


# Parallel Learning Trust



**Behaviour Policy 2018**

**Ramsden Hall Academy**

<b>LAST REVIEW DATE</b>	<b>March 2018 (Revised Nov 2019)</b>	<b>REVIEW PERIOD</b>	<b>2 yearly</b>
<b>NEXT REVIEW DATE</b>	<b>March 2020</b>	<b>OWNER</b>	<b>A Wells</b>



### **Ramsden Hall Academy Mission statement:**

**We will support our students to develop the skills they need to reach their personal potential, and become positive members of the community.**

Learning is our core purpose. We believe:

- Every child can achieve
- Every student can make progress
- Every member of our community matters
- Everyone deserves a fresh start

We will provide a safe, secure environment where students are valued, respected, challenged and supported to achieve and make progress.

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At Ramsden Hall we keep each other safe, we help each other learn and we look after our school

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## **Policy Statement**

We will work together to establish and maintain a learning environment which emphasises **positive behaviour** by supporting our students social emotional and mental health needs so that they can manage themselves, their emotions and their behaviour.

### **Code of Conduct**

- ***We keep each other safe***
- ***We help each other learn***
- ***We look after our school***

We believe that a positive atmosphere needs to be encouraged if this philosophy is to be achieved. This is done by arranging and focussing on **positive or successful outcomes** to situations and incidents that promote self-esteem, confidence and learning. We focus on positive reinforcement, rewarding pro social acceptable behaviour where possible, putting in clear logical consequences for anti-social or unacceptable behaviour.

Our children respond to assertiveness, consistency and confidence in adults and gain security from those who can provide routine, structure and limits which result in physical and emotional safety. Our children like to know where they stand and that limits and boundaries are firm, consistent and controlled.

The organisation of the school has to allow for freedom and flexibility so that staff can respond appropriately to children's individual difficulties and needs, however fixed consequences have to be set to prevent disorder and create overall security. As a school we apply a **consistent holistic approach** to consequences not necessarily consistent consequences taking into account the incident, the student, the staff involved, previous incidents and the student's current difficulties/concerns etc.

## **Aims**

1. To ensure the safety and well-being of students, staff and visitors
2. To develop in children a sense of self-regulation and an acceptance of responsibility for their own actions.
3. To create the conditions for an orderly school community in which effective teaching and learning can take place, with a mutual respect between all members of the school community and where there is proper concern for the school environment.
4. To provide guidance to staff, students and parents/carers about standards of behaviour and their application.
5. Encourage staff to recognise and praise good behaviour as well as deal with inappropriate behaviour and notify parents of success and difficulties.
6. Develop rewards and educational consequences to reinforce positive behaviour and challenge inappropriate behaviour, while ensuring that educational consequences are relevant to incidents.
7. Promote tolerance and the use of appropriate language

When dealing with incidents of anti-social or unacceptable behaviour we will follow the six step approach:

- Focus on the Learning→Non Verbal→Verbal→Delay→Consequence (Consequence Script Appendix 4) →**Closure**
  - Remember at all times we de-escalate first using our de-escalation script (Appendix 5)
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## **Roles and Responsibilities**

### **SLT and PLT will**

- Establish a policy and procedures
- Monitor its impact

### **The Headteacher will**

- Establish acceptable standards of:
  - Behaviour
  - Relationships
  - Respect
  - Address any breaches of good conduct or policy using informal and if required formal procedures

### **The Staff will**

- Familiarise themselves with and follow the policy and procedures
- Follow in the school rules and code of conduct for teachers (See code of conduct Policy & Staff Handbook)

## **School rules for teachers**

1. I will behave in a respectful way to my class at all times.
  - For only by showing respect will I ever gain respect.
2. I will accept responsibility.
  - If a child misbehaves I will ask myself have stretched and challenged them enough during my lesson. Have I given them appropriate tasks? Have I given them enough praise?
3. I will bring my equipment with me to lessons
  - High expectations, understanding, care and integrity.
4. I will remember that school rules are designed first and foremost as opportunities for praise and reward, not as licence for consequence.
5. Each child in my care has the right to their dignity, their self-esteem and quality teaching
6. I will stay calm
7. I will model the good behaviour.
8. I will not shout
  - What is the point?
    - Are we modelling behaviour encountered at home? Many students will be switched off immediately and you will have no chance to modify behaviour
9. I will remember that behaviour is a means of communication
10. I will remember the child comes first.

