



**Ramsden Hall  
Academy**

## **ANTI-BULLYING POLICY**

### **Ramsden Hall Academy**

<b>LAST REVIEW NEXT</b>	<b>March 26</b>	<b>REVIEW PERIOD</b>	<b>Yearly</b>
<b>NEXT REVIEW DATE</b>	<b>March 27</b>	<b>OWNER</b>	<b>Adam Robbins</b>

**Named staff with designated responsibility for anti-bullying and contact details:**

<b>Academic Year</b>	<b>Designated Senior Person</b>	<b>Deputy designated senior person</b>	<b>Nominated CP Governor</b>	<b>Chair of Governors</b>	<b>Local Authority Designated Officer</b>
<b>2021/22</b>	<b>A Wells</b>	<b>C Parker</b>	<b>J Oldham</b>	<b>M Hall</b>	<b>C Fuller R Scott</b>
<b>2022/23</b>	<b>A Wells</b>	<b>C Parker</b>	<b>J Oldham</b>	<b>M Hall</b>	<b>C Fuller R Scott</b>
<b>2023/24</b>	<b>A Robbins</b>	<b>C Parker</b>	<b>J Oldham</b>	<b>P Vickers</b>	<b>LADO</b>
<b>2024/25</b>	<b>A Robbins</b>	<b>D Rose</b>	<b>J Oldham</b>	<b>R Lovatt</b>	<b>LADO</b>
<b>2025/2026</b>	<b>A Robbins</b>	<b>D Rose</b>	<b>J Oldham</b>	<b>R Lovatt</b>	<b>LADO</b>

## **Anti-Bullying Policy**

Pupils placed at Ramsden Hall Academy commonly have a history of being unkind or verbally aggressive towards other pupils. A number of pupils placed with us have history of being the victim of unkind treatment from other pupils also. Our pupils often as a defensive mechanism identify or pick on the things that people find most personal and/or hurtful without always thinking of the consequences.

We recognise that relationships at schools similar to ours can lead to pupils quickly being involved in physical incidents. We endeavour through high levels of supervision that adults are constantly intervening and diffusing situations as and when they occur.

Nevertheless, there is some pupils who resort in bullying behaviour. We recognise that 'bullies' that from this point will be identified as perpetrators, must be worked with and their 'bullying' behaviour must be addressed. We have a duty of care to all of our pupils to where possible protect pupils from incidents of repeated negative behaviour and to ensure where required that victims of bullying feel safe and supported.

## **Ramsden Hall Academy Definition of Bullying**

The **Repetitive, intentional** hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

## **Discrimination and Discriminatory Bullying**

Discrimination is the practice of treating one person or group of people less fairly or less well than other people or groups. Discriminatory bullying is the repeated and/or intentional behaviour that causes physical or emotional harm to an individual or group that is targeted based on their:

- Race
- Religion or Belief
- Culture
- Social Class or Socio-economic background
- Gender
- Sexual Orientation (homophobic or biphobic)
- Trans identity, Non-binary identity (transphobic)
- Special Educational Needs or Disability



## Curriculum and Training

Within the curriculum the impact of 'bullying' is addressed within specific subjects such as English, Life skills and Ready to Learn.

Additionally, Bullying is addressed within Tutor/Mentor periods and for those pupils accessing the 24hr curriculum within the residential provision also.

As a school we further raise awareness and take action against bullying through participation in whole school events such as Anti Bullying Week, pupil voice/listening surgeries and by conducting a pupil questionnaire annually. At Ramsden we educate and make students aware of the 9 protected characteristics as set out by the Equality act in 2010.

Staff receive a full induction and in-house training in both the procedures following incidents of potential bullying and methods for addressing bullying type behaviours. The practice of these procedures is closely monitored by the Head teacher, Deputy Head Teacher, Behaviour Co-ordinator and the Designated Safeguarding Lead.

## Cyber Bullying

The technology that is now readily available to young people has sadly had some negative effects, one of which is the ability to bully, intimidate and humiliate young people through the use of mobile phones, computers and social media.

Sometimes unfortunately this occurs outside school hours but nevertheless as part of our duty in keeping children safe. The school will get actively involved in supporting young people who are both perpetrators and victims of such incidents. If informed of such situations contact will be made with parents/carers in order to seek their support in ensuring that the situation improves. The safeguarding team will become involved, monitor and support pupils and their families with any occurrences.

