A GUIDE to the 8-steps Yellow Flag Schools Programme
A GUIDE to the 8-steps

Yellow Flag Schools Programme

This project is co-financed by the European Commission under the Asylum, Migration and Integration Fund 2014-2020 and is supported by the Department of Justice and Equality.
Foreword by Irish Traveller Movement Chairperson, Maureen Ward

The Yellow Flag Programme is now in its 10th year since it was first piloted with 4 schools in 2008. To date, 80 schools have engaged with the programme impacting on approximately 30,000 students who between them represent 83 ethnicities and nationalities. Well over 2,000 teachers, school staff and management have participated in the Yellow Flag’s intercultural training and played a part in the school’s Yellow Flag journey.

We are proud of the work of the Yellow Flag Programme and of the schools that have participated to date and fly their flag. We are delighted to have been able to work with students, teachers and parents to develop and enhance our toolkit of resources to optimize the outcomes that schools can achieve through their 8 steps. This handbook is one section of the toolkit, complemented by a working folder that is made available to schools enrolled in the programme and the Yellow Flag website which hosts a huge range of additional resources that can be used by schools.

On behalf of the Irish Traveller Movement, I’d like to thank author of the handbook, Claire Galligan and all those who have been involved in contributing to the development of this new suite of resources.

We hope you will enjoy using your Yellow Flag Schools Handbook.

Maureen Ward
Chairperson, the Irish Traveller Movement

September 2018
Acknowledgements

The Yellow Flag Programme would like to thank all of the teachers and students from the following schools who contributed to the re-development of the Yellow Flag handbook, website and resources by taking part in discussions, interviews and feedback.

The Teachers, students and parents at the Pilot Schools:
Shauna Mulligan, Mary Donaghy, teachers and students from St. Oliver's Community School, Drogheda
Eileen Gamble, teachers and students from the Holywell Educate Together National School, Swords
Elaine Tighe, Celine Doherty, teachers and students of St. Mary's National School, Saggart

Teachers and Students who contributed through focus groups, interviews, questionnaires and reviewing materials
Ailish Conlon, Merlin Woods Primary School, Galway
Anita Dermody, Griffith Barracks Multi-Denominational National School, Dublin 8
Aoife Scully, North Presentation Primary School, Cork
Cathal McDaniel (HSLC) and Caroline McCabe (Chairperson of the Parents Association), Riversdale Community College, Dublin
Catherine Hurley, Newtownmountkennedy Primary School, Wicklow
Claire Dunlea, North Monastery Secondary School, Cork
Eileen Ellis, Arklow Community College, Wicklow
Eimear Cregg, St. Damian's National School, Perrystown, Dublin
Elizabeth O’Grady, Muire na Mainistreach, Killarney, Kerry
Elizabeth Tierney, St. Aidan's Community School, Tallaght, Dublin
Jenny Gallagher, Scoil Ghráinne Community National School, Clonee, Dublin
Lauren Comer, Mercy College, Coolock, Dublin
Margaret Mullany, Sacred Heart National School, Mulhuddart, Dublin
Martha Brassil and Bernie O’Shea, Mercy Mounthawke Secondary School, Tralee, Co. Kerry
Mary Healy, Castaheany Educate Together, Dublin
Michelle Keane, St. Patrick's Senior National School, Skerries, Dublin
Orla Ryng, Scol Mhuire gan Smal, Glasheen Boys National School, Cork
Patricia Hyland, Our Lady of Lourdes National School, Inchicore, Dublin
Pauline O Hanlon and students from St. Aidan's Senior National School, Tallaght, Dublin
Ruth Dunne, St. Oliver Plunkett's National School, Meath
Sarah Prendergast, Bracken Educate Together National School, Balbriggan, Dublin
Terry Landers, St. Oliver's National School, Killarney, Co Kerry.

Thanks also to the former and current members of the Yellow Flag Steering Committee:
Anne Walsh, National Youth Council of Ireland
Anthony Condron, National Association of Principals and Deputy Principals
Claire Garvey, Irish National Teachers Organisation
Conor Harrison, Independent Education Consultant
David Duffy, Teachers’ Union of Ireland
Fionnuala Ward, Educate Together
Jessica Farnan, CDETB Youth and Education Service for Refugees and Migrants
Joe Mee, Irish Second Level Schools Student Union
Mary Cassidy, Tallaght Travellers Community Development Group
Mary Gannon, Independent Education Consultant
Aga Wiesyk, European Network Against Racism Ireland
Kate O'Brien, Migrants Rights Centre Ireland
Sorcha Lowry, Irish Human Rights and Equality Commission

Paula Madden, former Yellow Flag Programme Coordinator
Margaret McDonagh and Elva O'Callaghan, Yellow Flag Programme Team, Irish Traveller Movement

The new Yellow Flag Handbook, resources and training materials were researched and written by Claire Galligan, Social Research, Development and Education Consultant
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You have been accepted to the Yellow Flag Programme!

This Handbook will be an essential guide to help you understand the goals of the programme and achieve your Yellow Flag. It should be used along with the resources on www.yellowflag.ie.

It is important to read the whole Handbook before you begin.

From our experience, schools that do well in the Yellow Flag programme work with teachers, students and parents to address each of the following essential areas:

Racism is a system of disadvantage and advantage based on the cultural/ethnic group to which you belong. This means that the dominant cultural group have access to benefits that other cultural groups may not enjoy - a person's gender, social class, family status, disability and sexuality will also mediate the kinds of benefits a person enjoys (Tatum 2003).

The impact of racism begins early. Children come to understand that it is more beneficial in our society to be a member of one culture than another, or to have a lighter skin tone. Children may not see people like themselves pictured in school books, or people like themselves working as teachers in their school. They may perceive different or lesser treatment towards them by their peers, neighbours, adults or people in authority. Experiencing racism can lead to a de-valued sense of identity and this can sometimes lead to feelings of anger or depression. Despite this, some children who experience racism go on to live extraordinary lives and become very high achievers, however they always have this additional barrier to overcome. Practically, the experience of racism means that it is more difficult to access jobs, education opportunities or services and get access to good standard accommodation. This leaves kids and families with less money and fewer choices.

The Yellow Flag programme will allow you to begin to build a school culture that challenges this norm. It will show young people that the things that are different about them are valued in your school and that they are treated as equals. Allowing teachers to recognise how their own experiences and cultural ‘lens’ shapes what and how they teach is central to this.

The Yellow Flag programme is a learning experience for everyone involved – teachers, parents and students. Getting your head around these new concepts and language can be daunting at first, so we have a number of ways to help you. We recommend that you...

1. Read this Handbook and leave it in a central place so the Principal, Students, Teachers and Parents can read it too
2. Take time to read and understand the ‘Glossary of Terms’ at the back of the Handbook
3. Take part in the Diversity and Equality Training for Teachers (step 3)
4. Do the on-screen course ‘Yellow Flag Self Awareness Training’ as part of your continuous professional development.
5. Refer to the additional resources and lesson plans that are on the Yellow Flag website.
6. Follow the steps and checklists, these will keep you on track!

“Our cultural diversity will not be a barrier, but rather a reason for our success.”
Introduction

“Our cultural diversity will not be a barrier, but rather a reason for our success”

The Irish Traveller Movement welcome you to the Yellow Flag Programme. First developed in 2008, the programme is an intercultural education model that works with students, staff, management, parents and communities. It aims to help schools create an environment where positive attitudes towards cultural diversity can thrive by...

• learning more about our own and others’ cultures
• valuing and celebrating the cultural diversity that is in our school
• learning about equality, unfair discrimination and racism
• taking action to promote equality and challenge unfair discrimination and racism

Travellers and many other ethnic groups are an integral part of our communities and our schools. This 8-step programme guides schools in how they can help all of our communities feel they belong and contribute to a shared sense of Irishness.

What is Intercultural Education?

Intercultural Education is an approach to education that enables students to develop as social beings through respecting and cooperating with others. Its aims to reflect the aims of the formal school curriculum at primary and post primary levels in Ireland (NCCA 2006).

It is undertaken on the basis that ‘good’ education cannot be based on one culture alone. Where diverse ethnic and cultural groups form a permanent and integral part of the population, education should not seek to iron out these differences, nor attempt to draw everyone into the dominant culture (NCCA 2006, p15¹). Intercultural education...

