



Race equality and multicultural policy

Headteacher: *Linda Azemia*

The vision for Mornington Primary School is a school recognised as outstanding and fully inclusive, in which everyone:

- feels safe, valued, supported, happy, heard, inspired, passionate and proud of the school
- develops self confidence and pride
- always seeks improvement, development and progress in all aspects of the school
- has fun!

“Education has a crucial role to play in bringing about a fair and just society.” From the foreword to “Learning for all” Standards for racial equality in schools.

Principles

- To prepare our pupils to meet, live and work with people from different cultural, religious, linguistic and ethnic backgrounds in an atmosphere of tolerance and co-operation.
- To enable staff, pupils and parents to develop respect, understanding and appreciation of their own and others’ backgrounds.
- To enable staff, pupils and parents to have the confidence to challenge stereotypes and prejudices by strengthening their own self-esteem.

Aims

The race equality and multicultural policy is firmly rooted in the ethos of the school, which is to regard all people as being of equal worth.

The aims of this policy are to:

- Encourage and promote self-esteem within the ethos of the school
- Provide equal opportunities for all (see *Equal Opportunities Policy*)
- Create an atmosphere in which racist assumptions, attitudes and behaviour are continually and positively challenged.
- Provide a curriculum that reflects and values our cultural diversity e.g. through careful selection of resources and materials, including the use of ICT.

Whole school organisation, developing and monitoring.

The plan for developing and monitoring policies is outlined in the *School Development Plan*, which is updated every year.

Head teacher. The Head teacher will have overall responsibility for the development and monitoring of the policy.

The race equality and multicultural policy co-ordinator is responsible for ensuring that the needs of ethnic minority pupils and parents are met. The co-ordinator will liaise with the SENCO/assessment co-ordinator to assess the needs of individual pupils on entry to school and where necessary contact appropriate outside agencies.

Bilingual Support Assistant (BSA):

The BSA will support EAL pupils and their families.

The BSA will support the coordinator in raising the profile of ethnic minorities in school, through the curriculum and extra curricular activities.

There will be targeted support for individual pupil where EAL affects progress and attainment.

(See BSA job description.)

Curriculum managers will support staff in ensuring that the planning of topics across the curriculum reflects pupils' backgrounds as far as possible.

This could include:

- Visits to museums
- Visitors to school
- Artists, authors and performers
- Displays
- Opportunities to respond to music, literature, art and dance from different cultures.

Teaching and support staff and all other adults in school will ensure that the needs of pupils are met, regardless of the pupils' ethnicity.

Governors and staff are responsible for ensuring that parents are aware of the school's Race equality and multicultural and multicultural aims and principles. The co-ordinator will encourage and monitor the involvement of ethnic minority parents and community in the life of the school. Where necessary, the co-ordinator will produce an annual report of racist incidents to the Head Teacher who will carry this forward to the Autumn Term governing body meeting.

Tackling racial issues

In line with the county council guidelines for racial incidents the multicultural co-ordinator and the head teacher will monitor incidents in school and ensure that all adults are aware of the procedures. (See also *Behaviour policy*.)

All staff should report incidents immediately.

What are the staff training implications?

Senior management and governors will address training needs.

The co-ordinator will keep up to date with all appropriate training provided.

Individual teachers will be made aware of and where possible attend relevant training.

Feedback from such events will be given at staff meetings, as appropriate.

Feedback from monitoring and evaluation will be given regularly to all staff involved through staff meetings and individual contact.

What resources are available?

- Budgetary requirements are taken into account in each year's budget plan and allocations made accordingly
- Staff reference material (staff-room resources).
- Cross curricular resources reflecting the diversity of our society
- Specific R.E. resources reflecting religious and cultural differences.
- The expertise of the co-ordinator and other staff.
- The county EAL team.
- Funding for BSA within school budget from April 2006.
- Parents and children are a valuable local resource we need to tap into.

When will the policy be reviewed?

December 2016