

NEWPORT PRIMARY SCHOOL - INCLUSION MULTICULTURAL/ANTI-RACIST

PREFACE

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

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..
- 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 School.
- to recognise that the pupils themselves are often the most important multicultural resource within the classroom and their experiences are valued and shared.
- 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 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.

CHOICE OF READING SCHEMES, BOOKS AND OTHER LITERARY RESOURCES

Staff should choose and use resources:

1. which portray a world view as seen from different cultural perspectives and thereby communicate how it feels to be of another ethnic or cultural group.
2. which are factually accurate and use up-to-date text, illustrations and maps.
N.B. Inappropriate material must be thrown away.
3. which do not:
 - stereotype individuals or groups.
 - equate the white man with "civilisation".
 - use paternalistic approaches to other peoples or cultures.
 - reduce all non-western societies to the exotic, picturesque and primitive.

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4. which show the achievements and attributes of different societies, both past and present, e.g., Chinese and Islamic science, African civilisations before colonisation and the benefits of the extended family system etc.
5. which show children of different ethnic groups involved in the activities described, e.g., physics, design, music, mathematics.
6. which positively and realistically portray children from a variety of ethnic and cultural groups and class backgrounds.
7. in which children from ethnic minority groups can find characters which enhance their self esteem, where ethnic minority characters have important roles and adults hold positions of authority.
8. which show ethnic minority characters not having to justify their blackness by being exceptionally virtuous or brave etc.
9. which have illustrations that avoid caricature.
10. which accurately reflect the population of Britain today. Are the representatives from the ethnic minorities in the text or illustrations merely token?
11. which use dialect appropriately and not to ridicule.
12. which use a range of folk tales from different oral or cultural traditions.
13. which use stories or poems written by children from different cultures.

CURRICULUM SUPPORT

Those pupils whose mother tongue is not English should have experience of developing their own home language skills within the National Curriculum. The various languages spoken in the School should be given full recognition and respect by all pupils and staff. Any pupil, regardless of their ethnic origin and mother tongue, should have the opportunity to become familiar with the various community languages spoken at their School. This would not only help to promote general cultural awareness, but also improve cognitive learning. Such a school policy would also be of advantage when producing multi-lingual signs within the School, providing pictorial and visual prompts for newsletters, information booklets, timetables etc.

Curriculum support is essential if pupils are to develop competent skills in English language as well as having equal opportunity to improve language skills in their own mother tongue. This means that the staff are committed to providing a fully integrated language support system in the School Curriculum. This system should ensure that new pupils to the School who do not speak English at home, receive immediate support in order to have maximum access to the Curriculum. Some additional specific support is funded by the EMA (Ethnic Minority Achievement) team.

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.

DRAMA:

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Occasionally in drama, work is deliberately aimed at discussion and reflection on discrimination and racism. Children are encouraged to understand the feelings of minority groups. A wide range of integrated drama and music is used.

ENGLISH:

Wherever possible, we would endeavour to draw attention to the multiethnic origins of the English language. We look at how contemporary language is influenced by other cultures e.g. draw comparisons between American and UK 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 and secondary 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 are 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. There are many fine examples of music composed as a result of discrimination. Non-western instruments tend to be expensive and difficult to obtain. However, most keyboards and synthesisers have representative sounds for the pupil to use and more visual resources are now available in many formats.

PHYSICAL EDUCATION:

Dance is a good vehicle 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.

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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;

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;

DISCIPLINARY STEPS

1. We will follow the Behaviour Policy guidelines regarding discipline procedures.
2. Inform the racists' parents/guardians.
3. A racial incident form will be completed and forwarded to the LA.

Compiled by J Sutton	Revision Number 3
Approved by	Revision Date __/__/__

NEWPORT PRIMARY GENDER EQUALITY

ETHOS:

The School stands against sexism and all forms of discrimination on the grounds of gender, race, origin, religion, or disability.

AIMS:

- to promote justice, equality of opportunity and fair treatment for all and thereby allow all pupils, irrespective of their gender, to achieve the level of success and self respect which they deserve.
- to instil in pupils an awareness of sexism and to establish an environment where school becomes effective in reducing prejudice and raising self esteem.
- to provide a safe and welcoming place for all of its members.
- to provide an environment where sexist assumptions, attitudes and behaviour are continually challenged.
- to provide a curriculum which gives children the confidence that sexism can and must be eradicated.
- to contribute towards imparting a sense of citizenship in the pupils.
- to support the Local Education Authority in its antisexist policy, and to take the appropriate action to deal with any form of sexism within the School.
- to recognise in our teaching the contributions to the development of Science, Technology and the Arts which have been made by both genders.
- the teachers will, by careful use of language and choice of resources, avoid reinforcing stereotypical views of society.
- to use self-evaluation by whole school discussion to assess the implementation of this policy.
- all Lead Learners will continually review their schemes of work in the light of this policy with respect to content, methodology, aims and resources.

The School recognises that although Science and Design and Technology are core subjects for all up to the age of sixteen, some elements of each are still perceived by a significant number of pupils and their families to be strictly 'male' or 'female' domains. We do not accept this view as is shown by the way we portray the subjects. We therefore hope our schemes of work and their implementation:-

- i. reflect the interests of both boys and girls.
- ii. challenges the existing notion that some subjects are purely masculine or feminine activities by celebrating the achievements and careers of famous men and women.
- iii. discourages boys from dominating lessons and encourages girls to view their contributions as having equal value. Effective active classroom management can reduce much of this 'domination' problem.
- iv. values equally the experiences of both girls and boys.
- v. are set in a familiar context to which all pupils can relate.

Research has shown that girls in particular are less interested in Science and Technology if they perceive them as being about 'things' rather than about people. Therefore we must :-

- i. Emphasise that Science is a human activity which relates to peoples lives.
- ii. Provide opportunities to use a more personal, expressive language, in work such as projects, reports and posters and of course classroom discussion.
- iii. Provide opportunities to discuss and explore opinions which relate to Science and Technology related social issues.
- iv. We should demonstrate the importance of scientific and technological education for everyone, showing the importance of Science and Technology in a wide range of careers

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and everyday life e.g. healthy living, environment, communication/ICT skills and wise consumer choice.

Recent research has shown that both genders experience increased levels of motivation and interest if learning is delivered through the medium of ICT. The increase is more marked in boys who attain lower levels of achievement, as a whole, than do the girls.

CHOICE OF READING SCHEMES, BOOKS AND OTHER LITERARY RESOURCES

CHOOSE RESOURCES WHICH:

1. portray a world view as seen from male and female perspectives and thereby communicate how it may feel to be of another gender.
2. are factually accurate and use up-to-date text, illustrations and maps.
3. do not:
 - a) stereotype individuals or groups.
 - b) equate men with being the dominant gender or women the subservient gender.
4. which show the achievements and attributes of both genders, both past and present.
5. show children of both sexes involved in the activities described e.g., physics, design, music, mathematics.
6. in which both boys and girls can find characters which enhance their self esteem, where males and females have important roles and hold positions of authority.
7. show characters not having to justify their gender by being exceptionally virtuous or brave etc.
8. where illustrations avoid caricature.

ACTION TO BE TAKEN WHEN SEXIST BEHAVIOUR IS SUSPECTED

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

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

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 sexism.

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

- by talking about what happened, to discover why they became involved.
- informing the sexists' parents/guardians.
- by continuing to work with the sexists 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 sexism.

DISCIPLINARY STEPS:

1. They will be warned officially to stop offending.

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2. Informing the sexists' 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 sexist 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).

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