

Cabra Community College



Junior Certificate School Programme (JCSP)

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Programme Plan and Policy

2023-27

Soft copy contained in the following: [Cabra CC JCSP 23-24 | General | Microsoft Teams](#) (Cabra CC JCSP TEAMS Group) & [Policy & Programme Statement](#) (Programme Coordinator ONEDRIVE Folder)

Table of Contents

<p>1. History/Background of JCSP (p. 4, 5)</p> <ul style="list-style-type: none"> - Establishment and Expansion of JCSP - Role and Impact of JCSP - Evaluation and Recommendations 	<p>2. Understanding JCSP (p. 6-8)</p> <ul style="list-style-type: none"> - Programme Overview - Link to DEIS (Delivering Equality of Education in Schools) - JCSP Student Selection Process - Student Profiling - Curriculum and Teaching - Assessment and Certification - Progression and Review - Selection Process/Eligibility Criteria - School Organisation and Teamwork - Outcomes of Junior Cycle
<p>3. JCSP Cabra CC Calendar & JCSP Team Members (p. 9-12)</p>	<p>4. Cabra Community College - JCSP Guidelines (p. 13)</p> <ul style="list-style-type: none"> - Recommendations for Schools - Recommendations for Policy Advisers and Makers
<p>5. Statements, Awards, Initiatives & Profiling Process at Cabra CC (p. 14 - 15)</p> <ul style="list-style-type: none"> - JCSP Statements & Awards at Cabra Community College - School-based/Cross-curricular Statements - JCSP Initiatives 2023-2024 at Cabra Community College - Final Profiling at Cabra CC - JCSP Profiling and Data Protection at Cabra CC 	<p>6. City of Dublin Education and Training Board (CDETb) (p. 16)</p> <ul style="list-style-type: none"> - Mission and Ethos of CDETb
<p>7. Educate Together (p. 17, 18)</p> <ul style="list-style-type: none"> - Equality-based Education - Co-educational Environment - Child-centred Approach - Democratically-run Operations. - Educate Together Mission 	<p>8. Cabra Community College Ethos & Values (p. 19)</p> <ul style="list-style-type: none"> - Introduction of Values and Mission Statement - Alignment with Partner Organisations
<p>9. CDETb Implementing the Public Sector Equality and Human Rights Duty (p. 20 - 24)</p> <ul style="list-style-type: none"> - Cabra Community College's Acknowledgement and Commitment - Principles of Respectful, Inclusive, Responsive, and Enabling Practices 	<p>10. Cabra CC JCSP Archive 23-27 + Instagram link (p. 25)</p> <p>23-24</p> <ul style="list-style-type: none"> - Initiatives Updates 23-24: Christmas Celebration, Modern Foreign Language, Wellbeing ('Being Active'), Gaelige/Music, WrappAround, History, Field Trip, Summer Celebration (JCSP Graduation). - Cabra Community College Library 23-24

	<ul style="list-style-type: none"> - <i>In The Spirit of JCSP - 'We Write What We Like' (Sports and Cultural Council/JCSP Demonstration Library Project).</i> - <i>Literacy and Library: MS Readathon, Student Council and the Library Club, Restock of books.</i> - <i>Make A Book 2024</i> - <i>Extracurricular</i> - <i>School-based Statements (Digital Media Literacy)</i> - <i>JCSP and Cabra CC Ethos Awards</i> <p>24-25</p> <p>25-26</p>
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1. History/Background of JCSP:

The Junior Certificate School Programme (JCSP) was established as an intervention within the junior cycle to support students identified as at risk of early school leaving. Since its inception in 1996, JCSP has played a vital role in providing additional assistance to students navigating the junior cycle.

Initially launched in a limited number of schools, the JCSP has steadily expanded its reach over the years.

The expansion has been gradual, with all post-primary schools involved in the Delivering Equality of Opportunity in Schools (DEIS) initiative gradually adopting the programme. This strategic approach ensures that JCSP can effectively reach and support a diverse range of students across the educational landscape.