**All of the above can be broken (with a good reason) apart from the last one!**

## **Monitoring and Review**

- The AH in charge of Social Development, Behaviour and Wellbeing will report on the policy to the Headteacher as appropriate
  - The Headteacher will report to PLT & the Academy Council as part of the termly Headteacher report.
  - The SLT & PLT will review the policy every 2 years or earlier if required
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## **Positive Behaviour Reinforcement (Please see Appendix C)**

We recognise the importance of praise in developing self-esteem and in promoting good behaviour. We will always seek to identify and reward good work and behaviour. This should be supported by positive recognition and frequent use of both verbal and non-verbal praise. Including written comments on pieces of work as part of the marking policy.

Praise should be at the fore front of staff minds when they encounter students who display positive behaviour both to learning and in a social setting. Praise can be given in many different ways and without any attempt to put this into value order, may include the following:

- Verbal: A quiet word or encouraging smile.
- Non Verbal: 'Thumbs up' or 'OK' gesture to acknowledge positive behaviour.
- Phone Call/ Certificates/Post cards sent home
- Sleuth Positive log/Lottery Slip
- A visit to a member of staff for immediate verbal praise.
- Mention during staff debrief.

***Please remember to log all positive comments on Sleuth***

## **Rewards**

### **What we reward**

- Good attendance
- Behaviour that supports learning
- Good learning
- Supporting the Code of conduct
- Other positive contributions to the school and wider community
- Supporting and helping others
- Students making a change/improvement in behaviour

It is important that learning, achievement and good behaviour are rewarded on a regular basis to encourage students to consistently display positive attributes in these areas. This can be recognised directly by the teacher through stamps stickers and individual teacher rewards and also in the following ways:

### **Rewards may take the form of:**

- Points

In every lesson pupils are awarded points which contribute towards first choice of Friday options. Points (8) are earned for behaviour and progress in learning and social development (Appendix A). Additional points (2) can be allocated to those pupils who go 'Above and beyond', 'Help others learn' or are 'Exceptional'.

- Trip Tokens

Trip Tokens are awarded to students at the end of the week by the tutor who track and monitor the trip tokens for the students in their tutor group. One trip token is awarded to each student that achieves the following:

- ✓ Has met or exceeded their weekly points target
- ✓ Is in correct uniform all week
- ✓ Attended all lessons (No Missed Totals)
- ✓ Has no recorded events of Damage
- ✓ Has no recorded events of Violence

A student can earn a maximum of 5 trip tokens per week. The top trip token earners at the end of every half

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term can exchange their tokens for an organised trip.

- Other Trips/Random Trips of Rightness

Staff also facilitate other trips throughout the course of the year in order to enrich learning opportunities and reward specific positive behaviour of pupils. Random Trips of Rightness take place randomly during the term and focusses on positive behaviours targeted by the school and set by SLT. Trips can act as a real motivator for students at Ramsden Hall Academy.

- Phone call home
  - Staff will phone home with positives identified during the week
  - Tutors will phone home and inform of positives during the weekly call
- Letters
  - Head teacher to write letter when good work has been brought/sent to her
- Postcards
  - All staff can issue as appropriate
    - Thank you postcards
    - Well done postcards
    - Congratulations postcards
- Certificates

- Work of the week (subject award)

Certificates are awarded from individual teachers identifying pupils who have produced work that exceeds the usual expectations in their subject. These certificates are awarded in assembly and a letter recognising this achievement is sent to parents/carers.

- Man of the match

This certificate is awarded to a specific pupil who has displayed exceptional performance during a sporting fixture.

- Boarder of the Week

This certificate is awarded to the best boarder throughout the week and is voted by the care team.

- Key Stage Student of the Fortnight

Key Stage Student of the fortnight is awarded to the pupil who has shown a positive attitude towards their learning and behaviour throughout the course of the fortnight. This award may also be awarded to a pupil if they have turned their behaviour around during the course of the fortnight.

