



Coleraine Grammar School

Community Relations, Equality and Diversity (CRED) Policy incorporating Shared Education

Our vision is a caring, respectful and supportive environment where all pupils and staff aspire to excellence in every area of school life.

In our school we believe that strong, mutually respectful relationships and a cohesive community are the foundations on which good learning and teaching can flourish. We aim to develop independent and self-motivated pupils who have high aspirations to achieve their potential and make informed decisions about their health and well-being.

We undertake to create an inclusive school identity and respectful relationships underpin our efforts to apply effective, restorative, positive behaviour management.

Leadership at all levels listens to and communicates ideas clearly to all stakeholders.

Coleraine Grammar School's CRED policy reflects both the rationale of Shared Education and the values of the school where strong pastoral care underpins and supports the academic work. The school has a tradition of promoting shared values and meeting the individual needs of its pupils regardless of their faith, gender, ethnicity or background. The school aims to give pupils a range of opportunities to learn together with peers from other schools and the confidence, competences and positive attitudes to prepare them for future life and work in a diverse society.

The framework for Coleraine Grammar School's CRED policy has been established by DENI CRED policy which was approved in 2011, an addendum published in 2016 and associated guidance notes and it incorporates the aims and objectives of the Coleraine Shared Education Project. The CRED policy links with existing school curriculum and pastoral policies.

Context for CRED policy

Northern Ireland is a changing society which faces the challenge of emerging from conflict and addressing the legacy of that conflict. It is also an increasingly diverse society and our young people are interacting with others from a widening range of religious, ethnic and cultural backgrounds. Young people therefore need to continue to build positive relationships with others from different backgrounds. In order to build a shared future, Coleraine Grammar School has an educational role to play in dispelling negative perceptions and images and preparing our young people for living in a diverse society. In line with DENI policy, we aim to ensure that purposeful engagements, equality, inclusion and rights are the cornerstone of our CRED work.

Definitions

Community Relations, Equality and Diversity is defined by the Department of Education as follows:

Community Relations is to encourage greater cross-community contact and co-operation; 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 their potential.

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

The Shared Education Vision is for:

Vibrant, self-improving Shared Education partnerships delivering educational benefits to learners, encouraging the efficient and effective use of resources, and promoting equality of opportunity, good relations, equality of identity, respect for diversity and community cohesion.

It involves the sustained provision of opportunities for young people from different communities, as well as social and economic backgrounds to learn together harmoniously in shared environments, recognizing that shared education can help address reconciliation and contribute to raising educational outcomes.

Aims and objectives of Coleraine Grammar School's CRED policy

In line with Department of Education guidelines, the aims and objectives of the school's CRED policy are as follows:

The aim of the policy is to:

- Contribute to improving relations between communities by educating our pupils to develop self-respect and respect for others:
- Promote equality and work to eliminate discrimination by providing our pupils with opportunities to build relationships with those of different backgrounds and traditions.

The objectives of the policy are to:

- Ensure that our pupils, at each stage of their development, have an understanding of and respect for the rights, equality and diversity of all without discrimination
- Educate our pupils to live and participate in a changing world, so that they value and respect difference and engage positively with it, taking account of the ongoing intercommunity divisions arising from conflict and increasing diversity within our society
- Equip our pupils with the skills, attitudes and behaviours needed to:
 - develop mutual understanding and recognition of, and respect for difference and reconciliation
 - Work harmoniously with pupils with different perspectives contributing to raising educational outcomes
- Enrich learning and teaching and facilitate the sharing and dissemination of good practice between staff in a range of schools and educational providers

Roles and Responsibilities

The Board of Governors will promote and will encourage the practical implementation of CRED and Shared Education on a whole-school basis.

The **Senior Management Team** will ensure that both CRED and Shared Education aims are promoted within the context of the School Development Plan and take a leading role in the implementation, monitoring and evaluation of CRED and Shared Education.

Vice Principals, Heads of Faculty, Senior Teachers, Curriculum Leaders, Coordinators, Pastoral Leaders and Registration teachers and teaching staff will work to promote good community relations and respect for diversity within both curricular and pastoral contexts.

All **the staff within the school community** will play a key role in creating an atmosphere of tolerance and equality and in promoting good community relations both inside and outside Coleraine Grammar School.