Despite overwhelming demand, JCSP is no longer available to new schools. Cabra Community College is fortunate to continue benefitting from this programme, which remains accessible to our school.

JCSP students, upon completing the junior cycle, receive a Junior Certificate detailing their academic achievements, alongside a personalised "student profile" showcasing a range of skills and accomplishments beyond academics. This holistic approach aims to foster well-rounded individuals prepared for further education or the workforce.

An evaluation conducted by the Inspectorate of the Department of Education and Science in 2002/2003 provided valuable insights into the effectiveness and implementation of the JCSP. This evaluation assessed various aspects of the programme, including curriculum design, teaching methodologies, assessment techniques, and programme planning. Recommendations stemming from the evaluation aim

to enhance the programme's effectiveness and sustainability, ensuring continued support for at-risk students and promoting educational success.

In summary, the JCSP stands as a testament to the commitment to providing tailored support for students facing challenges within the education system. Through its comprehensive approach and ongoing evaluation, JCSP continues to make a positive impact on the educational journey of countless students across Ireland.

2. Understanding JCSP

Programme Overview

The Junior Certificate School Programme (JCSP) aims to re-engage students, particularly those facing educational disadvantages, by fostering basic skills, personal development, and social engagement. It employs a flexible approach, tailoring learning experiences to individual needs within the framework of the Junior Certificate qualification.

Link to DEIS (Delivering Equality of Education in Schools)

The DEIS model aims to address educational disadvantage through targeted interventions. The five goals of the DEIS plan, aligning with the national strategy and Cabrera Community College, aim to support students effectively. Eligibility for JCSP involves students from areas designated as disadvantaged, with a range of criteria including HP index scores and specific circumstances such as homelessness or belonging to marginalised communities. The DEIS program complements universal supports, focusing on schools with the highest concentrations of educational disadvantage to ensure equity of opportunity. The HP Deprivation Index informs resource allocation, with data from the 2016 National Census used in the refined DEIS identification model. Further analysis and refinement of the model aim to improve accuracy and resource allocation to better support schools and students in need.

The DEIS model encompasses seven key strands, each vital for addressing educational disadvantage and promoting student success:

1. **Retention:** Focused on ensuring students stay in education, this strand aims to minimise dropout rates and encourage continued participation.
2. **Attendance:** Recognizing the importance of regular school attendance, efforts are made to improve attendance rates among students, reducing absenteeism.
3. **Literacy:** Targeting literacy skills development, this strand aims to enhance reading, writing, and comprehension abilities among students, empowering them academically.
4. **Numeracy:** Similar to literacy, numeracy initiatives aim to strengthen students' mathematical skills, fostering competency in areas such as arithmetic, problem-solving, and data analysis.
5. **Attainment:** This strand focuses on academic achievement, aiming to improve student performance across various subjects and assessments, ensuring they reach their full potential.

6. Transitions: Facilitating smooth transitions between educational stages, this strand supports students as they move from primary to secondary school and beyond, easing potential challenges during these transitions.

7. Partnership with Parents and Others: Recognising the importance of collaboration, DEIS promotes partnerships with parents, community organisations, and other stakeholders to create a supportive network around students, fostering a conducive learning environment.

JCSP Student Selection Process

Students are selected based on various criteria, including literacy and numeracy difficulties, learning disabilities, or signs of disengagement from school. The process involves gathering evidence of academic, social, and emotional development, ensuring inclusivity for all genders.

Student Criteria/Eligibility for JCSP at Cabra Community College

These strands intersect with the proposed criteria and eligibility aspects for the Junior Certificate School Programme (JCSP) by addressing the diverse needs of students requiring additional support:

- Retention and Attendance: JCSP supports students who may face challenges in staying engaged and attending school regularly by offering a tailored curriculum and additional resources to keep them motivated and involved.
- Literacy and Numeracy: JCSP provides targeted interventions to improve literacy and numeracy skills, ensuring students receive the necessary support to overcome any deficiencies in these areas.
- Attainment: By offering a flexible and supportive learning environment, JCSP aims to boost student achievement and academic progress, aligning with the broader goal of enhancing attainment levels among disadvantaged students.
- Transitions: JCSP helps students navigate transitions by offering personalised support and guidance, preparing them for the next phase of their education or career path.
- Partnership with Parents and Others: JCSP emphasises collaboration between schools, parents, and external partners to create a comprehensive support system for students, ensuring they receive holistic support both inside and outside the classroom.

