Guidance

Pupil Support
Equal Opportunities

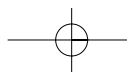Status: Recommended

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Aiming High: Understanding the Educational Needs of Minority Ethnic Pupils in Mainly White Schools

A Guide to Good Practice

department for
education and skills
creating opportunity, releasing potential, achieving excellence

Foreword from Stephen Twigg

It gives me great satisfaction to introduce this guide to you. When I launched the government's strategy to raise the academic achievement of minority ethnic pupils last year, I said that we were directing support exactly where it was needed so that our work to raise standards in schools benefited all pupils, whatever their background, location or school.
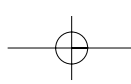
While most minority ethnic pupils live in urban areas, a significant number live in areas with a mainly white population and attend schools where very few pupils are from minority ethnic backgrounds. Research shows that some schools with small numbers of minority ethnic pupils struggle to prepare their pupils for life in a culturally and ethnically diverse society. In some cases teaching staff have little knowledge or confidence about multicultural education issues and problems of isolation can present minority ethnic pupils with additional barriers to their achievement.

This guidance addresses some of these issues and builds on the good practice already in place. I hope that the material will also help to develop confidence in approaching ethnic diversity. Our aim is to help the schools in mainly white areas to create an environment where all pupils have access to a curriculum which embraces the range of cultural backgrounds across the country, where all teachers are aware of the needs of a particular group of pupils, and where the school workforce is equipped to meet the needs of a diverse learning community.
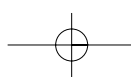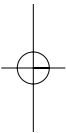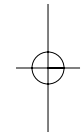
I hope that you will find it useful.

Stephen Twigg MP
Parliamentary Under Secretary of State for Schools

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Chapter 1
Introduction

1. All secondary schools in England, and about three quarters of primary schools, have at least some minority ethnic pupils. The great majority of teachers across the country may now expect to work with minority ethnic pupils at some point in their career.

2. But in about two thirds of all schools, the proportion of minority ethnic pupils is less than five per cent. Such schools are frequently known as 'mainly white'. It is for such schools that this guidance booklet has been prepared.

3. Research shows that, broadly, there are three different kinds of mainly white area, and therefore mainly white school:[1]

    Certain neighbourhoods within multi-ethnic cities. The primary schools in such areas may be mainly white. It is rare, however, for the secondary schools to be mainly white as well. The families of minority ethnic pupils in such areas usually have easy access to cultural organisations, places of worship and educational activities in the community to which they belong. The local authority is likely to have substantial expertise amongst its officers, inspectors and support services on issues such as English as an additional language, dealing with racist incidents and consulting with minority ethnic communities and parents.

    Commuter belts close to multi-ethnic cities. There are few minority ethnic residents in such areas but the white people who live in them meet or see minority ethnic people whenever they go into the city centre for work, shopping or recreation. The families of minority ethnic pupils in commuter belt areas often have links with cultural organisations, places of worship and educational activities in the community to which they belong, but such links may be difficult to maintain. Schools in such areas have access to specialist expertise in, for example, English as an additional language, in their own or a neighbouring authority.

    Almost totally white experience. These may be urban, suburban or rural but have in common that fewer than two per cent of the residents are of minority ethnic heritage, and that few white people ever see, let alone interact with, anyone who is not white. The families of minority ethnic pupils in such areas have limited links with cultural organisations, places of worship and educational activities in the community to which they belong and therefore may feel very isolated. LEA support for English as an additional language in such areas may be available, but is thinly spread. The police and other agencies may be less informed than their colleagues in urban areas about racist harassment and may be slower to take action against it or to provide support for those who are attacked.

4. Research[2] into mainly white schools published by the DfES in 2002 found:

    ❑ Diversity within the minority ethnic population must be recognised and respected. 'One size fits all' approaches create additional problems for minority ethnic pupils and their parents.

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[1] Gaine (2000)

[2] Cline *et al* (2002).

❑ Many teachers in mainly white schools minimise the significance and value of cultural and ethnic diversity.

❑ Many minority ethnic pupils, in consequence, are discouraged from appreciating and expressing important aspects of their identity and heritage

❑ Mainly white schools are frequently not sufficiently aware of racism in the school population and in the local neighbourhood.

❑ There is insufficient awareness amongst staff of principles and good practice for helping pupils to acquire and use English as an additional language.

❑ In general, mainly white schools do not adequately prepare their pupils for adult life in a society that is culturally and ethnically diverse.

❑ Many teachers in mainly white schools are critical of the poor quality of their initial training with regard to teaching minority ethnic pupils, and are aware that this now needs urgent attention in their continuing professional development.

5. It is in the light of these points that this booklet has been prepared. In addition, the booklet reflects certain legal obligations that all schools have in common. These include:

❑ duties under the Race Relations (Amendment) Act 2000 to draw up and maintain a written statement of policy on race equality and to be proactive in promoting equality of access and opportunity for all pupils[3]

❑ duties under the requirements of the National Curriculum to plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively and so that all pupils are prepared for life in a multi-ethnic society[4]

❑ duties following recommendations in the Stephen Lawrence Inquiry report to address and prevent racism in its various forms, and to send regular reports to their local authority about incidents which arise.

6. An LEA where virtually all schools are mainly white introduces its guidance for schools on race equality by summarising three philosophical principles:

❑ ensuring equality

❑ recognising difference

❑ promoting cohesion.

7. These three principles are described in slightly greater detail in Box 1. The descriptions are inevitably abstract. This guidance booklet, however, provides many concrete examples of what they entail in practice.

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[3] Substantial information and guidance is available at the website of the Commission for Racial Equality. There are several case study examples of race equality policies and activities in mainly white schools at the Warwickshire Race Equality website. See Appendix A for details

[4] There is substantial practical guidance on the Respect for All website set up by the Qualifications and Curriculum Agency.

Three philosophical principles

Equality

All pupils are of equal value and should have equal opportunities to learn and to be successful. Schools should be proactive in removing barriers to learning and success. The philosophical principle of equality is enshrined in national legislation, particularly the Race Relations Act 1976 and the Race Relations Amendment Act 2000.

Diversity

Since all pupils are of equal value they should be treated equally. But this does not necessarily mean that they should all be treated in precisely the same ways. On the contrary, significant differences of culture, outlook, narrative and experience should be recognised and respected. For example, and particularly obviously, it is unjust to treat pupils new to English as if they are in fact fluent speakers of English already. But also in many other ways pupils' backgrounds and experiences should be recognised and given respect.

