

Disability/Diversity/Equal Opportunities Policy incorporating Gender equality and Every Child Matters (see access policy)

1 Introduction & Ethos

1.1 At Firs Farm School we aim to:

- value all people as equals
- foster inter-cultural respect
- respect and support home experiences

Regardless of race, culture, gender, age, disability or any other discrimination as set out in the "Enfield: Equal Opportunities for All Policy (2010)"

1.2 We firmly believe that valuing each other and ourselves encourages positive self-esteem, which in turn leads to higher achievement.

1.3 The general atmosphere and appearance of the school is also important and includes being aware of the following needs:-

- to recruit staff from both genders and from a range of ethnic backgrounds to enrich the school community with a wide range of skills, experiences, understandings and positive role models
- to use staff expertise and experience and to value this and encourage it
- to provide in-service training to support equal opportunities
- to make sure school displays show positive images and include home languages
- to buy in books which are sensitive to gender, cultural and religious groups and include dual texts
- to promote school assemblies which celebrate society's diverse community
- to encourage effective links with homes and the community

2 Behaviours and Attitudes

2.1 We would expect the following elements to be evident in a positive school:-

- Policies are clear and consistent
- Use of SEAL curriculum materials to challenge stereotyping and misconceptions within a safe environment
- Sanctions are related to the offence and not to the person
- Positive statements and class rules are developed, well displayed and adhered to
- Parents are clear about the school's position through policies, the school's Behaviour Booklet etc. The school is seen as open and flexible
- The children themselves powerfully combat problems around such areas as cussing. The school's aim is to remove this altogether, but this might be almost too much to ask of some children and their differing maturity levels. It is important that the staff are always shocked and disappointed by reports of cussing.

- There is an inclusiveness feel to the school – i.e. relationships are respectful, not intimidating.
- Children are used as Role Models e.g. School council/Buddies/house Captains.

3 **Discipline**

- 3.1 The school will not tolerate racist or sexist remarks or bully like behaviour against children about the way they look or clothes they wear. Incidents are dealt with, as they arise, in an appropriate manner and in accordance with the school's Behaviour Policy. Various other whole school documents reinforce the need for positive behaviours including those concerned with lunchtime supervision and behaviour in the playground and the Home/School agreement on Behaviour.
- 3.2 We use the borough form to record Racist or hatred incidents & these are recorded on E Pearsons with knowledge of the family of recipient and assailant.

4 **Curriculum**

- 4.1 The planning and delivery of the curriculum should take into account the fact that we live in a diverse society. Curriculum content is governed by the National Curriculum.
- 4.2 This should be broad, balanced and relevant, taking into account the individual needs of each child, valuing experiences from home and responding to Government requirements.
- 4.3 Curriculum content should be presented in a way which provides children with the opportunity to THINK, DISCUSS and EVALUATE. This will promote tolerance and further understanding of others and a realistic view of the world. This will come through all areas of the curriculum, but in particular through certain areas, e.g. history, geography, RE, PSHE and Citizenship.
- 4.4 Implicit in this is a belief that achievement is linked with children being able to identify and value the strengths and achievements of their own cultures and to see that their values are respected by people from other cultures.
- 4.5 A commitment to achieving standard marks e.g. Healthy Schools & Active Mark.
- 4.6 The curriculum should therefore reflect and value our multi-cultural society through:-
- Positive images and role models
 - Resources to ensure that stereotyped and outdated images are not perpetuated e.g. gender at work
 - Developing a global dimension in the curriculum
 - Addressing issues of racism, gender and all forms of equality through assemblies, role play, group discussion, PSHE, Science & PE –Healthy eating and circle time
 - Having high expectations for all children's achievements
 - The monitoring processes in school and analysing results for variation in performances

- Being responsive to children's linguistic diversity. All children should feel that their language is valued and respected. The use of home languages are positively encouraged in the life of the school
- Curriculum groupings which should be carefully arranged to allow for diversity in all areas

5 **Organisation**

- 5.1 Within each classroom, co-operation sharing, tolerance and compatibility must be fostered through group and class activities. There is no distinction between activities for girls and boys but teachers keep up to date with research on gender differences. All the pupils have the opportunity to experience all the activities on offer.
- 5.2 Assemblies, though broadly of Christian content and following themes e.g. The Seal Materials, provide pupils with the opportunity to hear stories from a variety of cultures and religions. Festivals, world events, positive examples and stories from other cultures and religions are also explored. Respect and value for achievements made by those within school are fostered through class, year group and whole school assemblies.
- 5.3 The school is supported in its organisation by other LEA educational services. These include Personnel, the Under5s Service, the Refugee Education Team, and EMA. These are highly valued services and they play a part in the school's organisation, curriculum and general ethos.

6 **Resources**

- 6.1 We intend to equip the school with resources that do not support stereotype myths or neglect to represent other races and cultures.

7 **Parent/Community Links**

- 7.1 We strive to develop close links with all parents and the community in order to understand the aspirations of parents and their expectations of the school. Parents are encouraged to become involved in school activities.
Examples of such positive links are: -
- 7.2
- an open door policy
 - the home/school booklet for regular communication regarding achievements, behaviour, homework, parental observations and any other needs
 - Help by parents in school and also talk with the children about their own experiences, e.g. to promote cultural/religious awareness, careers re. Gender etc.
 - attendance at meetings both formally for educational matters and informally to support the school, e.g. curriculum evenings, SEN meetings, concerts, sports activities
 - the use of interpreters to support families where English is not the first language, e.g. Open Evening appointments

- visits to places of interest in the community, e.g. Greek Orthodox Church, Mosque, links with the EBP re the world of work
- visitors to school, e.g., European link visitors, students, African or Japanese drumming, sports personalities
- Under 5s Home visits and school programme for bi-lingual children
- Sensitivity towards beliefs and cultural diversity, e.g. dress codes

Staffing

We are guided by current legislation and with our Governing Body we ensure that all appointments follow strictly child protection and up to date rights. No member of staff will be discriminated against on account of race/sex/class/disability, or carers