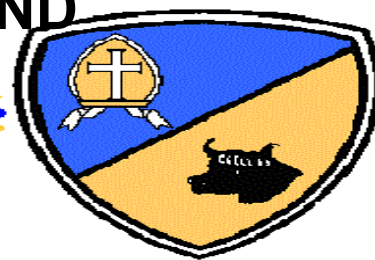


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Multicultural Policy

Date of Policy: 2025

Review Date: 2028

St Luke's is built on a core set of Christian values, where children feel happy and cared for. Here they find, love, joy, hope and peace.

John 13: 34-35 says, 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'

So at St Luke's we aim to be disciples by:

Following in God's way

Learning day by day

Working with one another

Caring for each other.

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 may exist 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 and tolerance 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 to understand and believe that racism can and must be eradicated.
- to support the Local Education 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 recognise in our teaching the contributions to the development of Science, Technology and the Arts which have been made by different cultures.
- 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.
- 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 subject leaders will continually review their schemes of work in the light of this policy with respect to content, methodology, aims and resources.

Our school aims to prepare children for life in the outside world. We equip children to become knowledgeable and adult members of a multicultural society, people who are confident in their own culture and who have learned to respect and value others, appreciating similarities and differences and free from prejudice. Children should be aware of the multicultural society in which they live, the different groups that make up that society and the contributions made by those groups.

Our Vision and values lie at the heart of our multicultural policy. We celebrate that each individual is unique and each is of equal worth. This policy also upholds the British Values of Mutual Respect and Tolerance of other faiths.

Prejudice arises from ignorance and the stereotyping of particular groups. Part of our role in school is to dispel ignorance, fight prejudice, challenge intolerance and combat racism. We believe that this is best achieved by all adults in school providing a positive role model for children. The adults should ensure that they are sensitive

and reflect a positive image of other cultures and minor groups. They should ensure that cultural and linguistic diversity is an opportunity for an educational breaking down of barriers and that stereotypes are never presented to children verbally, pictorially or in text. Any racist comments or stereotype is immediately challenged.

There are many opportunities for a multicultural perspective in the curriculum. Teachers will consider ways in which a natural and un-contrived multicultural dimension to the children's learning will be presented whenever appropriate.

It is important to make sure that resources reflect the multicultural nature of our society. The content of the work should also reflect this. In Maths and Science it may take the form of the recognition of the contribution that other cultures have made to our knowledge. In English there are many opportunities for multicultural perspectives. The school introduces children to and encourages children to read a wide range of literary forms, from different countries and cultures. The Blackburn Syllabus for RE (Questful RE) requires schools to look at faiths from a worldwide perspective. From within a Christian framework children are taught about the religion of other cultures.

The geography aspect of the research project curriculum enables comparisons of both human and physical features of different countries and environments to be made. There are links with the PSHE Curriculum, especially with understanding relationships and how to tackle bullying and prejudice.

Opportunities should be made when possible for children to gain some experience of other cultures through educational visits and visitors to the school.

It is our aim to help children become sensitive to issues of prejudice and racism. Children are taught to avoid stereotyping. The issues, however, are much broader than this; children are taught the value of the individual for their own sake not as a representative of a group.

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 communicates 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.
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, and 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 (EAL) 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. 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 and full language support, and gain maximum access to the Curriculum.

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 in RE and Collective Worship, to discover Easter, Divali and the Nativity play which actively involves pupils in the religions of Great Britain.

DESIGN:

In Design 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:

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 English they can explore a wide range of works from Afro-Caribbean, Asian and black American authors. A wide range of stories and poems are used and their origins are explored.

HUMANITIES: Teachers dealing with issues of the third world and development 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.

MUSIC:

The wealth of 'World Music' available today as heard in recordings, live performances and from the media, gives the 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. Most keyboards and synthesisers have representative sounds for non-western instruments 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.

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, it will be recorded in the racist incident log, reported to governors at their meeting and a record of the incident sent to the LA. The following action will also be taken: -

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

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.

- by arranging 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 in line with the school's Positive Behaviour Policy, yet try to help the perpetrators in the following ways:

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

MONITORING AND REVIEW.

This policy is monitored by the governing body and will be reviewed in three years, or earlier if necessary.

Related Policies

- Safeguarding and PREVENT
- Religious Education
- Collective Worship
- PHSE
- Equal Opportunities
- Equality and Accessibility Plan