• encourages curiosity about cultural and social difference
• develops young people’s imaginations by normalizing difference
• helps develop critical thinking by enabling people to gain perspective on, and question their own cultural practices
• helps to develop sensitivity in the student
• helps to prevent racism (NCCA 2006)

¹Cited by the NCCA from the Rampton Report, UK
How to use this Handbook

Schools that accomplish all eight steps will be awarded a Yellow Flag. The flag shows everyone that your school understands and values cultural diversity and challenges racism.

This Handbook will give you key information on how to achieve each step, along with resources on the Yellow Flag website. Schools can opt to do the Yellow Flag programme over one or two years. Schools enrolled on the Yellow Flag Programme will be given a folder containing this handbook and additional resources that allow you to document your work.

A timeline at the top of each step indicates when you need to be working on it (if completing it within one year). While there is a sequence to the steps, some steps will take longer than others. In the early stages, you may need to be working on some steps at the same time, to be able to make progress within a school year.

Extra resources and information related to each step are on the Yellow Flag website and in your folder. Go to the ‘find out more’ section under each step to see what is available. Also included are information sheets for students, parents and teachers that you can copy and give out.

Using the Handbook and Folder to involve stakeholders and track progress.

This Handbook is also a system to shape your work and monitor your progress. You should do this by:

- Using the question boxes at meetings to enable everyone to be actively involved
- Using the checklists to keep you on track and record other work you do
- Using the dividers in the folder between each step to file evidence of your work

Start keeping records and recording evidence of your work now! When the Yellow Flag Assessors visit your school at the end of the process, they will look at your folder as part of their assessment.
Leading the Yellow Flag Programme in your school

Schools that did the Yellow Flag Programme in the past emphasise the need for school leadership, most importantly the Principal and the School Board to be behind it. This gives authority to the programme in the school and enables a whole-school approach.

In all schools, one or two **Yellow Flag Link Teachers** are nominated. They liaise with the Yellow Flag team and help coordinate the programme in the school. DEIS schools have also noted the benefit of involving the Home-School Community Liaison Coordinator, as they can help make important links with parents and the wider community. Involving SEN Coordinators has also proven beneficial for many schools.

Getting parents involved can often be challenging, but for those who achieve it, extremely worthwhile. Getting the school parents association to support the initiative and reflect on how they too can adopt the Yellow Flag ethos, builds the momentum of the programme throughout the school community.

Support available to schools to get their Yellow Flag

The Yellow Flag is a challenging but rewarding programme. The Yellow Flag team recognize what busy places schools are, with lots of competing demands. They are there to offer support, information and encouragement as you progress through the steps.

Members of the Yellow Flag team will visit your school on four occasions:

1. To attend a meeting of your Diversity Committee (once established) and guide them in their role
2. To deliver a 2-hour workshop to staff on diversity and equality training
3. To communicate the results of the school survey to the Diversity Committee and help them with their Action Plan
4. To assess the school at the end of their Yellow Flag Programme

In special circumstances, other visits can be arranged, where specific support is needed. Ongoing support by phone and email is also available to schools. If you feel the work is not on track or you are experiencing challenges – get in touch with the Yellow Flag team early, and they can guide you on how to resolve any issues.

There is specific information, videos and resources on the Yellow Flag Website for teachers, students and parents. Use these to help promote the programme in your school and guide your work.

Each year the Yellow Flag Programme runs a school art competition, this is usually held near the end of the first term – the team will be in touch about this.

**The Yellow Flag Award Ceremony**

Annually, the Yellow Flag Programme hosts an official award ceremony for schools. This enables school communities to meet, share their experiences and celebrate their successes – and of course receive their coveted Yellow Flag. Award ceremonies are usually held during the following school year.
Welcome to the Yellow Flag Programme!

A Note for Students

What's it all about?
Did you ever think about who you are? Did you ever wonder about people who are different or similar to you? Well if you didn't before, you will now!
Our world and our schools are made up of different kinds of people - people with different hopes, dreams, beliefs and ways of life. Yellow Flag is about celebrating all of these differences and helping us to see that cultural difference or diversity is normal!

What will be happening?
Your school is about to go on an exciting journey – and you are the most important passenger! If your school can complete 8 steps you will be able to win a Yellow Flag. This Flag will show everyone that your school values cultural diversity. By doing each step you will discover that you, your ideas and your culture are very important in this school.

What is Culture?
Our culture is about the things that are important to us - what we believe, the way we do things, our language, our history, our families. Some people get treated unfairly based on their skin colour, culture or religion - this is called discrimination or racism. Sharing our culture with each other will help us to understand each other better, help us to treat each other fairly and build a stronger school community.

What are the 8 Steps?
Everyone in the school community - you, your classmates, teachers, families and others, will be part of the Yellow Flag Programme. There are 8 steps and tasks associated with each step. Each step will bring you closer to your goal - a Yellow Flag and being a more intercultural school. (See The 8 Steps: A Quick Guide on page 16 for more details)

How can I take part?
Everyone can take part if they want to – you can start by telling and showing your classmates and teachers more about your culture and experiences. Help to celebrate your language, food and customs. Show off your skills and talents. You can also take part in other ways - come up with ideas for your school to help everyone to understand and challenge racism and ensure students are treated equally, help to organize events or speakers, join the Diversity Committee for your school, do research, create artwork, make a video or song. Most importantly you can get your parents and family to be involved too. Find out more about the Yellow Flag at www.yellowflag.ie

Yellow Flag Students
What are my ideas for the Yellow Flag Programme?
Welcome to the Yellow Flag!
The Yellow Flag Programme will help your school to value the diversity and learn more about inequality and racism and how to challenge it. By completing 8-steps your school will be showing our commitment to these goals and be awarded a Yellow Flag.
The Yellow Flag Programme is run by the Irish Traveller Movement.

Culture and Interculturalism
Culture is sometimes described as ‘the way we do things around here’. It encapsulates the traditions, language, beliefs and practices of a people. Inter-culturalism is an approach that encourages all of us to understand, respect and interact with one another’s cultures. It acknowledges that everyone in our community does not have access to the same privileges and that some cultural and ethnic groups experience racism. Primarily it approaches cultural diversity, not a barrier, but rather as a reason for our success.

As part of this, students and teachers will learn more about identity formation and belonging, similarity and difference, human rights and responsibilities, discrimination and equality and managing intercultural conflicts.

Support for Teachers
A member of the Yellow Flag team will come to your school to do a 2-hour Diversity and Equality Training Workshop with staff. There is also a Yellow Flag folder and website that has more information and links to lesson plans. There is an online learning programme ‘Yellow Flag Self Awareness Training’ for teachers to understand more about addressing racism and interculturalism in the classroom.

What will be happening in the school?
The Yellow Flag Programme is a whole school initiative - all teachers can integrate it into their normal work with students.

A Diversity Committee will be established, made up of teachers, students, parents and community representatives.

You will be learning and encouraging students to learn more about our different cultures, ethnicities and belief systems by inviting guest speakers, visiting different cultural centres, sharing our experiences and holding inter-cultural events.

You will be carrying out a school-wide survey to help you develop an Action Plan.

Who will lead the programme?
It is best if one or two Yellow Flag Link Teachers volunteer to lead the programme in the school. Getting students and parents involved in the planning and execution of the programme is crucial.

For more information and support you can talk to a Yellow Flag team member on 01 679 6577. Otherwise you can email them at yellowflag@itmtrav.ie or visit the Yellow Flag website at www.yellowflag.ie.
We are delighted to let you know that your school has been accepted into the Yellow Flag Programme. This programme will enable the students, staff and the wider school community...

- to learn more about their own and others’ culture
- to value and celebrate the cultural diversity that is in the school
- to learn more about treating people fairly

If the school can complete 8 steps, you will receive your Yellow Flag. The Yellow Flag will show everyone that you are a school that values cultural diversity. Involving parents, families and communities is one of the steps - your help is needed to earn a yellow flag.

What will be happening?

Students and teachers will be asked to learn more about each other’s culture. You will have an important role to play, as you can talk to your child about their culture, heritage and history. We want every child to be proud of themselves, their community and culture.

