

**Pobalscoil Náisiúnta  
Iarthar na Cathrach & Theach Sagard**

Lána Bhaile Uí Fhoirtcheirn,  
Iarthar Na Cathrach,  
Baile Átha Cliath 24

Príomhoide: Maidhc O' Broin  
Leas-Phríomhoide: Orla Uí Dhochartaigh



**Citywest & Saggart  
Community National School**

Fortunestown Lane,  
Citywest  
Dublin 24

Principal: Mike Byrne  
Deputy Principal: Orla Doherty

## Equality Policy

### Introduction:

The purpose of this policy is to inform current and future parents and staff members about the efforts made in Citywest & Saggart CNS to achieve equality for all members of the school community and to reduce incidents of discrimination. This policy is a statement of our ethos and central to our vision. It is a practical expression of the ethos. The school fully implements its Anti-Bullying Policy and all incidences of discrimination are dealt with according to the procedures outlined in that. This policy was devised by members of the In-School Management Team. It was then discussed by all staff members. It was then placed on the school website and incoming and current parents were invited to give feedback on the policy. The policy was then discussed with the school's single manager and ratified. It was recently reviewed by school staff and the Board of Management.

### Rationale:

Citywest & Saggart CNS is a multidenominational school that caters for children of all beliefs. The school takes an inclusive approach to education. Inclusive education affirms pluralism across difference in culture, gender, ability, beliefs/faiths, class, age, race, sexual orientation and family circumstances. Teaching diverse traditions and perspectives, questioning stereotypes, learning the appropriate cultural codes in order to function within a variety of settings, recognising the contributions of all groups in society (especially those who have been traditionally excluded) and eliminating negative biases are all seen as important daily practices.

The Vision Statement of our school is as follows:

***"The vision of Citywest & Saggart CNS is to create a safe, calm, respectful and inclusive learning environment in which the school community works in close partnership to encourage children to develop skills which will allow them to participate to their full potential in school and society. We strive for the highest quality teaching and learning while fostering the holistic development of the individual child. Our school recognises and celebrates the individual abilities, talents and achievements of the children whilst also instilling a sense of belonging, respect and empathy towards those around them."***

At the centre of the ethos of Citywest & Saggart CNS is inclusion and equality. All aspects of our children's identity are equally important. The school takes a sociocultural approach to education, where teachers

take into account the experiences and identity of their children when planning their lessons. The school also takes a proactive rather than a reactive approach against discrimination of all forms. It is committed to educating the children about the possible types of discrimination and the impacts they have on individuals. To focus this commitment, we take into consideration the nine grounds of the Equal Status Acts 2000 and 2004, namely:

- Gender (including transgender)
- Civil Status
- Family Status
- Age
- Race/Ethnicity
- Religion
- Disability
- Sexual Orientation
- Membership of the Travelling Community

Dublin & Dun Laoghaire ETB is an equal opportunities employer. Candidates for all positions in the school will not be discriminated against on any of these grounds. However, all potential employees of the school must hold the relevant academic qualifications and undergo a rigorous recruitment and Garda Vetting process.

### Aims

- To instil a sense of pride in our own culture whilst simultaneously cultivating an understanding of the value of cultural diversity.
- To create and/or maintain an environment where diversity is valued and celebrated.
- To prevent discrimination against the pupils and staff on the grounds of gender, marital status, family status, age, disability, race, sexual orientation, religious belief and membership of the Traveller community.
- That each person in our school community feels valued and respected.
- To ensure that the school complies with legislative requirements and principles of good practice.
- To take appropriate measures to promote inclusivity and participation in all school activities.
- To promote equal opportunities for all persons in the school.

### The Nine Grounds of Discrimination.

By using these nine grounds on which it is unlawful to discriminate in the Republic of Ireland, we are sending a clear message that any form of discrimination will not be tolerated in the school and, in doing so, fulfil our legal obligation to the pupils, staff and parents of our school.

All members of our school community have the right to feel safe and welcome and achieve to the best of their potential, regardless of their actual or perceived differences in ethnicity, nationality, culture, religion, sexual orientation, belief/faith tradition or language.

