | --- |
| 1. | The school’s commitment to equality and justice is demonstrated by its inclusive ethos which honours life, dignity and the voice of each person made in the image and likeness of God. |  |  |  |
| 2. | All policies and procedures promote equity and equality for all pupils consistent with the mission of the Catholic school. |  |  |  |
| 3. | The school actively welcomes and celebrates diversity and promotes respect for different beliefs, faiths and cultures and for inter-faith dialogue. |  |  |  |
| 4. | The school seeks every opportunity to reduce barriers to pupils' learning, whatever those barriers may be. |  |  |  |
| 5. | The school welcomes and supports staff, pupils and families of all faiths and none. |  |  |  |
| 6. | The school ensures an environment within which all feel safe and valued and are enabled to achieve their potential. |  |  |  |
| 7. | The school is sensitive to the needs of members of the school community who are facing personal issues, whether they are related to relationships, gender, sexuality or addiction and provides or signposts appropriate support, consistent with the Catholic values and ethos of the school. |  |  |  |
| 8. | Staff and pupils demonstrate personal responsibility for showing compassion and support for others, and for promoting justice. |  |  |  |
| 9. | A study of other faiths is included in the curriculum to support the development of respect for difference. |  |  |  |
| 10. | The school reasonably facilitates pupils from other faiths in worshipping according to their tradition. |  |  |  |
| 11. | School policies ensure that all appropriate strategies are in place to welcome and facilitate newcomers to the school. |  |  |  |
| 12. | Staff are appropriately trained to meet the needs of all learners. |  |  |  |
| 13. | There are regular opportunities to celebrate diversity within the school community. |  |  |  |
| 14. | The school engages with relevant agencies in supporting the Catholic ethos of the school, in keeping with Trustee policy. |  |  |  |
| 15. | The school works in close partnership with the family of Catholic schools in its diocesan pastoral communities and schools in other sectors, to share best practice, knowledge, expertise and resources. |  |  |  |

**Inclusion and Diversity - The Way Forward**

*Suggested Planning Proforma after completion of Audit*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date Audit**  **completed** |  | | **Who was involved in the Audit**  **discussion and completion?** | |  | |
| **Area(s) highlighted for**  **further development:** | |  | | | | |
| **Action(s)** | | **Timeline** | | **Person(s) responsible** | | **Resources required** |
|  | |  | |  | |  |
|  | |  | |  | |  |
| **Monitoring and Evaluation on Completion** | | | | | | |
|  | | | | | | |

**SECTION 5 : INCLUSION AND DIVERSITY**

**Examples of Good Practice**

*"Love one another as I have loved you"*

*John 13:34*

|  |  |
| --- | --- |
| There is an atmosphere of welcome and acceptance  based on the values of Christ which can be tangibly  felt by visitors and the school community.  ***(Also relevant to Section 1 : Mission)*** | All school policies and procedures are inclusive.  ***(Also relevant to Section 4 : Learning and Teaching)*** |
| There is a proactive approach to valuing inclusivity in school, and  the necessary resources are made available to facilitate the  education of all pupils through the promotion of social justice,  personal integrity, respect for self and others, compassion and forgiveness and peace and joy.  ***(Also relevant to Section 1 : Mission)*** | Visual displays clearly demonstrate the school community,  welcomes all peoples, beliefs and cultures.  ***(Also relevant to Section 1 : Mission and***  ***Section 4 : Learning and Teaching)*** |
| The school is committed to learning from the lives of pupils and parents from different cultures, religions and world views and encourages parents to share their faith stories and cultural differences. | All pupils are welcome to attend and contribute appropriately to Sacramental celebrations and the spiritual life of the school. |
| During RE lessons pupils of other faiths and none are  encouraged to share their views and opinions.  ***(Also relevant to Section 2 : Religious Education)*** | World Religions feature on the school curriculum.  ***(Also relevant to Section 4 : Learning and Teaching and***  ***Section 2 : Religious Education)*** |
| Parents and pupils are made aware, in a spirit of mutual  respect and trust, of the school’s support structures and  legal responsibility with regards to health and well-being  of the pupils in their care.  ***(Also relevant to Section 1 : Mission)*** | The introduction of the Rights Respecting School programme  provides an opportunity for pupils to become familiar with  the UN Convention on the Rights of the Child, placing  it at the heart of the school’s ethos and curriculum. |

|  |  |
| --- | --- |
| Newcomer pupils are welcomed to the school community  at assembly and through welcoming display boards. | Working with the Intercultural Education Service to  support children from other cultures settle into school. |
| Diversity Workshop facilitated by an outside  agency which reflects the school’s ethos. | The development of a School of Sanctuary – A Safe Haven for All. |
| The development of Nurture Groups. | The development of the Pupil Voice through  the School Council and ECO Council.  ***(Also relevant to Section 6 : Social Justice and***  ***Respect for the Environment)*** |
| Children present details of activities undertaken  through School Council/ECO Council to the BOG. | The development of Language of the Month.  ***(Also relevant to Section 4 : Learning and Teaching)*** |
| The school is part of the connecting classrooms programme. | Schools connect with schools using the internet.  In schools that employ staff from other countries  and cultures, there are opportunities for children to  learn different languages and cultural traditions. |