In essence, the DEIS strands and JCSP eligibility criteria work together to address the multifaceted needs of students experiencing educational disadvantage, aiming to provide them with equitable opportunities for academic success and personal growth.

Student Profiling

JCSP utilises a profiling system to diagnose, form, and summarise student progress. It assesses strengths and weaknesses, breaks down learning outcomes into manageable targets, and provides individualised profiles detailing achievements in various areas, including personal and social skills.

Curriculum and Teaching

The curriculum focuses on foundational subjects like English and mathematics, supplemented by cross-curricular thematic work. Active teaching methods and practical activities promote engagement and relevance, while differentiation addresses individual learning needs.

Assessment and Certification

Students follow Junior Certificate syllabuses and are assessed similarly to their peers, earning a Junior Certificate alongside a personalised Student Profile highlighting achievements beyond formal exams.

Progression and Review

Upon completion, students can transition to various educational pathways, including Transition Year or Leaving Certificate programmes. Regular reviews ensure the programme remains responsive to student needs, with formal assessments informing future planning.

School Organisation and Teamwork

Schools adopt different organisational approaches, with some using ability grouping while others prefer mixed-ability settings. Effective teamwork among staff, including the JCSP coordinator and key personnel, supports holistic student support and programme implementation.

Outcomes of Junior Cycle

The JCSP aligns with the broader goals of the junior cycle, aiming to equip students with essential literacy, numeracy, and social skills, along with a well-rounded educational experience encompassing various domains of activity, moral education, health awareness, citizenship, and cultural appreciation.

3. JCSP Calendar and Cabra Community College JCSP timeline of events/meetings

Sep	Oct	Nov
<ul style="list-style-type: none"> • JCSP Introductory /Induction staff meeting • Initiative applications • Student Introduction to Programme (new 1st Years)/Reviews/expectations for 2+3 years • Collaborative Profiling Excel to be updated with new 1st years • Parent newsletter or info. Session to be carried out • JCSP new & Existing Coordinator Seminar Day 1 Autumn (PROFESSIONAL LEARNING) <p>Notable Days: World SNA Day</p>	<ul style="list-style-type: none"> • Initiative planning and commencement • Students Profile Meeting 1 • JCSP Subject Awards in full swing + JCSP Cabra CC Ethos Awards • JCSP Postcard system refreshed and updated <p>Notable Days: World Teacher Day</p>	<ul style="list-style-type: none"> • Statement check-in <p>Notable Days: International Student Day, MS Readathon,</p>
Dec	Jan	Feb
<ul style="list-style-type: none"> • Christmas Celebration 	<ul style="list-style-type: none"> • Summer Celebration application open 	<ul style="list-style-type: none"> • JCSP new & Existing Coordinator Seminar Day 2 Spring (PROFESSIONAL LEARNING)

		<ul style="list-style-type: none"> • Deadline for School-based Statement approval
Mar	Apr	May
<ul style="list-style-type: none"> • Profiling Open • Delegate re. reference letters for JCSP graduates <p>Notable Days: Seachtain na Gaeilge</p>	<ul style="list-style-type: none"> • Initiative Evaluation deadline 	<ul style="list-style-type: none"> • Summer Celebration - JCSP Graduation Ceremony & event • Student Profiles issued to all JCSP Graduates

Implementing The Student Profile System

Year Plan of Meetings

- September – Early
 - Early Programme Information or Updates input to whole staff meeting
- September – Mid
 - Induction Meeting – for teaching team
 - Information Meeting – for parents
- October – Early
 - Individual Teacher Planning
 - Teachers assess needs and select possible statements
- October – Mid
 - Planning Meeting
 - JCSP team agree statements
- October – Late
 - Co-Ordinator – Disseminates selected statements to team of teachers
 - Teachers – Identify specific learning targets from agreed statements
 - Students – Distribute agreed list of statements to students for their folders