In order to achieve this, the children in Citywest & Saggart CNS are educated about each of the nine grounds during their eight years in the school. The school has a Human Rights' Fortnight every year during which children learn about their rights and responsibilities and those of every other human being. This period is seen as an opportunity to educate the children about different forms of diversity and discrimination. The school takes a spiral approach<sup>1</sup> to the teaching about the nine grounds and previously covered work will be revised and developed. This is not done in

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<sup>1</sup> Topics are returned to again and again as the children get older but at a deeper level.

isolation during Human Rights' Fortnight alone, as Community National Schools celebrate diversity in all its forms throughout the school year.

#### Gender (Including Transgender):

According to the Equal Status Act 2000/2004, everyone is entitled to equal treatment regardless of their gender identity

Gender equality is the concept that all human beings are free to develop their personal abilities and make choices without the limitations set by strict gender roles; that the different behaviour, aspirations and needs of all people are considered and valued equally. Gender equality is achieved when all people enjoy the same rights and opportunities across all sectors of society, including economic participation and decision-making.

Some of the measures we take to ensure this are:

- Citywest & Saggart CNS is a co-educational school which gives equal access to children regardless of gender
- All children are given equal access to all educational resources and after-school clubs.
- In history, children learn about key historical figures of all genders
- Children learn about stereotypes and how it is not appropriate to categorise people broadly.
- The school uniform is not gender specific. Children, with parental consent, are free to choose which uniform they would like to wear.
- Inclusive language is used in the school e.g. firefighter instead of fireman, chairperson instead of chairman, post person instead of postman.
- Staff do not reinforce gender stereotypes within the classroom e.g. colours, resources etc.

#### Civil Status:

According to the Equal Status Act 2000/2004, everyone is entitled to equal treatment whether they are single, married, separated, divorced, widowed, in a civil partnership or previously in a civil partnership.

Families in Ireland today are very diverse, consisting of mother and father headed families, single-parent families, families headed by members of the extended family, step-parent families, adoptive and foster families, families headed by cohabiting couples, bereaved families, adult-only families, families from different cultures and ethnicities, mixed-belief/faith families and same sex headed families.

Children in our school come from all different types of families. They will also grow up to form different types of families. Families are central to the formation of children's identity and are the primary lens through which they view the world. 'Myself and My Family' is a core strand unit of the Social, Personal and Health Education (SPHE) Curriculum, as outlined by the Department of Education and Skills (DES, 1999). It is vitally important that all children see their families represented in the school.

Some of the ways we try to ensure that all families in our school are equally respected are as follows:

- We address different family types through age-appropriate discussions and activities that help promote a more respectful environment in our school.
- We look at different family types in our SPHE lessons and GMGY curriculum
- We have a display in a common area of the school with family types

- All family types are represented in the school's formal and hidden curricula<sup>2</sup>.
- When teachers talk about diverse family types, they will do so by roughly following this outline:

*Families come in all shapes and sizes. Some families have a mother, some have a father, some have a mother and a father, some have two mothers, some have two fathers, some children live with other family members like grandparents or aunts and uncles while some families have no children (just grown-ups). Some children have parents that are older than others, some children have parents that are younger than others. Some children are born into their family while others are adopted or fostered. Sometimes families live together and sometimes they might live in different places. A family is when people love and take care of each other.*

#### Family Status:

According to the Equal Status Act 2000/2004, everyone is entitled to equal treatment whether they are pregnant, a parent of a child under 18 years, or the resident primary carer or parent of a person with a disability. Even though legally children under 18 years old are not entitled to the same treatment as an adult, our aim in school is to promote the valuable voice of children.

Some of the ways the children are taught about this ground are:

- Children are taught at an age-appropriate level about how people may experience discrimination because of their family status.
- Different family circumstances are represented in the school's formal and hidden curricula.
- CSCNS is a Rainbows centre for the support of families experiencing separation



<sup>2</sup> The hidden curriculum is one which happens informally and without specific planning. It is a part of the environment and the school spirit

### Age:

According to the Equal Status Act 2000/2004, everyone is entitled to equal treatment if they are any age over 18 (The age ground only applies to young people under 18 if they hold a driver's licence and are buying car insurance.)

Some of the ways the children are taught about the value of all people of all ages are:

- They are taught from Junior Infants how they grow and change throughout their lives.
- They discuss, in a positive manner, the different roles people can play in society at different stages of their lives. The focus here is that children begin to understand that very few roles are age specific.
- The children are taught that even though they are young, they are equally as important as those who are older than them.
- The types of discrimination that all members of society could possibly face are discussed with the children at an age appropriate level.
- People of all ages in all types of roles are represented in the school's formal and hidden curricula.
- We invite older relatives and friends of the children into the school on different occasions.
- The student council includes children from all year groups.
- The children are active agents in the development of school rules and charters.