You will be finding out what students and parents think about your school, and how their culture is valued - share your views with the school or fill out the school survey later this year.

Your school will be celebrating the cultural diversity in the school and having events for parents and families, please come along and get involved.

The school will be inviting people into class to talk to us about their culture - maybe you or somebody you know would like to give a talk?

A Diversity Committee of students, teachers, parents and community leaders will be set up to help guide our school towards our Yellow Flag. Parents from diverse backgrounds are encouraged to get involved.

Yellow Flag Parents

What are my ideas for the Yellow Flag Programme?

Find out more

To find out more about the Yellow Flag Programme go to www.yellowflag.ie

To share your ideas and find out more about the Yellow Flag Programme in your school please talk to ______________________ (Yellow Flag Link Teacher).

You can also email him/her at ______________________ or phone ______________________.
A Note for Principals

Welcome to the Yellow Flag Programme!

We are delighted to welcome your School into the Yellow Flag Intercultural Schools Programme!

The Yellow Flag Programme is an intercultural education model that was developed by the Irish Traveller Movement (ITM) in 2008. It works with students, staff, management, parents and the wider community so that issues of diversity and equality are not merely seen as ‘school subjects’ but can be understood and taken outside the school setting into everyday life.

We know from our years’ experience working with many primary and post-primary schools, that the support from the Principal is key in helping the link teachers and Diversity Committee to spread the message of diversity and interculturalism throughout the whole school community and beyond.

We understand that there are many demands on school principals and that any time you can give to Yellow Flag will be beneficial to the programme. Getting behind the programme, supporting the link teacher and promoting the progress of the 8 steps in your school will help highlight the values of Yellow Flag that already exist within your school community, and recognise where work needs to be done to make the school feel inclusive to all.

If you need any further information, do not hesitate to get in touch with the Yellow Flag team on 01 679 6577, email yellowflag@itmtrav.ie
### The 8 Steps: A Quick Guide

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<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. GETTING STARTED &amp; KEEPING TRACK</td>
<td>This step is about setting goals, getting people involved and setting up a system for recording your work.</td>
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<tr>
<td>2. THE DIVERSITY COMMITTEE</td>
<td>The Diversity Committee is made up of students, teachers, parents and others. They will make decisions about the Yellow Flag Programme in your school.</td>
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<tr>
<td>3. EQUALITY &amp; DIVERSITY TRAINING</td>
<td>School staff will do training in equality and diversity, they can then pass on their knowledge to students.</td>
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<td>4. THE INTERCULTURAL REVIEW</td>
<td>Students and parents will take part in a survey to find out more about life in school - this will help schools to decide on actions.</td>
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<td>5. THE ACTION PLAN</td>
<td>The Diversity Committee will make a plan for the school - to celebrate diversity and keep people safe from discrimination.</td>
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<td>6. GOING BEYOND THE SCHOOL WALLS</td>
<td>Families, community organisations, religious organisations and others will be involved in learning and celebrations.</td>
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<td>7. CLASSROOM WORK</td>
<td>Students will do projects and take part in classes to learn more about culture and belonging, differences and similarities, human rights, equality, discrimination and more.</td>
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<td>8. THE DIVERSITY CODE &amp; POLICY REVIEW</td>
<td>Students will get involved in writing a Diversity Code for your school - this will tell everyone how your school thinks and feels about cultural diversity. Schools will also look at their school rules and see if they need to be changed to foster greater equality.</td>
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### Yellow Flag 8 Steps, Suggested Timeline for One Year

**STEP 1**
- **Getting Started (MT)**
- **Keeping Track (LT)**

**STEP 2**
- **Set up Diversity Committee (LT)**

**STEP 3**
- **Equality & Diversity Training (ST)**

**STEP 4**
- **Intercultural Review (MT)**

**STEP 5**
- **Writing (MT) & Implementing (LT)**
- **Action Plan**

**STEP 6**
- **Going Beyond the School Walls (LT)**

**STEP 7**
- **Classroom Work (LT)**

**STEP 8**
- **Diversity Code (MT) & Policy Review**
- Set an end-of-year date for a board meeting pre-Christmas to enable adoption of the policy changes

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<th>SEPTEMBER</th>
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**ST** = Short term, this step can be completed over one-two days
**MT** = Medium Term, this step will need attention over a month
Please note that the tasks under each step often overlap
**LT** = Long term, this step will need attention over several terms
(If you plan to do the Yellow Flag Programme over 2 Years, the timeline should be adjusted)
Step 1

Yellow Flag Schools Programme
Step 1: Getting Started and Keeping Track

**Tús maith leath na hoibre / A good start is half the work (Irish proverb)**

**STEP 1 GOALS**

1. Read the Yellow Flag Handbook
2. Let students, staff and parents know about the Yellow Flag Programme
3. Decide on a Link Teacher for the Yellow Flag Programme in your school
4. Set goals for Yellow Flag in your school
5. Start getting people involved
6. Start making a record of the work you do

Letting everyone know that you are taking part in the Yellow Flag Programme, and encouraging them to get involved is an important first step.

**How can we get the message out?**

- Celebrate, you are one of only a few schools chosen to take part in the Yellow Flag Programme this year!
- Hold a staff meeting about the programme, give out the pre-training questionnaire
- Introduce the programme at a school assembly, show the 8-steps video
- Give out the information leaflets and the ‘8-steps quick guide’ to staff, students and parents
- Talk to students in class about the Yellow Flag Programme
- Send a text to parents with a link to the 8-steps video
- Put information on the school noticeboard, website, Facebook page and Twitter

**Yellow Flag Students**

What other ways can you get the message out there to your parents, school staff and students?

**Set goals for the Yellow Flag Programme in your school**

While it is still early days it is a good idea to set goals for your school. Why did you apply to be in the Yellow Flag Programme in the first place? What do we want to achieve? As you learn more, you can change or adapt your goals. Chat informally to staff, students and parents.
**Yellow Flag Students, Staff and Parents**

What do we want to get out of the Yellow Flag Programme?

**How can we start making a record of our work?**

A good recording system will show you, the Yellow Flag assessment team, the school community and the country what you have achieved!

**Begin by...**

- Using the folder to store information and keep a track of your work under each step
- Set up a Yellow Flag Noticeboard where parents, staff and students will see it. News on events, photos, art, poetry, quotes, greetings, symbols, projects, and more can go on the board
- Set up a Yellow Flag teacher notice board in the staffroom where announcements or good resources can be posted

**Go further...**

- Set up a photography or video team to record the experience for the school. Photos and videos can be shared on the noticeboard or online (in line with school policies).
- Set up a Yellow Flag news team to write about what happens. They can write for the school newsletter and website or send articles to the local papers. Don't forget to keep a copy in the folder.
- Have a Yellow Flag corner where students can place things that are important to their culture, or start a class scrapbook

**Find out more**

Refer to the ‘Find out More’ section in your Yellow Flag Folder and go online to www.yellowflag.ie, under Step 1 to find these other helpful materials:

- The 8-Steps, a quick guide
- Information notes for students, staff and parents
- Initial meeting with staff, sample agenda
- Pre-Training Questionnaire for Staff

**Online Resources:**

Promotional video about the Yellow Flag 8-Steps
We have a Yellow Flag Link Teacher

We have given out the Information Notes along with the handout ‘The 8 Steps, a Quick Guide’

Our students have been told about the programme

Our parents have been told about the programme

We have set up a Yellow Flag noticeboard

There is news about Yellow Flag in our school website, Facebook or newsletter

Our staff has met about the programme

A date has been set for the 2-hour staff training

There is news about Yellow Flag in our school website, Facebook or newsletter

Staff filled in the pre-training questionnaires and they have been sent back to the Yellow Flag office

Other things we have done for Step 1

Put things in the folder that demonstrate your work under step 1 - this can include pictures, photos, writing or articles.
Step 2

Yellow Flag Schools Programme
Step 2: The Diversity Committee

If you want to go fast go alone, if you want to go far go together (African proverb)

STEP 2 GOALS

1. Find parents, staff and students willing to take part in a Diversity Committee
2. Have your first Diversity Committee meeting
3. Get the committee working well together
4. Meet monthly to oversee and deliver the programme

What is the Diversity Committee?