Belonging and cohesion

It is important that all pupils should feel that they belong - to the school itself, to the neighbourhood and locality, and to Britain more generally. Belonging involves shared stories and symbols; a shared sense of having a stake in the well-being and future development of the wider community; a sense that one is accepted and welcomed, and that one is able and encouraged to participate and contribute.

Source: Derbyshire Education Authority, 2003.

8.   The term 'minority ethnic' refers to all people in the UK who did not identify themselves or their children as white when taking part in the 2001 census of population, or in the annual censuses of schools in England that have taken place since. It is not ideal, for it implies that all people thus described have more in common with each other than they do with any members of the white majority. The reality, however, is that there are substantial differences amongst people described as minority and that they have much in common with all other citizens. With regard to differences, there is obvious diversity of culture, religion, language and national origins, and to do with whether individuals are of mixed heritage or from a single heritage. Also, there are differences with regard to the reasons why individuals or their forebears came to UK in the first place, and how long they have been here. Further, as in the majority community, there are differences of occupation, lifestyle and social class, and with regard to gender, experience and age. It cannot be emphasised too strongly that 'one size does not fit all'.

9.   In addition to people who identified themselves in the census as 'not white', parts of the Gypsy/Traveller community in the UK are recognised by race relations legislation as minority ethnic groups. Certain sections of this guidance booklet, therefore, are relevant for Gypsy/Traveller pupils as well as for all other pupils of minority ethnic backgrounds. Particularly the section on dealing with prejudice and discrimination is relevant, as is the section on education for all. The DfES has published focused guidance on raising the achievement of Gypsy/Traveller pupils in a separate booklet.[5]

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[5] *Aiming High: raising the achievement of Gypsy/Traveller Pupils, July 2003.*

Chapter 2
English as an additional language

10. 'A new pupil,' writes a teacher contributing to an internet discussion group[6], 'will be arriving in my classroom next term. He speaks Arabic and absolutely no English. What am I supposed to do with him?! I have some English/Arabic vocabulary and picture sheets and that's it. Am I expected to teach him English from scratch? I am very worried that my class will suffer as a result. I cannot spend all my time with him. Will he pick it up from the other kids? I don't want them having to use their working time to explain every little thing to him. Of course I want them to help him but they have targets to meet and so do I! Any advice would be gratefully accepted.'

11. Advice was offered on the website by other teachers and the flavour of this is shown in Box 2. The advice was sound so far as it went and is likely to have been useful in setting the teacher along the right lines and in correcting certain misconceptions. More systematic and comprehensive comment is needed, however, as set out later in this chapter.

Box 2

Reassurance, tips and suggestions - advice to a teacher with a newly arrived Arabic-speaking pupil in her class

(Replies to the request for help cited in paragraph 10)

It's difficult to give advice without knowing more, for children learning English as an additional language are not a homogeneous group. Can he read and write Arabic? Has he been to school in his own country? What country has he come from? Is Arabic the only language spoken or known in his home? What kind of Arabic is it? And how old is he, I wonder?

Give the child time to get used to being in his new situation. Don't pressure him to learn or speak English straight away. In the school where I work all our children are originally non-English speakers. You will be surprised how much he picks up and how quickly! Though bear in mind it'll probably be several years before his written academic English is on a par with that of native speakers.

Definitely allow him to speak his own language - even to answer questions in his own language. It doesn't matter if you can't mark or monitor everything - the important thing is that the pupil is thinking about the lesson. And show an interest in his language. For example get him to teach you and the other kids how to count up to ten, and the names of colours, and greetings, and so forth. See him as a resource not a problem or hindrance. He can *help* you and the other kids meet those targets!

Good practice with children who speak little English is to use a lot of visuals, put keywords on the board and give them differentiated activities, among other things. However, it is important not to fall into the trap of making work easier *per se* - only linguistically easier. It's crucial to have high expectations and to give him tasks that stretch them intellectually.

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[6] TES Forum for English as an Additional Language, 18 October 2002

Perhaps speaking to a languages teacher or SEN coordinator or EAL expert at your LEA will help you with your planning. And you'll find some immediately useful and easy-to read guidance in the DfES publication on EAL that they produced for teaching assistants, downloadable from the DfES website.

When a TA works with him, also involve pupils who are native speakers of English. The TA's key role, often, is to organise structured discussion and thought in a small group rather than simply 'teach English' one-to-one.

Meet and get to know his parents! I'm sure their help and involvement will be invaluable.

Source: edited and expanded from internet discussions at the *Times Educational Supplement*, 2002/03

Messages from research

12. A substantial body of research relating to learning English as an additional language has built up over the last twenty years. Based on the research, teachers have developed a wealth of practical methods and strategies. Staff in mainly white schools can tap into the research by reading books for practitioners[7]; by obtaining advice from their LEA's language service; by visiting websites[8]; and by joining the EAL-BILINGUAL network and sending requests to it for advice on specific matters that arise.[9] Messages from research are summarised below. There are then two case studies illustrating the implications see boxes 3 and 4.

❑ **Two kinds of skill**
A distinction needs to be drawn between interpersonal conversational skills on the one hand and academic language skills on the other. Pupils often develop conversational skills in an additional language quite quickly. To acquire proficiency in academic language, however, takes several years - most researchers maintain that it takes between five and seven years for pupils to acquire academic English at the same level as their peers.

❑ **Identity**
Learning an additional language is not, of course, just to do with learning to use different words, phrases and structures. Language is part of a person's sense of identity and closely linked to their personal, academic, social and emotional development. How people feel about the process of becoming bilingual or multilingual is crucial. It is essential that schools show respect for pupils' home and community languages and for the narratives and culture in which the languages are embedded.

❑ **Learning through listening and using**
Acquiring an additional language involves much listening. But this is not a passive

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[7] For example, Brent Language Service (1999), Cary (2000), Conteh (2003), Gibbons (1991 and 2002), Gavelle (2002), Kenner (2000), Leung (2002), Leung and South (2001), McWilliam (1998), Ward (2002) and Wrigley (2000).

[8] For example, the websites of Hampshire, Hounslow, Manchester and Portsmouth. Addresses are given in Appendix A

[9] Full details in Appendix A.

process, for pupils are listening in order to understand. Everyone in the early stages of learning a new language understands far more than they are able to say. Using the language to make meaning helps develop and extend skills in the new language.