## Reporting Bullying or derogatory behaviour.

Students can report bullying of themselves or someone else in the following ways:

- Speaking to their Tutor
- Speaking to Residential Team
- Speaking to Pastoral
- Importantly, students are reminded that they can speak **to any** member of staff in school they trust
- Speaking to parents/carers and asking them to pass on the information to the school.

Students are also able to complete an [Anti Bullying card](#) to make the school aware of bullying concerns for themselves or others. Physical copies of the cards are available around the building (Including in form rooms and the residential building), Students may also complete an [on-line version](#) of the card via the school website

Parents/Carers can report bullying of their child or someone else's in the following ways:

- Contacting their child's Form Tutor by email, or meeting)
- Importantly, parents/carers are reminded that they can speak to any member of staff in school regarding this. Staff will pass this on to the Pastoral Team.

## Signs and Symptoms

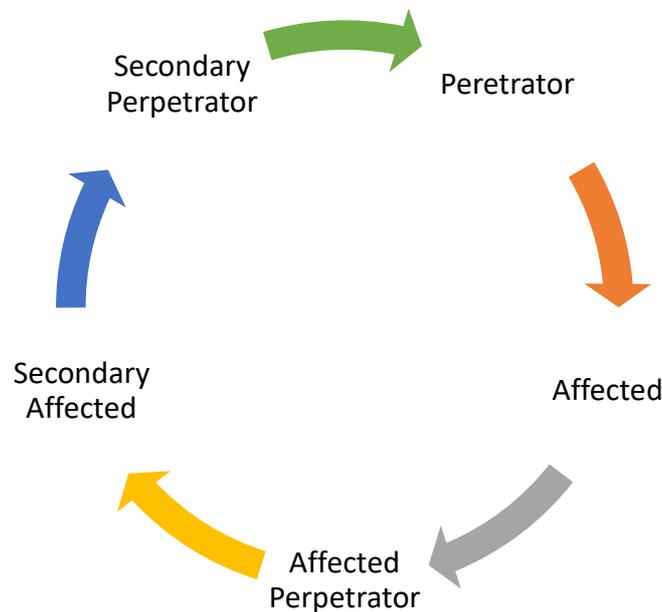
Pupils who are being affected by persistent discrimination may show changes in behaviour or attitude.

Adults should be aware of the signs and symptoms of bullying and should follow up with the student's tutor initially, then Key stage leads then the Behaviour lead:

- is frightened or unwilling to come to school
- Changes their usual routine
- Begins to truant
- becomes withdrawn, anxious or lacking in confidence

- Stops eating; attempts or threatens suicide or runs away
- feels ill in the mornings
- Begins to do poorly in schoolwork
- Comes home with clothes torn or equipment damaged
- has possessions which go missing
- Asks for money or starts stealing (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- Begins to bully other children or siblings
- is frightened to say what's wrong
- is afraid to use the Internet or mobile phone
- Joins in with others to avoid being the victim
- gives improbable excuses for any of the above

Whilst many of these signs and behaviours may not be related to bullying, they should be considered a possibility but Ramsden Halls approach is to investigate any changes in student's behaviour.



**At Ramsden Hall we are proactive in breaking the Cycle.**

## Derogatory Language

Derogatory or offensive language is not acceptable. This type of language can take any of the forms of discrimination as listed in our definition of discrimination and discriminatory bullying. It will be challenged by staff, and recorded and monitored on Sleuth. Follow up actions and sanctions will be issued once the incident has been reviewed with all involved in the

incident, if appropriate the perpetrator will be spoken to in line with Ramsden Hall Academy's five stage plan, the action taken will be taken for students found using any such language after review. Staff are also encouraged to record the non-targeted use of derogatory language using Sleuth as low and medium level behaviours.

### **Process and Resolution**

When Incidents occur, we will follow our 5-step plan with each step being thoroughly reviewed as a student meets the Criteria and is identified as a perpetrator a letter will be sent home with what work we will be carrying out and how home can support the school and student.

If a student successfully engages in the restorative work their behaviour will be monitored and every half term, they will be reduced a step with a view that we are supporting students rather than persecuting them. The Process will not be followed for any incidents in the following categories.

