



**Ramsden Hall
Academy**

ANTI-DISCRIMINATION POLICY

Ramsden Hall Academy

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|-------------------------|----------------|----------------------|--------------|
| LAST REVIEW NEXT | September 2024 | REVIEW PERIOD | Yearly |
| NEXT REVIEW DATE | September 2025 | OWNER | Adam Robbins |

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

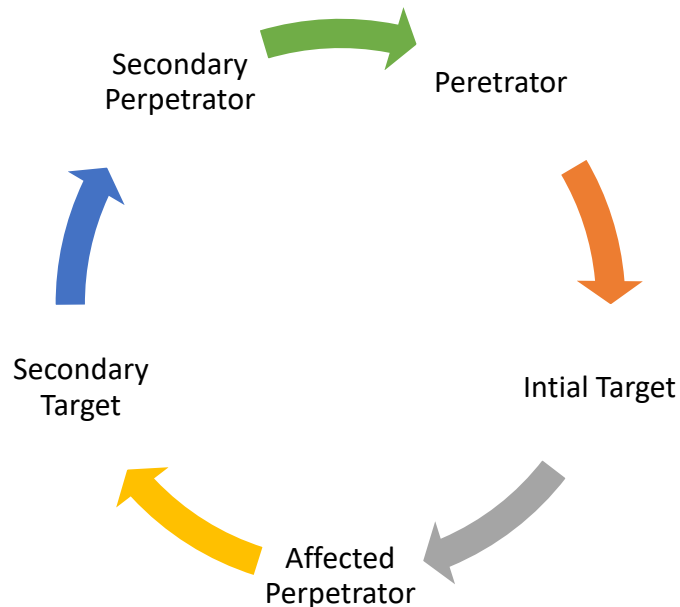
| Academic Year | Designated Senior Person | Deputy designated senior person | Nominated CP Governor | Chair of Governors | Local Authority Designated Officer |
|----------------------|---------------------------------|--|------------------------------|---------------------------|---|
| 2021/22 | A Wells | 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-Discrimination Policy

Students placed at Ramsden Hall Academy commonly have a history of being unkind or verbally aggressive towards other students. A number of students placed with us have history of being the victim of unkind treatment from other students also. Our students 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 students quickly being involved in physical incidents. We endeavour through high levels of supervision that adults are constantly intervening and deescalating situations as and when they occur.

Nevertheless, there are some students who resort to discriminatory behaviour. We recognise that students must be worked with and their discriminatory behaviour and derogatory language must be addressed. We have a duty of care to all of our students to where possible protect students from incidents of repeated negative behaviour and to ensure where required that victims of discrimination feel safe and supported.



At Ramsden Hall we are proactive in breaking the Cycle

Ramsden Hall Academy Definition of Discrimination

Discrimination is the practice of treating one person or group of people less fairly or less well than other people or groups. Discrimination 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 biphobia)
- Trans identity, Non-binary identity (transphobic)

- Special Educational Needs or Disability

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

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 students 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.

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

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

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

As a school we further raise awareness and take action against discrimination through participation in whole school events such as Black History Month, 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 discrimination and methods for addressing discriminatory type behaviours. The practice of these procedures is closely monitored by the Head teacher, Deputy Head Teacher, Behaviour lead and the Designated Safeguarding Lead.

Useful Links and Educational 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 schools 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

[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.

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

Ramsden Hall Discrimination 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 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

- 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

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

- 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

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| | <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