

# ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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## PREVENTING & DEALING WITH RACIST INCIDENTS POLICY

**Ownership:** Curriculum Committee

**Document Date:** September 2021

**Review Date:** September 2022

To be read in conjunction with the following Policies:

- Anti-Bullying Policy
- Child Protection Policy
- Behaviour Policy
- Equalities Policy and Scheme

Pupils are given many opportunities to serve each other, the school and the wider community, developing their own skills and talents in the process.



**Section 48 Diocesan Inspection October 2018**

“Pupils make rapid progress because they are very keen to learn, and because the teaching is highly effective ... Behaviour is excellent. Pupils get along very well and enjoy school, accepting one another’s different views...”



**Ofsted March 2013**

## **Introduction**

All members of the school community (staff, pupils, parents and visitors) have a right not to experience racism at school, whether or not this is directed at them. St Margaret Clitherow School values all children and seeks to ensure that they learn that challenging hurtful behaviour and discrimination is an important part of the Catholic ethos.

Racism is evident in wider society and therefore inevitably will occasionally occur within schools. Racist incidents can occur in any school setting, including this one. In St Margaret Clitherow School we work actively:

- To develop a climate which is intolerant to racism.
- To ensure an atmosphere in which all pupils feel valued and listened to and have confidence that their concerns will be addressed.

Pupils are taught about racism, that it is unacceptable and that it diminishes us all.

As a school we aim to recognise and value diversity by ensuring that:

- All pupils have an equal and strong sense of belonging within the school community.
- There are few racist incidents and these are dealt with effectively.
- Pupils from different ethnic and faith backgrounds mix and get on well with each other.

## **What is a racist incident?**

Schools are required to use the following definition for recording and responding to racist incidents:

“Any incident which is perceived to be racist by the victim or any other person”.

The Home Office Code of Practice explains that, “The purpose of the definition ... is to ensure that investigations take full account of the possibility of a racist dimension to the incident and that statistics of such incidents are collected on a uniform basis”.

In recording incidents under this definition, it is not the intention to label individuals as racist. Records of incidents are held centrally in the school and not on individual children's or adults' records.

By recording all incidents the school is able to:

- Demonstrate that they have dealt satisfactorily with incidents.
- Monitor trends and patterns of behaviour if they exist.
- Take preventative action against racism which may come into the school from society in general.
- Provide good educational responses to any behaviour that is of concern.

Consequently, any incident which is perceived by anyone to be racist will be investigated, recorded and monitored as such. This designation does not necessarily mean that racism has occurred.

In investigating any incident as defined above the school will be seeking to establish whether any behaviour, language or expression has occurred which has **caused harm or offence** in relation to colour, culture, ethnic group or religion. In some incidents it may be found that the motivation was to cause harm or offence, in others it may have been unintentional, but both would still be recorded. Intentionally racist behaviour will be dealt with differently to unintentional incidents. For example, younger pupils may unwittingly use offensive language which they do not understand and did not intend.

It is important to note that racist incidents and racist bullying can be subtle and may not always be racially explicit. These kinds of incidents can be just as damaging to victims as explicit racism. Pupils may also suspect the motives and intent of their fellow pupils when perfectly acceptable language is being used. **Importantly, wherever offence is caused it needs to be understood and resolved, and where it concerns elements related to colour, culture, ethnicity or religion it will be recorded as a racist incident.**

It should be noted that under the prescribed definition racist incidents can occur without a victim or target being present, for example telling a racist joke or making derogatory remarks about a particular ethnic community. Such incidents will also be recorded and resolved.

Some racist incidents involve allegations that the school itself has failed to provide equal and fair opportunities or treatment to individuals or groups on the basis of their colour, culture, ethnicity or religion. Where such an allegation is made this too will be recorded and investigated as a racist incident.

Racist incidents may include\*:

- Threatened or actual physical assault.
- Verbal abuse.
- Racist graffiti (on school furniture, walls or books).
- Distributing racist literature.
- Wearing of badges or symbols belonging to known racist organisation.
- Name calling.
- Teasing in relation to language, religion or cultural background.
- Expressions of prejudice calculated to offend or to influence the behaviour of others.
- Intimidation.
- Isolation and spreading of rumours.
- Inappropriate and hurtful humour.

