

HORNSEA BURTON AND SKIPSEA FEDERATION

Policy For Multicultural, Anti-Racist Harassment Education

Whatever the nature of the local community, pupils are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, and also certain images of these groups portrayed by the media. Racial prejudice and hostility exists as much, or more, in the 'all-white' parts of Britain as in the multiracial areas.

ETHOS

The Federation stands against racism and all forms of discrimination on the grounds of ethnic origin, religion, gender or disability.

RATIONALE

It is *“the responsibility of every school to prepare young people for the reality of an ethnically and culturally diverse society.”*¹

Children are not born with attitudes and values; they learn them. Attitudes and values, both positive and negative, are formed from what children see and hear around them. Sometimes they pick up negative views about people based on such things as their skin colour, language, culture or way of life – sowing the seeds of racism.

*“How society rids itself of such attitudes is not something we can prescribe, except to stress the need for education and example at the youngest age, and an overall attitude of zero tolerance or racism in or society.”*²

This Federation promotes the view that education for a multicultural society should be an integral part of every pupil’s whole school experience, irrespective of whether our school community is made up of families representing few or many ethnic backgrounds. Incorporating multicultural perspectives into the curriculum is a way of enriching the education of all our pupils thereby preparing them for life in a culturally, racially and linguistically diverse society.

AIMS:

- to promote justice, equality of opportunity and fair treatment for all and thereby allow all pupils, irrespective of their ethnic origin, to achieve the level of success and self respect which they deserve, whilst retaining their cultural identity.
- to instil in pupils an awareness of racism and to establish an environment where school becomes effective in reducing prejudice and raising self esteem.
- to prepare children for living in a complex multicultural society.
- to promote an understanding of a variety of cultures, valuing the positive contribution these make to the community, e.g. pupils should understand the differences in dress, hairstyles and diet. Parents can be fully involved themselves in cooking foods, from a variety of cultures, for children to taste.
- to provide a safe and welcoming place for all of its members.
- to provide an environment where racist assumptions, attitudes and behaviour are continually challenged.
- to provide a curriculum which emphasises the positive aspects of all cultures and to give children the confidence that racism can and must be eradicated.
- to support the Local Authority in its multicultural and antiracist policies, and to take the appropriate action to deal with any form of racism within the Federation.

- to adopt the view that cultural diversity is a positive advantage. Pupils are often the most valuable multicultural resource in the classroom. Pupils' own experiences of festivals, food, dress, etc. should be shared.
- to ensure 'British Values' of equality and tolerance are taught as part of the National Curriculum
- to contribute towards imparting a sense of citizenship in the pupils.
- to avoid reinforcing stereotypical views of society by the teacher's careful use of language and choice of resources.
- to use self-evaluation by whole school discussion to assess the implementation of this policy.
- all teaching staff will continually review their schemes of work in the light of this policy with respect to content, methodology, aims and resources.

¹ OFSTED (1993) *Guidance on the Inspection of Schools* London, HMSO

² Home Office (1999) *The Stephen Lawrence Inquiry: Report of an inquiry by Sir William Macpherson of Cluny* London, TSO

GUIDELINES

This Federation will carry out regular curriculum audits with regard to the Multicultural and Anti-Racist Harassment Education Policy. The findings from these surveys will be addressed in the school's action plans if necessary.

Materials and resources used in all lessons will reflect our culturally diverse society.

Multicultural awareness of staff, pupils and parents will be raised through teaching strategies, information evenings, bilingual support, people in the community, the teaching of citizenship, links with other organisations, music and food.

All parents will be informed of, and encouraged to be involved in, the life of the school regardless of linguistic or ethnic background.

SOME SUBJECT SPECIFIC CONSIDERATIONS

R.E.

The scheme of work is designed to reflect and co-ordinate with the various religious festivals as they occur - so as to reflect the relevance of R.E. to every day life. We use opportunities such as assemblies, Easter, Divali and the Nativity play to actively involve pupils in the religions of Great Britain.

DESIGN & TECHNOLOGY:

In Design, especially Textiles, Ceramics and Art, we work towards instilling in the pupils an appreciation and understanding of art, craft and designs from other cultures as well as those from Western-European culture.

ENGLISH:

When teaching literature one can explore a wide range of works from Afro-Caribbean, Asian and black American authors. There are many fine examples of literature written as a result of discrimination. A wide range of stories and poems are used and their origins are explored.