❑ **Practical classroom activities**

Practical classroom methods and activities that are suitable for pupils learning English as an additional language are often valuable for all other pupils as well. For example, all pupils benefit from a classroom in which there is a lively interest in synonyms and nuances of meaning, origins and derivations of words, and the nature and uses of metaphor. All benefit from collaborative group work designed to foster academic English. However, pupils learning English as an additional language have distinctive language and curriculum related needs and these must not be overlooked.

❑ **Supportive environment**

Learning a language is a creative, risk-taking process that inevitably involves making errors. The environment, therefore, should be supportive and stress-free. Learners need encouragement to make meaning in the new language; to feel that others genuinely want to know what they have to say; to feel that they have important knowledge and insights to communicate; and to have recurring experiences of successful communication. A supportive environment also encourages learner independence.

❑ **Becoming and being bilingual**

The ability to speak two or more languages is not only a valuable skill in itself, both for individuals and society, but also contributes valuably to mental agility and cognitive understanding; to thinking, reasoning and problem-solving skills; to capacities to be objective and tolerant of ambiguity and uncertainty; and to greater interpersonal and intercultural sensitivity, and greater competence and confidence in social situations. Processes of teaching and learning English as an additional language are to do with becoming bilingual, not with substituting one language for another. Indeed, long-term research into the achievement of bilingual pupils shows that support for pupils' first language at academic levels is key to academic success in the second language.

Box 3

Anna and her teacher

When nine-year-old Anna was admitted to a small primary school on the edge of a market town in Essex she was the only pupil who did not have English as their mother tongue. She spoke no English at all and staff at the school had no recent experience of teaching such pupils. So there were two anxious people in the classroom on the day she arrived: Anna herself and her teacher. On the basis of advice from a visiting teacher attached to the county ethnic minority support service, Anna's teacher used visual materials, gestures, actions and concrete references when speaking to Anna and in the whole class situation. She organised activities of various kinds that were cognitively challenging whilst being less demanding linguistically. For collaborative group activities Anna was grouped with very able peers.

Without the pressure to speak, Anna learnt quickly and became familiar with everyday classroom commands and instructions. She always checked her understanding, though, by watching the other children in her

class before responding. By the end of her first term at the school she began to produce single word utterances and occasionally used a few short everyday phrases in conversations with her peers, for example 'oh no!' 'okay', 'yeah' and 'all right', to show that she was listening. She used a great deal of facial expression, nodding and shaking of the head, gestures and pointing to express her feelings and to respond to remarks, comments and questions. She rarely spoke, however, in larger group situations. It was clear that she felt self-conscious about making mistakes in front of a large audience.

Her literacy skills in her first language (Polish) were developing well before her arrival in England and she quickly learnt the names and sounds of the English alphabet and a range of high frequency words in English. As is often the case with children learning an additional language, her mechanical skills as a reader developed more quickly than her comprehension skills. Staff were aware of this and regularly checked and supported her understanding through reference to illustrations, demonstration, gestures, actions and simple oral explanations. Also, they took steps to put Anna and her family in contact with a small Polish community not too far away. This was invaluable in providing moral support, advice and practical assistance and in helping Anna to maintain and develop her first language.

Source: adapted from 'Anna's Story' by Peta Ullmann, *NALDIC Quarterly*, vol 1, no1, March 2004.

13. Many LEA language services provide lists of simple guidance and suggestions for welcoming and including pupils new to English in the mainstream classroom. The lists contain practical tips and suggestions such as those which are illustrated in Boxes 2, 3 and 4. Also, they stress that the overall context of a school's policies and practices on language development are relevant. Key points from the lists are summarised below.

Whole-school policy and practice

14. It is valuable if a school's overall school policy on language development explicitly recognises that:

❑ language is central to a person's sense of identity and belonging

❑ all languages are equally valued and are given as much support as possible

❑ proficiency in academic English is essential for educational success and requires a long term commitment from the school

❑ all mainstream class and subject teachers have responsibility for developing pupils' competence in English, both written and spoken.

Lesson planning and classroom methodology[10]

15. It is helpful if staff use a wide range of practical activities and approaches, including:

❑ activities which create links between new learning and what is already known

❑ visual material, particularly material which communicates key concepts and interconnections

❑ activities which involve pupils in using language from an early point of the lesson onwards

❑ activities that involve sorting, matching, selecting, comparing and reasoning

❑ activities which involve pupils exploring and expressing concepts through practical and manipulative activities

❑ problem-solving tasks that are cognitively demanding and challenging even though the language for them may be reduced in length or grammatical complexity

❑ attention to the development of academic English skills, for example through the use of writing frames or through working with subject related texts

❑ collaborative group work to engage pupils in genuine communication and exploratory talk, and in order to assist them to internalise key concepts and specialist terminology

❑ ICT activities that help communicate meaning, and that support the development of language and the learning of curriculum content at the same time[11]

❑ activities that require genuine communication, argument, thinking aloud and talking things through.

16. Further, it is valuable if in the school as a whole there is a stress on language awareness and knowledge about language for all pupils. This involves, for example, comparing and contrasting words in English with words in other languages; enquiring into the derivations of words and the ways in which words change in meaning or nuance over the years; studying differences between written and spoken English, between different registers, codes and dialects of spoken English, and between appropriate and inappropriate uses of English in a range of different situations.

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[10] Guidance on strategies for working with pupils learning English as an additional language is provided by the National Primary and Key Stage 3 Strategies. The Access and Engagement series is particularly useful for subject teachers in secondary schools. See Appendix A for details.

[11] Several useful web-based resources are listed and Appendix A.

Contacts and links with parents

17. Educating pupils with English as an additional language is not a one-way process. Schools have much to gain from the experiences and understandings of pupils, their families and communities. Drawing on their funds of knowledge enriches a school in a range of valuable ways.

18. When admitting a pupil who has recently arrived from another country, schools should gather information about the pupil's linguistic and educational background, for example whether he or she is literate in language(s) other than English and the extent and scope of their previous education. It is valuable to have information about the features of pupils' first languages as well as background information on different education systems and ways in which their culture and educational background may influence learning[12].

19. If appropriate, schools should send communications to parents in their home language.[13] More generally, it is vital to maintain home-school links with the parents and carers of pupils new to English, using bilingual staff if possible.