### Race/Ethnicity:

According to the Equal Status Act 2000/2004, everyone is entitled to equal treatment no matter what their race, skin colour, nationality or ethnic origin is.

Citywest & Saggart CNS values the richness that comes from children being educated in culturally and linguistically diverse classrooms. Citywest & Saggart CNS is a very diverse school with families from many different nationalities in any school year.

The school takes a proactive rather than a reactive approach to teaching children about race and ethnicity in the following ways:

- Children are taught from Junior Infants the value of all forms of diversity.
- Children are taught to actively challenge racism and all forms of discrimination
- Children of all ethnicities are represented in the school's formal and hidden curricula. Every effort is made to ensure that different ethnic groups are not essentialised<sup>3</sup> by these books and images. Teachers are mindful of showing the diversity that exists within ethnic groups in their classrooms.
- Teachers have access to 'The Toolkit for Diversity in the Primary School' to help them create a welcoming classroom for all pupils, including children from ethnic and linguistic minorities.
- Dual language books are available in the school library.
- We have an Intercultural Week in the school where children look closely at what they are most proud of in relation to their own cultural heritage and their shared Irish cultural identity.
- Citywest & Saggart CNS recognises the importance of a child's first language. We celebrate a Month of Languages each year

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<sup>3</sup> Essentialism is where groups of people are thought to be all the exact same as they belong to, for example, a certain ethnic, cultural or religious group.

### Religion:

According to the Equal Status Act 2000/2004, everyone is entitled to equal treatment no matter what their religious beliefs, including those who don't hold any religious belief.

Citywest & Saggart CNS is a multid denominational school that aims to cater for children of all beliefs and none.

The children are taught about the diversity of religious and secular beliefs in the following ways:

- Children of all beliefs have equal opportunities of gaining a place in the school as per our enrolment policy.
- The children are taught the Goodness Me! Goodness You! multi-belief and values curriculum. This curriculum aims to nurture the child's own belief while at the same time giving them a deeper understanding of the beliefs of their peers.
- Children can access a multi-belief space where symbols of the various religious and belief traditions in our school are represented.
- Children are given opportunities to engage in inter-belief dialogue with their peers.
- Children from different belief traditions are represented in the school's formal and hidden curricula.
- Children will visit different places of religious and belief significance throughout their time in the school.



### Disability:

According to the Equal Status Act 2000/2004, everyone is entitled to equal treatment including those who have a disability, for example, physical, intellectual, learning, cognitive or emotional. In CSCNS, we acknowledge that not all disabilities are visible.

Citywest & Saggart CNS ensures that children develop positive attitudes towards people with disabilities in the following ways:

- Children with all forms of disability are given equal opportunities to access parts of the school. Once enrolled in the school, every effort is made to ensure that the children have equal access to educational resources, activities and after-school clubs.
- Staff members with disabilities are encouraged to act as a positive role model for the children in the school and to share their stories
- Children discuss disabilities in the school in an age-appropriate and sensitive manner. The children learn to empathise with children with disabilities and treat them with the same dignity and respect as all other children in the school.
- All areas of the school building are easily accessible to people with a physical disability.
- People with various physical, sensory and intellectual disabilities are represented in the school's formal and hidden curricula.
- The school, on occasion, has awareness days for particular disabilities to raise awareness and educate the children about various disabilities e.g Autism awareness, Odd sock day for Downs Syndrome

#### Sexual Orientation:

According to the Equal Status Act 2000/2004, everyone is entitled to equal treatment regardless of sexual orientation.

In order to ensure that current and future members of the LGBTQ+ community feel fully welcomed and respected, the school does the following:

- We fully implement our policy on Anti-bullying
- Members of various groups are represented on staff
- Mistreatment of members of the school based on sexual orientation is actively challenged and children are encouraged to challenge this mistreatment
- Training has been and will continue to be provided to staff members on addressing homophobic bullying.
- All members of staff have access to a copy of the 'Respect' resource pack which was devised to help primary school teachers in all schools to develop a positive classroom climate for people from the LGBTQ+ community.

#### Members of the Travelling Community:

According to the Equal Status Act 2000/2004, everyone is entitled to equal treatment including members of the Traveller community that share the traditions and culture of Travellers in Ireland.