- December – Early
 - Profile Meeting 1
 - Progress relayed to students
- February
 - Profile Meeting 2
 - Progress relayed to students
 - References – Compiling 3rd year student references is begun
- March
 - References – Compilation of 3rd year student references
- May – Early
 - Early Profile Meeting 3
 - Note: Final profile meeting if in 3rd year
- May/Early June
 - Presentation Ceremony for 3rd years

JCSP Team Members		
Principal: Neil	Deputy Principal: Gareth	Junior Cycle Coordinator:
JCSP Coordinator: Elayne	HSCL Officer: Denise	SENO: Gerry
SEN: Dina	Maths Department representative:	English Dept. Rep.:
School Completion Programme/Learning Support: Gary	DEIS Coordinator: Áine	JCSP Student Team 1st Year rep/s: 2nd Year rep/s: 3rd Year rep/s:

4. Cabra Community College - JCSP Guidelines

Recommendations for Schools

- Establish a JCSP planning group to oversee curriculum, assessment, resources, student selection, and staffing.
- Document JCSP planning and criteria for student selection.
- Consistently implement profiling to inform teaching and learning.
- Foster coordination with other programmes like the School Completion Programme (SCP).
- Promote JCSP benefits among parents and primary schools.
- Develop strategies for ongoing student assessment and follow-up.
- Enhance communication between home and school using JCSP postcards.
- Implement pastoral care policies for JCSP students, offering guidance and counselling.
- Collaborate to tailor the JCSP curriculum to student needs.
- Utilise ICT for administration and learning.
- Ensure Irish Cultural Studies complements Irish language studies.
- Discontinue shortening the school day for JCSP students.
- Develop whole-school literacy and numeracy strategies.
- Emphasise social and personal skills development.
- Provide accessible evidence of student progress.

Recommendations for Policy Advisers and Makers

- Streamline administrative requirements in the JCSP student profiling system.
- Reconsider teaching resources allocation for schools with large JCSP enrolments.
- Consider additional teaching time allocation for special schools.
- Review funding arrangements for JCSP compared to other initiatives.
- Enhance professional development for special educational needs.
- Develop guidelines for student selection and assessment.
- Address the needs of post-primary students with special needs through collaboration.
- Develop guidance and counselling guidelines for JCSP schools.
- Aggregate school records nationally to evaluate JCSP impact.
- Develop modern European language programmes for JCSP.
- Enhance ICT usage in JCSP teaching and learning.
- Support teachers in tailoring methodologies to student needs.
- Support staff in acquiring training with OIDE, including 'New to' & 'Existing' Coordinator training days/Online Seminars and JCSP Clinic attendance.

5. Statements, Awards, Initiatives & Profiling Process at Cabra CC

JCSP Statements & Awards at Cabra Community College

At Cabra Community College, we adhere to JCSP guidelines for students to achieve their targets and abide by statements, tracking their progress throughout first, second, and third year. We prioritise providing designated time for students to reflect on their learning, fostering independent ownership of their educational journey in each subject. Our approach encourages target achievements and progress in line with JCSP standards.

We have recently introduced JCSP subject awards in all subjects at Cabra Community College, aligning with our four core values. Additionally, we have established the JCSP Collaborative Ethos Award, which enhances the final profiles of students, reinforcing their progress and promoting positive learning experiences. This award aligns with the values of Cabra Community College, benefiting both our school community and the broader society of Cabra, Dublin 7.

To further acknowledge student progress, we utilise postcards to connect with parents and the community, along with verbal affirmations and compliments to tutors, year heads, and school leadership. Additionally, small awards are presented at significant times during the year, such as seasonal celebrations.

Initiative awards are also part of our recognition system, highlighting students' strengths in engaging with workshops, visiting educational and work-related sites off-campus, and exploring various aspects of education. These initiatives are detailed further in the following section.