Support from visiting specialists

20. Support from a visiting specialist teacher can be extremely helpful to the school, the teacher, the pupil and the family. Specialists have a wealth of knowledge and experience in working with pupils learning English as an additional language and will be familiar with a range of language and cultural backgrounds. The support they offer may include the following: arranging assessments in a pupil's first language as well as in English; short term bilingual or EAL support; liaison with the pupil's family; partnership teaching of the whole class; focused support for individual pupils; training for mainstream staff; the provision of appropriate resources and information relating to a pupil's background and heritage. Specialists are familiar with the anxieties that schools and teachers have when they admit a pupil new to English. It is important, therefore, to make time to share and discuss concerns and to do this from the first visit onwards. Box 4 gives further ideas on how a visiting specialist may be used.

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[12] There is substantial information available through the Portsmouth EMAS website on language features of a range of languages. Additionally Hounslow language site contains background information on education systems. See Appendix A for details.

[13] One of the best sources for such letters is the website of Dingle Granby Toxteth EAZ (www.dgteaz.org.uk). It provides fourteen standard letters in 30 different languages. The DfES parents website (www.parentscentre.gov.uk) also contains useful information.

> ## Box 4
> ### Using specialist support
>
> Hullavington Primary School in Wiltshire has about 110 pupils. Until recently it had never had occasion to admit a pupil from a minority ethnic background. During the last two years, however, it has begun to admit children from overseas, mainly Nepal, whose parents are stationed at a nearby military base. When they first arrive in England many of the younger children know no English.
>
> The school benefits from training, advice and resources provided by a member of the LEA ethnic minority achievement service who comes for a full morning, and part of a morning, each week. The specialist advisory teacher works in the following ways, amongst others:
>
> ❑ Teaching a whole class whilst the class teacher works with a group containing one or more of the minority ethnic children. For example, in a topic on Ancient Greece, the visiting teacher led the whole class in playing a collaborative game that re-enacted a year in the life of a Greek farmer. The class teacher saw an example of a style of whole-class activity that can provide support when the specialist teacher was not present; gained additional insight into the Nepalese pupils' abilities; and was familiarised with valuable materials
>
> ❑ Working with a small group of pupils, some of whose members - but preferably not all - are learning English as an additional language. The group completes curriculum-related work, for example creating a piece of drama or role-play to perform to the whole class. Care is taken to ensure that the English mother tongue speakers in such groups are amongst the most articulate and high-attaining members of the class, so as to provide good models of language for the children learning English as an additional language
>
> ❑ Working in partnership with the class teacher on a topic or story which reflects and affirms cultural diversity. For example, using a range of tropical fruits when making a fruit salad, or exploring and discussing legends, folktales and fables from a range of different cultures. In all such teaching, paired and group work are used to reinforce the speaking and listening skills of all members of the class.

21.   Some pupils new to English are the children of refugees or people seeking asylum. Detailed guidance has been given on this subject by the DfES in a separate publication[14].

22.   In addition to policies about language learning outlined in this chapter, schools need policies on dealing with incidents of racism and prejudice, and on celebrating cultural diversity and preparing all pupils for life in a multi-ethnic society. These are the subjects of the next two chapters.

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[14] DfES (2004). See also National Union of Teachers (2002).

Chapter 3
Prejudice and racism

23. Teachers and others, including influential journalists and commentators in the media, sometimes say something along lines such as this:

"When I was at school I was called names by the other children because I had red hair … because I wore glasses … because I was overweight … because I was tall … because my accent was different … because I rather liked academic work. The teasing wasn't pleasant but I had to put up with it, and anyway children grow out of it. I don't see that being teased because of one's colour is any different or any worse. Words such as 'Paki' and 'Gyppo' are like the word 'fatty' or 'carrots' or 'four-eyes' - unpleasant, but no worse. It's merely political correctness gone mad to imply that racist insults are worse than other kinds of insult."

24. It is important to sort out the ways in which racist bullying and name-calling is indeed similar to other kinds of bullying, and needs to be dealt with in the same ways[15]. Also, it is crucial to see, explain and stress that there are substantial differences.

25. The similarities lie in the fact that a characteristic is picked out which the victim can do nothing about - their size, whether they wear glasses, the colour of their hair, the colour of their skin, their religious and cultural background, and so on. Such insults are distinctively hurtful, as those who use them know well. Pupils on the receiving end of such name-calling can become miserable, fearful and depressed and their progress at school can be severely damaged. Those who engage in such bullying may develop a false pride in their own strength and superiority. A further similarity is that teachers and even parents are sometimes not sufficiently aware of the miseries that are being inflicted, or of the cruelty that is being perpetrated. Some key findings from research projects on racism in mainly white schools are summarised in Box 6[16]. They illustrate certain similarities between racism and other kinds of bullying but also point to certain differences.

Box 5

**Racism in mainly white schools
findings from research**

The most common kind of racist incident in schools is name-calling. It usually takes place in the playground or corridors, or on the streets in the school neighbourhood, not within the earshot of teachers. The offenders are often older and bigger than the people they attack and have an audience of bystanders whose support they take for granted. The view that minority ethnic people 'do not belong here' and 'should go back where they came from' is freely expressed at home by older members of their families. Racist name-calling amongst white children and adolescents is often part of male sub-culture.

Research sponsored by the DfES in mainly white schools in 2001/02 found that 25 per cent of the minority ethnic pupils in the sample had

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[15] There is substantial guidance on anti-bullying at www.dfes.gov.uk/bullying.
[16] Carroll (2002), Cline *et al* (2002), Connelly (2002), De Lima (2001), Gaine (1995), Sibbitt (1998), Troyna and Hatcher (1992)

> experienced racist name-calling within the previous seven days. Only a tiny proportion of the incidents had been reported to staff. The under-reporting seemed to be connected with a perception amongst many pupils and their parents that staff would be unable or unwilling to take appropriate action.

26. The differences between racist name-calling and most other forms of bullying lie in the fact that racism has a long history affecting millions of people; that it is a common feature in wider society, with people being seriously harmed and injured by it, and sometimes even viciously attacked and murdered; and that children do not, alas, inevitably grow out of it. The law of the land recognises the seriousness of racism by requiring that courts should impose higher sentences when an offence is aggravated by racist or religious hostility[17].

27. It is essential that teachers and administrative staff should be clear, both as individuals and as whole staffs, why racist incidents are considered by the criminal justice system to be more harmful than incidents that do not contain a racist component. This is not to say that racist behaviour in schools should necessarily attract greater sanctions than other kinds of bullying. It does, however, mean that allegations of racist behaviour should be thoroughly investigated and that the educational task of reducing racist bullying should be taken extremely seriously.