- Class of the Week

Class of the week is awarded to the class with the highest average points total over the week or the greatest improvement.

- Class Attendance of the Week

Class attendance is awarded to the class with the highest average attendance over the week or the greatest improvement

- Lottery

The Ramsden Hall Academy lottery is drawn during assembly. Teachers can award a lottery ticket to a pupil during the course of the week if they display appropriate behaviour or support or help others. This lottery ticket is then logged on Sleuth and if a specific pupils name is drawn they win an Argos voucher provided they met the specific criteria.

- Student of the Month

Student of the Month is awarded to the pupil who has shown a positive attitude towards their learning and behaviour throughout the course of the Month across both Key Stages. This award may also be awarded to a pupil if they have turned their behaviour around or made outstanding

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progress during the course of the Month.

**Seniors & Graduate Status (Please see Appendix B)**

Graduate status can only be achieved by students in Year 11 meeting the criteria. Senior status can be achieved by Year 10 students meeting the same criteria. Graduate and Senior Status entitles those students to certain privileges and once achieved those students are expected to:

- Mentor younger students
  - Participate fully in all charity and community events
  - Relied upon to show visitors around and promote the school
  - Wear a shirt and blazer provided by the school if required for special events
-



## Consequences of Negative Behaviour

### Essex Steps

Ramsden Hall Academy has adopted Essex Steps as its preferred therapeutic approach to behaviour management and strategies provider and shares its view of taking, *'necessary steps to ensure that every young person is given an opportunity to develop socially, to learn and to enjoy community life.'* (Essex Steps, 2012)

In line with Essex Steps and the training undertaken we respond calmly to situations with the aim of de-escalation. It should always be our intent to minimise conflict and maximise co-operation. When considering consequences for children it is important on each occasion to evaluate all factors to the situation – the individual child and the behaviour displayed. In most cases the behaviour policy strives to implement **a consistent approach to consequences. The complex nature of our students and the circumstances will be considered before a consequence is put into place.** The principle messages should be:

- **Fair not the same**
- **Certainty not severity**
- **Positive outcome not consequence**

### Behaviour in the classroom

As leaders within our classrooms we concentrate on the positives and manage students effectively with respect at all times. By giving warnings, time to respond and an element of choice it is possible to deal with the vast majority of incidents.

### Duties

All staff are expected and paid to be on duty throughout the day. There is a duty rota for before school break lunchtime and after school.

Staff on duty will:

- provide activities to prevent poor behaviour
- engage with students
- Challenge poor behaviour
- Ensure the safety of students
- Record and report inappropriate behaviour

### Questions to ask yourself

Have I followed the school behaviour policy?

Have I planned an interesting and engaging lesson?

Have I praised those with good learning?

Have I made my expectations clear?

Have I used the six step approach?

- Focus on the Learning → Non Verbal → Verbal → Delay → Consequence → Closure

### Behaviour for Learning

Our Code of conduct states we help each other learn.

### Bullying (Anti Bullying Procedures Appendix 6)

Staff should deal with any targeted behaviour using good behaviour management techniques. If this is repeated, persists or is targeted to one individual it will be judged as bullying. All incidents of suspected bullying should be:

- Reported to Engagement team, behaviour manager and SLT via a Bullying form
  - Logged on Sleuth
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- The school behaviour manager will then investigate, follow any necessary procedures and complete any necessary paperwork
- The behaviour manager and tutors will monitor concerns logged and incidents of targeted behaviour weekly to ensure potential bullying is not overlooked.

### **Racist Incidents** (Anti-Racism Procedures Appendix 7)

At Ramsden Hall Academy, racist incidents of any kind are not tolerated and are taken extremely seriously. It will be dealt in the same way as bullying.

- Reported to Engagement team, behaviour Manager and LLT via racist incident form
- Logged on Sleuth
- The school behaviour manager will then investigate, follow any necessary procedures and complete any necessary paperwork.
- The behaviour manager and tutors will monitor concerns logged and incidents of racist language weekly to ensure potential racism/extremism is not overlooked.