School-based/Cross-curricular Statements

At Cabra Community College, we take pride in crafting School-based Statements tailored to our students' unique skills and interests, which are then submitted to JCSP for approval. This year, we have already had our first School-based Statement approved by JCSP. Our Digital Media Literacy statement, developed collaboratively by the JCSP team and DML teaching staff, was devised based on the subject specification of this particular Junior Cycle short course. It will be issued to graduating students in advance of final profiling this school term.

We are particularly excited about the expansive opportunities for cross-curricular statement acquisition for our students. Our collaborative approach among staff members enables us to explore and create extracurricular school-based statements that are specifically tailored to our students' diverse expertise and talents. These statements reflect their participation in various activities such as the Cabra CC boxing club, football, hip-hop and writing club, bookmaking, performance arts, drama,

equestrian interests, and many more. These activities not only enrich our students' creative and literary content in their day-to-day school experiences but also positively impact their overall learning journey.

Furthermore, our students demonstrate excellence in various social, cultural, and even religious practices, showcasing interpersonal, social, and collaborative skills. We are committed to acknowledging and celebrating these talents and achievements through our recognition system, which includes postcards, verbal affirmations, small awards, and initiative awards. By nurturing and highlighting our students' diverse talents, we foster a supportive and inclusive learning environment that promotes growth and success for all.

JCSP Initiatives 2023-2024 at Cabra Community College

Cabra Community College is committed to enhancing student outcomes and experiences through a variety of JCSP initiatives tailored to our school's needs. This year, our focus is on the following specific initiatives: Wraparound, Field Trip, Modern Foreign Languages, Irish (Gaeilge), Wellbeing (Being Active), and History.

These initiatives offer opportunities for both formal and informal curriculum interventions, aligning with our school's SSE/DEIS Targets. Past initiatives have proven highly successful and have led to significant advancements within our programme.

Through evaluations and recommendations from participating schools, our wider JCSP network benefits from the collective experiences and insights shared. Initiative funding is allocated for educational activities rather than capital expenditure, unless otherwise specified by the OIDE JCSP.

Our initiatives are organised into categories such as Literacy, Reading, Numeracy, STEAM, Subject Specific, Digital Technology, Key Skills of Junior Cycle, Wellbeing, and General JCSP. Through these initiatives, we aim to foster a supportive and enriching learning environment for all our students.

Final Profiling at Cabra CC

At Cabra Community College, the final profiling of our 3rd-year students is a dedicated time for colleagues to gather and for the JCSP Team to lead this pinnacle of students' education and lives. At Cabra CC we strive to imbue Student Profiles with the JCSP Subject Awards, Initiative experiences as well as all other student individual and group successes and achievements throughout the past Junior Cycle years. A bespoke reference letter is written for each of our JCSP Graduates. JCSP/OIDE outlines the process for the Junior Certificate School Programme's final profiling in clear detail and offers some helpful suggestions for coordinating staff to complete the process – Cabra Community College accesses this via the final Profiling Handbook 2024 and online via www.jcsp.ie.

The deadline for final profiles this year is Thursday, 18th April 2024. After online submission, our Principal will submit the Final Profiles to the JCSP office. Student Profiling Folders will be available after Wednesday, May 1st 2024. A graduation and Profile issuing celebration ceremony will unfold in early May. This event is to mark the pride and joy shared by staff and students in the success of JCSP in the lives of our learners and to commend them for their engagement in the programme as well as

mark the transition into senior years and the next phase of education and life for our young Cabra Community College people.

JCSP Profiling and Data Protection at Cabra CC

Physical and digital records are kept of 1st, 2nd and 3rd year students' data. Statements are kept in classrooms by subject teachers in folders which students have access to. Some Statements and Master Profile Records are kept in a locked press in the office of the Art Room (A2) which the JCSP Coordinator has access to.

A school computer filing system on the digital Teams platform contains records of achievements such as JCSP Awards attained throughout the years as well as JCPA references for graduates. On Excel, Cabra CC utilises a version of the JCSP/PDST provided Collaborative Profiling Excel document to record student data and progress regarding JCDP Subject Statement, Cross-curricular and School-based Statements.

