

ST MARGARET'S C.E. PRIMARY SCHOOL
POLICY FOR EQUAL OPPORTUNITIES INCORPORATING MULTI-
CULTURAL EDUCATION

INTRODUCTION

This document is a statement of the aims and methodology for equal opportunities at St Margaret's CE Primary School, Angmering.

It was reviewed and updated in May 2010 and through discussion approved by the Governors.

It will be reviewed in three years time and is monitored by the Senior Management Team on a yearly basis.

AIMS

- To encourage children to be aware that there should be equal opportunities for all, regardless of class, race, gender, disability, physique or religion
- To encourage children to recognise that Britain is made up of different groups of people, all with the right to participate as full and equal members
- To meet the educational needs of pupils from all backgrounds
- To help children appreciate and value the ways in which their lives can be enriched by the cultures of all people living in Britain through visual arts and crafts, music, dance, language, literature, food etc
- To ensure that children have access to a wide variety of resources which provide clear, accurate and unbiased information about people from a wide variety of cultures
- To ensure that children understand that there is no place for prejudice, discrimination or harassment within school. If incidents occur, they will be dealt with immediately

METHODOLOGY

Curriculum Guidance

Topics and curriculum areas studied should incorporate as many aspects of cultural diversity as possible. Materials used in each subject area should reflect the multi-cultural nature of society.

We should aim to give information and images about different cultural groups, emphasising differences in a positive way. We should be aware of stereotyping, whether of class, age, sex or race, and challenge it.

Resourcing

A message is conveyed through the resources and visual materials provided and displayed in the school which affects the pupils' views as to who is important and valuable in society. Teachers should avoid using materials which contain racist stereotypes and which ignore the positive influences of different cultures. Teachers

should try to select resources which represent a multicultural society and contain positive images of minority ethnic groups.

Linguistic diversity

In order for children to view linguistic diversity positively, staff can present opportunities for sharing some of the many languages of the world. As a sign of respect for a person, all should spell and pronounce all names correctly.

Expectations

- No behaviour forcing inequality of opportunity will be accepted
- The whole school community will adhere to our policy
- Staff will explain why racial or sexist prejudice is unacceptable
- All incidents outside the spirit of the policy will be dealt with by class teachers or Headteacher as appropriate
- Parents will be informed if incidents are repeated, and victims will be supported
- Staff must avoid strategies and practices that emphasise gender division
- Children do not appear in registers as distinct groups
- Teachers should avoid gender as the basis for group selection in classwork
- There is no stereotyping in the type of activities offered to children
- Books perpetuating gender division should be avoided
- All physical activities are undertaken without any gender division
- To fully comply with the Disability Discrimination Legislation