

Glencraig Integrated Primary School



POLICY FOR INTEGRATION

Date: March 2012

Review Date: 2017/18 (Under review)

Approved by Board of Governors: _____

School Mission Statement

At Glencraig Integrated Primary School we aspire to maximise the skills and talents of our pupils and staff in a happy, caring and respectful environment enabling them to become fulfilled and responsible citizens.

(While delivering our Mission Statement we recognise and are committed to upholding the rights of the child as outlined in the United Nations Convention on the Rights of the Child)

General School Aims

We endeavour to:

- provide and encourage an atmosphere of acceptance and mutual respect for those within the school community, from all religious, non-religious, social and cultural backgrounds as well as for those of differing abilities and needs
- create a happy, secure, stimulating environment in which all pupils can learn effectively and become clear, confident communicators
- present children with a variety of challenging, activity based learning experiences incorporating all areas of study required by the Northern Ireland Curriculum
- encourage children to recognise the value of developing a healthy mind and body and to foster, within each child, a positive self image
- encourage parents to play a constructive and positive role in the school
- place the school at the heart of the local community

Rationale

Glencraig maintains the ideal of 'Education for All', appreciating that in our pluralistic society members of all religious and racial groups (as well as those of no religion), whether minority or majority, should be recognised and valued.

At Glencraig Integrated Primary School children are prepared for life in a multicultural society. They are helped towards an awareness that people in Northern Ireland come from a variety of religious and cultural backgrounds and ethnic origins and as such may have their own distinct religion and culture; including such aspects as music, literature and customs. An essential function of our school is to provide an environment where Catholic and Protestant young people, as well as those of other faiths and none, can learn from each other. This policy aims to explain how we try to put this into practice.

History of Glencraig I.P.S.

There has been a school at Glencraig since the early years of the nineteenth century when old records described it as the entrance to 'Mr. Turnley's House' at Rockport. For just over a century the school was administered and maintained by the Church of Ireland. During the latter part of the twentieth century responsibility was transferred to the Down County Education Committee and in 1966 the South Eastern Education and Library Board provided the present building, which was further extended in 1977.

In 2004 the Board of Governors decided to apply for and were granted integrated status, further reflecting their commitment to creating a school which reflected the diversity of the local community and fulfilled the need for a fully inclusive school for the local area.

Aims/Objectives

This policy has been influenced by the United Nations Convention on the Rights of the Child and Northern Ireland Equality Legislation.

The four core principles of integrated education - **equality, faith and values, parental involvement and social responsibility** - represent the cornerstones of the integrated ethos. Glencraig Integrated Primary School demonstrates its distinctiveness and vision through a commitment to these principles.

Equality

Glencraig Integrated Primary School promotes equality and sharing between and within the diverse groups that compose the school community.

- Equality is reflected in the school admissions criteria. The strive for religious/community balance is related not only to pupils but also to staff and governors.
- Tolerance and understanding of others is promoted amongst children and staff.
- All school policies aim to reflect the integrated ethos. For example, the integrated ethos is reinforced in PE through the playing of sports which represent different traditions or in English through texts which do not display a cultural or racial bias.
- Support is given to the celebration of relevant social, cultural (eg Remembrance Day), religious (eg Ash Wednesday) or sporting events (eg All Ireland county victories, Ulster rugby successes).

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- The school community should feel secure in demonstrating aspects of their identity regardless of social or cultural background, ability, gender or sexual orientation
- Consideration is given to the display and/or promotion of symbols and emblems (e.g. poppies and shamrocks).
- Our uniform policy allows for the wearing of appropriate religious accessories.
- The school promotes appreciation of the cultures of other countries. This includes global links with schools in Sri Lanka, Uganda, the Republic of Ireland and China
- Striving for equality, Glencraig Integrated Primary School aspires to high academic standards within an all-ability framework that provides equal access to the curriculum for all.

Faith and Values

- We actively promote attitudes and values that enable the children to recognise the worth of every individual. The children are encouraged to respect themselves and others; in pupil-pupil relationships; pupil-staff relationships and relationships with others in the school and wider community
- Glencraig Integrated Primary School provides religious education in accordance with the Department of Education and NICIE guidelines. While Christian in ethos, we aspire to create an environment where those of all faiths and none are respected, acknowledged and accepted as valued members of the school community. For example, in Key Stage 2, pupils study three other major world faiths (Hinduism, Judaism and Islam).
- Glencraig Integrated Primary School observes a range of celebrations from the Christian calendar and seeks to acknowledge significant religious and cultural events which are representative of other faiths. We also encourage local religious leaders to visit our school and lead worship.
- We use school assemblies to reflect different religious/cultural events including Harvest, Easter and Christmas as well as world faith festivals such as Diwali, Hanukah and Chinese New Year.
- Support is given to sacramental preparation and attendance at related church services.
- Alternative provision is made for those pupils whose parents do not wish them to participate in any religious activities and classes.
- There are visits to churches, chapels and other places of worship which represent the variety of faiths on our community.
- Each year, during Integrated Education Week we celebrate a different aspect of diversity e.g. disability, ageism, racism, cultural background, global links etc.

Parental Involvement

The support and commitment of parents is a fundamental element of integrated education.

- Glencraig Integrated Primary School maintains significant levels of parental representation on the Board of Governors (in accordance with legislative requirements and structures).
- We sustain effective parental involvement in the life of the school e.g. classroom volunteers, help with transport & uniform, PTA, focus groups, Eco Team etc.
- We are working towards ensuring parents are made fully aware of our integrated ethos. At present this includes parent information evenings as well as specific reference to the integrated ethos in written information provided to parents.
- Attempt is made to provide school related information in a range of formats to meet the needs of the parent population.