### **Racism, Sexism, Homophobia**

Racism, sexism, and homophobia are illegal and we take all incidents reported seriously.

Ramsden Hall Academy will always investigate, evaluate, and record any allegations of these serious, illegal, and anti-social behaviours.

The standard sanction for any confirmed incident will be an automatic 1-day suspension, followed by a review.

All proven cases will be reevaluated and sanctioned to the highest possible level which the school feel is appropriate in line with this policy.

Lower-level behaviour will be sanctioned by a stepped approach with 1 day for the first time. 2 days for the second, 3 for the Third. Once this level has been reached the pupil will be deemed a racist, homophobic, sexist or hold discriminatory beliefs not in keeping with social expectations and the sanctions will be the same as a serious offence.

As part of the investigation process the following day, witness statements taken from all staff present at the time of the alleged incident will be reviewed to ensure a fair, thorough, and transparent evaluation.

### **Evaluation and Review**

In order to assess the effectiveness of this policy, the following standards will be used as a means of measuring performance:

- From incident sheet data of one term
- The comparison of such data to subsequent terms

This policy will be considered a living document. It will be periodically reviewed and updated. Ultimate responsibility for its introduction and implementation will rest with the Headteacher, who will consult with the Governing Body. However, all staff, children and parents have an active role to play in the development and maintenance of the policy.

## **Useful Websites and Educational Resources**

### **Anti-Bullying Resources**

- **The Diana Award** - Anti-bullying ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying
- **The Anti-Bullying Alliance** - Brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues
- **Kidscape** - Established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people
- **Childline** - Offers information and advice on a wide range of issues including bullying
- **Restorative Justice Panel** - Includes best practice guidance for practitioners 2011

### **Anti-Discrimination Resources**

- **Show Racism the Red Card** - Provides resources and workshops for schools to educate young people, often using the high profile of football about racism
- **Anne Frank Trust** - Runs a school project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity
- **Kick It Out** - Uses the appeal of football to educate young people about racism and provide education packs for schools

### **Online Safety Resources**

- **Thinkuknow** - Resources provided by Child Exploitations and Online Protection (CEOP) for children and young people, parents, carers and teachers
- **Digizen** - Provides online safety information for educators, parents, carers and young people
- **Childnet International** - Specialist resources for young people to raise awareness of online safety and how to protect themselves

- **UK Council for Child Internet Safety (UKCCIS) - Advice on child internet safety**

### **Ramsden Hall Bullying Procedures (5 Stages)**

## **IMMEDIATE ACTION**

- 1) Incidents of bullying behaviour or derogatory language are logged on Sleuth. Logs clearly identify both victims and perpetrators, Logs all need a thorough report of what happened including the build-up the event and immediately after the event affected
- 2) Tutors to review logs of low and medium level behaviours daily and notify the key stage lead using the following form Ramsden Hall bullying log if necessary, having read the RHA bullying definition.
- 3) Form Passed to the Behaviour Lead who will decide on the appropriate staff to review the incident fully.
- 4) The key stage leads and behaviour lead will review sleuth victim and perpetrator logs weekly to further identify any concerns and complete the Bullying form (T:\anti bullying and discrimination \masters.docx) Staff are also encouraged
- 5) To directly refer any incidents they feel constitutes bullying directly to the behaviour co-ordinator using the Bullying form (T:\anti bullying and discrimination \masters.docx)(Appendix 1)



## Initial Reaction Stage 1 (Sleuth MED/Low)

Low level incidents of bullying within the classroom e.g. name calling, inappropriate physical contact

