

guidelines-for-inclusion-and-diversity-in-schools.pdf

PLANNING SHEET TO **DEVELOP CULTURAL INCLUSION**

for cultural High expectations

Pupil Voice

Leadership

Culturally

Inclusive

School

Staff

cultural

diversity

for all

Responding positively to cultural diversity

Innovation

and change

-Use of positive role models from inside the school or from the wider community from diverse ethnic and cultural backgrounds -Regular, consistent and comprehensive data monitoring to develop an accurate view of the progress of pupils from different ethnic and linguistic backgrounds across different subject areas (to be a specific focus at Pupil Progress Meetings and part of Assessment report to Governors' Curriculum and Standards committee)

-Specific monitoring of interventions for EAL learners

-Wall displays

- School is a welcoming place for pupils and parents from different ethnic & cultural backgrounds

- Information is available in other languages

-Governing body / staff reflects cultural diversity -Induction for new learners and their families including language support, familiarisation with the new country and education system (e.g. use of a buddy/mentor system; after-school clubs)

-Cross school partnerships (sharing costs and practice) -responsive to new policies and initiatives to promote cultural and ethnic inclusion and diversity -encourage both teacher and learner led innovation -special events and experiences days/weeks -links to wider projects beyond the school (locally and nationally)

-a safe learning environment free of bullying and discrimination in any of its forms including racial

-relationships based behaviour policy

Ethos of

respect

-restorative approaches are employed to engender a respect based approach to dealing with situations

-mentoring of those who do not show respect

-development of 'pro-respect' interventions and programmes

-demonstration by all adults (and wider community role models) of respect

-celebrate 'respect' roles models

-identify and teach what we mean by respect (what it looks like) throughout the curriculum

https://www.educationworld.com/a lesson/lesson/lesson329 .shtml

-effective and democratic school councils with real responsibility and learner voice plays a role in school decision making (and reflects cultural & ethnic diversity) -representations to the governing body from pupils of diverse ethnic and cultural backgrounds (e.g talks to link governor) -box or other means for pupils to contribute ideas? -survey / questionnaire for pupils re ethnic & cultural diversity (ideas but also to assess attitudes & experience) -capture voice/concerns of new arrivals of ethnic/cultural backgrounds (including refugees)

See the link below for further information:

https://www.britishcouncil.es/sites/default/files/britishcouncil-guidelines-for-inclusion-and-diversity-in-schools.pdf