We have a designated JCSP area in our private staff room (A4) where staff can access a JCSP Postcard system to send positive feedback home to support our students and uphold our DEIS targets and the pillars referring to Parental engagement and Community links.

Special School GDPR/Consent Form ESI.net (Department of Education/Education Services Interactive) database for Junior Cycle Profile of Achievement (JCPA) graduates.

Our first round of Junior graduates from our Walsh Special School will be graduating JCSP/JCAD in May 2025. The Junior Certificate School Programme (JCSP) Coordinator and other staff in leadership roles are responsible for attaining and logging consent forms for ESI.net usage to record student achievements in accordance with issuing JCPA upon graduating Level 1 and 2 Learning Programmes. The form encompasses essential fields including the school name and address, as well as the student's name and date of birth.

Within the form, there exists a provision for parental or guardian consent, allowing the school to document the outcomes of Learning Programmes and PLUs (Priority Learning Units) as well as short courses undertaken by the student. This data will be stored on the Department of Education's Post-Primary Online Database (PPOD) or Junior Cycle Assessment Database (JCAD) and utilised to enhance the student's Junior Cycle Profile of Achievement (JCPA).

Upon granting consent, the parent or guardian is required to sign the form, providing their printed name and the date. Completed forms are to be submitted to the student's school and retained for the duration of the student's enrollment. Furthermore, these forms may be subject to inspection by authorised personnel from the Department or the Office of the Data Protection Commissioner if deemed necessary.

The format of the junior cycle profile of achievement will be in accordance with the Handbook for special schools utilising template number 2 which was developed a report in the small number of cases which is relevant to carbon community college where our students study at level one and level 2 exclusively of course as with the first template number 1 other areas of learning and well day can be as good section where the individual student achievements can be expounded upon to include personalised progress and special Awards and achievements To value an acknowledge Individual successes.



6.

Cabra Community College in partnership with JCSP, CDETB, Educate Together, and the newly established Cabra Community College Ethos are forging ahead to create an inclusive and dynamic educational environment.

City of Dublin Education and Training Board

All ETB schools are State, Co-Educational, and Multi-Denominational. ETB ethos is underpinned by the core values of Excellence in Education, Care, Respect, Equality and Community. As a CDETB institution, Cabra Community College upholds the core values of the City of Dublin Education and Training Board and strives to employ CDETB's mission with Cabra Community College's own newly established school ethos.

CDETB MISSION

Is to provide professional high quality education and training services for people in Dublin City that contributes both to the personal development of the individual as well as to the overall social, economic

and cultural development of the city – think people, think service, think Dublin City.



7. EDUCATE TOGETHER

Equality-based

At Cabra Community College, we uphold the principle of equality-based education, ensuring that all children have equal access to the school. Our commitment to this ethos extends to our JCSP programme, where no one religion or worldview is given priority over another.

Co-educational

We embrace a co-educational environment where all children are encouraged to explore their full range of abilities. Regardless of gender or identity, every student at Cabra Community College, including those participating in the JCSP programme, is provided with equal opportunities to thrive.

Child-centred

Our child-centred approach places children at the heart of all policies and practices. This ethos is evident in our JCSP programme, where we involve students in decision-making processes where appropriate, ensuring their voices are heard and valued.

Democratically-run

Cabra Community College operates on a democratic basis, fostering active participation by parents and students in the daily life of the school. This collaborative approach extends to our JCSP programme, where we affirm the professional role of teachers while empowering students to take ownership of their learning journey.

EDUCATE TOGETHER MISSION

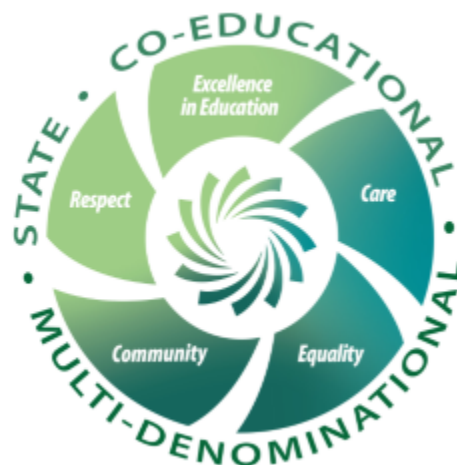
Educate Together's mission aligns closely with our values at Cabra Community College. As agents for change in the Irish State education system, we are committed to providing an inclusive, intercultural learning environment that promotes respect for difference and justice and equality for all. Through our JCSP programme and beyond, we strive to prepare every student to become caring and active members of a culturally diverse society, fully equipped to achieve their full potential.