<b>VICTIM REVIEW</b>	<b>PERPETRATOR REVIEW</b>
<ul style="list-style-type: none"> <li>• Review of all previous Sleuth logs.</li> <li>• Conversation with students involved (perpetrators and victims) conducted by Engagement support officer and feedback on affected Tracker Behaviour Co-ordinator</li> <li>• All parents/Carers informed via Tutor Calls and Letter sent home (Appendix 2)</li> <li>• Support put in place for the victim where necessary to enable them to feel safe again</li> </ul> <p><b>Affected log to be checked by Engagement support officer.</b></p> <ul style="list-style-type: none"> <li>• <b>Affected tracker to be completed.</b></li> <li>• <b>Check communication home.(tutor call and Letter home)</b></li> </ul> <p><b>Liaise with Key stage leads and Behaviour lead on a Friday.</b></p>	<ul style="list-style-type: none"> <li>• Talking to the perpetrator about possible consequences of their actions, while also reminding them the impact this could have on others ensuring that empathy remains for all students.</li> <li>• Clearly explain what they are doing is wrong and why</li> <li>• Explore pupil's perception of what they are doing and whether they think it is wrong</li> <li>• Pupils to be given the opportunity to stop the bullying</li> <li>• Support put in place for the victim where necessary to enable them to feel safe again.</li> <li>• Pupils to be made aware that they are not meeting the criteria set out in the school community values and the class expectations</li> <li>• Once a review of the incident has happened and been logged on sleuth. Contact parents and carers will be made from Key stage leads and/or Behaviour lead. Followed up with a letter sent home including a Proactive Consequence (Relevant bullying Info leaflet sent included)</li> </ul> <p><b>Sleuth log to be checked by Engagement support officer.</b></p> <ul style="list-style-type: none"> <li>• <b>Comment to be discussed with student.</b></li> <li>• <b>Restorative log checked for incident. Tracker updated with actions completed</b></li> </ul> <p><b>Liaise with Key stage leads and Behaviour lead on a Friday.</b></p>

If bullying continues move to Level 2 or a high level incident Reported



## Escalation Stage 2

Continued bullying of a person within the classroom, more serious incidents of premeditated targeted bullying against an individual or group

<b>VICTIM REVIEW</b>	<b>PERPETRATOR REVIEW</b>
<ul style="list-style-type: none"> <li>Review with Victim, identify any further concerns</li> <li>Complete form</li> <li>Issue/amend victim safety plan if necessary</li> <li>Inform Parents/Carers with a tutor call and letter sent home <b>(appendix5)</b></li> <li>Inform staff of action taken by logging with the event on sleuth and raising in sleuth.</li> </ul> <p style="margin-top: 20px;"><b>Affected log to be checked by Engagement support officer.</b></p> <ul style="list-style-type: none"> <li>Affected tracker to be completed.</li> <li>Check communication home.(tutor call and Letter home)</li> </ul> <p style="margin-top: 10px;"><b>Liaise with Key stage leads and Behaviour lead on a Friday.</b></p>	<ul style="list-style-type: none"> <li>Perpetrator to complete work/discussions with the class team on bullying and catch up learning missed from the lesson</li> <li>Restorative meeting to be held with both parties if possible - perpetrator can return to class if the meeting is successful and the person being bullied feels safe</li> <li>Complete incident report on Sleuth.</li> <li>Key stage leads, Behaviour lead to arrange any further actions or interventions, these should be added to the original report on Sleuth <b>(Stage 2)</b></li> <li>Arrange a follow update to check on progress of the situation with the aim to enable them to feel safe again</li> <li>Contact parents and carers from Key stage leads and/or Behaviour lead. Followed up with a letter sent home including a Proactive Consequence (Relevant bullying Info leaflet sent included)</li> </ul> <p style="margin-top: 10px;"><b>Protective consequences in place i.e. Student not being allowed off site)</b></p> <p style="margin-top: 10px;"><b>Sleuth log to be checked by Engagement support officer.</b></p> <ul style="list-style-type: none"> <li>Comment to be discussed with student.</li> <li>Restorative log checked for incident.</li> </ul> <p style="margin-top: 10px;"><b>Liaise with Key stage leads and Behaviour lead on a Friday.</b></p>

If bullying continues move to Level 3 (little positive engagement in the Stage 2 Actions or all strategies have been exhausted at this level with no impact.