Social Responsibility

- Glencraig Integrated Primary School delivers the curriculum on an all-ability and inclusive basis to all its pupils. It respects the uniqueness of every pupil and acknowledges his/her entitlement to personal, social, intellectual and spiritual development in the attainment of individual potential.
- An emphasis is placed on nurturing self confidence and self-respect (see Pastoral Care policy).
- The school uses and promotes non violent methods of conflict resolution (see Assertive Discipline policy and Circle Time work).
- A range of charities and causes are selected / supported in order to reflect the integrated ethos of the school. In this way, pupils are encouraged to recognise those less fortunate than themselves.
- The school is open to being used for appropriate community events organised by groups which support the integrated ethos. In this way the school is promoted as a shared civic space.
- Glencraig Integrated Primary School actively engages with other integrated schools (e.g. through APTIS, the Integrated Schools Teacher's Committee, NICIE VP forum and links with local integrated primary schools such as 'Forest Schools' at Hazelwood I.P.S.)
- Glencraig Integrated Primary School is an active member of the community (e.g. through links with Holywood schools, Glencraig Community and intergenerational work).

Planning for Review

Due to the cyclical nature of monitoring and evaluating it is vital that this policy is reviewed on a regular basis. The changes and procedures which will impact on this policy include:

- New initiatives/curriculum work which will further help promote our integrated ethos
- Further audits such as those used with N.I.C.I.E.'s Award of Excellence
- Policy review June 2014

Appendix 1

Procedures for Dealing with Incidents of Discrimination

At Glencraig Integrated Primary all children and adults are encouraged to respect each other's:

- Cultural heritage
- Beliefs and practices

and to understand that there are similarities and differences between all people.

There are occasions when a child or adult might exhibit prejudice towards another person. These need to be swiftly identified and dealt with. Prejudice can take a variety of forms including being treated unfairly because of a person or group's religion, ethnicity, political opinion, race, age, marital status or sexual orientation, gender or disability. Below are examples of the kinds of incidents that may be encountered.

- Derogatory name calling, insults, jokes and language
- Comments made during discussion in lessons
- Refusal to cooperate with others
- Verbal abuse and threats
- Physical assault
- Graffiti
- Incitement of others

Procedures for Dealing with and Reporting Incidents

Category	Suggested Actions
(a) Derogatory name-calling, insults, jokes and language	<ul style="list-style-type: none">• Explain fully to the perpetrator that verbal abuse will not be tolerated• Individuals who are persistently abusive must be referred to the Principal• Parents will be informed• Offer support to the victim and guidance for the perpetrator• Record all name-calling etc in the year group's Incident Book
(b) Derogatory comments in the course of discussion in lessons	<ul style="list-style-type: none">• Derogatory statements must not be allowed to go unchallenged• Pupils who persist in making inappropriate comments must be referred to the Principal• Parents/guardians should be informed• Record all comments in the year group's Incident Book
(c) Ridicule of an individual for cultural/religious differences.	<ul style="list-style-type: none">• Members of staff must not ignore any form of ridicule• Explain fully to the perpetrator that this behaviour will not be tolerated• Individuals who are persistently abusive must be referred to the Principal• Parents should be informed

	<ul style="list-style-type: none">• Offer support to the victim and guidance to the perpetrator• Record all ridiculing in the year group's Incident Book
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(e) Verbal abuse and threats	<ul style="list-style-type: none">• Members of staff must not ignore any form of verbal abuse in the school• Explain fully to the perpetrator that verbal abuse will not be tolerated• Individuals who are persistently abusive must be referred to the Principal• Parents/guardians should be informed• Offer support to the victim and counselling to the perpetrator• Record all threats in the year group's Incident Book
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(f) Physical assault	<ul style="list-style-type: none">• Report to the class teacher, or Principal• Full report to the Principal• Full report to parents/guardians• Take necessary action to prevent recurrence• Offer support to the victim and counselling to the perpetrator• Record all assaults in the year group's Incident book
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Incidents Involving Staff

An allegation of religious or racial prejudice on the part of any member of the teaching or non-teaching staff is a serious disciplinary matter and will be the responsibility of the Governing Body. In addition there are specific procedures for dealing with religious or racial harassment as part of staff grievance procedures.

Where the victim of alleged religious or racial prejudice is a pupil, the Principal should, after careful investigation, seek to resolve the matter informally. If the matter cannot be resolved satisfactorily at this stage then the parents/guardian should submit the complaint in writing to the Principal who will investigate the case further and take the appropriate action. This could involve the use of formal disciplinary procedures.

Where a member of staff is the victim of prejudice by pupils, it is important that full support is given to the member of staff concerned.

Supporting the Victims

It is important that the school creates a climate in which victims of religious or racial prejudice feel able to report it. All staff and pupils should be encouraged to report incidents that they witness and all such reports should be followed up. The school will also consider the vulnerability of pupils with special educational needs who may also be prey to religious or racist prejudice within the school but find communication on their position and feelings difficult.

Staff dealing with such incidents should be sensitive to the issue of retaliation on the part of the victim, which may be a reaction to a long series of relatively minor incidents that have not been reported or dealt with appropriately.

Monitoring and Reporting

It is essential that records are kept of incidents in the year group's Incident Books to enable the school to identify any patterns of behaviour whereby individuals or groups can be shown to be regular victims or perpetrators of harassment.

The examination of the Incident Books on an annual basis by members of the Pastoral Team will also provide the school with a picture of the frequency and nature of these incidents and give some indication as to how effectively the school is combating such behaviour.