### **Educational Consequences**

We believe that educational consequences should be used to assist pupils and allow them to Reflect on their negative behaviour and make better, more informed decisions in the future. This can take many different forms and should be proportionate and appropriate to the behaviour displayed. The following list will be used as educational consequences where appropriate:

- Completing tasks e.g. learning missed
- Rehearsing e.g. Knocking on a door and waiting for the teacher to open it.
- Assisting with repairs when damage has been committed to property.
- Educational opportunities
- Research e.g. finding out the cost of a pane of glass and what that money could have been used for.
- Restorative meeting
- Option/after school detention

### **Protective Consequences**

Protective consequences will be considered when there is a risk to pupils and staff and can include the following:

- Increased staff ratio
  - Limited access to outside space
  - Escorted in social situations
  - No availability of minibus/car
  - Trip ban
  - Differentiated teaching space
  - Option/after school detention
  - Exclusion (last resort)
-

### **Activity Detentions**

In General, senior staff run/lead Activity detentions and use a restorative/repair approach where possible or catch up on work where necessary. However, any member of staff is able to set a restorative/catch up detention with students and are encouraged to do so. Activity detentions take place

### **Friday Afternoon Detentions**

Before setting an afterschool detention

- Contact parent
- Arrange for Parents or staff to take home
- Cancel Taxi
- Senior staff direct Friday Afternoon detentions and use a restorative/repair approach where possible

### **Students out of lessons**

Sending Students out of lesson

Students can be sent out of lessons to

- Cool off (take 5)
- As long as they return within the time-frame this should not be recorded as a missed part
- For H& S reasons (where available the LSA should follow the student and inform the Engagement team)

### **Use of the Access unit**

- Students are not allowed to self- refer
- Access is only allowed through prior arrangement (timetable)
- A very small number of students have been identified as on the emergency list. These students are allowed to go to Access when referred by the teacher or Engagement team.
- Other students who are identified by the Engagement team can be taken to Access if appropriate

### **Missed Total/Missed Learning/Missed part**

Staff log MT and MP using the points system. Missed parts can be logged as start, middle and/or end.

#### **Missed Part**

- Is over 20 minutes (as a guide) at the start middle or end of a lesson. Staff should use professional judgement when deciding if a student has missed part of a lesson.
- Students missing more than one part should be logged as such. MP (start) MP (end).

#### **Missed Total**

- Student does not arrive
- Student attends less than 10min of the lesson

#### **Missed Learning**

- Student does not engage at all in the lesson/learning

### **Smoking**

- We are proud to be a non-smoking site
  - Students are reminded in CPSHE, tutorial, assemblies and through signage around the school
  - Staff will challenge smoking and record it electronically and alert staff in daily debrief
  - Tutors will contact home if a student is caught smoking or in the possession of smoking materials.
  - Senior staff will contact home if students are involved in repeat incidents of smoking
  - The items will be confiscated and only be returned to parents/carers.
  - Senior staff will arrange for the student to be searched on arrival each morning.
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- Parents/carers will be requested to support and check their child is not in possession of smoking materials when they leave home.
- Educational consequences will be used to support the student understand the risks including the use of video and external agencies.
- Support will be offered to those trying to give up smoking through our trained smoking cessation staff.

### **Damage/Violence**

Any incidents of violence/damage logged on sleuth will trigger a phone call home and a Tutor led restorative meeting the following day evidence of which will be recorded on the appropriate form and placed in the student file. Any student receiving two or more violence incidents or damage in one week will complete this restorative meeting during Friday options with a member of SLT.

### **Restrictive Physical Interventions**

At Ramsden Hall Academy every member of teaching staff, LSA, Residential staff and support staff where appropriate will receive 'Step Up' safe restraint training in line with the Essex Steps guidelines. This training will be refreshed at least yearly for everyone but more often for most throughout the year.

