



LINCOLN GARDENS PRIMARY SCHOOL

Race Equality Policy

PERSON RESPONSIBLE FOR POLICY:	NAZ GOULTHORPE
APPROVED: GOVERNING BODY	DATE: NOVEMBER 2017
SIGNED: 	
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Context:

The vast majority of children at our school are English and white. We believe that it is of paramount importance to ensure that children are aware that this does not reflect society as a whole and that issues related to race and cultural diversity need to be taught explicitly as they will not necessarily arise in everyday interaction. Our school ethos is one in which individual differences are celebrated and respected, and this policy is written against that background.

The school welcomes its duties under the Race Relations (Amendment) Act 2000. We are committed to:

- promoting equality of opportunity for all adults and children within our community.
- promoting good relations between members of different racial, cultural and religious groups and communities
- eliminating unlawful discrimination.

Aims

At Lincoln Gardens Primary School, we aim that every pupil should develop the knowledge, understanding and skills which they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

Every child should be helped to develop a personal and cultural identity, which is receptive to change and respectful to other identities.

Relationship to School Aims

"We are committed to helping each child achieve academic, personal and social success, regardless of age, gender, race, culture, or physical or mental ability."

As adults, we promote a culture of understanding and tolerance of the needs, feelings and beliefs of themselves and other people.

Objectives

In order to achieve these aims, we:

- provide a curriculum which develops pupils' knowledge and skills and understanding of racial diversity. Subject areas which are of particular importance are geography, history, religious education, literacy, PSCE.
- establish an ethos which promotes understanding and celebration of diversity, in which moral issues are discussed openly, and adults provide positive role models.
- have a programme of worship which celebrates different world faiths and beliefs.
- treat all racial incidents seriously, according to the guidelines of the LEA
- provide resources which reflect our multi-cultural society (books, music, toys, displays)
- provide extra-curricular opportunities
- ensure fair and equal processes for the appointment of staff and governors by applying the equal opportunities policy of North Lincolnshire Council
- have an admissions policy which prioritises strictly according to criteria provided by the LEA
- work in partnership with parents and community to promote good practice and tackle racial discrimination.

Responsibilities

Governors

- ensure school complies with race relations legislation.
- ensure policy is implemented.

Head teacher

- implement policy, procedures and strategies.
- ensure all staff are aware of their responsibilities and given appropriate training and support
- take action in cases of racial discrimination.

All staff

- deal with racist incidents and know how to identify and challenge racial bias and stereotyping.
- promote racial equality and good race relations

Appendix 1 Ofsted criteria in relation to racial equality and diversity

Judgements about personal development

Where pupils develop to become mature, caring, sensitive and accepting of others' beliefs, the judgement is likely to be excellent.

Very good

Pupils show curiosity, are imaginative, intuitive and understand what makes them who they are. They are proud of their background and their beliefs. They treat others with high levels of respect and compassion and know acutely that their behaviour always has consequences. They take full responsibility for themselves and their actions. At an early age, they are taught to listen to one another.

Good

Pupils understand the importance of festivals and traditions and other outward signs of religion, culture, faith and beliefs. They respect the views of others and understand that this is important. They value justice and fair play. Younger children have a good understanding of the difference between right and wrong.

Satisfactory

Pupils know about their local community and have a sense of the wider world. They know that there are different faiths and different beliefs in the world and that this makes people behave in different ways. They cooperate when the school raises funds for others less fortunate than themselves.

Unsatisfactory

Pupils are unclear about their own and others' beliefs. They know about major religious and cultural festivals, but not the importance. Some younger children are afraid to be outside at playtime, feeling intimidated by others. A significant minority of pupils behave insensitively, and show little understanding of the effect of their behaviour on others. In some cases, children see school as a place they have to attend and do not feel any obligation to support it or become part of its community. They show little interest in the wider world and have scant understanding of it.

Poor

A significant group of pupils behave badly and show prejudice towards those from different cultures and backgrounds and bully or intimidate others because of their race, beliefs or sex. Steps taken by the school to deal with these matters are half-hearted and ineffective.

Where pupils demonstrate an immature, uncaring, and insensitive approach to others and do not tolerate their beliefs, the judgement is likely to be very poor.

Questions relating to the inspection of other aspects of personal development, including spiritual, moral, social and cultural development

How well do pupils develop self-knowledge and spiritual awareness?