We promote a positive attitude towards Travellers in our school in the following ways:

- Our enrolment policy welcomes members of the Travelling Community.
- Children engage in discussions and projects around members of the Travelling Community.
- Members of the Travelling Community are represented in the school's formal and hidden curricula.
- Teachers are mindful of the external factors that may affect the educational attainment of Traveller children. However, they have high expectations of children from the Travelling Community and every effort is made to ensure that they reach their full potential.



- Every effort will be made to give children in Citywest & Saggart CNS an understanding of Traveller culture and customs. If possible, members of the Travelling Community will be invited in to speak with the children.

## Organisational Aspects

### Admissions

- The Admission Policy respects the diversity of values, beliefs, traditions, languages and customs in society.
- The Admission Policy advises parents of the school's ethos and its reflection in curricular and organisational areas.
- As a general rule pupils are placed in age appropriate classes.
- The Admission Form provides relevant personal details/information that is pertinent to the child's integration in to the school.
- The Admission Policy is available for viewing through the School Office. The Admission Period is also communicated to parents by means of email and the school website.

### Staff

- DDLETB is an equal opportunities employer as per the Equal Status Act 2000 and the Employment Act 1998. Appointment procedures comply with the Constitution of Boards and Rules of Procedure for National Schools, DES, 2007. No discriminatory questions on the grounds of gender, sexual orientation, family status etc. will be asked during the interview process. Correct procedures for promotional posts will be strictly adhered to as per relevant DES circulars.
- The school has a fair and equitable procedure in relation to job sharing, secondment, staff development, Career Break, Study Leave, Carer's Leave, Maternity and Paternity Leave applications. All DES Circulars on such areas are followed strictly.
- Classes are assigned to teachers in a fair and transparent manner.

### Home School Communication

- Communication with all parents is made through emails, newsletters, notices, Aladdin, verbal contact, the school website, and Text-a-parent.
- The school has a policy of communicating with both parents on pupil progress where divorce or separation is an issue, unless a court ruling prescribes differently. Parents in this situation should communicate the separate details to the school.

### Parental Involvement

- Parental involvement in the development, review and implementation of school policies and procedures is encouraged and facilitated by the BOM, PTA and the school staff.
- The PTA make a significant and valuable contribution to various school activities throughout the year.

### Uniform

- The school uniform has options for both male and female, however, all pupils are free to choose which version of the uniform is most appropriate for themselves.



### Code of Behaviour and Anti-Bullying Policy

- Our Code of Behaviour and Anti-Bullying Policy ensures that all who work and learn in our school community do so in a positive, inclusive, safe and happy environment.
- The Code of Behaviour addresses procedures for dealing with comments/incidents of a discriminatory nature.
- Incidents of racism are dealt with under the school's code of behaviour and are kept to a minimum by the total integration of all pupils no matter what their cultural background and through work done in SPHE, English, Geography, History and Religion

### Resources

- Posters/projects on display support the principle and practice of equality.
- Positive images of other cultures displayed in the school environment/classroom.
- The principles of equality and respect for diversity are reflected in the pupils' textbooks.
- There are books in the library that explore different cultures, different family structures, and achievements of both male and female role models.
- Boys and girls have equal access to a range of toys in junior classes.
- A wide range of resources are available to support pupils with a learning disability

### Transition to Primary and Post Primary

- The principal and Class/SEN teachers liaise with preschools and post primary schools to facilitate the smooth transition of pupils between settings. The school has a 'Transitions Policy' to aid in this process.

### **Role of Parents/Guardians:**

Although this policy lists some of the ways that the various grounds are dealt with, none of the lists are exhaustive. Some grounds have been given more attention in this policy than others simply because some require further clarification than others and are more appropriate to be addressed in the primary school.

The role of the parents and guardians in relation to this policy cannot be underestimated. It is expected that parents choosing to send their child to Citywest & Saggart CNS Community National School will adhere to this policy. Although some elements of this policy may not be in line with certain privately held beliefs, it is imperative that all members of the school community understand that prejudice or discrimination in any form will not be tolerated in our school. We are happy to support any member of the school community in helping them to reflect on their own prejudices where they may exist, with a view to helping them to support the inclusive ethos of the school. Respect is at the centre of our values.