The use of Restrictive Physical Intervention is only required for the following reasons:

- To prevent harm to self
- To prevent harm to others
- To prevent damage to property

As a member of staff we have a professional responsibility to ensure, where possible we prevent the above. The legal defence for the use of any force is based on evidence that the action taken was:

#### **Reasonable, Proportionate and Necessary**

When considering the use of physical intervention or restrictive physical intervention there are only 3 components that can be judged as wrong. Any action that causes:

- A negative impact on the process of breathing (inc. Hyperflexion & Basket type holds)
- Pain as a direct result of the technique (inc. Pulling & Dragging)
- A sense of violation

As a minimum requirement any incident of Restrictive Physical Intervention (RPI) will be accurately logged on Sleuth, printed and signed for accuracy by the members of staff involved and any potential witnesses. The parents/carers of the student involved will be informed by telephone within 24hrs. A student debrief will take place using a restorative approach at the earliest opportunity by a member of staff not involved in the RPI usually the tutor and recorded.

For quality assurance and good practice a formal staff debrief will take place and recorded under the following circumstances:

- Student has been held twice in one week (reviewed by Essex Steps Tutors & SLT)
  - Staff member involved in two incidents of RPI in one week (Reviewed by Essex Step Tutor & Staff member)
  - If the duration of an RPI lasted longer than 3 mins (Reviewed by Essex Step Tutor & Staff member)
  - Incident involving RPI resulted in a staff member or student being hurt (reviewed with staff members)
-

- At any time a staff member feels it is necessary
- The review of CCTV is used if appropriate and available.

Following debrief any actions are shared with staff and the students PHP, Pupil Profile, or Risk Management Plan is updated where necessary.

### **Exclusions**

Exclusion is our last resort and should only be used as such and in the most serious or persistent of circumstances.

When a situation occurs when we do have to exclude we aim to:

- Exclude students for the minimum number of days in relation to the situation/circumstances
- Reintegrate students back into school as soon as possible
- Engage parents/carers in the reintegration of students
- Seek actions and alternatives to support the student in re-engaging with their education and reducing the risk of repeat exclusions.
- Use where possible/necessary the additional support of external services and agencies

### **Exclusion Procedure**

#### **Incident**

1. An incident is referred to SLT
2. Teacher records incident on Sleuth
3. Discussions between SLT, Tutor and Witnesses to the event occur, SLT/Behaviour leads will review CCTV where possible and a recommendations is made re: exclusion to the Headteacher.
4. Before making decision Headteacher to consult with or take into consideration SEND/LAC/CP and other appropriate factors including home circumstances.

#### **Once a decision to exclude has been made**

- Headteacher informs AP in charge of Personal Development, Behaviour and Wellbeing
- Parent/Carers informed of decision by phone where possible
- Taxi firm informed.
- Letter produced and posted to parents/carers as well case workers, social workers and other agencies where appropriate.
- Exclusion logged onto SIMS and Excel Spreadsheet
- Information sent to staff for information (briefing notes)
- Reintegration meeting booked with a member of SLT

#### **Reintegration Meeting**

- Reintegration meeting held prior to return with a member of SLT engaging with parents/carers
  - Reports on behaviour, progress and attendance produced and shared where appropriate.
  - A restorative approach applied and notes recorded
  - Copies of reintegration notes shared with staff verbally or in writing where necessary
  - Further actions/support put in place as required.
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## **Enlisting the support of parents**

“When I walked into the house the first thing I noticed was the medal he got from the fun run hanging in pride of place above the mantel piece, It was the only thing of colour in the room”

It is not that the parents don't want to help nor is it the case that students don't want it. We believe it is more the case that they fear they do not know how to help. We can help by opening a dialogue and developing strategies including:

- Praising the good
  - Phone calls
  - Letters
  - Postcards
  - Newsletter
  - Certificates
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## **Appendix 1**

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## Behaviour for Learning Points

### 1-8 Points

1.	<b>Positive Participation</b> in lesson
2.	<b>Keep each other safe</b>
3.	<b>Help each other learn</b> – Collaborative learning
4.	Show <b>independent</b> learning
5.	Show <b>Resilience</b> – keep trying
6.	Respond appropriately to <b>feedback</b> (green pen, written, verbal)
7.	Make progress towards <b>social</b> specific target
8.	Make progress towards <b>subject</b> specific target

### Bonus Points (Max 2)

+2	<b>Exceptional</b> in any of the above
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## **Appendix 2**

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# Ramsden Hall Academy

## Graduates and Seniors

Graduate status can only be achieved by students in Year 11 meeting the below criteria. Senior status can be achieved by Year 10 students meeting the same criteria.