8. Cabra Community College Ethos & Values:

With the JCSP Team closely aligned with our Ethos Team, a decision was made to initiate JCSP/Cabra Community College Ethos awards alongside the standard JCSP subject and Initiative awards starting in February 2024.

We are thrilled to announce the launch of our four selected values: Ambition, Inclusion, Confidence, and Respect, alongside our brand new Mission Statement catchphrase: "Cabra Community College - A Caring Creative Community". This collaboration between JCSP and Cabra Ethos aims to elevate the experiences of our students and uphold the principles outlined in our new mission statement.



9. 'CDETБ Implementing the Public Sector Equality and Human Rights Duty: Assessment of Equality and Human Rights Issues, and steps towards implementing the Duty.

Cabra Community College acknowledges the May 2022 statement and publication by CDETБ titled "Implementing the Public Sector Equality and Human Rights Duty: Assessment of Equality and Human Rights Issues, and steps towards implementing the Duty." Given its resonance with curriculum-embedded principles and the key skills outlined within subject specifications, alongside JCSP's emphasis on wellbeing, this statement affirms our commitment to upholding standards on par with those set by CDETБ in promoting equality and human rights.

In fulfilment of its obligations under S42 of the Irish Human Rights and Equality Commission Act 2014: the public sector equality and human rights duty, Cabra Community College observes and strives to uphold the core values underpinned by CDETБ to assess their adherence to the Equality and Human Rights Issues: *Respectful, Inclusive, Responsive, and Enabling*.

Since Cabra Community College is a part of the body of CDETБ we also commit to these values which serve as the foundation to addressing equality and human rights issues within our school and the community.

1. Under the principle of **Respectful**, we prioritise empathy, non-judgmental attitudes, and transparency in all interactions. In alignment with this benchmark, Cabra Community College acknowledges and seeks to address various equality and human rights issues, including discrimination in employment and the workplace. Specific areas of focus include combatting discrimination against marginalised groups such as Travellers, Roma, disabled individuals, and Black non-Irish nationals.

Furthermore, our commitment to being Inclusive extends to addressing discrimination in accessing services and supports. Cabra Community College strives to create an environment where all members of our community, including Travellers, disabled individuals, and minority ethnic groups, can access services without facing discrimination.

We recognise the importance of combating identity-based abuse, harassment, and sexual harassment,

which can hinder access to employment and key services such as education. Cabra Community College is committed to addressing specific oppressions related to sexism, racism, classism, ableism, homophobia, transphobia, sectarianism, and ageism. We prioritise the safety and well-being of all individuals, especially women, girls, LGBTI individuals, Travellers, and other minority ethnic groups, by implementing measures to prevent and address identity-based harassment and bullying.

Additionally, we acknowledge the challenge of under-reporting discrimination, harassment, and sexual harassment. Cabra Community College is dedicated to creating a supportive environment where individuals feel empowered to report incidents without fear of victimisation. We are committed to implementing effective complaints mechanisms and procedures to ensure that all concerns are addressed promptly and appropriately.

Through our JCSP programme, which supports DEIS (Delivering Equality of Education in Schools) targets, [see DEIS [gov - DEIS Delivering Equality of Opportunity In Schools \(www.gov.ie\)](http://www.gov.ie)] Cabra Community College remains steadfast in its mission to promote equality, inclusion, and respect for all members of our community.

2. Inclusivity lies at the heart of Cabra Community College's ethos, where we celebrate and embrace the diversity of our community, recognising it as a key strength. We are committed to addressing various equality and human rights issues that arise under this principle, aligning with the values of the City of Dublin Education and Training Board.