The Diversity Committee is a group of people (usually 8-12 people) who meet each month to guide the Yellow Flag programme in your school. The committee should be made up of representatives from the staff, students and parents in the school. It is great to include people from diverse cultural backgrounds as well as students from the dominant cultural group, so they can learn from each other. Ensure that young people take up leadership roles on the committee. You could include...

- Students of different classes, age groups and abilities
- Students from diverse cultural backgrounds
- Students from the dominant cultural group
- Teachers of different subjects
- The school Principal and Link Teacher
- Parents from diverse cultural backgrounds and the dominant cultural group
- The Home School Liaison Officer
- Special needs assistants
- Members of the Board of Management
- A local community group representative (e.g. from a Traveller or other ethnic group organisation)

Get in touch with the Yellow Flag office to discuss the make-up of your Diversity Committee. Schools can aim to have 6-10 students, 2-3 parents, 1-2 community reps, 2-3 teaching/support staff. In the past including students from 4th Class (in primary school) and from 1st year (in secondary school) in the Diversity Committee appears to have worked best. In this way, when final year students leave the committee, there are still students on it that know the ropes.
Why do we need people from culturally diverse backgrounds on the Diversity Committee?

Our culture, beliefs and background help make up who we are. We see the world in a certain way because of the experiences we have had. For example, while it is normal for some people to eat rice for breakfast, it is normal for others to eat cornflakes! Sometimes it is hard for us to know or understand different peoples’ culture, as we are so used to our own ways of doing things.

Inviting people from diverse cultural backgrounds helps open our eyes to the experiences, beliefs and ways of others. They can tell us things we don’t already know! From each other we can learn how to include everyone and value what each person has to offer. When schools help students to believe that they are important, then students are more willing to build pride in the school and pride in themselves.

How will we get good people to take part?

The best way is to go out there and ask them! When you let people know about the Yellow Flag programme (Step 1) put the idea in their heads, then see who would be willing to join. There are lots of ways you can do this ...

• Put a sign up on the Yellow Flag Noticeboard asking people to join
• Send out letters or texts to parents
• Phone or chat to key people that you think could help
• Recruit students to tell others about it
• Make Yellow Flag meetings fun and different
• Value people’s time, offer some snacks or drinks at meetings
• Reward special efforts made by team members
How can we get the committee to work well together?
Committee meetings work well when...

• People can get to know each other and feel relaxed
• Everyone knows and understands what the committee is doing
• Each person can have a chance to talk
• People listen to each other
• A plan (or agenda) is made for the meeting
• A leader (or chairperson) takes charge of the meeting. They can help people to stay on track and ensure that everyone has a chance to speak.
• A record (called minutes) of the meeting is written
• The work of the committee is taken seriously and acted on by school leadership
• The meeting is at a time that suits most people
• Meetings don't go on too long! (30-60 minutes)

Ask the committee members - pair and share!
What can I give?

What will help us to work well together?

A Yellow Flag Worker from the Irish Traveller Movement will come to your first meeting to help you get going – get in touch with the Yellow Flag office to arrange a date.

Find out more
Refer to the ‘Find out More’ section in your Yellow Flag Folder and go online to www.yellowflag.ie, under Step 2 to find these other helpful materials:

• Role of the Diversity Committee
• A Guide to Committee Roles
• Lots of people want to join the committee, what should we do?
• Sample letter asking parents to join the Diversity Committee
• Sample agenda for the first Diversity Committee Meeting
• Sample Icebreakers to get to know each other
• Template for taking minutes
**Checklist for Step 2: The Diversity Committee**

<table>
<thead>
<tr>
<th>DETAILS</th>
<th>✓</th>
<th>YES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>We asked parents to join the Diversity Committee</td>
<td>✓</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>We selected young people to join Diversity Committee</td>
<td>✓</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>We approached others to join the Diversity Committee</td>
<td>✓</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Our committee represents the cultural diversity in our school - we have representatives from the dominant and minority cultural groups</td>
<td>✓</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>We set a date for a meeting of the Diversity Committee with the Yellow Flag worker</td>
<td>✓</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>The Diversity Committee met for the first time</td>
<td>✓</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>The Diversity Committee spent some time getting to know each other</td>
<td>✓</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Each person on the Diversity Committee understands the role of the committee</td>
<td>✓</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>A date for the next Diversity Committee meeting has been set</td>
<td>✓</td>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>Other things we have done for Step 2</td>
<td>✓</td>
<td>YES</td>
<td></td>
</tr>
</tbody>
</table>

Put things in the folder that demonstrate your work under step 2 - this can include pictures, photos, the names of people on your committee, committee agendas and minutes.
Step 3
Yellow Flag Schools Programme
Step 3: Equality and Diversity Training

Start where you are, but don’t stay there (African saying)

STEP 3 GOALS

1. Staff undertake diversity and equality awareness training
2. Staff understand how to deliver intercultural education
3. The Link Teacher and others undertake the on-screen course ‘Yellow Flag Self Awareness Training’
4. Staff are empowered to value diversity and challenge racism

Step 3 is about empowering staff and management to become intercultural educators.

An experienced trainer from the Yellow Flag Programme will visit your school to deliver a 2-hour workshop in diversity and equality training. Staff, board members and others are welcome to take part.

It is highly recommended that staff and board members also do the on-screen programme ‘Yellow Flag Self Awareness Training’ as part of their continuous professional development. This training must be undertaken by the Link Teacher. The training consists of six modules each around 25 minutes in duration. The training can be undertaken individually or in teams.

A link to the training will be sent to your school after you have completed the Equality and Diversity training.

Schools often use CPD hours to do the training on offer.

What will we learn?

Through the in-school and on-screen training programme, staff will gain a greater awareness of how to be an intercultural educator. This includes being more aware of their own attitudes and values, understanding the dynamics of racism and how to relate to students from diverse cultural backgrounds.

We are not the same!

There is often a tendency to say that we are all ‘the same’. However, this is not the case. The young people we work with bring different life experiences, beliefs and values to our own. Intercultural education means that we acknowledge these differences and celebrate them, this enables us to treat everyone equally. Giving our students the chance to see their culture from a position of strength, helps them to become more engaged with learning, build self-esteem and a positive sense of identity.

Different but equal!

What differences could be celebrated in my classroom?
What is racism?
Racism occurs when someone is treated differently or unfairly because of their ethnicity, skin tone or culture. Indirect racism occurs when our practices do not appear to advantage or disadvantage any group but end up having an unfair effect. Students can experience direct racism through the use of racist language, attacks or being excluded. They can experience indirect racism by taking part in classes that give expression to only one cultural viewpoint.

Saying the wrong thing
A big fear we can have when talking about culture, ethnicity or racism is ‘saying the wrong thing’. However, failing to talk about these things and treating all of our students ‘the same’ can prevent us from seeing the full identity of our students or making meaningful relationships with them. Avoiding the issue prevents growth, understanding and learning for all of us. Sometimes conflicts come out into the open, these should be seen as a way to learn more about the topic and each other. Acknowledging that we are all learning and that we are all used to seeing the world from our own particular cultural viewpoint, can help create an environment where it is safer to make mistakes.

What are my concerns on talking about racism in the classroom?

Go further...
- See our Glossary of Terms at the back of this Handbook
- Have all staff undertaken the ‘Yellow Flag Self Awareness Training’ as part of their continuous professional development.
- Have copies of the NCCA Intercultural Guidelines for schools available to teachers in the staff room or library

Find out more
Refer to the ‘Find out More’ section in your Yellow Flag Folder and go online to www.yellowflag.ie, under Step 3 to find these other helpful materials:
- Outline of a sample training session
- Glossary of terms
- Attendance Sheet for Teachers’ Training
- Post training evaluation form for teachers
- ‘Yellow Flag Self Awareness Training’, a link for this course will be sent to the school once you have completed the in-school training

Online Resources:
- NCCA (2004) Intercultural Education in the Primary School: Guidelines for Schools
- NCCA (2006) Intercultural Education in the Post Primary School: Guidelines for Schools
Checklist for Step 3: Equality & Diversity Training

<table>
<thead>
<tr>
<th>DETAILS</th>
<th>YES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff have read key parts of this Handbook (which explain racism and intercultural education)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff attended the 2-hour training session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff completed the training evaluation forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Link Teacher has completed the on-screen course ‘Yellow Flag Self Awareness Training’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have encouraged staff to do the on-screen course ‘Yellow Flag Self Awareness Training’ as part of their Continuous Professional Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have a copy of the NCCA Intercultural guidelines in our staffroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other things we have done to enhance learning amongst staff:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Put things in the folder that demonstrate your work under step 3 – this might include a list of staff / others who attended the training or details of other activities you want to highlight.
Yellow Flag Schools Programme

Step 4
There is no shame in not knowing; the shame lies in not finding out.” - Russian proverb

**STEP 4 GOALS**

1. Talking about the Intercultural Review with the Diversity Committee
2. Talking about the Intercultural Review with students and parents
3. Giving out the questionnaire to students and parents
4. Collecting the results

**What is an Intercultural Review?**

An Intercultural Review is a way of finding out more about the students and families in your school. You can do this by giving out a questionnaire.