### Graduate/Senior Status Criteria

- ✓ Maintain an average of 7 point per lesson (42 points a day, 182 points a week) for a period of 6 weeks
- ✓ Attend and engage in all lessons (No MP,MT,ML) for a period of 6 weeks
- ✓ Evidence of positive events logged each week which include supporting and helping others for a period of 6 weeks.
- ✓ In full uniform for a period of 6 weeks

### Graduate/Senior Expectations

Students achieving graduate or senior status maybe expected to carry out the following:

- Mentor younger students
- Participate fully in all charity and community events
- Relied upon to show visitors around and promote the school
- Wear a shirt and blazer provided by the school if required for special events

### Rewards

<b>Graduates</b>	<b>Seniors</b>
❖ Served first at break and lunchtime	❖ Served first at break and lunchtime
❖ Access to graduate (games) room at break and lunchtime	❖ Access to graduate (games) room at lunchtime once a week on specific day
❖ Termly choice of local trip from selected list	❖ Trusted to leave dining room when finished meal
❖ Trusted to leave dining room when finished meal	❖ Issued with named sports shirt and logo to wear and identify them as seniors.
❖ Can wear agreed, appropriate non-uniform	❖ Can be invited to attend trips and fixtures as helpers
❖ Can be invited to attend trips and fixtures as helpers	❖ Can wear a black coat or black hoody
❖ Can leave 5 mins early for Taxis	❖ Can leave 5 mins early for Taxi

### **Suspension of Graduate/Senior Status**

A suspension of Graduate or Senior status can occur in discussion with staff and tutors/mentors for an agreed amount of time.

A suspension will occur in the case of any of the following:

- Failure to meet criteria over a period of two weeks
- Failure to meet individual targets set for positive and/or negative events
- Failure to meet graduate/senior expectations

Students can have their Graduate or Senior Status suspended a maximum of 3 times during the academic year before they lose their status and will have to meet the criteria again for a period of 6 weeks.

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## **APPENDIX 3**



# Ramsden Hall Academy

## Rewards & Consequences

<u>REWARDS</u>	<u>CONSEQUENCES</u>
<ul style="list-style-type: none"> <li>✓ Positive Events Logged – Related to Rewards</li> <li>✓ Lottery Slips – Fortnightly Lottery Drawn</li> <li>✓ Phone Calls, Postcards, Letters home</li> <li>✓ Activity Session (Student Choice) Daily</li> <li>✓ Activity Session (Student Choice) Friday (1 ½ hours)</li> <li>✓ Weekly &amp; Monthly Awards/Certificates</li> <li>✓ Student of the Month</li> <li>✓ ‘Trip Tokens’ for end of term trips</li> <li>✓ ‘Random Trips of Rightness’</li> <li>✓ Individual and group reward schemes.</li> <li>✓ Seniors &amp; Graduates</li> <li>✓ Whole School Awards</li> </ul>	<p><b><u>Daily Activity Detention</u></b></p> <ul style="list-style-type: none"> <li>➤ 2 x MT (P6 – P5)</li> <li>➤ Restorative</li> <li>➤ Catch Up</li> </ul>
	<p><b><u>Friday Activity Detention</u></b></p> <ul style="list-style-type: none"> <li>➤ 4 x MT in one week (Fri – Thurs)</li> <li>➤ 2 x Violence (SLT Restorative Meeting)</li> <li>➤ 2 x Damage (SLT Restorative Meeting)</li> <li>➤ Missed/Disengaged in Daily Activity Detention</li> <li>➤ Restorative</li> <li>➤ Catch Up</li> </ul>
	<p><b><u>Friday Afternoon Detention</u></b></p> <p>SLT Decision:</p> <ul style="list-style-type: none"> <li>➤ Persistent Disruption</li> <li>➤ Persistent Negative Behaviour</li> <li>➤ Persistent Absence from Learning</li> </ul>
	<p><b><u>Other</u></b></p> <p><b>Racism</b> – Immediate Phone Call home &amp; Educational Consequence (5 Step Process)</p> <p><b>Violence</b> - Immediate Phone Call home &amp; Staff led restorative meeting. SLT Restorative Meeting</p> <p><b>Damage</b> - Immediate Phone Call home &amp; Environment/Community Service or Bill (if not completed). SLT Restorative Meeting</p> <p><b>End of Term Trips</b> – SLT Decision, Suspension, SLT Restorative Meeting/Work Catch Up prior to engaging with onsite activities.</p>

## **Appendix 4**



## Consequence Script

There will be a Consequence!