28. The distinctive feature of a racist attack or insult is that a person is attacked not as an individual, as in most other offences, but as the representative of a family, community or group. This has three particularly harmful consequences:

   ❑ Other members of the same group, family or community are made to feel threatened and intimidated as well. So it is not just the pupil who is attacked who feels unwelcome or marginalised. 'When they call me a Paki,' explains nine-year-old Sereena, 'it's not just me they're hurting. It's all my family and all other black people too.'[18]

   ❑ Since racist incidents affect a group as well as an individual, they are experienced as attacks on the values, loyalties and commitments central to a person's sense of identity and self-worth - their family honour, friends, culture, heritage, religion, community, history. Racist, cultural and religious abuse accordingly hurts in broader and more complex ways than most other kinds of abuse.

   ❑ Racist attacks are committed not only against a community but also, in the eyes of offenders themselves, on behalf of a community - offenders see themselves as representative of, and supported in their racism by, their friends, family and peer group[19]. Even more than in the case of most other bullying, it is therefore essential that a school should clearly show solidarity with and support for pupils who are attacked, and take care not to provide any kind of comfort or encouragement to the offenders, or to the group or community to which the offenders see themselves as belonging.

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[17] There is clear information about the law and current policy in *Racist and Religious Crime: CPS prosecution policy*, 2003. It is available free of charge and can be downloaded from www.cps.gov.uk.
[18] Quoted in Coventry City Council (2001).
[19] See, for example, Sibbitt (1997)

Recording and reporting

29.   Ofsted is required to inspect and comment on the measures which schools adopt to prevent incidents of racism occurring, and which they adopt when, despite their best efforts, incidents do occur. When carrying out this duty, Ofsted inspectors have to use the strict definition of a racist incident that was proposed by the Stephen Lawrence Inquiry report in 1999. Similarly schools, of course, have to use this definition.

30.   It is important that all teachers, and also all support and administrative staff, should know what the official definition of a racist incident is, and why it has to be used. The official definition is this: '*any incident which is perceived to be racist by the victim or any other person*'. The term 'racism' refers to: '*conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin*'. A useful working definition in schools is '*behaviour or language that makes a pupil feel unwelcome or marginalised because of their colour, ethnicity, culture, religion or national origin*'.

31.   There are three important points to stress about this definition:

❑   It is for the purposes of initial recording. Just because an incident is alleged or perceived to be racist does not mean that it necessarily is racist. But it does mean that it must be recorded and that an investigation must be carried out.

❑   Whether or not the offender intended their behaviour to be racist is irrelevant. Of course, when it comes to dealing with an incident, the offender's intentions are an important consideration. But at the stage of initial recording and investigating, the offender's attitudes, motivation and awareness are not the main issue.

❑   A racist insult may refer to issues of culture or religion as well as to colour and appearance. Anti-Muslim insults and name-calling, for example, should be seen as racist[20]. So should name-calling which targets the Gypsy/ Traveller community.

32.   In schools, incidents which may be perceived to be racist by victims or by others (particularly, of course, teachers) are mostly to do with verbal abuse, name-calling and insults. There may also be physical attacks and bullying; ostracising, freezing out and excluding from friendship groups; refusing to work with another pupil or to sit next to them; graffiti; damage to personal property; ridicule or exaggerated criticism of someone's cultural or religious background and traditions; and the distribution or display of offensive publications and symbols.

Box 6

The play's the thing

Several mainly white LEAs - including Cumbria, Derbyshire and Wiltshire - have commissioned pieces of education theatre to explore issues of racism in schools. A play developed in Derbyshire, for example, used forum theatre techniques to depict the isolation of minority ethnic people in rural areas and the trauma and severe distress that racist abuse and insults cause; it shows also that it is all too easy for schools to be unaware and uncaring in their responses and non-responses to racism

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[20] This point is well stressed in NAUWT (2003).

amongst pupils and in the neighbourhood of the school. A piece of forum theatre in Cumbria led to the following reactions amongst Year 6 pupils at Newbarnes School in Barrow.

'I am being very honest. I did used to sometimes say things but I didn't realise what I was saying until I thought about what I had done and then I would feel so guilty that I would go to my room for a bit. But after watching the play I really felt as if I was black or Asian and I knew what it was to get picked on for my colour or religion so I think that the play really helps you to know what a black person might feel like.'

'After watching the play, I feel a better person and I feel as if it has changed me completely into a new person and I will never say anything about other people that is racist again.'

'After the play I realised that calling black people names that are nasty can really upset the person's feelings inside their body so from now on I will never call black people nasty names again, 'cause I know now how much pain they get.'

" I feel a bit more aware of what things you can say to be racist and how it affects people in different ways and how people can react.'

'At the beginning I thought that the character Billy was quite funny but through the play I didn't because he started going too far and hurting. I never knew racism could be so rough and hurtful. I very much enjoyed the play though.'

A pack of teaching materials about *Ally Comes to Cumbria* is available from the Advisory Teacher for Multicultural and Antiracist Education, Cumbria Education Service, 5 Portland Square, Carlisle CA1 1PU. Telephone 01228 606825. For articles about pieces of forum theatre developed in Derbyshire and Wiltshire see Richardson (2003) and Carroll (2004)

33. Schools should keep records of racist incidents, and have to make an annual or termly report to their local authority. Even apparently trivial and low-level incidents should be recorded, for they may be part of a pattern or trend and may in any case have caused severe distress. The exact form and frequency of the report are determined by each LEA separately. It is desirable that the record kept by the school should indicate the kind of investigation that was made following an allegation or perception of a racist incident, and whether the investigation found that the incident was indeed racist in its intentions and/or its effects. Further, the record should include:

- ❑ a description of what happened
- ❑ the time and place of the incident
- ❑ names, ethnic backgrounds and year-groups of pupils involved
- ❑ action taken to support pupils who were the target of the abuse or attack
- ❑ action taken in relation to the offender(s)
- ❑ whether parents were informed and if so in what way.

Box 7

Avoiding the easy option

A village school in the West Midlands with 120 pupils, of whom five are from minority ethnic background, is respected by parents and by LEA officers for its inclusive ethos. Governors and senior staff were shaken recently when one of the minority ethnic pupils complained about racism in the playground. The behaviour was subtle (exclusion from a friendship group rather than explicit and vicious name-calling) and the school could almost certainly have taken the easy option, if it had wanted to, of ignoring the complaint or making light of it. If it had done so, it would probably have had the tacit support of most of the white parents.