The questionnaire will ask about
- Students’ cultural backgrounds
- Whether they have seen or experienced racism
- What they know about other cultures
- How welcome they feel in school
- Ideas they have to make the school more intercultural

There is also a similar questionnaire for parents. The results will help you decide how to make your school more intercultural and help keep people safe from racism.

**Let people know you are doing the survey**

Firstly, it is important that the Diversity Committee talk about the survey. A copy of the survey questions is available on the Yellow Flag website under Step 4.

Secondly, teachers should let students know in class that the survey is going to take place. It is also a good idea for teachers to explain the questions and terms used in the survey. Most students from third class should be able to complete the survey. Older students can also help younger students to fill out the form.

Thirdly, you should let parents know you are carrying out the survey and inform them that it is for all students and parents. You should also tell them about why you are doing it - to improve school life for everyone.

It is important to let all groups know that the survey is anonymous and confidential. Nobody will have to give their name.
**Giving out the survey**

The Yellow Flag Programme has developed an online survey. This way, the students and parents can answer the questions using a phone, tablet or computer. All they will need to do is click on the link.

If schools have a computer room, students could go there to fill in the survey, or pass around a tablet in the classroom. At Post-Primary level a link could be sent to students via school email. The link to the survey can also be sent to parents via a text message.

If schools choose to print out the survey it will take a lot more time. Once you collect all the paper surveys, the answers to all the questions will need to be typed into a computer. This can take a long time and undermine the confidentiality of the results. Therefore, we recommend using the online method.

Try and make sure that some students and parents from all years get a chance to fill out the survey. The more people who do the survey, the more reliable the results will be.

Decide on a date for all surveys to be returned.

---

**Collecting the results**

The online survey will instantly gather the results for you and make a report. The report will show how students answered the questions; using charts, percentages, statistics and text. No students or parents will be identified in the report.

**Sharing the results**

A worker from the Yellow Flag team will come to a meeting of the Diversity Committee with the report of the results. The Diversity Committee will use the results to help them make an Action Plan. They can share the results by putting them on the Yellow Flag noticeboard or writing a report for the school newsletter or website.

**Go Further!**

Some parents might not have English as a first language. Can you think of other ways to find out how they feel - have a coffee morning, have conversations at the school gate, use an interpreter to talk to parents as a group.

Some students might have more to say – create opportunities in the classroom for students to express their views (See step 7 for lesson plans on how to discuss equality and racism in class)

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**Yellow Flag Students!**

How will we get parents and students to do our survey?

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**Find out more**

Refer to the ‘Find out More’ section in your Yellow Flag Folder and go online to www.yellowflag.ie, under Step 4 to find these other helpful materials:

- Sample Questionnaire for Parents
- Sample Questionnaire for Students
### Checklist for Step 4: The Intercultural Review

<table>
<thead>
<tr>
<th>DETAILS</th>
<th>YES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Diversity Committee talked about the Intercultural Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We talked to students about the review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We told parents about the review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We gave out the questionnaire to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We gave out the questionnaire to parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We typed any paper questionnaires into the computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We set a date for the Diversity Committee to meet with the Yellow Flag worker to discuss the results</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other things we have done to enhance learning amongst staff:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Put things in the folder that demonstrate your work under step 4 - this might include a copy of the survey you used, a copy of your survey report, or details of other activities you did for this step.
Step 5

Yellow Flag Schools Programme
Step 5: The Action Plan

I hear, I forget. I see, I remember. I do, I understand. (Chinese Proverb)

STEP 5 GOALS

1. A Yellow Flag worker will attend a meeting of the Diversity Committee
2. The Diversity Committee will think about the results of the Intercultural Review
3. The Diversity Committee will make an Action Plan
4. The Diversity Committee will keep meeting to ensure the Action Plan is on track

How do we make an Action Plan?

This is an exciting step for the Diversity Committee. A Yellow Flag worker will come to a meeting of the committee and show them the results of the Intercultural Review. These results will help the committee to decide what they need to do to make the school more intercultural and inclusive. The Yellow Flag worker will help the committee to decide on actions.

What kinds of actions can be in our plan?

Many schools plan special events to celebrate diverse cultures in their schools. These are a great way to celebrate your Yellow Flag year. However, a good plan will include changes and actions that make your school intercultural on a daily basis. You should think about

- How the school looks and feels
- How to help everyone feel they belong
- How diverse cultures can become part of your school culture
- How to help students and teachers understand each other’s culture and values
- How to bring parents and community into school life
- How to keep people safe from racism and discrimination
- How to change school rules to reflect an intercultural ethos

Each school and Diversity Committee will decide on its own actions, taking into account the results of the Intercultural Review.

Ask the Diversity Committee

What important issues have come out of our Intercultural Review?
How do we organise our plan?

Thinking about: who, what, when, where and how – can help you build a good plan. First decide on goals and then think about how they can be achieved. Most importantly, decide on what will be different as a result of your plan. The more detail you can include the better.

<table>
<thead>
<tr>
<th>Our Goal</th>
<th>How will we do it?</th>
<th>Who will do it?</th>
<th>When will it take place?</th>
<th>What will be different as a result?</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. 1 We will all learn to pronounce our students’ and their parents’ names correctly</td>
<td>Take time with students to get the right pronunciation</td>
<td>Teachers and Students</td>
<td>Jan 2018</td>
<td>Students will be called by their correct names in school</td>
</tr>
<tr>
<td>e.g. 2 Make a colourful welcome area in the school reception</td>
<td>Find out how to say welcome in all the languages in our school</td>
<td>6th class students 2nd year Art students and Ms McDonnell</td>
<td>Feb 2018</td>
<td>All students and parents will be welcomed to the school in their own language</td>
</tr>
</tbody>
</table>

Ask yourself the question, are our goals **SMART** - Specific, Measurable, Agreed upon, Realistic and Time based?

---

**Ask the Diversity Committee**

**What are the goals for our plan?**

**What will help us to work well together?**

Who should we involve in our planning?

The Diversity Committee should take the lead in making the Action Plan. However, it is important to consult with others – the school Principal, Board of Management, teachers, parents and students to ensure everybody is on board. The different reps on the committee can discuss the draft plan with their different groups (e.g. at the Parent Association meeting, at a staff meeting, in the students’ classes) and bring any ideas back to the committee. Then a final plan can be agreed.

**Our plan is ready, what now?**

Now it is time to start turning the plan into action! Make sure all teachers have a copy of the plan in their classrooms. You could also put a copy of the plan on the Yellow Flag Noticeboard or on the school website.

