

Southbourne Infant School Policy for Racial Equality and Multicultural Education

The School Context

We are aware that our school and local population does not offer many opportunities to experience a multicultural society in its broadest sense.

We therefore aim to address this and raise awareness of other cultures through curriculum experiences.

Given other races are virtually unrepresented in our catchment area, let alone in the school community itself, it is all the more vital that children discover that they live in a culturally diverse society.

Aims and Values

In our school we aim to:

1. Promote equality of opportunity
2. Promote relations between people of different racial groups across all areas of school activity
3. Eliminate any sign of unlawful racial discrimination - both direct and indirect

These three aims are in accordance with the Race Relations (Amendment) Act 2000, which amends the Race Relations Act 1967 and presents general and specific duties with which schools are required to comply.

We aim for our children to have;

1. An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
2. An understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
3. An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The School's Commitment to Race Equality

The school is committed to promoting race equality and strongly maintains that the relevance of proportionality does NOT depend on the number of ethnic minority pupils.

Race equality is an important issue for ALL schools in preparing pupils to live in a culturally diverse society.

Responsibilities towards the Policy

The Headteacher and governors have a duty to monitor the school's implementation of this policy, which must be seen to go beyond words and be put into action.

The role of governors

- The governing body has set out its commitment to race equality in the policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
- The governing body seeks to ensure that people from different ethnic backgrounds are not discriminated against when applying for posts at our school.

- The governors welcome all applications to join the school, whatever ethnic background a child may have.
- The governing body ensures that no child is discriminated against whilst in our school on account of their religion or race. If a child's religion affects the school dress code, then the school will deal with each case sensitively and with respect for the child's cultural traditions.
- Any racist incidents will be reported to the governing body.

The role of the Headteacher

- It is the Headteacher's role to implement the school's anti-racist policy and s/he is supported by the governing body in so doing.
- The Headteacher will ensure that all staff are aware of the school policy on race equality and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of race equality when developing the curriculum, and promotes respect for other people in all aspects of school life, for example in school assemblies, where respect for other people is a regular theme, and in displays shown around the school.
- The Headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness. Any racist incident, together with subsequent action taken, are recorded and reported to the governors and LA.

The role of all staff

- The staff ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.
- When selecting classroom resources, staff pay due regard to the sensitivities of all members of the class and do not provide material that is racist in nature. Staff strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of ethnic groups.
- When planning units of work, staff use this policy to guide them, both in the choice of topic resources, and in how to approach sensitive issues.
- All our staff challenge any incidents of prejudice or racism. Any serious incidents are drawn to the attention of the Headteacher. Teachers and support staff are encouraged to intervene in a positive way against any occurrence of discrimination.

Whole school planning

Our curriculum reflects the attitudes, values and respect that we have for other ethnic groups. Multicultural experiences and issues are raised in many areas of the curriculum, including:

- RSHE and citizenship – 'circle time' activities in which we try to avoid stereotypes, to generate discussion on appropriate issues
- Boxes of resources built up and used to help children's understanding of other cultures. world religions and festivals (Diwali, Chinese New Year, Hinduism etc)
- Topics are planned to broaden children's understanding of the diversity of our world and to learn about a variety of different lifestyles and cultures
- Learning about significant men, women and children drawn from the history of Britain and the wider world

- To enhance our topics and work in school, we invite in theatre groups, story tellers, musicians or dance groups who offer a range of events and themes which explore and promote cultural diversity.
- Religious education topics exploring various world religions
- Art and design work includes art from other cultures
- PE dance work – also African, Indian and Chinese dance workshops
- Music – to include world music
- Literacy and topic work e.g. author focus in Year 2; Mwenye Hadithi, stories such as Handa's Surprise (Kenya) and The Hunter (Africa)
- ICT – internet research of other countries, their religions and cultures
- Assembly themes recognising other cultures, e.g. informing the children about charities, MELONS, Rotary Shoe Box (Eastern Eurpoe) Children in Need, Save the Children, Red Nose day and telling stories from other parts of the world..
- The range of books in our library exploring multicultural themes will be expanded as will the range of fiction by authors from other parts of the world.

Assessment, Monitoring and Review

As our review of all school policies continues, each policy must be checked to ensure it is "race equality proof". Any new policies must likewise address race equality.

It is the responsibility of our governing body to monitor and review the effectiveness of the Race Equality policy. The governing body will do this by:

- a) Monitoring the progress of pupils or minority groups and comparing it to the progress made by other pupils in the school.
- b) Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against
- c) Requiring the Headteacher to report to governors on an annual basis on the effectiveness of this policy
- d) Taking into serious consideration any complaints regarding race equality issues from parents, staff or pupils.
- e) Monitoring the school behaviour and exclusions policies, so those pupils from minority groups are fairly treated at all times.