



**Ramsden Hall
Academy**

ANTI-BULLYING POLICY

Ramsden Hall Academy

LAST REVIEW NEXT	September 2025	REVIEW PERIOD	Yearly
NEXT REVIEW DATE	September 2026	OWNER	Adam Robbins

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

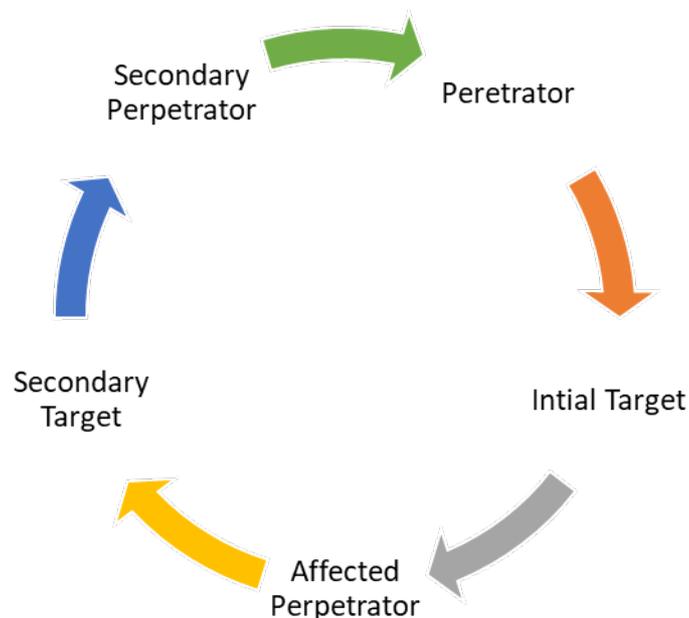
Academic Year	Designated Senior Person	Deputy designated senior person	Nominated CP Governor	Chair of Governors	Local Authority Designated Officer
2021/22	A Wells	C Parker	J Oldham	M Hall	C Fuller R Scott
2022/23	A Wells	C Parker	J Oldham	M Hall	C Fuller R Scott
2023/24	A Robbins	C Parker	J Oldham	P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

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 affected 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' 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.



At Ramsden Hall we are proactive in breaking the Cycle

Bullying policy aims.

Every member of staff has a responsibility to work towards eradicating any incidents and types of bullying in our schools.

The aim of the policy is to help members of the school/college community to deal with bullying When it occurs and, even more importantly, to prevent it.

Every member of staff has a responsibility to report any incident of bullying that comes to their Attention and work towards eradicating any incidents and types of bullying in our school/college.

Reports of bullying will always be taken seriously. Reports of bullying will be logged on Sleuth.

The aims of the Academies anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour;
- To react to bullying incidents in a reasonable, proportionate and consistent way;
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil;

• To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Recognising the indicators that bullying is occurring Pupils/learners who are being bullied may show changes in behaviour, such as becoming shy and nervous, appetite irregularities, feigning illness, refusing to attend school/college or clinging to adults. There may be evidence of changes in personal habits, lacking concentration or high levels of distractible behaviour. A pupil may become super-vigilant. Individual behaviour patterns are well known to staff and when there are changes in these patterns the possibility of bullying must always be considered.

Pupils/learners must be encouraged to report bullying. Advocates for the pupils/learners must report possible bullying on behalf of their charges and where possible communication strategies must be put in place to allow pupils/learners to express their feelings. Pupils/learners' communications must be listened to.

Staff must be alert to the signs of bullying (in all its many forms) and act promptly and firmly against it in accordance with school/college policy.

Understanding why bullying is occurring

Many experts say that bullying involves an imbalance of power between the harmful behaviour/s and victim. This could involve harmful behaviours of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Other reasons or motivations given for bullying include: bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying. We carefully review the reasons why bullying is occurring on a case by case basis.

Implementation

Preventative Strategies include:

- Using our extensive knowledge of pupils/learners, and strong relationships with home, to recognise any changes that might result in 'bullying' behaviours;
- Changes to individual behaviour plans;
- A functional assessment to understand the motivation underpinning the behaviour change;
- Talking to pupils/learners about issues of difference through dedicated events or projects;
- Talking with pupils/learners about how to manage their own feelings and emotions;
- Ensuring that all pupils/learners are appropriately supervised;
- Ensuring that all members of staff are familiar with the policy;
- Watching for early signs of distress and where pupils/learners are able to communicate, listen to what they are saying;
- Ensuring that appreciation and respect for all cultures are promoted;
- Ensuring that all pupils/learners have the means to communicate, where verbal communication is challenging;

- Ensuring that teaching pupils/learners about bullying and its impact is embedded throughout the curriculum offer.
- Ensuring that monitoring and filtering software is effective in protecting pupils/learners from cyber based bullying