**How will we show we are taking action?**

Some actions on your plan will be easy to record through photographs (like events). Other actions will be more difficult to show others. Here are some ways you can keep records of the changes you make:

- A classroom wall diary or timeline – teachers and students can write on this when they do something new
- Teachers could use a page in their planner to note small or big changes they make to their classroom culture
- Asking students to do writing or drawing to show new learning or insights
- Simple questionnaires given out after events or special courses

The Diversity Committee should keep meeting through the year. Bring the plan to every meeting so people can talk about how the school is getting on. If there are problems, bring them to the committee to help find an answer.
Find out more
Refer to the ‘Find out More’ section in your Yellow Flag Folder and go online to www.yellowflag.ie, under Step 5 to find these other helpful materials:

• Template for an Action Plan
• There are so many cultures in our school, how do we include them all?
• We only have a couple of students from a different cultural background
• 111 Ideas for your Action Plan
• Organising an intercultural event
• Event Evaluation Form - to find out what people think
The Diversity Committee thought about the results of the Intercultural Review

Our Diversity Committee had a planning meeting with a Yellow Flag Worker

The Diversity Committee decided on goals for our Yellow Flag year

The Diversity Committee worked out how to achieve those goals

The Diversity Committee wrote an Action Plan

We checked-in with others about our plan

Our plan includes special events and everyday goals

Our plan celebrates diversity and challenges racism

The Diversity Committee agreed a final plan

We shared our plan with others in our school community

We asked teachers and students to keep a record of the work they do

Other things we have done for Step 5

Put things in the folder that demonstrate your work under step 5 - this might include a copy of your Action Plan, minutes from Diversity Committee meetings, any records kept by teachers, students or the parents’ association.
Step 5: The Action Plan
Yellow Flag Schools Programme

Step 6
Step 6: Going Beyond the School Walls

A gleoch is not burieacht unless granies a buri gleoch (A man is no man unless he has a good comrade) Cant proverb, Traveller language

STEP 6 GOALS

1. Make contact with cultural organisations or belief groups in your area
2. Get them involved in the Yellow Flag programme in your school
3. Get parents actively involved in the Yellow Flag Programme
4. Get news of your Yellow Flag Programme into the media

Who should we make contact with?
Begin by looking at the cultural diversity within the school - what religious, non-religious and ethnic groups are represented. Are there religious leaders or community organisations that can tell you more about the culture and practices of each group? For example, local Traveller organisations or people from different belief systems. Students and parents are also a great source of knowledge - they can share stories about their background, culture and beliefs. Maybe there are also groups in your community that are not represented in your school at present - you can also ask them to be involved.

Yellow Flag Students / Diversity Committee
Find out about the belief groups and community organisations in your area

How can we get them involved?
There are lots of ways to build relationships with diverse groups. Here are some things other schools have done:

• Begin with a coffee morning for community representatives, intercultural organisations, faith and non-faith leaders and others, they may also have some good ideas to offer
• Invite people to speak with students. Teachers should agree content with speakers beforehand (to ensure it is an information-only presentation)
• Host fun days
• Language classes for parents
• Story-telling and reading stories by parents - hearing stories in different languages
• A parents’ meeting room or hosting coffee mornings
• Visits to local places of worship
• Visits to local community organisations
• Inviting parents and community leaders to cultural celebrations
• Building relationships with parents from diverse cultural backgrounds to involve them in the normal activities of the school – trips, projects, sports, fundraising etc.
We found out about and contacted cultural organisations and religious/non-religious groups in our area.

Other things we have done for Step 6:
- We have involved local communities.
- We have informed local media about what we are doing.
- We have invited community reps to come and talk with us.
- We have involved parents.

Put things in the folder that demonstrate your work under Step 6 - this might include details and photos of events or activities that have involved parents and communities.

Spread the word

Let the local community know about the work you are doing by informing the local newspaper and radio, putting updates on your school website and social media platforms.

Go Further
- Get in touch with other Yellow Flag schools in your area, get involved in an exchange.
- Go beyond the cultural background of your current students - reach out to other communities who are not currently at your school.

Find out more

Refer to the ‘Find out More’ section in your Yellow Flag Folder and go online to www.yellowflag.ie, under Step 6 to find these other helpful materials:
- Writing a Press Release
- More ideas for Going Beyond the School Walls
  (Refer to 111 Action Plan ideas, Step 5)

Online Resources:
- Database of useful organisations by County
## Checklist for Step 6: Going Beyond the School Walls

<table>
<thead>
<tr>
<th>DETAILS</th>
<th>YES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>We found out about and contacted cultural organisations and religious/non-religious groups in our area</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>We have invited community reps to come and talk with us</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have involved local communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have involved parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have informed local media about what we are doing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other things we have done for Step 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Put things in the folder that demonstrate your work under Step 6 - this might include details and photos of events or activities that have involved parents and communities.
Step 7

Yellow Flag Schools Programme
Step 7: Classroom Work

**Step 7 GOALS**

1. Teachers reflect on the hidden curriculum in their classrooms
2. Students do lessons and projects about race, ethnicity, culture, identity, equality and discrimination
3. Intercultural education is integrated into the formal curriculum

**Why the hidden curriculum?**

The hidden curriculum refers to a range of things - attitudes, opinions, values, ways of behaving; that students learn from the experience of being in school. The hidden curriculum or culture of the school can be more familiar to the dominant cultural group, making it easier for those groups to conform and thrive. Revealing the hidden curriculum, to ourselves and our students, can help to equalise opportunities in school and deal with cultural conflicts. Teachers can do this by...

- Examining our own hidden biases, this can help open our eyes to how we treat our students differently, according to their ethnicity, gender or class
- Recognising different cultural identities validates students. This ensures we are not treating all of our students 'the same', but equally.
- Involving students in adopting classroom rules and routines, helps students understand the school culture
- Reflecting the diverse cultural backgrounds of students in our classroom displays and choice of texts
- Creating a social environment in the school and classroom that affirms a positive sense of identity for all ethnic groups
- Building positive relationships with students
- Understanding how racism operates in society, so we can recognise and challenge it in school
- Getting the balance right – not expecting minority students to be spokespeople for their cultural group or pinpointing them as different. Creating a safe environment where people are able to express their own differences, if they want to.

Doing the 'Yellow Flag Self Awareness Training' and making time to talk to other teachers in our school, can help you to understand and address these issues better.

**Yellow Flag Teachers**

How does my culture and background influence my work, especially with students from cultural backgrounds different to my own?
Where does intercultural education fit?
Intercultural Education is relevant to all subject areas. According to the NCCA (2006), students will develop ‘appropriate attitudes and values if intercultural content is across subject areas and within the whole life of the school’ (p.50).

What kinds of lessons should we devise?
Lessons should seek to develop skills, appreciating our own and others’ values and attitudes, and build knowledge and understanding. The Yellow Flag Programme has adopted the following NCCA intercultural themes².

1. **Identity and Belonging**: Exploring Irish culture and the cultural diversity that is characteristic of belonging in Ireland; Developing a positive sense of self
2. **Similarity and Difference**: Recognising the diversity of values, beliefs and ways of life in Ireland, the many layers in our identities, recognition of bias and stereotyping
3. **Human Rights and Responsibility**: We are of one race, the human race; exploring our human rights and responsibilities; fairness and unfairness; exploring notions of cultural superiority
4. **Discrimination and Equality**: Understanding and recognising direct and indirect discrimination; power, privilege and overcoming oppression; understanding racism; ability to challenge unfair bias, discrimination and racism
5. **Conflict and Conflict Resolution**: Developing skills to work through intercultural conflict and arrive at resolutions.

The ‘Classroom Resources’ page on the Yellow Flag website identifies a range of useful ideas, resources, texts and lesson plans teachers can use and adapt for primary and post primary levels.

How does it fit into the formal curriculum?
The Yellow Flag themes tie in neatly with the formal curriculum both at primary and post primary level. See the online resources to get ideas about how it can be integrated into your subject area.

Find out more
Refer to the ‘Find out More’ section in your Yellow Flag Folder and go online to www.yellowflag.ie, under ‘Classroom Resources’ to find these other helpful materials:

- ‘Quick Guide’: Integrating Yellow Flag themes with the formal post primary curriculum
- ‘Quick Guide’: Integrating Yellow Flag themes with the formal primary curriculum

**Online Resources:**
- Lesson plans, useful texts and websites for primary and post primary schools
- The on-screen course ‘Yellow Flag Self Awareness Training’, has been sent to your school

² From the NCCA Intercultural Guidelines for Primary and Post Primary Schools (2004 and 2006)
### Checklist for Step 7: Classroom Work

<table>
<thead>
<tr>
<th>DETAILS</th>
<th>YES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers reflected on the hidden curriculum in their classrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers made changes to their classroom culture (if needed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers of different subjects integrated more intercultural learning into their lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texts (written, aural or video) have been used that reflect different cultural positions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers in our school delivered lessons to address the 5 Yellow Flag themes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify specific Classroom work you did as part of your Yellow Flag Programme:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Put things in the folder that demonstrate your work under step 7- this might include details of lessons or activities that have taken place.
Step 8: Diversity Code and Policy Review

*Education is the kindling of a flame, not the filling of a vessel* (Greek precept, Socrates)

**STEP 8 GOALS**

1. Involving young people in writing a Diversity Code for the school
2. Reviewing and updating the anti-racism/diversity policy for the school

Now that the students have taken part in lessons and Yellow Flag activities and have a grasp of the concepts and terms related to interculturalism, you can begin work on your Diversity Code.