GEOGRAPHY:

When dealing with issues of the third world and development, pupils have access to a wide range of material.

MATHEMATICS:

Mathematics taught at primary schools is derived from cultures other than those of Western Europe. Many people are unaware of the origins of modern mathematics.

MODERN LANGUAGES:

Modern Languages teaching aims to develop a high degree of cultural awareness through the use of authentic materials of a broad cultural diversity, discussion of different themes such as food, family life, housing, school, geography, music and art. Languages other than English can be explored when studying particular topics, e.g. some Greek words can be learnt when studying ancient Greece.

MUSIC:

The wealth of 'World Music' available today as heard in recordings, live performances and from the media, gives the music teacher many examples to use as a basis for Listening and Appraising, Performing and Composing. It is hoped that pupils can appreciate and recognise what has been and what can be achieved by integrating the music from different cultures as heard in the many diverse styles of music today.

PHYSICAL EDUCATION:

Dance and hosting an Olympic Games week are both good vehicles by which one can explore anti-racist topics and various forms of discrimination. The children often work on themes and are free to explore and develop their own ideas. The growing number of contemporary sportsmen and women from different ethnic groups achieving success in a variety of sports helps to present a positive image of the different cultures. The camaraderie and equality of sport at all levels is also used to further enhance the sense of equality of different races, ethnic groups and cultures.

SCIENCE:

Science has a variety of materials, from a variety of cultures, which can be used to demonstrate scientific theory, e.g. food preservation, heat transfer and house design experiments to name but a few. We need to draw attention to ways in which scientific/economic evidence can be misused to assert a point of view, e.g. the world food supply and causes of pollution.

ACTION TO BE TAKEN WHEN RACIST BEHAVIOUR IS SUSPECTED

If racism is suspected we talk to the suspected victim, the suspected racist and any witnesses. If any degree of racism is identified, the following action will be taken:-

Help, support and counselling will be given as is appropriate to both the victims and the racists:

We support the **victims** in the following ways:

- by offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose;
- informing the victims' parents/guardians;
- by offering continuing support when they feel they need it;
- arrange for them to be escorted to and from the School premises;
- by taking one or more of the seven disciplinary steps described below to prevent more racism.

We also discipline, yet try to help the **racists** in the following ways:

- by talking about what happened, to discover why they became involved;
- informing the racists' parents/guardians;
- by continuing to work with the racists in order to get rid of prejudiced attitudes as far as possible;
- by taking one or more of the seven disciplinary steps described below to prevent more racism.

DISCIPLINARY STEPS

1. They will be warned officially to stop offending.
2. Informing the racists' parents/guardians.
3. They may be excluded from the School premises at break and/or lunch times.
4. We may arrange for them to be escorted to and from the school premises.
5. If they do not stop the racist behaviour they will be suspended for a minor fixed period (one or two days).
6. If they then carry on they will be recommended for suspension for a major fixed period (up to five days) or an indefinite period.
7. If they will not end such behaviour, they will be recommended for permanent exclusion (expulsion).

In line with LA policy and procedures, a racist incident record will be completed and an analysis of any incidents will be done termly. This information will be held on a confidential basis.

The “*Circle of Friends*”³ approach to develop values; skills, confidence and good behaviour will be adopted when appropriate.

The school will ensure that a named Co-ordinator for multicultural education and racial harassment exists at all times. However, the maintenance of the Policy is the joint responsibility of all the staff.

Our current Co-ordinator is: Mrs Shiels

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PUPIL ATTAINMENT

Formal assessment data will be analysed to ensure that no ethnic bias exists with regard to pupil's attainment. If any such problem is identified, measures will be taken to address this issue via the school's provision map. Pupils from minority ethnic groups will not be excluded from access to the normal SEN procedures because of support from other agencies.

³ Reference Appendix 3: Extract from DfEE Circular 10/99

POLICY MONITORING AND REVIEW

It is the responsibility of the Federation Leadership Team and the Co-ordinator to monitor and evaluate this Policy in school and to report the findings to the Governing Body.

The Policy was reviewed in October 2015. This policy will be reviewed Annually in the Autumn term.

