



**THE MOSLEY ACADEMY**  
**EDUCATION FOR A MULTICULTURAL SOCIETY**  
**A Statement of Intent**



**1. Introduction**

- 1.1. It is essential that all pupils in this school are prepared to life in a culturally diverse society and are aware of the benefits it brings and the challenges it may pose.
- 1.2. In the light of the Stephen Lawrence Inquiry Report (1999) and other recent legislation, particularly concerning education, the Authority has written its policy on Education for a school Multicultural Society. The Mosley Academy policy statement is based on this. It is our aim is to work towards a just, equal and harmonious society, free from racism, prejudice and discrimination.

**2. Rationale**

- 2.1 Modern British society has evolved from the interaction of diverse cultures, languages and ethnic groups since the earliest days of recorded history. Today the ideals of justice, harmony, mutual enrichment and equality continue to be enshrined in legislation affecting schools. This is explicitly acknowledged in legislation governing the role of education and, in particular, within the values, aims and purposes of the National Curriculum.

*"The school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives."*

*"The school curriculum should promote pupils' ..... knowledge, understanding and appreciation of their own and different beliefs and cultures and how these influence individuals and societies. The school curriculum should pass on enduring values, develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society. It should promote equal opportunities and enable pupils to challenge discrimination and stereotyping."*

***The National Curriculum (DfEE, 2000)***

- 2.2 The Race Relations Amendment Bill (2000) is designed to strengthen the 1976 Race Relations Act in two major ways:
- It will extend protection against racial discrimination;
  - It will place a new, enforceable positive duty of public authorities to promote racial equality.

This issue to also reflected within the Ofsted Framework which requires inspectors to check that behaviour policies make clear schools' intolerance of racial harassment.

- 2.3 Education for a multicultural society should, therefore, have two distinct yet complementary aims. Firstly it should equip all pupils to live as full members of society, and secondly, it should respond to the specific needs of pupils from ethnic minority backgrounds.
- 2.4 The ultimate goal for all pupils is that they are able to take their place, with confidence, in society. For the benefit of all pupils, issues concerning racism, prejudice and discrimination should be addressed to promote equality of opportunity.

### **3. Principles for Multicultural Education**

- 3.1 The following principles are ones to which the school aspires in promoting education for a multicultural society.
- I. Britain is a culturally diverse society and all pupils should be enabled to understand what this means and be prepared to participate positively and securely.
  - II. The task of preparing young people for life in a culturally diverse society is as pertinent to schools serving communities where diversity is less apparent as it is to schools where it is a fact of life.
  - III. It is necessary to combat racism, to challenge prejudice and discrimination, and the ways in which they are embedded in institutional practices.
  - IV. Cultural diversity should be promoted as a means of mutual enrichment and as an ideal, which bonds rather than divides society. The fundamental similarities between cultures should be recognised and positive attitudes towards difference developed.
  - V. It is essential to cultivate actively an ethos in which all children feel secure and achieve the highest of which they are capable. The impact of high expectations in this respect should not be under-estimated.
  - VI. It is important that the particular needs and welfare of ethnic minority pupils are met sensitively and their cultural and linguistic heritages acknowledged and celebrated.
  - VII. All pupils are entitled to an education which promotes a positive sense of self-worth and an appreciation of their identity.
  - VIII. Racial harassment and intolerance, in whatever form, is always unacceptable and should be dealt with effectively.
  - IX. The education Service and its schools should take active steps to ensure that their workforce reflects the diversity present within Staffordshire.

X. Effective monitoring and evaluation processes should be in place to secure the implementation of this policy and its principles.

#### **4. The Way Forward**

Education for a multicultural society is not the preserve of a few but should involve those connected with schools, including governors, parents and members of the wider community. The effective support of these groups is vital in order that schools can begin to address the aim of achieving a fully democratic, participative and inclusive society.

**Headteacher  
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