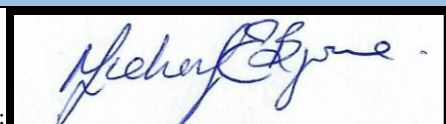
### **Other Relevant Policies:**

- Anti-Bullying Policy
- Child Protection Policy
- Code of Positive Behaviour

- Complaints Procedures for Parents –
- Admissions Policy

### Implementation, Review, Ratification & Communication

The Board of Management of Citywest and Saggart Community National School supports this equality policy. This policy will be reviewed formally every 3 years or sooner if deemed necessary by the Principal and/or the Board of Management. As with all our policies, parents have access to this policy on our school website and on request to the school office.

This version of the policy was ratified by the school's Board of Management	
Signed:  Chairperson	Signed:  Principal
Date: 9.3.23	Date: 9.3.23

## Appendix 1

### Books Representing Diversity in our Community.

It is intended that the diversity that exists in relation to cultural, linguistic, religious, family types etc. in this school and in wider society is reflected in both or formal and hidden curricula. As our language policy states, we take a sociocultural approach to education which is relevant to the children in our classes. In an effort to support teachers in such an approach, we have invested heavily in books that we hope will reflect the diversity of the children in our school.

The books listed below are under 3 broad categories:

1. Intercultural Diversity
2. Family diversity and gender stereotyping
3. Diversity of ability

<u>Junior and Senior Infants</u>	
<b>Intercultural Diversity</b>	<ul style="list-style-type: none"><li>• I Love My Hair! – Natasha Anastasia Tarpley</li><li>• What I like About Me! – Allia Zobel- Nolan</li><li>• All the Colours of the Earth – Sheila Hamanaka</li><li>• Full, Full, Full of Love – Trish Cooke</li><li>• Whoever You Are – Mem Fox</li><li>• We All Went on Safari – A Counting Journey through Tanzania – Laurie Krebs &amp; Julia Cairns</li><li>• Please, Baby, Please – Spike Lee &amp; Tonya Lewis Lee</li><li>• My World, Your World – Melanie Walsh</li><li>• Handa's Surprise – Eileen Brownie</li><li>• My Mother's Sari – Sandhya Rao</li><li>• Engines, Engines – Lisa Bruce &amp; Stephen Waterhouse</li></ul>
<b>Family Diversity and Gender Stereotyping</b>	<ul style="list-style-type: none"><li>• Daddy, Papa and Me – Leslea Newman</li><li>• A Tale of Two Daddies – Vanita Oelschlager</li><li>• It's Okay to Be Different – Todd Parr</li><li>• The Family Book – Todd Parr</li></ul>
<b>Diversity of Ability</b>	<ul style="list-style-type: none"><li>• Sometimes – Rebecca Elliot</li><li>• John Gets Ready for School – Joanne Zellweger</li><li>• Susan Laughs – Jeanne Willis &amp; Tony Ross</li><li>• My brother John – Joanne Zellweger</li><li>• Dogs don't do Ballet – Anna Kemp</li><li>• Freddie's Super Summer – Kate Gaynor</li><li>• A Birthday for Ben – Kate Gaynor</li><li>• First Place – Kate Gaynor</li></ul>
<u>First &amp; Second Class</u>	
<b>Intercultural Diversity</b>	<ul style="list-style-type: none"><li>• What Should I Make? – Nandini Nayar</li><li>• Amazing Grace – Mary Hoffman &amp; Caroline Binch</li><li>• Princess Grace – Mary Hoffman</li></ul>

	<ul style="list-style-type: none"> <li>• Elephant Dance: A Journey to India – Theresa Heine</li> <li>• Happy Birthday Jamela – Niki Daly</li> <li>• Harriet Tubman – Newbery Honor</li> <li>• The Mixed-Up Chameleon – Eric Carle</li> <li>• The Paper Big Princess – Robert Munsch</li> <li>• Mister Seahorse – Eric Carle</li> <li>• The Colors of Us – Karen Katz</li> <li>• Mama Panya's Pancakes: A Village Tale from Kenya – Mary &amp; Rich Chamberlin</li> <li>• Zomo the Rabbit: A Trickster Tale from West Africa – Gerald McDermott</li> </ul>
<b>Family Diversity and Gender Stereotyping</b>	<ul style="list-style-type: none"> <li>• Dad David, Baba Chris and Me – Ed Merchant</li> <li>• The Sissy Duckling – Harvey Fierstein</li> <li>• A Tale of Two Mommies – Vanita Oelschlager</li> <li>• Oliver Button is a Sissy – Tomie dePaola</li> <li>• Princess Smartypants Breaks the Rules – Babette Cole</li> <li>• Princess Smarpants – Babette Cole</li> <li>• Long Live Princess Smartypants – Babette Cole</li> <li>• This is My Family – Pat Thomas</li> <li>• Who's in a Family – Robert Skutch</li> </ul>
<b>Diversity of Ability</b>	<ul style="list-style-type: none"> <li>• Just Because – Rebecca Elliott</li> <li>• Tom's Special Talent – Kate Gaynor</li> <li>• A Friend Like Simon – Kate Gaynor</li> <li>• Dan and Diesel – Charlotte Hudson &amp; Lindsey Gardiner</li> <li>• Cathal can Sign – Brenán Mooney</li> <li>• Looking after Louis – Polly Dunbar</li> <li>• Freddie and the Fairy – Julia Donaldson</li> </ul>