APPENDIX

(a) Outcomes

Multicultural Education in Early Years:

- Explore ideas of fairness;
- Help children to talk about equality and racism;
- Promote and celebrate differences between people;
- Develop strong links with home.

Multicultural Education in Key Stages One and Two

- Explore ideas of fairness;
- Help children to talk about equality and racism;
- Promote and celebrate differences between people;
- Recognise Britain as a multicultural, multi-ethnic, multi-faith and multilingual society;
- Maintain strong links with home.

(b) LA record sheet for recording racist incidents

(c) N.B. identity of ethnic origin could be taken from the following list:

**White
Indian
Traveller, or any other minority ethnic group.**

**Black-Caribbean
Pakistani**

**Black-African
Bangladeshi**

**Black-Other
Chinese**

(d) itinerary of resources available in school.

(e) useful contacts.

(f) *“Circle of Friends”*⁴

⁴ Reference Appendix 3: Extract from DfEE Circular 10/99

“Circle of Friends is an inclusive approach to supporting children with emotional, behavioural or social difficulties in school... A special group or circle of friends helps set, monitor and review weekly targets, facilitated by an adult.

The basis of the approach lies in the recognition of the significant consequence for a child who shows distress and difficult behaviour and isolates themselves from their peer group in and out of school.

Circle of Friends can operate all age levels and is effective for a wide range of pupils”

The concept is based on ‘*peer mediation and support*’. Pupils will need training to act as mentors for an ‘*at risk*’ pupil. Staff will also need to feel confident with this approach and training is available to help adults implement and manage ‘*Circle of Friends*’ in school from both within the LEA and via external training providers.

OfSTED Expectations

Schools should “*teach pupils to appreciate and develop their own cultural traditions and appreciate the diversity and richness of other cultures*”.⁵

Attainment and Progress

- analysis of test and exam data by ethnicity
- evidence of differential performance
- how the school responds to the findings of the above

Attitudes, Behaviour, Personal Development and Attendance

- analysis of exclusions and attendance by ethnicity
- evidence of differences by ethnicity
- differences in pupils’ attitudes to work
- evidence of racial harassment and bullying
- school’s response to each of the above

Teaching

- teaching that engages all pupils
- high expectations of all pupils
- teaching resources that avoid stereotypes

Curriculum

A curriculum framework that:

- promotes positive attitudes
- promotes British Values
- reflects and values cultural diversity
- promotes equality of access

Leadership and Management

- support for cultural diversity and promotion of good race relations
- arrangements to monitor and review policies to promote equal opportunities
- systems to respond effectively to differential attainment behaviour, attitudes and attendance
- strategies to encourage effective links with all parents and with the wider community
- effective use of the Ethnic Minority Achievement Grant

⁵ OFSTED (1995) *Guidance on the Inspection of Schools* London, HMSO

Useful Publications and Helplines

Publications

Association of Teachers and Lecturers (1998) *Racial Equality in Schools*
(7 Northumberland Street, London WC2N 5DA)

Commission for Racial Equality: range of useful publications and helpful materials available. Tel: (Leeds) 0113 243 7022 for list.

DfEE *Circulars 10/99 and 11/99* HMSO

R/f: Circular 10/99 ch. 2 Good Practice:

Involving pupils: pupils can help reinforce school behaviour policies by active involvement in anti-bullying and harassment policies, and by contributing ideas through Schools' councils and in class discussions.

Commitment to equal opportunities: parents and pupils should know that the school has an Equal Opportunities Policy and is committed to equality of opportunity for all pupils. Schools should monitor the impact of their policies and procedures on different groups (by race, gender and disability). The effectiveness of such policies should be assessed at Governors Meetings.

Elkin Prof. J. (1999) *A Multicultural Guide to Children's Books* 0-16+ London Books for Keeps (London SE12 8BR)

Kingston upon Hull (1999) *Anti-bullying policy statement* Circular KH 12/97

Lane, Jane (1999) *Action for racial equality in the early years*
Early Years Trainers Anti Racist Network (PO Box 28, Wallasey, CH45 9LA)

Principles of policy and good practice to promote School Inclusion
The Children's Society 1999

Raising the attainment of minority ethnic pupils: school and LEA responses
OfSTED 1999

Helplines

Commission for Racial Equality (Leeds) 0113 243 4413

Childline 0800 1111

Local Authorities Race Relations Information Exchange 0171 296 6741