



---

# Equality of Access and Participation Policy

## Introductory Statement

This policy is devised to comply with legislation including the *Education Act (1998)*, *Employment Equality Act (1998)*, *Equal Status Act (2000)*, and *Equality Act (2004)*. It seeks to promote justice, inclusiveness, and equality for all members of the school community. All staff are made aware of their responsibilities in this regard.

## Rationale

- Enable all pupils to access and participate in education.
- Promote the principles of justice and equality for all.
- Encourage critical reflection on school norms and practices.
- Comply with equality legislation and best practice.
- Promote a safe, respectful, and harmonious working environment for staff and pupils.

## Relationship to Characteristic Spirit of the School

Our school is committed to the preparation of pupils for life in a multicultural society, to valuing diversity, and to promoting respect for all in a caring and safe environment. Each member of the school community is enabled to participate fully in all curricular and extra-curricular activities.

## Aims

- Ensure equal opportunities for all in school activities regardless of gender, family status, marital status, religion, age, disability, race, sexual orientation, or membership of the Traveller community.
- Create an environment where diversity is valued and celebrated.
- Ensure compliance with legislative requirements and good practice.
- Foster mutual respect and positive relationships among all members of the school community.

## Vision Statement

By reflecting diversity in a positive way, the school nurtures a sense of identity, self-esteem, and respect for the rights and beliefs of others. We aspire to be an anti-bias learning community, actively challenging discrimination and promoting inclusion.

## **Organisational Areas**

### **Admissions / Enrolment**

Admissions are governed by the school's Admissions Policy and the *Equal Status Act*.

There is equal right of access for all children regardless of background or family circumstances.

No child will be denied participation in a school activity due to inability to pay.

### **Staff**

The school is an Equal Opportunities Employer. Recruitment, appointment, and promotion procedures comply with DES circulars and equality legislation. No advertisement, interview, or procedure will indicate or imply discrimination.

### **Parents and Guardians**

All parents are encouraged to be involved in the life of the school. Supports are provided to ensure effective communication, including translation or interpretation where needed.

### **Curriculum and Resources**

- A balanced range of resources will be provided across all curricular areas, avoiding stereotypes.
- Textbooks, displays, and library materials will reflect cultural diversity and positive images of all groups.
- Teaching methodologies will encourage cooperative learning, respect, and inclusion.
- Adaptations are made where necessary to ensure equal participation in PE, tours, and extracurricular activities.

### **Uniform / Dress**

The school tracksuit is accessible to all families. Religious or cultural dress is respected.

### **Playground / Extra-Curricular**

Yard rules and space allocations promote equal access and inclusion. All pupils are encouraged and supported to participate in school tours and extra-curricular activities.

### **Code of Behaviour and Anti-Bullying**

The school's Code of Behaviour and Anti-Bullying Policy(Bí Cineálta) explicitly address discrimination, harassment, and racism. All members of the community are expected to treat others with dignity and respect.

### **Success Criteria**

- High levels of participation by pupils in all areas of school life.
- Evidence of awareness and understanding of equality and justice.
- Reduction in incidents of bullying, racism, or exclusion.
- Positive feedback from parents, staff, and pupils.

### **Roles and Responsibilities**

The Board of Management, staff, parents, and pupils share responsibility for implementing this policy. Staff have a particular duty to model respect and to integrate equality principles into the curriculum and daily school life.

## References

- Education Act, 1998
- Employment Equality Act, 1998
- Equal Status Act, 2000
- Equality Act, 2004
- Education for Persons with Special Educational Needs Act, 2004
- NCCA Guidelines on Intercultural Education (2005)
- INTO Intercultural Guidelines

**Signature of Chairperson:**



**Signature of Principal:**



**Date:**

7 Oct 2025