The following steps should be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- A clear account of the incident will be recorded on Sleuth and share with the Appropriate member of SLT, Key stage lead and Engagement support officer who will act with delegated responsibilities on behalf of the Head of School/College;
- The SLT member will interview all concerned and keep a record of their findings;
- Information is gathered about the incident before any conclusion is made about whether the incidents were bullying behaviour – both the pupil suspected of 'bullying' and the 'victim' will be listened to carefully;
- Relevant staff and parents/carers will be kept informed;
- If the issue persists, then further support meetings (with parents and staff) will be held;
- In cases where a crime has been committed or a learner is believed to be in imminent; danger or risk, the appropriate authorities (police, LA) will be informed immediately prior to any internal investigation. At this point our Safeguarding procedures will be followed.
- If it is suspected that the bullying is in the form of staff on pupil/learner then the disciplinary procedure will be acted upon and a safeguarding concern raised.
- If internet/social media based bullying is suspected steps **MUST** be taken to check if the filtering and monitoring software protection can be improved.

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.

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 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.

With each step a letter will be sent home for both the Affected and Perpetrator to inform parents of where a student is on the five-stage plan and the actions being taken to support their child.

Curriculum and Training

We have started working with the Diana award and their Anti bullying Program with staff and pupils training. We have some students trained to be anti-bullying ambassadors.

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

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 harmful behaviours 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.

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

[The Diana Award](#) is an anti-bullying ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying

[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

[Advice on child internet safety](#) from the UK Council for Child Internet Safety (UKCCIS)

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](#) was 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, an assertiveness training for young people

[Childline](#) offers information and advice on a wide range of issues including bullying

[The Diana Award](#) is an anti-bullying ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying

[Restorative Justice Panel](#) includes best practice guidance for practitioners 2011.

Ramsden Hall Bullying Procedures (5 Stages)

IMMEDIATE ACTION

- 1) Incidents of discriminatory behaviour or derogatory language are logged on Sleuth. Logs clearly identify both Targets and perpetrator behaviours, logs all need a thorough report of what happened including the build-up the event and immediately after the event.
- 2) Tutors to review logs of low and medium level behaviours daily and notify the key stage lead using the bullying log form 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 affected and harmful behaviour logs weekly to further identify any concerns and complete the Bullying form (T:\Antibullyingdiscrimination\Bullying Forms\Bullying Record.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 discrimination \Bullying Forms\Bullying Record.docx)



Initial Reaction Stage 1 (Sleuth MED/Low)

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

AFFECTED REVIEW

- Review of all previous Sleuth logs.
- Conversation with students involved (harmful behaviours and victims) conducted by Engagement support officer and feedback on affected Tracker Behaviour Co-ordinator
- All parents/Carers informed via Tutor Calls and Letter sent home (Appendix1)
- Support put in place for the affected where necessary to enable them to feel safe again.
- To use support materials to work on

Affected log to be checked by Engagement support officer.

- **Affected tracker to be completed.**
- **Check communication home.(tutor call and Letter home)**

Liaise with Key stage leads and Behaviour lead on a Friday.

HARMFUL BEHAVIOUR REVIEW

- Talking to the harmful behaviour about possible consequences of their actions, while also reminding them the impact this could have on others ensuring that empathy remains for all students.
- Clearly explain what they are doing is wrong and why
- Explore pupil's perception of what they are doing and whether they think it is wrong
- Pupils to be given the opportunity to stop the bullying
- Support put in place for the affected where necessary to enable them to feel safe again.
- Pupils to be made aware that they are not meeting the criteria set out in the school community values and the class expectations
- 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)

Sleuth log to be checked by Engagement support officer.

- **Comment to be discussed with student.**
- **Restorative log checked for incident. Tracker updated with actions completed**

Liaise with Key stage leads and Behaviour lead on a Friday.

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

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

AFFECTED REVIEW	HARMFUL BEHAVIOUR REVIEW
<ul style="list-style-type: none"> • 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 <p>Affected log to be checked by Engagement support officer.</p> <ul style="list-style-type: none"> • Affected tracker to be completed. • Check communication home.(tutor call and Letter home) <p>Liaise with Key stage leads and Behaviour lead on a Friday.</p>	<ul style="list-style-type: none"> • Removal of harmful behaviour 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>Protective consequences in place i.e. Student not being allowed off site)</p> <p>Sleuth log to be checked by Engagement support officer.</p> <ul style="list-style-type: none"> • Comment to be discussed with student. • Restorative log checked for incident. <p>Liaise with Key stage leads and Behaviour lead on a Friday.</p>
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Final Escalation Stage 4	
AFFECTED REVIEW	HARMFUL BEHAVIOUR REVIEW
<ul style="list-style-type: none"> • Inform parents of Escalation actions through Tutor call and letters home. 	<ul style="list-style-type: none"> • 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) • Proactive Consequence (Relevant bullying Info leaflet sent home, reflection of the incident with Behaviour group. (Stage4)) • Educational Consequence (Student shown video clips, restorative discussion, review of Sleuth) • Formal written warning letter sent



Final Escalation Stage 5

AFFECTED REVIEW

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

HARMFUL BEHAVIOUR REVIEW

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