The head and governors decided, however, to take the complaint entirely seriously. There was much discussion with parents, staff and pupils. Procedures were agreed for ensuring that staff were more aware of pupils' experiences and feelings, and for ensuring that complaints about prejudice and racism were rigorously and sensitively investigated and dealt with. The school extended the work it was already doing on cultural diversity, for example to do with festivals and world faiths; and there was increased attention to preparing all pupils for life in a multi-ethnic society.

Summary of good practice

34.   For review purposes, there is a summary of good practice in Box 8.

Box 8

**Dealing with racist incidents
- features of good practice**

There is shared understanding amongst all staff - including support and administrative staff as well as teachers - of ways in which bullying based on background, colour, religion or heritage is both similar to and different from other kinds of bullying.

There is the same shared understanding amongst pupils, parents and governors.

❑ These shared understandings include acceptance and use of the definition of racist incident that was proposed by the Stephen Lawrence Inquiry report.

❑ There is a code of practice which clearly outlines specific procedures to be followed for recording and dealing with racist incidents, as also with other kinds of abuse and bullying, on the school premises, and on journeys to and from school.

❑ The governors take seriously their responsibility to report regularly to the LEA the number and nature of racist incidents at their school, and they indicate in their reports how the incidents were dealt with.

❑ There is a history of taking reports seriously and following them up.

❑ A user-friendly leaflet has been provided for pupils and their parents on what to do if they experience racism against them.

❑ Pupils are involved in mediating in disputes, and in making clear that racist remarks and behaviour are unacceptable. They support each other in being assertive, as distinct from aggressive or submissive, when incidents occur.

❑ All staff are vigilant with regard to behaviour amongst pupils, and ensure that they are as familiar as possible with pupils' experiences of bullying and racist incidents. For example, pupils have opportunities to report racist incidents anonymously, if they wish.

❑ There are periodic surveys of pupils' experiences and perceptions of racism, using questionnaires and discussion groups, and involving people from outside the school if appropriate.

❑ Staff accept that they have a responsibility to help ensure that play and leisure areas encourage and promote positive and co-operative behaviour amongst pupils.

❑ The general ethos of the school (displays, assemblies, some of the examples across the curriculum) reflects and affirms diversity of language, culture, religion and appearance.

❑ The school is involved from time to time in national projects such as Kick Racism Out Of Football, One World Week, Black History Month, Islamic Awareness Week and Refugee Week.

❑ There is coverage within the curriculum of interpersonal behaviour amongst pupils, including racist name-calling and bullying, and this is linked with wider issues of citizenship and participation in society.

❑ There is coverage within the curriculum of key concepts such as colour racism and cultural racism, and institutional and individual racism, and of measures and campaigns to build racial justice.

Source: this is a compilation of guidance from a range of local authorities, including Cambridgeshire, Coventry, Derbyshire, Ealing, Lancashire, Leicester and Windsor and Maidenhead.

35.   The references in Box 8 to a school's overall curriculum are developed further in the next chapter.

Chapter 4
Education for all

36. Both the previous chapters have stressed that the overall ethos and curriculum of a school should be inclusive and welcoming if pupils of minority ethnic backgrounds are to make optimal progress. Further, they have stressed that measures taken in the first instance to support and assist minority ethnic pupils are frequently relevant and valuable for all other pupils. This latter point is true not only of the topics in the previous chapters, English as an additional language and dealing with prejudice, but also of the topic considered in this chapter, the development of an inclusive ethos and curriculum: all pupils benefit.

Box 9

Persona Dolls and Philosophy for Children

Brunswick Infant School in North Cumbria has just under 200 pupils, virtually all of whom are white. The school highlights inclusion and diversity in its current development plan. The head and two colleagues accordingly attended a conference for foundation stage practitioners organised by the LEA with Cumbria Development Education Centre. The theme of the conference was Knowledge and Understanding of the World and the workshops that she that her colleagues attended were on Philosophy for Children (P4C) and Persona Dolls.

The LEA advisory teacher for antiracism was then invited to lead a series of race equality training sessions for all staff. The programme included an introductory half-day at the start of term and several sessions after school, covering resources, curriculum audit, racist incidents and Persona Dolls. The advisory teacher also spent a day in school carrying out an assessment of pupils' knowledge and attitudes. The findings were discussed after school by all staff and measures were taken in the curriculum to correct various misconceptions in children's understanding of multicultural Britain. Alongside this, two members of staff completed their Level 1 P4C qualification and attended a local training session on knowledge and understanding of time, place, cultures and beliefs. Two further places were booked on the training course, in order to help ensure a whole-school approach.

The school made a successful application to the LEA for a race equality grant to introduce Persona Dolls across the school and worked with an advisory teacher to develop two Traveller dolls, a boy and a girl.

At the start of the following term, a small working group consisting of the headteacher, two teachers and the advisory teacher for antiracism reviewed the school's race equality policy statement and developed an action plan. The action plan included procedures for recording, reporting and responding to racist incidents; a whole-school approach to philosophy for children in order to embed an open and enquiring approach to race equality in the curriculum; and the use of literacy texts to explore culture and race. The policy and action plan were introduced to the rest of the staff and to governors and it was resolved that they should be formally revisited and reviewed in 12 months time.

There is information about Philosophy for Children (P4C) at www.sapere.net and about Persona dolls at www.persona-doll-training.org. See also *The Little Book of Persona Dolls* by Marilyn Bowles (Featherstone Publications 2004) and *Combating Discrimination: persona dolls in action* by Babette Brown (Trentham 2001).

Permeation: themes and ideas across the curriculum

37. The Qualifications and Curriculum Authority maintains the substantial **Respect for All** website[21]. There are numerous examples there of ways in which each subject in the National Curriculum, at every key stage, can have a multicultural dimension. Such a dimension reflects positive images of minority ethnic pupils and their families and communities, thus enhancing their sense of belonging and respect, and prepares all pupils for life in a multi-ethnic society. There is similar subject-by-subject guidance in several other recent publications.[22]

38. It is valuable to identify the major concepts, themes and ideas that can and should permeate all subjects. Such permeation can happen entirely explicitly as part of the central content to be covered. Instead or as well, it can happen incidentally and indirectly (part of the hidden curriculum) through:

- ❑   the exemplars, materials and cultural reference points that are used to illustrate abstract ideas

- ❑   the texts, activities, materials and assignments that are used in skill-based subjects, for example ICT, design and technology, literacy and numeracy

- ❑   the stories, subjects and situations explored in art, dance, drama and music

- ❑   displays, exhibitions, signs and visual materials in classrooms and public areas

- ❑   the use of visiting speakers, artists, musicians and storytellers

- ❑   assemblies and collective worship

- ❑   journeys and visits to places of interest

- ❑   involvement in national projects

- ❑   links with schools in other countries or other parts of Britain

- ❑   casual comments and conversations

> *Box 10*
>
> **Here, There and Everywhere**
> **- part of the air children breathe**
>
> At Highfields School, Matlock, Derbyshire, 1.8 per cent of the students are of minority ethnic background, up from 0.2 per cent a few years ago. It has 13 feeder primary schools. Recently finance became available from the LEA for a continuing professional training day involving all teachers in the cluster. The headteachers resolved that the whole day should be on cultural diversity and arranged for the centrepiece of the event to be a piece of forum theatre presented by a professional company from London. The story was about street racism and playground racism in a mainly white town such as Matlock, and about teacher attitudes and staffroom cultures in the schools in such towns.
>
> The day had a great impact on staff in all 14 schools and gave impetus and context to a range of projects and activities, including:

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[21] See Appendix A for further information.