\* N.B. This list is not exhaustive

This policy is fully consistent with and should be considered alongside the school's policy on anti-bullying but also complies with additional legal requirements for identifying and responding to racist incidents.

## **Roles and responsibilities**

1. The Headteacher is the member of staff responsible for investigating incidents where this is required, for overseeing the application of the policy across the school, for monitoring the effectiveness of the policy and for reporting to Governors. A designated

Governor and the Curriculum Committee work closely with the Headteacher in this regard.

2. All staff are involved in dealing with racist incidents and maintaining good race relations.
3. Teachers wherever necessary will:
  - Immediately address any pupil's negative, stereotyped or racist response to difference related to culture, colour or ethnicity.
  - Provide support to any pupil who has experienced offence from another person.
  - Refer language or behaviour that has been hurtful to the Headteacher for further investigation and resolution.
  - Provide educational responses to ensure that pupils develop the knowledge and skills necessary for living in a multi-ethnic, multi-cultural and multi-faith society.
4. All staff will be vigilant at all times and open to pupils' concerns about experiences of racism, being ready to listen and to take reports seriously. Distressed pupils will be supported and all incidents reported on to the appropriate member of staff.

### **Expectations of pupils**

All pupils, as appropriate to their age and understanding, have a responsibility for promoting a harmonious school community and challenging and/or reporting racist and other hurtful behaviours. (It is understood however that it may be difficult for pupils who are the targets of racism to report it.)

### **Expectations of parents**

We always take parents' concerns seriously. However, the school can only respond to incidents that are drawn to their attention.

Parents are expected to ensure that their children display appropriate and acceptable behaviour in and out of school with their school fellows. When problems arise in school we will seek the support of all parents in ensuring their children understand where and why offence has been caused and what, if any, change might be necessary to adhere to the school's race equality policies.

### **Responding to incidents**

In responding to incidents that may occur the school will aim to:

- provide appropriate support to pupils ,
- deal with any unacceptable behaviour,
- prevent racism and discrimination,
- re-establish good race relations across the school.

Support will be given to anyone who has experienced offence; their concerns will be listened to.

An investigation will look into the details of what has occurred.

The cause of offence will be clearly identified and an educational response provided where appropriate.

Where offence was intentional pupils will be subject to disciplinary procedures. Where offence was unintentional pupils will need to understand how offence was caused and be supported to make any changes necessary in their behaviour. A high priority will be placed by the school on resolving any breakdown in relationships and ensuring that pupils can move on positively from the experience.

Pupils who have experienced racism and their parents will be kept informed throughout the investigation and resolution of the incident.

### **Recording and Reporting Incidents**

1. All incidents will be recorded, including the date, the names and ethnicity of the perpetrators and victims, the nature of the incident, and action taken in response.
2. Where racist incidents occur which involve any of the following, the advice of the relevant Local Authority adviser will be sought:
  - Physical violence or serious damage to property.
  - Repeated or orchestrated harassment, including text messaging and cyber bullying.
  - Links with extremist groups, including distributing of racist literature.
  - Racist graffiti.
  - Absence related to a racist incident.
  - Exclusion related to a racist incident.
3. On an annual basis the school will report numbers of incidents to Hertfordshire Children's Schools & Families (CSF). Individuals will not be identified in this process.

### **Performance indicators for preventing and dealing with racist incidents**

In reviewing the effectiveness of this policy staff and Governors will consider:

- The feelings of victims (and their parents) on the satisfaction of the support received and the resolution of incidents.
- The continued good progress and high self esteem of those who have been offended.
- The continued good progress and high self esteem of those who have caused offence.
- Whether the action taken successfully prevented repeat incidents.
- The willingness of pupils (and parents) to draw their concerns to the attention of staff.
- The consistency of response and confidence of all staff in following school policy.
- Whether good race relations are being maintained in the school community.
- Underlying causes for any rise in numbers of incidents, whether these were preventable and if further action or change in policy and practice is now necessary.

Where review indicates that change is needed, policy and practice will be amended as part of the school plan.

