



Acre Heads Primary School

Multicultural Policy

'A place to nourish thinking minds.'

Signed Staff:

Date:
Signed Governor:

Date:

Introduction

This policy should be read in conjunction with the teaching and learning, special needs, anti-bullying, PSHCE, race equality and equal opportunity policies.

Principles

At Acre Heads we want to prepare children to meet, live and work with people from different cultural, linguistic and ethnic backgrounds in an atmosphere of understanding, respect and co-operation.

To promote this outlook, we will provide opportunities to help children develop respect, understanding and appreciation of their own and others cultural and linguistic heritage.

Alongside these principles we will help children to feel confident to challenge stereotypes and prejudices by building their self-esteem.

Aims

The multicultural policy is part of the ethos of our school, which respects all people as being of equal worth.

The aims of the multicultural dimension at Acre Heads are to:

- enable children to question prejudices which they may have absorbed from the society in which we all live
- encourage and promote high self-esteem
- help provide equal opportunities for all
- promote an environment in which racist assumptions, attitudes and behaviour are continually and positively challenged
- provide a framework of principles on which to offer a curriculum which reflects and values cultural diversity
- support resources and materials which facilitate an anti-racist, multicultural curriculum, including the use of ICT

Organisation of the multicultural dimension of the school

Senior management will support staff, as and when appropriate, in planning an integrated cross-curricular approach, actively working to ensure that topics reflect pupils' cultural backgrounds and wider cultural influences and perspectives as far as possible.

Teaching and support staff will ensure that all pupils are made aware of multicultural topics and that the specific needs of all pupils are met.

All children should be given the widest possible opportunity to experience and enjoy the multicultural nature of our society.

A Multicultural School Community

The headteacher will act as the school's multicultural manager, unless another member of staff takes on that role.

When a new child arrives at the school with a cultural background different to the majority of children at the school, the school office will advise the multicultural manager of the new arrival. Appropriate modifications will be made to take account of the child's particular needs and external agencies will be involved as necessary. The multicultural manager will liaise with the assessment coordinator to monitor achievement levels of different groups of children. This information will be used to target specific groups who are perceived to have particular needs.

Senior management and governors will address training needs resulting from aspects of multicultural inclusion.

Governors and all staff are responsible for ensuring that all parents and carers are aware of the school's multicultural and anti-racist aims. The multicultural manager will encourage and monitor the parental involvement of minority ethnic parents.

Race Issues

The school operates a Race Equality Policy, which should be considered in conjunction with this policy.

All staff are responsible for recording incidents and challenging racist behaviour in line with the school's Discipline and Race Equality policies. Staff should ensure that:

- all incidents are dealt with immediately and reported to the headteacher if of a racist nature
- support is given to the victim
- racist behaviour is not tolerated
- curriculum opportunities are taken to promote the principles of this policy

All staff will receive support and training in dealing with racial incidents as required.

Implementing this policy

Learning and Teaching

Children will be taught and encouraged to

- feel confident in talking about differences
- be able to resolve conflict by separating issues of dispute from cultural or religious differences
- be confident and have strategies for challenging prejudice and stereotyping
- understand why anti-racist procedures are necessary

Resources

The school will monitor resources and continue to build up a bank of resources, which reflect a multicultural society, e.g. books, videos and photos. The school will make efforts to provide diverse cultural experiences for the children by arranging:

- visits to museums, exhibitions, art galleries, places of worship, cultural events
- visitors to the school to share knowledge of varying religious, linguistic and ethnic / cultural backgrounds
- work with artists, authors and performers
- interactive displays
- opportunities to respond to music, literature, art and dance from different cultures

Implications for particular areas

The Arts

- Paints, pencils and crayons in skin tone colours have been purchased so those children are able to create images of themselves and others as they see them.
- Fabrics, prints and artefacts from world cultures are available.
- Pre-recorded music, songs and instruments from many cultures will form a part of the music provided within the school.
- Objects familiar to other cultures will be used for sorting and grouping throughout the school.

Language and Literacy

- The school's reading schemes reflect the cultural diversity of modern British society, with story lines that focus on everyday activities.
- Within classrooms fiction and information books are provided relating to many different cultures and life styles.
- Key festivals and celebrations including some religious festivals are brought to the attention of children throughout the school year.

Religious Education

The East Riding Schemes of Work for RE, which are the basis for planning from the agreed syllabus, contain activities which help children learn about and understand a variety of cultures and religious perspectives.

Personal, Social, Health Education (PSHE)

The PSHE curriculum contributes to the multicultural education of the children through planned activities which encourage children to

- develop self-worth and self-esteem
- understand the similarities and differences between people
- know that people bring different qualities and skills to a group
- form meaningful relationships and friendships
- understand that their actions will affect others
- recognise and express their feelings
- understand that all people have feelings

These are covered through the 3 sections

- Health and Well Being
- Relationships
- Living in the Wider World.

Please refer to the PSHE policy

Staff Development

- Training for the multicultural dimension will be made available to staff as appropriate
- Staff will be informed about the resources available.

Monitoring

The outcomes of this policy will be monitored through:

- evidence of cultural diversity through planning
- keeping a photographic record of children's work and displays
- monitoring of racial incidents

Reviewed 29/02/16 SLT & RE leader
08/03/16 Headteacher