[22] For example, Cambridgeshire Advisory Service (2002), Department for Education and Skills (2003), National Union of Teachers (2001) and Runnymede Trust (1993 and 2003).

❑ the development of policy statements on cultural diversity for all schools in the area

❑ reviews of displays and visual environments - diversity, it was said, should be 'part of the air children breathe'

❑ the incorporation of cultural diversity themes in projects such as the Healthy Schools Programme

❑ a partnership with inner-city schools in Derby, some 20 miles away, funded by Barclays New Futures: activities include drama, dance and music days for participating primary schools; a website run jointly by Year 11 students at Highfields School and Bemrose School, Derby; and a commemorative magazine as a record for all taking part.

In addition to Highfields School and Bemrose School, the participating schools are Darley Churchtown and South Darley near Matlock and Bishop Lonsdale in Derby. The project's website is at www.here-there-everywhere.com. It contains information about the project's design and activities; the schools, students and pupils who are involved; and the Barclays New Futures scheme. The forum theatre presentation was by Actorshop, Cedar Court, 47 Memorial Avenue, London E15 3BT. Tel: 020 7511 1197, email: training@actorshop.demon.co.uk.

39.   Six themes that can valuably permeate all of a school's life are outlined below.[23]

Shared humanity: similarity, sameness and universality
Art, drama, history, music, novels, poetry, religion and stories all explore humankind's basic humanity. In science, pupils learn about aspects of human biology that are universal, about universals in the inorganic world and about science as a universal human activity. Universals in biology are also encountered in health education and PE. In geography, pupils learn about recurring patterns in relationships between human beings and their physical environment. Teaching about difference and diversity must go hand in hand with teaching about commonality and sameness.

Difference and diversity: contrasting stories and interpretations
In all subjects, the texts, visual material and electronic resources can reflect the reality that Britain is a multi-ethnic society and is part of an interdependent world. Similarly the tasks, problems and assignments that are set can reflect these aspects of the real world. In many subjects, in addition, there are direct opportunities for teaching and learning about cultural differences, and differences of perception, interpretation and narrative.[24]

Interdependence: borrowing, mingling and mutual influence
A recurring danger in teaching and learning about cultures is that pupils will get the idea that each culture is distinct from all others. The reality is that boundaries between cultures are porous and frequently unclear. Interdependence is an essential concept in geography, biology, chemistry and physics, and in all studies of

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[23] These points are delivered in particular from guidance developed in Derbyshire.
[24] Appendix A suggests several websites worth visiting for fuller information about multi-ethnic Britain and aspects of global interdependence. Most of the sites have a wealth of links to further sites.

causation in history. Examples of mutual influence and fusion can be found in art, design, drama, literature, music and technology.

Excellence everywhere
Excellence is to be found in all cultures, societies and traditions, not in 'the west' only. The 'default position' in the curriculum, however, can all too often be the assumption that all significant human achievements arose in the West - this is what is communicated, even though teachers do not consciously intend it. In every subject, examples of achievement, invention, creativity, insight and heroism should be taken from a wide range of cultures, both in the present and in the past.

Identity and belonging
Every individual belongs to a range of different groups, and therefore has a range of different loyalties and affiliations. Also, and partly in consequence, all individuals change and develop. Pupils need to know and feel confident in their own identity but also to be open to change and development, and to be able to engage positively with other identities. All pupils need to be comfortable with the concept of multiple identity and with hyphenated terms such as Black-British, British-Muslim and English-British. A sense of belonging to Britain and that 'Britain belongs to me' may be developed in all arts and humanities subjects, in citizenship education and PHSE, and can be implicit in some of the examples, reference points and case studies in mathematics, science and technology.

Race, ethnicity and justice
Already at Key Stage 1 pupils need to appreciate that there is a single race, the human race, but that the world contains ignorance, prejudice, discrimination and injustice. In the course of their time at school pupils should become familiar with theories about the sources and forms of racism, including individual racism and institutional racism. They need also to know about strategies, actions and campaigns to prevent and address racism, locally, nationally and internationally; equal opportunities in employment and the provision of services; the role of legislation; the management and resolution of conflict; intercultural communication and relationships; and justice and fairness. Not least, they need to know what they themselves can do to address racism within their own sphere of influence. It is particularly in history, PSHE and citizenship education that social and political concepts to do with race and racism are taught and developed directly. Indirectly, they can be a dimension in all subjects, particularly literature and stories, and the creative and performing arts.

Box 11

Interaction, interdependence and identity

Polesworth High School, Warwickshire, and Pampawie Junior Secondary School School, Ghana, are 4,864 kilometres apart as the crow flies. They have in common that they are both located on the Greenwich meridian line; that their curricula, syllabuses and schemes of work affect, inform and enrich each other; that their students, staff and local communities are in frequent - at least weekly, sometimes daily - contact with each other; and that both are recognised, in their respective countries, as trailblazing centres of excellence with regard to world development education and global education, and to ensuring multicultural perspectives throughout the curriculum.

Polesworth has 1200 students, of whom exactly one per cent are of minority ethnic background. It serves a former mining community in north Warwickshire and could easily have been archetypally parochial, inward-looking and monocultural. In reality, as direct consequence of its link with Pampawie, it is vibrantly international. It has appointed a member of staff to the post of development education coordinator; set up a cross-curricular working party with representatives of all departments that meets twice a term; arranged exchange visits of staff, funded by the British Council; created gardens in both schools whose purpose is to celebrate international friendship; started a voluntary Ghana Club open to all students that meets at a lunchtime once a week; and established a wide range of curriculum development projects (more than 30 at the last count) with a global dimension.