**What is a Diversity Code?**

A Diversity Code is a written document that shows how your school thinks and feels about cultural diversity - it can be a phrase, poem, song, rap or statement. The Diversity Code is made by the young people in the school. It involves gathering ideas from students in all classes - and then working as a group to come up with a catchy and meaningful code for your school. How you express your code is up to you!

**Yellow Flag Students**

What does cultural diversity mean in our school?

**Why review our school policies?**

Protecting children from racism should already be included in your anti-bullying policy. This step is about going further and considering what policies can be put in place to promote diversity and an intercultural ethos. It will ensure that your achievements for Yellow Flag will continue into the future.

**What process should we use to review the policies?**

Begin by looking at your anti-bullying policy - does it include identity bullying and racist bullying, in line with Department of Education guidelines (2013). Also consider the positive actions you can put in place to prevent identity based bullying.

Many Yellow Flag schools have also drafted a stand-alone diversity policy, rather than making changes to a good anti-bullying policy. This should include...

- The school vision regarding anti-racism and cultural diversity
- Actions to promote cultural diversity and address racism
- The responsibilities of each person named in the policy (the Designated Person, Students, Teachers, Principal etc.)
- How students can report racist incidents and how the school will deal with them
- How you will share the anti-racism and diversity policy with the wider school community
The Department of Education & Science (2013) recommends that formulating policies involves the Board of Management in cooperation with teaching and non-teaching staff, under the leadership of the Principal and in consultation with parents and pupils (p17). As this can take some time it is best to start as early as possible (Jan to March). The board of management will need to meet near the end of the year to adopt any new policies. Remind the principal before Christmas that the antibullying policy may need to be amended or a new policy adopted so that they can ensure this is on the agenda in the appropriate timeframe. Each school should follow their own procedures for updating their policies. To make sure that you are following the law in relation to human rights and equality, go to the Irish Human Rights and Equality Commission (www. ihrec.ie) for useful guides and tools.

**Reporting Racism**

As part of your commitment to addressing racism, schools and students can opt to report any racist incident to www. ireport.ie. There is a link to ireport on the Yellow Flag home page. This is a civil society based racist reporting system. The data generated is used to inform quarterly and annual reports, and the public, support lobbying submissions, and contribute to a broader national conversation on racism.

**Sharing your Diversity Code and Diversity Policy**

Schools use lots of ways to celebrate and share their new Diversity Code - launching it at a school celebration, announcing it over the intercom, putting it on the Yellow Flag Noticeboard, putting it in local papers. Likewise, it is good to share your Diversity Policy - refer to it in next year’s school journal, alert parents to it via a text, promote it on your school website.

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*Set up in line with the recommendations from the Council of Europe’s European Commission on Racism and Intolerance (ECRI) 2013 report on Ireland (ENAR 2013)*
## Checklist for Step 8: Diversity Code and Policy Review

<table>
<thead>
<tr>
<th>DETAILS</th>
<th>YES</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>All classes put forward ideas for the Diversity Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A students’ working group, or class, developed the Diversity Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We celebrated and shared our code with others in the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff and others met to review and develop a Diversity/Anti-Racism Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Board of Management adopted the new policy at a meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are clear on how they can report racism and how it will be dealt with by the school</td>
<td></td>
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</tbody>
</table>

**Other things we did for Step 8...**

Put things in the folder that demonstrate your work under step 8– this will include a copy of your Diversity Code and changes to your School Policies.
Assessment for the Yellow Flag Award
Assessment for the Yellow Flag Award

Vaincre sans peril, on triomphe sans gloire - To win without risk is a triumph without glory (French Proverb)

How to get your Yellow Flag...

1. Preparing for the assessment visit
2. Showcasing our work
3. What the assessment team are looking for

When you have completed the 8 steps, a Yellow Flag assessment team will come to evaluate your school. Generally, the Yellow Flag workers will have a good idea as to whether you are ready for an assessment and will guide you about this.

Who are the assessors?
The assessment team is usually a group of three people appointed by the Yellow Flag Programme. Team members have a background in teaching, school management and equality/human rights education.

What is the purpose of the evaluation visit?
The assessors will want to see the work you have done for the Yellow Flag Programme. On average, they spend around 2 hours in the school, at a time arranged with the Link Teacher. It is not an exam or an inspection, and it is generally quite informal. At the school, they will...

1. Meet with the Diversity Committee to hear about their experiences of the programme – students are encouraged to plan a short presentation to showcase their work
2. Have a tour of the school to see any work on display
3. Drop into one or two classrooms to hear about students’ experiences
4. Meet with parents, community reps or others who have been involved in the programme
5. Meet with Link Teachers, other teachers involved and the school Principal

The evaluation visit will be a chance for you to showcase your great work! As much as possible the visit should be student led and student centred, so that the young people can talk about the programme in their own words. The team have found that sitting in a circle with the young people and chatting informally really helps to get this across.

The assessment team appreciates that it may not be possible for some people (like parents) to be there for the whole visit - if they can arrange to be there for a part of the visit, that is okay. It is necessary for the Principal to be there for part of the visit (15-25 minutes). The Link Teacher will need to be available to facilitate the visit.

The assessors will take away your Yellow Flag folder after the visit to help them make clear recommendations (it will be returned to the school at a later date).
After the Visit
Each member of the assessment team will fill in an evaluation form, noting the things your school has done well and the things you could work on more. After this, the team will come together to recommend that your school receive a Yellow Flag, or that you need to spend a bit more time on the programme before a flag can be awarded. A letter will be sent to your school with the news.

If you are not awarded a flag the first-time round, don’t feel too deflated. Your work so far has been extremely valuable. The assessment team will give you very specific pointers on what you need to do to complete the programme. The Yellow Flag staff team will also be there to support you to achieve this.

The Awarding of the Flag
When news comes through that you have been awarded a flag – take the opportunity to celebrate! The school will receive their flag at an official ceremony which is held during the following school year. Student representatives from your school will be invited to attend and meet other schools who have taken part. The Yellow Flag Programme usually gets an important person (in the past it has been the President or government ministers) to give the school their flag. Let everyone in the community know about your great achievement!

Our Yellow Flag Year is over, what now?
Keep up the great work! Now you are a Yellow Flag and Intercultural school, you need to maintain that position! As you have greater understanding throughout the school community, it should be easier to manage. All Yellow Flag schools must renew their flag after 3 years.

Find out more
Refer to the ‘Find out More’ section in your Yellow Flag Folder and go online to www.yellowflag.ie, under ‘Assessment for the Yellow Flag Award’ to find these other helpful materials:
• How your school can showcase its work
• Yellow Flag School Self Evaluation Form (to be filled out by Link Teacher)
### Checklist: The Assessment Visit

<table>
<thead>
<tr>
<th>DETAILS</th>
<th>YES</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>We talked with our Yellow Flag worker to see if we are ready for assessment</td>
<td></td>
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<tr>
<td>We made a date with the Yellow Flag Office for the assessment visit</td>
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<tr>
<td>We have arranged for the Principal to attend the assessment visit for at least 15 minutes</td>
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<td></td>
</tr>
<tr>
<td>We have arranged for parents to attend all or part of the visit</td>
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<td></td>
</tr>
<tr>
<td>We have arranged for any community representatives to attend all or part of our visit</td>
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<td></td>
</tr>
<tr>
<td>The Diversity Committee has prepared things to say about their Yellow Flag experience</td>
<td></td>
<td></td>
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<tr>
<td>The Link Teacher has filled in the evaluation form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our folder is ready</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are ready to showcase our work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other things we did for our assessment visit</td>
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</tbody>
</table>
A GUIDE to the 8-steps
Renewing Our Yellow Flag

Yellow Flag Schools Programme

Renewing Our Yellow Flag
Renewing Your Yellow Flag

Mura gcuirfidh tú san earrach ní bhainfidh tú san fhómhar - If you do not sow in the spring, you will not reap in the autumn (Irish Proverb)

Renewing Your Yellow Flag
1. Keep the Yellow Flag Spirit Alive
2. Carry on with the 8 Steps
3. Keep reviewing your work and making changes

Schools need to renew their Yellow Flag every three years - this shows us and everyone else that you are still working as an intercultural school.