One area of focus is combatting the invisibility of diversity, particularly concerning marginalised groups such as Travellers, minority ethnic groups, and LGBTIQ+ individuals. We strive to create an environment where individuals feel safe and empowered to express their identities without fear of discrimination or harassment.

Furthermore, we recognise the importance of understanding and responding to the unique needs arising from people's diversity. This includes addressing issues of intersectionality, providing reasonable accommodations, and adopting a social model of disability that prioritises inclusivity and accessibility.

Stereotypes about difference pose significant challenges to inclusivity, and Cabra Community College is dedicated to challenging these assumptions. We work to create an educational environment free from gendered, ageist, racist, and ableist stereotypes, ensuring equal opportunities for all individuals regardless of their background.

Creating inclusive working and learning environments is a priority for us, and we are committed to addressing identity-based harassment and bullying promptly and effectively. We encourage reporting of incidents and strive to educate both staff and students on equality and human rights issues, fostering a culture of respect and inclusivity.

Through our Cabra CC JCSP programme which aligns with the national DEIS Strategy, we remain committed to promoting inclusivity and diversity, ensuring that all members of our community feel valued, respected, and included as they enjoy their Junior years of education at our school and continue their education or personal development and feel supported and encouraged in their lifelong learning or professional lives through other paths or modalities where appropriate.

3. **Responsiveness** is at the core of Cabra Community College's commitment to ensuring that every individual has the opportunity, resources, and support needed to thrive and reach their full potential. This ethos is deeply intertwined with our JCSP programme and aligns with the values of the City of Dublin Education and Training Board.

In our pursuit of responsiveness, we aim to address a multitude of equality and human rights issues that impact various groups within our community. These include barriers to accessing education and training, such as financial constraints, lack of information, and digital literacy barriers. We also recognise the importance of addressing low educational attainment and skills status, particularly among marginalised groups such as Travellers, Roma, and people with disabilities.

Moreover, we acknowledge the need to combat unemployment and underemployment, especially for groups facing discrimination in the labour market, such as Travellers, minority ethnic groups, and people with disabilities. We strive to create pathways for career progression and provide support to overcome obstacles to employment, such as lack of networks and affordable childcare.

Additionally, we are committed to addressing issues of poverty and homelessness, recognising the intersectionality of socio-economic disadvantage with identity-based inequality. We aim to provide support and resources to those experiencing material disadvantage and insecure accommodation status, ensuring they have access to education and opportunities for social and economic advancement.

Furthermore, we understand the importance of promoting equal health status and addressing the impact of social exclusion and identity-based abuse on mental, emotional, and physical well-being. Through our responsive approach, we endeavour to create an inclusive and supportive environment where all individuals have the opportunity to thrive and succeed.

4. Enabling lies at the heart of Cabra Community College's mission, empowering individuals to take control of their own lives, advocate for themselves, and pursue their aspirations with confidence. This principle is deeply embedded in our ethos and resonates with the objectives of the JCSP programme.

In our pursuit of enabling, we are committed to addressing various equality and human rights issues that impact our community. We recognise the under-representation of women in leadership roles and strive to create pathways for their advancement within our institution. Additionally, we advocate for the empowerment of children and young people, ensuring they have a voice in decisions that affect their lives.

Moreover, we acknowledge the importance of combating discrimination and stigma, which can undermine individuals' self-esteem and confidence. We challenge low expectations and gender stereotypes, ensuring that all students are encouraged to explore diverse subject and course choices without bias.

Furthermore, we understand the significance of fostering networks and support systems, particularly for marginalised groups such as Travellers, to access training and employment opportunities. By providing resources, information, and advocacy, we aim to enable individuals to overcome barriers and achieve their full potential.

Through our enabling approach, we endeavour to create a supportive and inclusive environment where every individual feels empowered to pursue their goals and aspirations, regardless of their background or circumstances.

10. Cabra CC JCSP Archive 23-27 and Instagram link

23-24

24-25

25-26

Instagram: <https://www.instagram.com/cabraccjcsp?igsh=MXFnejM2MjQ1NHJ6YQ==>