The projects include a Year 7 module on informative English that requires students to examine the similarities and differences between their own lives and those of their counterparts in Ghana; world literature in key stages 3 and 4; the use of world statistics in key stage 4 mathematics; course work on African patterns in key stage 4 art and textiles; study in key stage 3 history of the abolition of slavery, with particular reference to Ghana; world music at key stage 3 and within this context Ghanaian drumming; comparative studies of international human rights in key stage 3 citizenship and human rights; and a compulsory module in A level general studies on sustainable development and fair trade, focusing in particular on the chocolate industry, and on concepts of British identity.

Appendix A
Useful websites

General policy and guidance

The DfES Ethnic Minority Achievement site (http://www.standards.dfes.gov.uk/ethnicminorities) has a wide range of guidance and information and many links to other government sites.

A valuable one-stop-shop has been set up by Portsmouth EMAS providing links to all the principal government documents and reports of recent years. Go to http://www.blss.portsmouth.sch.uk/default.htm and then in the quick search facility (top right hand corner) click on *Advice - recent key documents*.

The EMA Online site for ethnic minority achievement (*www.emaonline.org.uk*) is a resource base for teachers developed by Birmingham, Leeds and Manchester LEAs with funding from the DfES. It contains many practical ideas and links.

There is substantial information and guidance relating to the Race Relations (Amendment) Act at www.cre.gov.uk. Click on *Good practice* on the home page and then on *Education* in the list entitled *Sectors*. For case study examples of race equality policies and programmes in mainly white schools it is worth visiting www.warwickshire.gov.uk/raceequality.

QCA has developed a website to support the education of new arrivals from overseas. There is information on educational and welfare rights and background information concerning many countries of origin.

The Centre for Education for Race Equality in Scotland (www.education.ed.ac.uk/ceres) has a wealth of advice and information about good practice and whole-school policy.

English as an additional language

Several local authorities have published valuable guidance on supporting bilingual pupils in the mainstream classroom. They include **Hampshire**, **Hounslow** (www.ealinhounslow.org.uk), **Manchester** (www.manchester.gov.uk/education/emas) and **Portsmouth** (http://www.blss.portsmouth.sch.uk/default.htm).

At the home-school-community pages on the **Portsmouth** site (http://www.blss.portsmouth.sch.uk/hsc/index.shtml) there is valuable information about a range of languages other than English and about the distinctive difficulties that speakers of them may have when learning English.

The British Educational Communications and Technology Agency (BECTA) has published *Using ICT to Support EAL* by Sheilagh Crowther, a member of Gloucestershire's Ethnic Minorities Achievement Service. The document is a wide-ranging and easy-to-read guide to ways of using ICT with pupils for whom English is an additional language. BECTA has also produced sheets which translate common ICT terms and computer-related phrases from English into other languages, and some sheets about science apparatus, hazards and safety. On the homepage (www.becta.org.uk) write *ESOL Resources* in the search facility.

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Another source of key words in other languages is the **Refugee Council**. It publishes a valuable series of books with the generic title of *Words for School Life*. Key words are provided in Albanian, Arabic, Bosnian, Kurdish Sorani, Kurdish Turkish, Persian and Somali.

The National Primary and Key Stage 3 strategies have produced considerable guidance for teaching pupils for whom English is an additional language. Primary guidance can be found at http://www.standards.dfes.gov.uk/literacy/communities/inclusion/?leaf=2

To access Key Stage 3 guidance and online publications, go to http://www.standards.dfes.gov.uk/keystage3 and search using keyword Targeted Support - EAL.

The **National Association for Language Development in the Curriculum** (NALDIC) provides advice on a range of policy and practice matters relating to English as an additional language at www.naldic.org.uk.. A particularly useful new section of the website contains online readings for initial teacher educators which address many of the 'basic' questions about learning EAL http://www.naldic.org.uk/ittseal/research/readings.cfm

The **Northern Association of Support Services for Equality and Achievement** concerned with language and bilingualism (NASSEA) has a website at www.nassea.org.uk. There are details here about conferences and courses in northern England, and links to downloadable documents produced in northern LEAs.

It is well worth joining the **EAL-BILINGUAL** mailing list. Teachers of EAL throughout Britain use it to share information, ideas and queries, all closely related to practice. To join the list, send an email to majordomo@ngfl.gov.uk. Make sure to leave the space for 'Subject' blank. In the body of the message simply write the following words: *subscribe eal-bilingual.*

Culture and identity

Britkids (www.britkid.org/) - lively and enjoyable, intended in the first instance for lower secondary school pupils in mainly white areas. It can also be used in primary schools.

There is clear and useful information about cultural diversity in Britain at www.bbc.co.uk/londonlive. Click on the icon for *United Colours of London* -the focus is on London, but most of the information is relevant for the whole of Britain.

The **BBC** also has valuable sites on black history for school pupils at www.bbc.co.uk/education/archive/histfile/mystery.htm and, with particular reference to its significant *Windrush* series, www.bbc.co.uk/education/archive/windrush.

For information about Islam and British Muslims, it is valuable to visit the **IQRA Trust** at www.iqratrust.org.uk, the **Muslim Council of Britain** (www.mcb.org.uk).

Race and racism

The **Antiracist Toolkit** site developed in Scotland (*www.antiracisttoolkit.org.uk*) provides a wealth of advice on dealing with racist behaviour in schools.

The whole of the **Stephen Lawrence Inquiry report** is at http://www.official-documents.co.uk/document/cm42/4262/sli-06.htm. The section dealing with institutional racism is Chapter 6.

Based on the Britkids concept (see above), **Coastkid** (www.coastkid.org) focuses on the relationships, behaviours and conflicts that arise between nine young people in an area where most schools are mainly white.

International dimensions

For resources on a world dimension in the curriculum, the **Tide Centre** (www.tidec.org.uk) has a wealth of useful information and materials.

Further sources of materials about world affairs include the **Development Education Despatch Unit** (www.dedu.gn.apc.org) **Save the Children** (www.savethechildren.org.uk) **Oxfam** (www.oxfam.org.uk/coolplanet) and **Worldwide Fund for Nature** (www.wwf-uk.org).

The **British Council** and the **DfES** supported the launch of a new international website in February 2004 (www.globalgateway.org.uk) designed to assist schools across the world to engage in creative partnerships and to provide UK schools with quick access to information on how to develop an international dimension to education.

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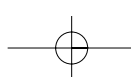
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