

# **MULTI-CULTURAL POLICY**

The school's commitment to ensuring a multi-cultural education has previously been included in its Equal Opportunities Policy. Many of the statements in this document have come directly from that policy, with further statements added, whilst maintaining a sound awareness of multi-cultural issues within the school's approach to equal opportunities.

It is important to note that many aspects of the National Curriculum Guidelines for PSHE and Citizenship will need to be considered in the school's approach to multi-cultural education. This policy was implemented in the year 2000 as a response to that document which states:

"... differences and similarities between people arise from a number of factors, including cultural, ethnic and racial ..."

"... encouraging respect and understanding between different races and dealing with harassment."

The specific issue of racism is not included in this document, see Anti-Racial Harassment statement.

## **AIMS**

- 1 To foster an awareness of the multi-cultural society in which we live.
- 2 To ensure that pupils are given opportunities to experience the richness and diversity that exists by living in such a society.
- 3 That positive attitudes towards the differences and similarities between people can be developed through gaining knowledge and understanding of a range of cultures and related customs.
- 4 To make a public declaration of the school's commitment to multi-cultural education.
- 5 That we aim to provide a source of guidance and support for all concerned with the school.

## **ETHOS OF THE SCHOOL**

The ethos and atmosphere of Collis School shall reflect the respect which is the entitlement of all persons entering the establishment.

As a staff we are firmly committed to ensuring that we create in this school the appropriate conditions for a positive approach to a multi-faith, multi-lingual and multi-cultural society, seeking at all times to promote a positive image regardless of race or faith and related customs.

Where possible and appropriate, signs in languages other than English shall be used. Communications to parents where possible, shall also be written in the home language, particularly all early correspondence to new parents.

Tolerance and positive attitudes towards multi-cultural education do not just happen; a sensitive and thoughtful approach is required in all areas of school life and the curriculum.

## **ORGANISATION AND ADMINISTRATION**

Admissions forms have been reviewed to include information about children's cultural identity, including ethnic origin, linguistic background and religion.

The cooperation of parents is greatly appreciated in collecting ethnically based data which will:

- better inform the school about individual pupils;
- enable the school to make properly informed decisions about the provision it should make.

There is a member of staff with specific responsibility for coordinating multicultural education throughout the school, including the provision of appropriate resources wherever possible.

## **STAFFING**

Richmond Upon Thames is an Equal Opportunities Employer.

We would welcome a wider representation of our multi-cultural society within our school. All prospective staff should be made aware of and be in agreement with our commitment of multi-cultural education. All staff are expected to support the school's policy, but ultimately it is the responsibility of the Senior Management Team to ensure its implementation.

## **MONITORING THE POLICY**

- Infant and Junior Coordinators should ensure that, at the point of planning, assemblies reflect and celebrate multi-cultural festivals and religions.
- The Senior Management Team should consistently review displays in the school to ensure they demonstrate awareness of our multi-cultural society. Recognition and acceptance of the child's first language will help to increase her/his self identity.
- Planning documents are monitored to ensure that the curriculum is planned to reflect a multi-cultural society as far as possible.
- Purchasing of resources should reflect our multi-cultural society.

## **STAFF DEVELOPMENT AND INSERVICE TRAINING**

Relevant Inservice Training, when appropriate, will give provision for time to learn about other cultures and related issues.

Subject Panels are held termly at the Curriculum and Teacher's Centre and are available to any interested staff.

## **RESOURCES**

Information relating to multi-cultural education is held centrally in the staff room and resources area. A calendar showing multi-cultural festivals throughout the year is displayed in the staff room. Additional resources can be loaned from the Curriculum and Teacher's Centre.

## **CLASSROOM PRACTICE/COMMUNITY LINKS**

Classroom practice should reflect the overall ethos of the school as stated in this document. Through our practice as teachers, we must demonstrate an approach that recognises and promotes positive images of:

- all cultures
- all religions
- all customs

To reinforce this aim we should draw upon people in our community as a resource.

Particular emphasis should be made to the diversities available to us in the areas of art, craft, music and dance, story telling and listening to the people's personal experiences.

Collis School policy documents should be aware of, and cater for, the needs of a multicultural society.

Letters and circulars, wherever possible, will be sent to parents in their first language, if understanding English presents any problem. An interpreter can, when necessary, be invited to attend meetings with parents.

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