**Reporting procedures for concerns relating to the school's PREVENT duties can be seen in Appendix 1.**

## **APPENDIX 1**

### **Prevent**

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard"<sup>13</sup> to the need to prevent people from being drawn into terrorism"<sup>14</sup>. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies [must have regard to statutory guidance issued under section 29 of the CTSA 2015](#) ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also [published advice for schools on the Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

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<sup>8</sup> According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

<sup>9</sup> “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

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## BEHAVIOUR POLICY

**Ownership:** Curriculum Committee

Document Date: September 2021

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Ratification at FGB: 16.11.21

Children are given many opportunities to serve each other, the school and the wider community, developing their own skills and talents in the process.



**Section 48 Diocesan Inspection October 2018**

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**Ofsted March 2013**

*At St Margaret Clitherow School we are committed to Safeguarding Children*

*Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him*



## Principles

Our school uses the Hertfordshire Steps approach which supports a therapeutic ethos, early intervention and professional responses to complex, challenging or high risk behaviours. It prioritises the pro-social experiences and feelings of everyone within the dynamic.

The high behaviour expectations we have of the children, are reinforced by all members of staff - when children are reprimanded, they know that it is their behaviour that is being criticised, not themselves. They should not feel humiliated or diminished. Forgiveness is given a high profile and a "fresh start" is always encouraged.

Positive behaviour choices and personal success will be recognised and praise will be specific to what the good behaviour is. More emphasis is placed on what is good behaviour rather than what is inappropriate. Praise rather than criticism should be generous and frequent.

Every day must be a fresh start providing that prior behaviour has been dealt with - teachers should aim to deliver good news to parents / carers regularly preferably through face to face contact. This makes it easier to engage with parents / carers should the need arise for matters that are not so positive. We believe that every person in our school community has the right to expect and receive respect.

## Aims of this Policy

We aim to create an environment that:

- expects and promotes positive and purposeful behaviour as the basis for effective learning;
- enables all school members to fully participate in school life;
- reflects through our Catholic Christian tradition, values and ethos; and
- respects the uniqueness of every individual in our school community;

## School Rules

Our school rules are kept under regular review and are discussed at the beginning of each year with the children in each class:

- Treat others as you would like to be treated
- Be ready to learn
- Be proud of your uniform
- Respect property and the environment
- Be the best that you can be!

## General Behaviour Expectations

We encourage engagement rather than simple compliance throughout school life, enabling children to make decisions about how they act. This involves making good decisions and cooperating with everyone. We use the Steps therapeutic approach to behaviour, both inside the classroom and outside.

Positive adult relationships set the tone and model for effective relationships in school. All adults act as role models for children.

Children are expected to move around the school in a calm, quiet manner.

Children are expected to speak politely to all adults.

Children should treat each other with respect at all times.

Children are expected to co-operate without arguing or answering back.

Disagreements between children should be resolved by discussion in a calm and rational manner. Staff should help to foster an atmosphere where children are able to discuss differing opinions.