How do we keep the Yellow Flag spirit alive?
Keep going back to those 8 steps. Do new teachers, students and parents know about the programme? Is it still a living programme in your school? Have you reviewed the things you did for the Yellow Flag, like the Action Plan and the Intercultural Review? Does everyone still have a sense of the Yellow Flag Programme in your school. The table overleaf sets out key questions for schools to think about and respond to. If schools can do this, they can renew their Yellow Flag.

What happens for a renewal?
Like the first-time round, you should keep records of the work you do. You can do this by setting up a new folder, like this one, showing your work under each step. You will also need to carry out another intercultural review, to see how things have changed and act on the results.

You will also have a renewal visit by the Yellow Flag Assessment team - this will follow the same lines as the original assessment visit. There will be two members on the assessment team, and the visit will last for around 1.5 hours. Once again, the renewal visit will be a chance for you to showcase your good work in relation to interculturalism, commitment to equality and addressing racism and discrimination.

When will we know if we get to keep our Flag?
Like the last time, the assessors will evaluate the school separately, and then come together to agree on a decision. A letter will be sent to the school letting you know if you have renewed your Yellow Flag or whether you have more work to do to secure a renewal.

Support for renewals?
Just like the first-time round, the Yellow Flag staff can visit your school, and be available to talk to by email or phone to help guide you in your work.

Find out more
Refer to the ‘Find out More’ section in your Yellow Flag Folder and go online to www.yellowflag.ie, under ‘Renewing our Yellow Flag’ to find these other helpful materials:
• 8 Steps - A Guide to Renewing your Flag
• School Renewal Self-Evaluation Form
The 8 Steps: A Guide to Renewing your Flag

1 - GETTING STARTED & KEEPING TRACK
Have new students and parents been told about the programme?
Have you revised your goals for the programme each year?
Do you have a folder to document your work?

2 - THE DIVERSITY COMMITTEE
Is the committee still active and meeting at least once a term?
Have new students and parents been told about the committee?
Do new members come onto the committee each year?
Are there representatives from the student council or parents association on the committee?

3 - EQUALITY & DIVERSITY TRAINING
Have you told new staff members about the Yellow Flag Programme?
Have staff visited the website and completed the on-screen course ‘Yellow Flag Self Awareness Training’?

4 - THE INTERCULTURAL REVIEW
Have you reviewed your original findings?
Have you carried out a new intercultural review to see if things have changed?

5 - THE ACTION PLAN
Have you reviewed your original Action Plan?
Have you made a new mini plan that sets targets for each year?
Does the mini plan include a Yellow Flag action day (or event) and two other actions from steps 6-8?

6 - GOING BEYOND THE SCHOOL WALLS
Have you kept or grown your connections with local community groups?
Are parents still involved?

7 - CLASSROOM WORK
Are students still learning intercultural messages in class?
Are different cultures still reflected through your Classroom Work?
Are students still learning about equality and discrimination?

8 - THE DIVERSITY CODE & POLICY REVIEW
Does your Diversity Code still have pride of place?
Do parents/students know about your Diversity Policy?
Do you need to review your code or policy, considering what you have learned?
Glossary of Terms

Culture
The beliefs, behaviour, language, and entire way of life of a particular group of people at a particular time. All cultures evolve and change.

Students from culturally diverse backgrounds or culturally diverse students
This is the term Yellow Flag uses to talk about students who are not from the dominant cultural group (White settled Irish people).

The terms non-national (describes people as what they are not, most people have a nationality), new Irish (many people described by this term are born in Ireland and feel nothing new about being Irish) and newcomers (again many are born in Ireland), are not very accurate.

White settled people with a history of living in Ireland are classified as the dominant cultural group. It is good to understand that there is a great deal of diversity within every ethnic, cultural and gender group – including the settled White Irish population. The fact that this is the dominant group, means that this group holds greater power in setting cultural norms (ways of behaving) in the country.

Travellers are an ethnic group from Ireland. They share an important part of the existing cultural and ethnic diversity in Ireland. Travellers have a long shared history, a nomadic tradition and a distinct cultural identity. The Irish government officially recognised the distinct ethnicity of Travellers on the 1st March 2017.

Use of the term Black and White
While you might want to see all students as ‘the same’, students get treated differently because of the colour of their skin from a very young age. Many of our black students may also identify with the term African-Irish (if their background is African). Speaking openly about our skin colour, and being proud of our skin colour, helps build a positive sense of self.

Pluralism
The celebration of difference in society, allowing all ethnic and other minority groups to proclaim their identities without coming into conflict with the majority population.

Prejudice
To pre-judge unfavourably- an unreasonable dislike and distrust of people who are different from you in some way. This can be on the basis of their membership of another social or ethnic group, their sex, sexual orientation, religion, socio-economic status, age or disability.

White Privilege
White privilege is a set of benefits granted to those of us who, by ethnicity, resemble the people who dominate the powerful positions in our institutions. In the Western world, purely on the basis of skin color, doors are open to White [settled] people that are not always open to others. This privilege is mediated through other factors, such as socio-economic status, sex, sexuality, ethnic identity (including whether one is Traveller, Roma or Settled), disability and religion.

Anti-racist education
Education that questions and opposes any opinions and/or actions that serve to disadvantage groups on the grounds of perceived difference, within which there is an assumption of inferiority.

Race
A word widely used to describe groups of people who are thought of as biologically separate, without any genetic or biological basis.

Discrimination
Exercising judgement or choice.

Unfair discrimination
Treating an individual or group unfavourably.

Ethnic minority
A system of defining people who consider themselves or are considered by others as sharing a set of common characteristics that are different from the dominant ethnic group living in a society.

Intercultural education
Education that respects, celebrates, and recognises the normality of diversity in all aspects of human life, promotes equality and human rights, challenges unfair discrimination, and provides the values upon which equality is built.

Intercultural competence
The ability to put the values of intercultural education into practice in our daily lives.

Intersectionality
The complex and cumulative way that the effects of different forms of discrimination (such as racism, sexism, and classism) combine, overlap, and intersect - especially in the experiences of marginalized people or groups. A person may experience multiples layers of discrimination by virtue of belonging to more than one minority group.
Racism
Any distinction, exclusion, restriction or preference, based on race, colour, descent, national or ethnic origin, which has the purpose of modifying or impairing the recognition, the enjoyment or exercise on an equal footing of human rights and fundamental freedom in the political, economic, social, cultural, or any other field of public life constitutes racial discrimination. (UN International Convention on the Elimination of all Forms of Racial Discrimination (CERD) (1969)

Institutional racism
Applying general rules or practices that do not make allowances for cultural differences. This can result from not taking measures to prevent discrimination, a lack of professional expertise or training in dealing with cultural diversity, and not consulting and listening to minority groups.

Indirect racism
Practices and/or policies that do not on the surface appear to disadvantage any group more than another, but actually have a discriminatory impact.

Individual racism
Treating another less favourably on the grounds of their cultural origin.

Stereotyping
Presenting an image of a person, a group, or a culture based on an assumed range of activities, characteristics, or behaviours

Oppression
A society-wide system of treating people unequally, which includes bias, prejudice and discrimination - that is woven through our social institutions (families, community and state organisations) and embedded within individual mind-sets.

Refugee
A person who has fled from his/her country of origin often as a result of natural disasters, war, military occupation, or fear of religious, racial, or political persecution.

Migrant workers
People who travel to other countries with the intention of taking up employment.

Asylum seekers
A person awaiting the processing of their application to seek asylum, having fled a situation of persecution and/or war.
References


Links to other useful supporting documents and reports are available via the Yellow Flag Website www.yellowflag.ie