Do teachers foster curiosity and build in opportunities for spiritual development by providing interesting experiences for children?

To what extent do teachers raise questions of faith sensitively and appropriately, encouraging children to talk about themselves and draw on their personal experiences?

Do teachers help pupils to make connections across their work and raise further questions to help them think more deeply, developing self-knowledge and spiritual awareness.

Do teachers openly explain beliefs, festivals and customs with confidence?

How far are pupils aware that, for some people, divinity is fundamental to their beliefs and that others are motivated by their belief in people?

Do teachers and other adults consistently behave as they want pupils to behave?

How well do pupils appreciate their own and other cultural traditions?

How far do they appreciate cultural diversity and accord dignity to other people's values and beliefs, challenge racism and value race equality?

Are more mature pupils open to new ideas and willing to modify their beliefs in the light of what they have learned?

Do teachers plan carefully so that pupils have opportunities to explore a range of cultures, for example through cooking and eating different foods, learning about art, homes, dress, stories and poetry?

How well do teachers use resources from a range of cultures?

Do teachers have a good understanding of the cultures represented in the school?

Do they draw on the expertise of parents and other members of the wider community to explore cultural issues? Are they sensitive to feast days and festivals, taking into account the effect of religious observance, such as fasting, on learning?

Appendix 2 Racial Incidents

Definition

- any incident in which it appears to the person reporting the incident or any other person that the incident involves an element of racial motivation.

- any incident which includes an allegation of racial motivation made by any person.

"Racial" means of any race, nationality, colour or ethnicity.

It is important to take into account not only of what the victim says, but also of their own perceptions and the perceptions of those who may have witnessed the incident or reported it on behalf of another person.

Racial harassment has two elements:

“Violence, which may be verbal or physical, and which includes attacks on persons as well as on property, suffered by individuals or groups because of their race, nationality, colour or ethnicity, when a victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.”

“Interference with the peace, comfort or safety of any person on the grounds of their race, nationality, colour or ethnicity. This includes incidents of racist graffiti and the use of offensive gestures.”

(from the Commission for Racial Equality)

All racial incidents have to be reported to the Educational Services Directorate (by the Head teacher.) Incidents may fall into the following categories:

- use of weapons
- actual/threat of physical assault, jostling, punching, hitting;
- verbal abuse – insults, racist jokes, derogatory name-calling, racist comments in the course of discussion, ridicule;
- bringing racist materials into schools/wearing racist badges or insignia;
- refusal to cooperate with other people because of their race, ethnicity, colour or nationality;
- offensive gestures;
- written derogatory remarks, including graffiti;
- abuse of personal property;
- attempts to recruit for racist organisations or groups;
- incitement of others to behave in a racist way.

Recognising and Dealing with Racial Incidents

Racist incidents, racial discrimination and racial harassment must be dealt with promptly, firmly and consistently.

When investigating a potentially racist incident, the following questions need to be considered:

- Do any of the participants perceive this as being racist? Why?
- Do any of the witnesses perceive this as being racist? Why?
- Is there any reason for considering this to be a racist incident?
- Was the incident intentional or unintentional?

In the case of a serious incident, the Head teacher and Chair of governors will decide:

- whether the incident is of such importance that the whole school community needs to be informed
- whether teachers should explain the circumstances to pupils so as to reduce the danger of distortion and backlash through rumour
- whether all parents/carers should be informed
- it is recognised that on occasions non-racial incidents can develop into having a racial element. Such incidents should be recorded.

Supporting victims

Victims of racial harassment may need immediate support from an appropriate member of staff. The head teacher will decide whether further support is needed from outside agencies such as the police, Victim Support or North Lincs Race Equality Council.

The head teacher will explain the action taken and make it clear that school will not tolerate such behaviour.

In serious cases, the head teacher or a member of the SST will meet the parents/carers of victims to explain the action taken and discuss the matter with them.

Dealing with perpetrators

Any incident of racial harassment is treated seriously, however small, but the course of action will depend on the severity of the incident.

All perpetrators should be sent to the Head teacher who will make it clear that no such behaviour is tolerated, and why. A red card and missed playtime is the first, automatic sanction. The incident will be recorded.

Depending on the circumstances, the member of the SST will inform the parents, police, or, in serious cases, if an incident could have repercussions outside the school, the Education Services Directorate.