### Escalation Stage 3

Continued serious incidents of bullying following previous intervention. Any incidents of extreme cases of bullying, which may also include potential crimes

#### VICTIM REVIEW

- Pastoral Leader to arrange a follow up to check on progress of the situation with the aim to ensure that students feel safe whilst at Ramsden hall
- Tutor to inform Key stage if required
- Inform parents of actions through Tutor call and letters (appendix3) being sent home informing them that some forms of bullying are illegal and they have the right to report to the police.
- These include but are not limited to; Violence or assault; Theft; Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages; and Hate crimes

#### PERPETRATOR REVIEW

- Removal of perpetrator from the situation using CPI methods in line with our behaviour policy.
- Report incident to the Pastoral Leader for the key stage.
- Complete Sleuth Incident review carried out by Engagement support officer, key stage leads and behaviour leads. **(Stage3)**
- Key stage lead to arrange appropriate interventions and strategies for the Engagement support officer to resolve the situation and reduce bullying.
- Engagement support officer With use of the restorative/intervention paperwork ensuring that correct time and amount of intervention work is carried out
- Engagement support officer to offer 1 to 1 workshops - Anger management, social skills, relationships, body language etc. (reports on engagement need to be sent to the behaviour lead)
- Contact made with parents and carers from Key stage leads and/or Behaviour lead to inform parents that the actions of their child has met the threshold and the victim's parents have the right to report incidents to the police. As Some forms of bullying are illegal and
- These include but are not limited to; Violence or assault; Theft; Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages; and Hate crimes

<p><b>Affected log to be checked by Engagement support officer.</b></p> <ul style="list-style-type: none"> <li>• <b>Affected tracker to be completed.</b></li> <li>• <b>Check communication home.(tutor call and Letter home)</b></li> </ul> <p><b>Liaise with Key stage leads and Behaviour lead on a Friday.</b></p>	<p><b>Protective consequences in place i.e. Student not being allowed off site)</b></p> <p><b>Sleuth log to be checked by Engagement support officer.</b></p> <ul style="list-style-type: none"> <li>• <b>Comment to be discussed with student.</b></li> <li>• <b>Restorative log checked for incident.</b></li> </ul> <p><b>Liaise with Key stage leads and Behaviour lead on a Friday.</b></p>
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<b>Final Escalation Stage 4</b>	
<b>VICTIM REVIEW</b>	<b>PERPETRATOR REVIEW</b>
<ul style="list-style-type: none"> <li>• <b>Inform parents of Escalation actions through Tutor call and letters home.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parent/Carer meeting on site or through online platforms with Head Teacher or member of SLT (modified learning plan is an option at this point)</b></li> <li>• <b>Proactive Consequence (Relevant bullying Info leaflet sent home, reflection of the incident with Behaviour group.(Stage4)</b></li> <li>• <b>Educational Consequence (Student shown video clips, restorative discussion, review of Sleuth)</b></li> <li>• <b>Formal written warning letter sent</b></li> </ul>



## Final Escalation Stage 5

### VICTIM REVIEW

- Inform parents of Escalation actions through Tutor call and letters home.

### PERPETRATOR REVIEW

- Fixed Term or Permanent Exclusion
- Parent/Carer meeting on site with School Governor
- Police Intervention/PREVENT
- Referral to external agencies

## Appendix 1

# Anti-bullying Card

### Information about bullying - What is bullying?

The [Anti-Bullying Alliance](#) defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It is characterised as behaviour that is hurtful, intentional, and repeated, which can manifest physically, verbally, or psychologically, both face-to-face and online

#### Key Elements of the Definition:

- **Repetitive:** The behaviour is not a one-off incident but happens over time.
- **Intentional:** The actions are designed to cause physical or emotional harm.
- **Imbalance of Power:** The perpetrator(s) use their strength, popularity, or influence to control or dominate the recipient, who cannot easily defend themselves

#### Bullying can include:

- **Sexual orientation** – using homophobic language or targeting someone because they are gay, lesbian, or bisexual (or perceived to be)
- **Pregnancy or maternity** – making hurtful comments about someone being pregnant or a young parent
- **Age** – targeting someone because of their age
- **Family background or socio-economic status** – mocking someone for being in care, foster care, or their home situation
- **Appearance or body image** – weight, height, clothing, or physical features
- **Academic ability or learning needs** – targeting someone because they struggle with work
- **Race Religion or belief** – mocking or insulting someone's religion, faith, or beliefs
- **Disability** – making fun of someone's disability, learning difficulty, or additional needs
- **Sex** – targeting someone because they are male or female
- **Gender reassignment** – bullying someone because they are transgender or questioning their gender identity
- **Repeated unkind behaviour** that makes someone feel scared or upset

#### Bullying can include:

- **Name-calling or teasing** meant to hurt someone
- **Spreading rumours** or gossip
- **Leaving someone out on purpose**
- **Threatening** or intimidating others
- **Hitting, kicking, or pushing** (any physical harm)
- **Taking or damaging someone's belongings**
- **Cyberbullying** (mean messages, posts, or sharing photos without permission)

### Help us to stop it

Name:	Form:	Date:

Are you worried about yourself or someone else?