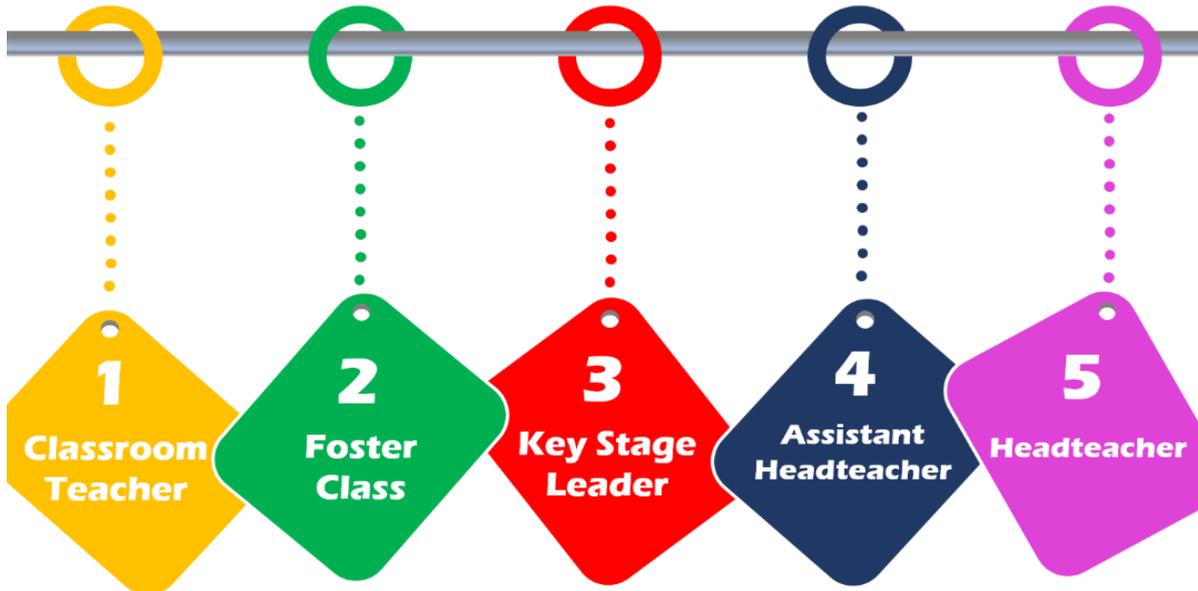
Everyone should respect the general environment of the school. For example, proper disposal of litter, correct use of toilet facilities and care of equipment should be encouraged as should keeping work areas, classrooms, stores and corridors tidy.

## Rewards

We believe that children should engage in behaviour because it is personally rewarding, not for external reward. However, we do use the following examples of rewards in the school:

- Sent to another teacher with good work
- Sent to the Headteacher with good work
- Sent to the Headteacher for consistently good / improved / excellent behaviour
- Verbal praise to parent/guardian
- A post card home by the Headteacher
- Recognition in class

This list is by no means exhaustive as we are always looking for new ways to reward appropriate behaviours.



## Behaviour support at St. Margaret Clitherow

Our school values not only underpin and strengthen the way in which we learn but influence all our behaviour including how we behave towards others in our community.

Successful learning is a responsibility shared by all children, staff, parents / carers, carers and visitors. Children are encouraged and challenged in their learning as they strive for excellence. All children are encouraged to be independent in the regulation of their behaviour, making good decisions and responding to their environment appropriately.

We have high expectations of behaviour within the classroom, which reflects our key principles and values. We expect all staff to speak to children calmly, even when behaviour exhibited may not be acceptable. Children exhibiting extreme inappropriate behaviour are usually experiencing great anxiety and stress and need the reassurance of a calm adult to help them recover from the situation.

All learners must be able to carry out their learning without interruption or interference from others. Persistent and disruptive behaviours will be dealt using our 5 step behaviour approach, see below.

### 1. Classroom Teacher

Class teachers ensure that the school rules are at the centre of their approach to behaviour management. They must be consistently adhered to and used in conjunction with the language of the school values and the Steps therapeutic approach to behaviour. Class teachers continue to use tried and tested approaches to behaviour management (e.g. clapping hands, count down, Simon says) including positive phrasing. However, if a child fails to follow the school rules a simple warning will be issued to the child. If their behaviour does not improve they will be told to have some reflection time in class. If this happens, parents will be informed and this will be logged onto our internal system.

### 2. Foster Class

The foster class is designed to strength the ownership and control of the school rules by the class teacher. It will also allow the child to have further reflection time and a different environment to complete their class work. This approach offers a peer support system for the class teacher. Once again, parents will be informed and this will be logged onto our internal system.

### 3. Key Stage Leader

If step 1 and 2 have not had the desired outcome, this is when the Key Stage Leader will get involved. Parents will be informed and this step will be logged onto our internal system.

### 4. Assistant Headteacher

If step 1, 2 and 3 has not had the desired outcome, this is where the Assistant Headteachers will get involved and a formal consequence (e.g. loss of lunchtime) will take place. Parents will be informed verbally and via a letter explaining the incident. This will also be logged onto our internal system.

## **5. Headteacher**

By the time the behaviour has reached this stage, the Headteacher will be involved.

