**Drawing this together through best practice - A Case Study of Oasis Academy Media City**

With a wide range of different cultural backgrounds and nationalities in England, it is essential for the curriculum to reflect global society and to relate to the increasing global audience. At OAMCUK, we aim to implement a cultural approach that views the school through the perspective of its learners, where the intention is to challenge and change attitudes of society to accommodate an inclusive multicultural community. This includes all aspect of education and wellbeing.

We aim to implement an Anti-Racist, anti-oppressive and culturally inclusive diet that integrates multiple perspectives to topics within the National Curriculum to make it more inclusive for Black, African, Asian heritage learners and to ensure that whiteness is not the norm by which everything is measured, driving the narrative of decolonising the curriculum in all subject areas.

**Recommendations of Best Practice**

**Curriculum Review and Adaption**

* Use the curriculum review document (See Appendix One) to assess the diversity of each programme of study within your curriculum.
* Review your curriculum focussing upon the topics taught, role models used with a cultural lens with the aim of de-colonising the taught curriculum.
* Use line management structures to create change in what is taught and promote a critical pedagogy approach.
* Where there are different curriculum paths i.e. EBACC review the demographic of students who are accessing different routes.
* Supplement the taught curriculum by including visits by black people who can be role models.

**Staff Training and CPD**

* Education of racial literacy during CPD time.
* Broadening staff knowledge of black histories – a black perspective on historical events.
* CPD on how to manage racial incidents in the education setting.
* CPD on un-conscious/implicit biases in relation to attitudes based upon race and ethnicity.
* CPD on the importance of anti-oppressive practice
* A shared understanding amongst all staff about what is taught in the curriculum.
* Apply these CPD approaches to students.
* Set up an equality diversity champion with the aim of inspiring each member of staff to become a champion for diversity.

**Leadership and Management**

* Review and adapt of our Behaviour polices, in particular how we address issues of racism and promote inclusive community cohesion
* Adapt quality assurance processes and documentation to systematically and routinely review the diversity of teaching and learning.
* A focussed review of the History, PSHCE and RS programmes of study with a cultural lens.
* Adapt Teaching and Learning policy to ensure that teaching approaches are inclusive i.e. ensure that differention strategies, seating plans, questioning etc maintain a balanced and inclusive a climate.
* Ensure that the equality and diversity policy and training is completed each year by all staff.
* Align performance management targets to achieving an anti-racist school.
* When analysing behaviour and achievement data ensure that impact upon black students.

**Student Education**

* Targeted work to train students as leaders of diversity across the school.
* Assign Black Coaches and mentors to support specific cohorts of students.
* For any matters relating to racism a system of sanction and education is used.

• Subject Curriculum reviews with a focus upon aspects of cultural diversity.

• Visual Audits of the whole school environment including classrooms, corridors, social/workspaces to ensure it is diverse and representative of a wide variety of cultures.
• Reflect upon recruitment processes to ensure that selection is unbiased with the aim of ensuring the staff body is diverse.