Implementation of the CRED policy and Shared Education Programme

Whole-School

The school will endeavour to provide a range of opportunities for pupils to gain awareness, knowledge and understanding of different cultures and traditions. Through these opportunities pupils will be equipped with the knowledge, skills and attitudes necessary to allow them to respect diversity and promote good community relations. Examples of such opportunities include:

- Whole-school assemblies, guest speakers and presentations;
- Collapsed timetable days and events such as 'Diversity Days', Cultural Awareness Workshops
- Workshops and activities for specific year groups e.g. through the LLW programme; history and geography educational trips and workshops.
- Use of outside agencies which work in the area of CRED and Shared Education to provide workshops and events for pupils e.g. The Equality Commission, the PSNI; Building Communities Resource Centre (BCRC), Nerve Centre
- Providing a range of extra-curricular activities, national and international trips, visits and experiences in which pupils have the opportunity to learn about and experience different cultures and traditions;
- Links to other schools – through the Coleraine Shared Education Programme, Coleraine Area Learning Partnership; programmes such as the primary and post-primary school mentoring by Sixth Form and the development of international links;
- Pupils will be encouraged to be active citizens who recognise the value and challenges of diversity through the School Council;
- In Sixth Form, the Enrichment Programme will support CRED delivery in school through the Shared Education Charity Group, European Studies, School mentoring programme and visits to Health and Social Care settings;

- Killowen House Project, is a shared education project which gives Sixth Form pupils the opportunity to spend time with the elderly residents in Killowen House.

Subject Areas

Learning for Life and Work

Local and Global Citizenship includes four strands:

- Diversity and Inclusion;
- Human Rights and Social Responsibility;
- Equality and Social Justice;
- Democracy and Active Participation.

An appropriate proportion of this will be related to the historic conflict in Northern Ireland and its legacy. The aim is to provide the knowledge, skills and values which allow our young people to live in a post-conflict society where appreciation of diversity, both locally and globally, is an important part of their overall education.

Personal development: This can contribute to personal and social education, including dealing with the emotional responses relevant to living in a diverse, post-conflict society.

History

At Key Stage 3 there is a specific requirement to deal with the causes and consequences of Irish Partition. This provides a unique opportunity to explore the complexity of Irish history and how differing perspectives and traditions have emerged which have over time been in conflict with traumatic consequences. At GCSE pupils study the Troubles in NI concluding with the Good Friday Agreement. The History Department has developed links with the Nerve Centre and have participated in Shared Education workshops which provide opportunities to address these sensitive and controversial issues which allow pupils to gain a wider perspective of events. 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.

The History Department also addresses the issue of identity, diversity and discrimination in a wider context through the 'Facing History and Ourselves' methodology, which includes a study of the Holocaust.

Politics

Year 13 and 14 students are given the opportunity to participate in the Causeway Coasts and Glens Pupils Voice Project. This allows young people to come together and question local councillors on policies and issues which are important to them. It gives young people a voice in local politics and the opportunity to listen to a diverse range of political opinions.

English/English Literature

Throughout post primary education, use of specific texts, both factual and fictional can 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. Moreover,

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.

Geography

Issues relating to diversity, ethnicity and equality are addressed through topics such as immigration to Northern Ireland and the UK. The positives and negatives of immigration are considered at Key Stage 4.

Religious Education

Religion has been a key element in shaping belief, identity and culture in Irish and British society. Given the multi-faith context which almost all European people experience, a well informed and balanced religious education is clearly an important means to bring about a tolerant and mutually respectful world, both locally and globally.

The Arts

The Arts, most evidently music, art and drama have long been recognised as providing opportunities for exploration of cultures and indeed for bringing young people of differing cultures together to do so.

Physical Education /Sport

In a modern world, sport has become one of the most powerful indicators of identity and culture. Potential exists for schools therefore to familiarise their young people with not only the sports with which they have traditionally been associated, but with a range of games, both local and global which may provide an enriched learning experience. Year 11 Girls are given the opportunity to participate in the Cuchulainn Programme, learning to play Gaelic football.

Languages

Languages are an integral part of understanding the experience and culture of others, while having strong links to tradition and identity. As such, linguistic study may allow learning which embodies aspects of fostering respect, understanding and appreciation of diversity.

Monitoring and Evaluation

The implementation of CRED and Shared Education will be evaluated annually as part of the school's self-evaluation process and in line with the School Development Plan. The Quality Indicators outlined by the Department of Education in their CRED guidance and Shared Education Programme will be used as part of the monitoring and evaluation process. Evidence will be taken from a range of sources – schemes of work, staff and pupil evaluations together with, examples of pupils' work. Consultation with staff, pupils and parents will be used to inform planning and future CRED and Shared Education provision.

Appendix 1: From DENI 'Community Relations, Equality and Diversity Policy: Guidance Notes'

Core principles underpinning the policy.

- Adopt an approach in which the needs of children and young people are paramount;
- Support the development of young people's self-esteem and their knowledge of diversity in a way that encourages progression;
- Be responsive to the needs of young people and their communities and clearly state the outcomes expected for young people;
- Involve young people in planning and evaluating the effectiveness of CRED programmes;
- Demonstrate its relevance and connectedness to the curriculum, to improving outcomes for children and young people, and link to other education and wider Government policies, including strengthening the economy;
- Encourage the concept of active learning which is underpinned by the formal and non-formal curricula;
- Complement the objectives which education settings are already striving to achieve for young people it should not be, or be perceived to be, burdensome or another initiative;
- Recognise the collaboration and partnership that already exists, including between pre-schools, schools, youth groups, colleges and training organisations, to meet the better needs of children and young people.