At this point, there may be a real risk of exclusion (internal or external). A formal meeting is arranged with the parent, where the school expectations of behaviour are clearly outlined. The formal meeting is followed up by an official letter from the Headteacher. This stage will be logged onto our internal system. There will be some incidents that will go straight to the Headteacher.

## **Reflection at each stage**

The purpose of this is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident the child's behaviour may be influenced by anger, frustration, disappointment etc. The purpose of reflect, repair and restore is to revisit the experience with a student who is calm, relaxed and reflective. It is essential that before this debrief takes place the child involved, any victims, witnesses and staff are given time for their feelings to normalise. It is essential that there is an educational consequence. We must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing.

Educational consequences provide the child with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences.

Protective consequences are solely actions to ensure no further harm occurs in the short term.

Consequences must be explained to children otherwise they don't make sense. There must be a conversation to help them understand and deal with what happened. It must not be a punishment, and the child must not think that they are in trouble. It is about helping them to make better choices.

It involves asking:

- Explore what happened (tell the story);
- Explore what people were thinking and feeling at the time;
- Explore who has been affected and how;
- Explore how we can repair relationships;
- And summarise what we have learnt so we are able to respond differently next time.

## **COVID-19 Update**

At times, it may be necessary to follow an outbreak management plan. When this occurs, we be unable to follow some of the steps above. We will not be using stage 2. If stage 3, 4 or 5 are needed, the member of staff will go to the relevant class to speak to the child. They will maintain their distance from the child.

## **Bullying**

Bullying of any kind will not be tolerated. Every child and adult in our school has the right to feel safe. Bullying and hurtful behaviour infringes that right and will not be tolerated. In the same vein, hurtful behaviour, which may not amount to 'bullying' will also be dealt with consistently and fairly.

(Please refer to the Anti-Bullying Policy and eSafety policy).

## **De-escalation**

Children exhibiting extreme inappropriate behaviour are usually experiencing great anxiety and stress and need the reassurance of a calm adult to help them recover from the situation. We use the de-escalation principles and script to help a child who is in crisis. This approach offers high support, nurturing and encouragement as well as providing an opportunity to set clear boundaries and expectations of behaviour.

## Physical Intervention

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To comfort a student in distress (so long as this is appropriate to their age and understanding)
- To gently direct a person
- For activity reasons (for example in drama, physical games)
- To avert danger to the child, other persons or significant damage to property.

## Exclusion (fixed term or permanent - includes lunchtime exclusion)

Incidents which may lead to exclusion include acts of violence and threats against other children or adults e.g., kicking, hitting, punching, spitting, verbal abuse, carrying of a weapon or persistent refusal to co-operate with staff requests. In particular where this would endanger their health and safety or cause detrimental effect to the wellbeing of others, eg, leaving the classroom without permission, refusing to stop an act of violence. The length of exclusion will be determined by the severity of the offence. Deliberate and frequent disruption to classroom learning will be treated as detrimental to other children's wellbeing and as a refusal to follow instructions.

The Governing Body Discipline Committee will be informed according to statutory requirements following a request from the parent or if statutory limits have been met. Incidents of exclusion (but no detail) will be reported to the full Governing Body in the The Headteacher's termly report. The headteacher will discuss any exclusion with a senior member of the Governing Body (usually the Chair) following an incident. The Headteacher will always aim to make contact with the LA Integration Officer following an exclusion.

Where a child is at serious risk of exclusion or permanent exclusion, a pastoral support programme must be set up as soon as the risk is identified.

Isolation from the class at lunchtimes or during the school day will be considered as an internal exclusion and must be recorded as such according to LA protocols

Exclusion may only be initiated by the Headteacher or designated leader in their absence and must be recorded formally according to LA procedures.

The Hertfordshire Guidelines on Child Exclusion (including lunchtime exclusions) must be followed.

## Conclusion

Behaviour is the responsibility of every member of our school community. Although children are encouraged to self-regulate, there will be occasions when adults will need to step in to guide the process. Effective behaviour management occurs when there is a solid and effective engagement between, home, school and children. Our principles of behaviour management focus on positive relationships and are rooted in our values and Catholic Christian ethos that sets high standards and expectations alongside a focus on forgiveness.