What are you worried about?

Who would you like to Speak to?

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What would you like us to do?

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**For Staff use ( Affected sheet completed and action plan**

Action:

Taken by:..... Date :.....

Fortnightly review date ...../...../.....



**AFFECTED SAFETY PLAN**

**Name**

Student Details	DOB	Year	Tutor Group	Tutor	Key stage lead	Plan created	Review date
Incident Summary							
Type of Bullying: <input checked="" type="checkbox"/> Physical <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Cyber <input type="checkbox"/> Racist <input type="checkbox"/> Body Shaming <input type="checkbox"/> Social Exclusion <input type="checkbox"/> Sexual <input type="checkbox"/> SEN-based <input type="checkbox"/> Theft <input type="checkbox"/> Other: _____							
Perpetrator Name		<input type="checkbox"/> First <input type="checkbox"/> Second <input type="checkbox"/> Third <input type="checkbox"/> more +					
Location(s): <input type="checkbox"/> Classroom <input checked="" type="checkbox"/> Corridors <input checked="" type="checkbox"/> Playground <input type="checkbox"/> Toilets <input type="checkbox"/> Transport <input type="checkbox"/> Online <input type="checkbox"/> Dining Hall <input type="checkbox"/> Other: rubber Path							
Sleuth No:		Sleuth comment:					
Initial Safety score							Date

	Date	
	Sleuth log:	
	What was communicated:	
MONITORING & REVIEW	Safety score reviews (dates/scores): Has bullying stopped? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Reduced Student feedback: Parent feedback: Staff observations:	
ACTIONS / REVIEW OUTCOMES	What's working: What needs to change: Actions required / by whom / by when: PLAN STATUS <input type="checkbox"/> Continue <input type="checkbox"/> Modify <input type="checkbox"/> Escalate <input type="checkbox"/> Close & monitor <input type="checkbox"/> External referral <input type="checkbox"/> Police	
RESOLUTION (when closed)	Final Safety Score: ____ /10      Date: What helped the student feel safe again? Ongoing monitoring period:	Ongoing monitoring period:

impact on student	Emotional: <input type="checkbox"/> Withdrawn <input type="checkbox"/> Anxious <input type="checkbox"/> Lacking confidence <input type="checkbox"/> Afraid to disclose <input type="checkbox"/> Self-harm risk Behavioural: <input type="checkbox"/> Frightened to attend <input type="checkbox"/> Changes routine <input type="checkbox"/> Truancy <input type="checkbox"/> Becomes aggressive <input type="checkbox"/> Gives excuses Physical: <input type="checkbox"/> Unexplained injuries <input type="checkbox"/> Feels ill <input type="checkbox"/> Stops <u>eating-Sleep</u> problems <input type="checkbox"/> Headaches/stomach aches Academic: <input type="checkbox"/> Decline in work <input type="checkbox"/> Poor concentration <input type="checkbox"/> Avoiding subjects <input type="checkbox"/> Not completing work	
immediate safety measures	Enhanced Supervision (locations/times): Safe Spaces: Trusted Adults (name/role): Seating Arrangements: Modified Routine: <input type="checkbox"/> Staggered break/lunch <input type="checkbox"/> Early dismissal <input checked="" type="checkbox"/> Alternative dining <input type="checkbox"/> Transport <input type="checkbox"/> Sabill will be eating Tuck and Lunch in access	
Personalised Plan Comment		
Victim Support	Check-ins: Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Other _____ Format: <input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Brief <input type="checkbox"/> Formal Counselling / Therapeutic Support: Confidence Building / Peer Support: Academic Support: Curriculum / Digital Safety Work:	
PARENT / CARER COMMUNICATION	initial contact date and summary: Ongoing updates frequency: weekly Parent informed of right to report to police: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	



SIGNATURES	Student: Parent/Carer: Tutor: Key Stage Lead:	
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