

ANTI-RACISM POLICY FOR ST. MARGARET'S CofE PRIMARY SCHOOL



At St. Margaret's Church of England Primary School we seek to develop wisdom, encourage aspiration and promote dignity and acceptance enabling our respectful children to live a life giving back to the community.

John 10:10: 'Live life in all its fullness.'

Aspiration

Wisdom

Endurance

Approved by the governing body on:	Autumn 2026
Shared with stakeholders on:	Autumn 2026
Next review:	Autumn 2028

St Margaret's CofE Primary School Bullying and Anti-Racism Policy

All Children and young people have the right to live in an atmosphere that is free from bullying, harassment and discrimination and there must therefore be a collective responsibility of all institutions and organisations that provide services to, or are accessed by, children and young people across the country.

(G.Tombs - Executive Director, Schools, Children and Families 2009)

At St Margaret's CofE Primary School, we use a restorative approach to manage behaviour. A restorative approach to behaviour is a philosophy and practice that focuses on **repairing harm, building strong relationships, and fostering accountability** after a harmful incident, rather than simply punishing the offender. It involves bringing together all parties involved in a conflict to promote understanding, responsibility, and reconciliation, ultimately creating a positive and respectful environment that prevents future issue. Our Behaviour Policy, anti-bullying policy and Anti-racism policy work in conjunction with each other.

Where anti-social behaviours occur staff will seek to discover an explanation and solution for the behaviour.

We are aware that bullying behaviour can consist of:

- Physical
- Emotional
- Verbal
- Online

There are differences between teasing, conflict, and friendship fallouts but we aware that are some occasions where these may become bullying behaviour.

We will ensure that all members of the school community are aware that:

- safeguarding our children is at heart of everything we do;
- we create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated;
- we ensure pupils are safe, feel safe and everyone is treated respectfully;
- adults will model positive behaviour and create an atmosphere of respect at all levels;
- adults will respond in a positive way when a pupil expresses a concern;

We will ensure that there is an up-to-date anti-bullying policy in place, which addresses:

- the expectations for adult behaviour as well as the expectations for children and young people;
- the link between our Positive Behaviour Policy, Anti-Bullying Policy and Anti-Racism Policy;
- all forms of bullying;
- the setting's commitment to preventing and responding to bullying based on key guidance;
- the recording and monitoring of incidents;

- monitoring, evaluating and updating the policy regularly and review the effectiveness of prevention and responses to bullying;
- working collaboratively with relevant organisations in developing and implementing an effective policy;
- inclusion in policies, organisation, ethos, community links, partnerships, curriculum and teaching and learning;
- awareness of legal duties and responsibilities to reduce and respond to bullying in and outside of our setting;

Through our Curriculum and teaching we will ensure that children:

- understand what bullying is and what it is not, including racism as a form of bullying;
- follow a comprehensive PSHE & SRE Curriculum;
- use the No Outsiders materials to support understanding of difference;
- understand the effects of racism and strategies to prevent and respond to it;
- feel safe in their communities and confident that they will be listened to and incidents will be dealt with;
- are informed so that they know what to do, who to speak to, where to get help and how to support others who are bullied or bully;
- attend worship sessions which reiterate the teaching throughout the year using Biblical teachings;
- celebrate differences and choose not to bully or discriminate against others;
- are supported with managing relationship conflict;
- recognise other people's feelings and treat others with respect;
- negative language or behaviour in relation to race is always unacceptable;
- understand and are made aware that just because they think something is banter or a joke doesn't mean other people will;
- understand all offensive, threatening, violent and abusive language and behaviour is always unacceptable.

We will support children and young people to:

- value themselves, their achievements and develop strong self-esteem;
- practice and develop emotional resilience and social skills to manage their feelings and work with others to resolve conflicts calmly using restorative approaches;
- learn the skills required to tell someone in a way that ensures that adults act;
- be actively involved in anti-bullying initiatives such as Anti-Bullying weeks, culture day, activities, worship, circle times, peer support and restorative conversations;
- learn the skills required to stay safe and confident whilst using technology such as mobile phones and the internet;
- Be aware that lunch clubs are a safe space during outside play if they need them.

Policy and Practice

Racist incidents:

In accordance with Local Authority guidance all schools are committed to eradicating racial discrimination. We agree that:

Clear procedures are in place to ensure that racist incident, racial discrimination and racial harassment are dealt with promptly, firmly and consistently...

Dealing and Reporting racist incidents in school – Essex LA

If there is an alleged racist incident we will ensure we:

- record any racist incidents and complete a Racist Incident form (kept in pigeon holes);
- listen carefully;
- do not judge;
- pass the information to the DSL or DDSL, who will then investigate and work with all parties involved in the racist incident to resolve any issues;
- reassure;
- understand the difficult nature of disclosing any racist incidents;
- contact parents/carers of all parties;
- all incidents involving racism will be taken seriously and acted upon.

Monitoring of Racist incidents:

- All incidents involving racism should be taken seriously and acted upon. The Headteacher should be informed of any incident and follow procedures laid out by the local authority. Termly returns indicating racist incidents are submitted to the local authority and the school governors so that an overall picture throughout the county can be produced. Reporting Racist Incident forms are available in the pigeon holes. All completed forms should be handed to the Headteacher. At this point a decision will be made as to what action should be taken;
- The bullying/racist incident folder will be periodically examined (at least half-termly) for previous incidents involving identified pupils, and for any actions taken;
- The DSL or delegated member of staff will monitor the situation and check in with all children involved;
- any incidents will be reviewed/followed up within a two-week time frame.

Monitoring by Governors

The Governors will be informed of any significant bullying issues, including all racist incidents on a termly basis and of more serious issues as they arise. The Local Authority will provide data which can be interpreted to show key areas of development. Vulnerable groups can also be identified prior to transition between key stages. The school will work proactively with all agencies to

ensure that transition is smooth. Attendance is monitored closely and reasons for absence investigated to see if bullying issues are present.

St Margaret's CofE Primary School, Toppesfield
Church Lane, Toppesfield, CO9 4DS

CONFIDENTIAL FORM FOR RACIST INCIDENT ISSUES ONLY:

This form is to be used by all staff irrespective of their role. This form should be completed with sufficient, concise information so that the investigating officer is fully aware of the nature / context to the issue being raised. This form is for in house monitoring and recording, and proceeds the County form that may need to be completed following investigation by the designated lead should a report need to be made to County.

Alert form should be given, at the time the concern is raised (same day, as soon as completed), to:

- ✓ The **Designated Safeguarding Lead** or in her absence
- ✓ A Deputy DSL

Name of child:

Class:

Name / role of adult completing Alert:

Date / time:

Concise details of concern / issue— PLEASE FILL IN FACTS & AS MUCH DETAIL AS YOU CAN, INCLUDE ANY ACTIONS THAT YOU DID, e.g. write the actual words said

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Signature of DSL / Deputy DSL Alert handed to / Date / Time:

Decisions / Actions taken by DSL / Deputy DSL(s) (continue overleaf as appropriate) - file copy in bullying/racist incident folder stored in DSL's office