



# ANTI-BULLYING POLICY

## Ramsden Hall Academy

<b>LAST REVIEW NEXT</b>	<b>February 2022</b>	<b>REVIEW PERIOD</b>	<b>3 yearly</b>
<b>NEXT REVIEW DATE</b>	<b>February 2025</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>					

## **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' 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.

## **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

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.

### Useful Websites and Educational 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

[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
<ul style="list-style-type: none"><li>➤ Incidents of violence, intimidation, targeting, physical or inappropriate physical contact are logged on Sleuth. Logs clearly identify both victims and perpetrators</li><li>➤ Tutors to review logs of low and medium behaviours daily and notify behaviour co-ordinator using the following form (<a href="#">T:\Bullying Forms\Bullying Record.docx</a>) if necessary, having read the RHA bullying definition.</li><li>➤ Form Passed to Behaviour Co-ordinator</li></ul> <p>Additionally</p> <ul style="list-style-type: none"><li>➤ The Behaviour Co-ordinator will review sleuth victim and perpetrator logs weekly to further identify any concerns and complete the bullying form (<a href="#">T:\Bullying Forms\Bullying Record.docx</a>)</li></ul> <p>Staff are also encouraged</p> <ul style="list-style-type: none"><li>➤ to directly refer any incidents they feel constitutes bullying directly to the behaviour co-ordinator using the bullying form (<a href="#">T:\Bullying Forms\Bullying Record.docx</a>)</li></ul>



## **INITIAL REACTION** Stage 1

- Conversation with students involved (perpetrators and victims) conducted by Behaviour Co-ordinator
- All parents/Carers informed
- Restorative meeting held with both parties (if appropriate) and recorded
  - What happened?
  - What were/are your thoughts and feelings?
  - What was the impact to those involved?
  - Who has been affected and how?
  - What needs to happen to put things right?
  - What will be done differently in the future?
- Head Teacher updated



## **VICTIM REVIEW** Stage 2

- Review with Victim, identify any further concerns
- Complete form
- Issue/amend victim safety plan if necessary
- Inform Parents/Carers
- Inform Staff



## **PERPETRATOR REVIEW** Stage 3

- Review previous data/potential bullying incidents
- Evoke a period of regular data monitoring
- Possible restriction to activities with victim (Victim Choice)
- Possible curriculum/class changes
- Inform Parents/Carers
- Inform Staff
- Head Teacher updated
- Changes reviewed fortnightly



Further incidents following this stage may lead to stage 4 below.

## **FURTHER PERPETRATOR ACTIONS** Stage 4

- Parent/Carer meeting on site with Head Teacher or member of SLT
- 'No Contact' Contract
- 1 to 1 workshops - Anger management, social skills, relationships, body language etc.



Further incidents following this stage may lead stage 5 below.

### **EXTERNAL PERPERTRATOR ACTIONS** Stage 5

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