### Third & Fourth Class

<b>Intercultural Diversity</b>	<ul style="list-style-type: none"> <li>• My Name Is * Me Llamó Gabriela- Monica Brown</li> <li>• The Color of Home – Mary Hoffman &amp; Karin Littlewood</li> </ul>
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	<ul style="list-style-type: none"> <li>• In a Minute – Tony Bradman &amp; Eileen Browne</li> <li>• The Boy who Harnessed the Wind – William Kamkwamba &amp; Bryan Mealer</li> <li>• I Have the Right to be a Child – Sarah Ardizzone</li> <li>• Jamela's Dress – Niki Daly</li> <li>• Masai and I – Virginia Kroll</li> </ul>
<b>Family Diversity and Gender Stereotyping</b>	<ul style="list-style-type: none"> <li>• The Different Dragon – Jennifer Bryan</li> <li>• Mom and Mum are getting Married – Ken Setterington</li> <li>• King &amp; King – Linda de Haan &amp; Stern Nijland</li> <li>• King &amp; King &amp; Family - Linda de Haan &amp; Stern Nijland</li> <li>• The Boy with Pink Hair – Perez Hilton</li> </ul>
<b>Diversity of Ability</b>	<ul style="list-style-type: none"> <li>• Something Else – Kathryn Cave &amp; Chris Riddell</li> <li>• Cleversticks – Bernard Ashley</li> </ul>

### **Fifth & Sixth Class**

<b>Intercultural Diversity</b>	<ul style="list-style-type: none"> <li>• Canting with Cauley – Wiliam Cauley</li> <li>• One Hen – Katie Smith Milway</li> <li>• If a Bus Could Talk – Faith Ringgold</li> <li>• What's Cooking Jamela – Niki Daly</li> <li>• Grace &amp; Family – Mary Hoffman &amp; Caroline Binch</li> <li>• Africa is Not a Country – Margy Burns Knight &amp; Mark Melnicove</li> <li>• Henry's Freedom Box – Ellen Levine &amp; Kadir Nelson</li> </ul>
<b>Family Diversity and Gender Stereotyping</b>	<ul style="list-style-type: none"> <li>• My Two Grannies – Floella Benjamin</li> <li>• Josh and Jaz Have Three Mums – Heidi Argent</li> </ul>
<b>Diversity of Ability</b>	<ul style="list-style-type: none"> <li>• Thank you, Mr. Falker – Patricia Polacco</li> </ul>

## Useful Websites:

[www.genderequality.ie](http://www.genderequality.ie) (gender)

<https://www.education.ie/en/Publications/Policy-Reports/Equal-Measures.pdf> (gender)

[www.ageaction.ie](http://www.ageaction.ie) (age)

[www.cscns.ie](http://www.cscns.ie)

[www.ddletb.ie](http://www.ddletb.ie)

[www.enableireland.ie](http://www.enableireland.ie) (disability)

[www.disability.ie](http://www.disability.ie) (disability)

[www.ncse.ie](http://www.ncse.ie) (disability)

[www.lgbt.ie](http://www.lgbt.ie) (sexual orientation)

[www.glen.ie](http://www.glen.ie) (sexual orientation)

[www.paveepoint.ie](http://www.paveepoint.ie) (membership of the Travelling Community)

[www.culturewise.ie](http://www.culturewise.ie) (race)

<http://www.ncca.ie/uploadedfiles/publications/intercultural.pdf> (Intercultural Guidelines)

[www.cns.ie](http://www.cns.ie) (equality)

[www.equality.ie](http://www.equality.ie) (equality)