



POLICY FOR INTEGRATION

School Mission Statement

All Children's Integrated Primary School strives to promote high self-esteem, a love of life-long learning and responsible citizenship within our school community where everyone is valued.

To be ratified 2024-25

As an all-ability primary school we aim to provide a happy, secure environment in which children can learn effectively to realise their full potential as unique individuals. This aim permeates the ethos of the school, the teaching styles and approaches and the pastoral arrangements. Our integrated status helps us provide an opportunity for children from the two main traditions in Northern Ireland, as well as those from other traditions and cultures, to develop a knowledge, understanding, appreciation and respect for what is common or different in their cultures.

All Children's aims to ensure parents are fully involved in the life of the school. Children, teachers and parents form an essential triangle working together in an open, positive and constructive partnership to provide the best learning environment for our children. All Children's has a reputation for placing pastoral care and academic achievement at its heart. We have created a place where the educational needs of children growing up in a multi-cultural society are met and they are well prepared for a creative and satisfying life.

We endeavour:

1. To welcome pupils into a school community in which they can feel a sense of pride, loyalty and belonging and to encourage them to make their own personal contribution to enhance school life.
2. To assist each pupil to reach personal fulfilment and happiness and to develop the qualities of self-esteem, self-reliance, adaptability and physical wellbeing.
3. To ensure each pupil feels valued as an individual and that his/her opinions and concerns are listened to.
4. To achieve a happy, purposeful and disciplined atmosphere in the school.
5. To create an environment in school where pupils are safe and secure from harm.
6. To help pupils to develop positive, co-operative, respectful and tolerant attitudes and behaviours and to promote self-discipline.
7. To prepare pupils for secondary education.
8. To facilitate close and co-operative links with parents and the wider community.

History of our school

In January 1986, a committee of parents formed to work together towards the establishment of a Planned Shared Co-educational Integrated Primary School in the Newcastle area.

The group, entitled The South Down Education Society won the support of All Children's Together movement, who were involved in the establishment of Lagan College and Forge Integrated Primary School, Belfast.

The result was the creation of All Children's Integrated Primary School, which opened its doors in September 1986. The initial enrolment of 62 children has grown to over 220 pupils, ranging in age from 4-11 years, Reception Class to Primary 7.

The school received no government funding for the first two years of its existence and parents worked tirelessly to raise the necessary classrooms, pay running costs etc.

Then, once the school was recognised as viable by the Department of Education, it became a maintained school and received funding for teachers' salaries, running costs and a proportion of capital expenditure.

On 1st April 1991, All Children's became the first Controlled Integrated Primary School in the province enjoying full support and services provided by the South Eastern Education and Library Board.

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. All Children's Integrated Primary School demonstrates its distinctiveness and vision through a commitment to these principles.

This policy should be read in conjunction with:

1. Staff Code of Conduct (ratified by Board of Governors June 2018)
2. GTCNI 'Teaching: The Reflective Profession' Section 7: Code of Values and Professional Practice
3. TNC 2005/2 'Promoting a Dignified Workplace'

Equality

All Children's 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 striving 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 both traditions or in Literacy through texts which do not display a cultural or racial bias.
- Support is given to the celebration of relevant social, cultural (e.g. Remembrance Day and St Patrick's assemblies), religious (e.g. Catholic sacraments) or sporting events (e.g. All Ireland county victories, Ulster rugby successes).
- 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.
- Striving for equality, All Children's Integrated Primary School aspires to high academic standards within a child-centred 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

- All Children’s 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.
- All Children’s 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 trips/ assemblies to reflect different religious/cultural events including Harvest, Easter and Christmas as well as world faith festivals.
- Support is given to sacramental preparation with Catholic pupils availing of weekly lessons which prepare them for the relevant sacrament. Attendance at related church services occurs throughout the school year e.g. Start of year mass, Christmas carol service etc.
- 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 in our community.
- Supported by the Integrated Education Fund, we celebrate difference and diversity with a range of activities and events held throughout the year.

Parental Involvement

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

- All Children’s 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, Parents Council, focus groups, afterschool activities etc. We also encourage the involvement of grandparents in our school.
- We are working towards ensuring parents are made fully aware of our integrated ethos. We aim to do this through parent evenings as well as specific reference to the integrated ethos in written information provided to parents.

Social Responsibility

- All Children’s 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).
- 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 used for appropriate community events e.g. caravanning clubs, Foster NI summer schemes and after-school clubs which support the integrated ethos. In this way the school is promoted as a shared civic space.

- All Children’s Integrated Primary School actively engages with other integrated schools.
- All Children’s Integrated Primary School is an active member of the community (e.g. through links with local Primary schools-Shared Education Project, 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 2019

Appendix 1

The following outlines the procedures to be followed when dealing with and reporting incidents of discrimination. These procedures should be considered alongside our Whole School Policy on the Promotion of Positive Behaviour.

Procedures for Dealing with Incidents of Discrimination

At All Children's 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• Offer support to the victim and guidance to the perpetrator• Record all ridiculing in the year group's Incident

	Book
(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
(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

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 a regular basis 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.