**I can see you feel strongly about.....**

**It's private**

**We are aware**

**Trust us – it's being dealt with**

**You might not see it**

**Fair but not the same**

**Everyone's different (different  
rewards/consequences)**

## **Appendix 5**





**De-escalation (Help) Script**

**Childs Name.....**

**I can see something has happened/is wrong**

**I am here to help**

**Talk and I will listen**

**Come with me and .....**

## **Appendix 6**

# Managing Bullying at Ramsden Hall Academy

## IMMEDIATE ACTION

- Incidents are logged on sleuth that clearly identify victims and perpetrators
- Tutors to review logs daily and notify behaviour co-ordinator using the following form ([T:\Bullying Forms\Bullying Record.docx](#)) if necessary, having read the RHA bullying definition.
- Form Passed to Behaviour Co-ordinator (ECo)
- Additionally, the Behaviour Co-ordinator will review sleuth victim and perpetrator logs weekly to further identify any concerns.
- Staff are encouraged to directly refer any incidents they feel constitutes bullying directly to the behaviour co-ordinator using the bullying form ([T:\Bullying Forms\Bullying Record.docx](#))



## INITIAL REACTION

- Conversation with students involved (perpetrators and victims) conducted by Behaviour Co-ordinator (Eco)
- All parents/Carers informed
- Restorative meeting held with both parties (if appropriate) and recorded
- Head Teacher updated



## VICTIM REVIEW

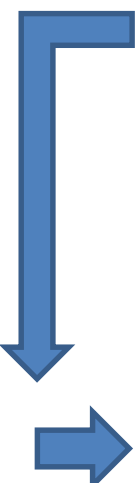
- Review with Victim, identify any further concerns
- Complete form
- Issue/amend victim safety plan if necessary
- Inform Parents/Carers
- Inform Staff

## PERPETRATOR REVIEW

- Review previous data
- Evoke a period of regular data monitoring
- Highlight any previous bullying incidents
- Head Teacher Updated

## FURTHER PERPETRATOR ACTIONS

- Parental meeting and discussion at school with Head Teacher or member of SLT
- Formal written warning from Head Teacher
- Police Intervention
- 1 to 1 workshops – Anger management, Relationships, Body language etc.



## **Appendix 7**

## Managing Racism/Homophobia at Ramsden Hall Academy

### IMMEDIATE ACTION

- Incidents of Racism or Racist Language are logged on Sleuth
- Incidents are viewed at the end of each day during staff de-brief.
- Actions (see stages below) are discussed and agreed.
- Staff are encouraged to directly refer any incidents they feel constitutes Racism/Homophobia directly to the behaviour co-ordinator using the Racism/Homophobia form (T:\Racism\RacismHomophobic Form)



### STAGE 1 (First Incident)

- Assessment of the students Sleuth reports prior to the incident
- Discussion with all students involved
- Proactive Consequence (**Racism Info leaflet sent home, reflection of the incident with Behaviour Co-ordinator, Protective consequences in place i.e Student not being allowed off site**)
- Educational Consequence (**Student shown video clips, restorative discussion, review of Sleuth**)
- All parents/carers to be informed



### STAGE 2 (Second Incident)

- Parental meeting and discussion at school with a member of SLT
- Head Teacher updated



### STAGE 3 (Third Incident)

- Police Intervention-Support from external agencies
- Head Teacher updated



### STAGE 4 (Fourth Incident)

- Parental meeting and discussion at school with Head Teacher
- Formal written warning from Head Teacher



### STAGE 5 (Fifth Incident)

- Disciplinary Committee Hearing
- Police & PREVENT