



THE MOSLEY ACADEMY ANTI BULLYING PROCEDURE

At The Mosley Academy we take a strong stand to eliminate bullying.

As a school we have signed our commitment to the Anti-Bullying Pledge and have developed an action plan following extensive surveys of the school community. The anti-bullying message is promoted in regular Assemblies and in letters to our school community from School Parliament.

The following concepts underpin our procedure:

- **All children and young people can be supported to learn new behaviours.**
The pupil who sometimes bullies will find new pro-social ways of behaving. Victims of bullying can be helped to become more confident.
- **Bullying is unacceptable behaviour.**
There are no excuses for bullying. All forms of bullying are equally unacceptable.
- **The Mosley Academy adopts a zero-tolerance of bullying.**
Every member of our community will accept this and take action to make sure this is achieved.
- **A whole school approach is needed to eliminate bullying.**
The whole school community must confront the issue and work together in a concerted way to establish a safe emotional and physical environment. A curriculum intervention alone will not bring about change.
- **Schools should create a 'telling environment'.**
Every member of the school community must expect that bullying will be reported, and that it is safe to tell. Once a report has been made this must be acted on, in the way outlined in the school policy.
- **Bullying is never the victim's fault.**
- **Nobody deserves to be bullied.**

At The Mosley Academy staff, parents and children work together to create a happy, caring learning environment. Bullying, either, verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated. Consequently, the governors have approved this policy.

Bullying can be brought to the attention of staff either by the victim(s), their friends(s), their parent(s) or other interested people.

Key Messages

Our key messages are delivered through our PSHE/citizenship programme (Jigsaw), discussed and developed in Assemblies, School Parliament meetings and in circle time.

Children have opportunities to raise concerns and issues in School Parliament, and directly to any member of the school staff. We are a "Telling School". We listen. We are working towards the Well-Being for Schools Award in 2019-20.

These are the key messages we wish the children to develop:

EYFS / Keystage 1

- I can say how I feel.
- I'm proud to be me.
- I know what bullying is and that it's wrong.
- Bullies get into trouble.
- I don't bully.
- I know what I can do if I get bullied.
- I can help others who are being bullied.
- I know where to get help.
- I know what good behaviour is.
- Good behaviour is rewarded.
- I enjoy coming to school.
- I feel safe and want others to feel safe too.
- I have choices.
- I can make good choices.
- We are all special.
- I care about other people.
- My feelings can help me keep safe.
- It's good to take turns.
- Listen and think before you speak.

Keystage 2

- I don't have to put up with bullying.
- It's not okay to bully.
- Bullying hurts inside and outside.
- I am unique and special.
- People are the same yet different.
- I have rights and responsibilities.
- It's okay to tell.
- There are people I can ask for help.
- There are things I can do to stop bullying.
- I can play safely without hurting others.
- Be a friend to have a friend.
- I am responsible for my own actions.
- I can help make our school a bully free zone.

Social and Co-operative Skills

The school is to encourage students to:

- develop good relationships with others, and work in co-operative ways to achieve common goals;
- take responsibility as a member of a group for jointly decided actions and decisions. Participate appropriately in a range of social and cultural settings;
- learn to recognise, analyse, and respond appropriately to discriminatory practices and behaviours;
- acknowledge individual differences and demonstrate respect for the rights of all people;
- demonstrate consideration for others through qualities such as integrity, reliability, trustworthiness, caring or compassion, fairness, diligence, tolerance, and hospitality or generosity;
- develop a sense of responsibility for the well-being of others and for the environment;
- participate effectively as responsible citizens in a democratic society;
- develop the ability to negotiate and reach consensus.

Attitudes and Values

"The school curriculum, through its practices and procedures, will reinforce the commonly held values of individual and collective responsibility which underpin democratic society. These values include honesty, reliability, respect for others, respect for the law, tolerance, fairness, caring or compassion, non-sexism and non-racism."

And...

"Pupils will examine the context and implications of their values and those of others, and the values on which our current social structures are based."

Well-being

Well-being is one of the underpinning concepts of the health and physical education curriculum, and is concerned with the physical, mental and emotional, social and spiritual dimensions of the individual. Much of this work at Mosley is delivered through our Jigsaw PSHE programme.

Health Promotion

This is the process that helps to create supportive physical and emotional environments in classrooms, whole schools, communities and society.

The Socio-ecological Perspective

Mutual care and shared responsibility between self and others actively contributes to own and others well-being. This concept also allows for the analysis of social factors that contribute to violence and aggression.

Attitudes and values are promoted which contribute to the well-being of individuals and society:

Through their learning in health and physical education, students will develop a **positive and responsible attitude to their own physical, mental and emotional, social, and spiritual well-being** that includes:

- valuing themselves and other people;
- a willingness to reflect on beliefs;
- the strengthening of integrity, commitment, perseverance, and courage.

They will develop **respect for the rights of other people** for example through:

- acceptance of a range of abilities;
- acknowledgement of diverse viewpoints;
- tolerance and open-mindedness.

They will develop **care and concern for other people in their community and for the environment** through:

- co-operation;
- applying care, compassion;
- constructive challenge and competition;
- positive involvement and participation.

They will develop a **sense of social justice** and will demonstrate:

- fairness;
- inclusiveness and non-discriminatory practices.
- Pupils will understand the rights, roles and responsibilities people have as they participate in groups and will learn the laws and rules that determine people's behaviour in groups. They will discover how individuals, communities and nations exercise their rights and meet their responsibilities

Strategy for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too - that is why they bully.

- Discussions at length with the victim. This will require patience and understanding.

Remember - Listen, believe, act.

- Identify the bully/bullies. Obtain witnesses if possible.

Advise the Headteacher / Deputy Headteacher.

- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. **Make it clear that bullying is not acceptable at The Mosley Academy.**
- If they own up then follow the procedure outlined below and in the Discipline Policy.
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts.
- Separate discussions with parents of bully and victim.
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on perceived severity of the incident(s).
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition.
- As the behaviour of the bully (hopefully) improves, then favoured activities etc. can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.

In order to identify incidents of bullying and the identities of bullies, at The Mosley Academy we have agreed to carrying out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- Staff pupils, parents and governors are all aware of this procedure.

Reviewed 2019



The Mosley Academy Anti-Bullying Pledge

Don't let your emotions take over your actions!

We the pupils of The Mosley Academy agree to join together to prevent bullying in our school.

We believe that everybody should enjoy school equally, feel safe, secure and accepted regardless of colour, race, gender, popularity, athletic ability, intelligence, religion and nationality.

By signing this pledge, we the pupils agree to:

1. Value our differences and treat others with respect.
2. Not become involved in bullying incidents or be a bully.
3. Report honestly and immediately all incidents of bullying to an adult at school.
4. Support pupils who have been or are subjected to bullying.
5. Talk to teachers and parents about concerns and issues regarding bullying.
6. Provide a good role model for younger children and support them if bullying occurs.

I Promise that I will not be a bully to other children and I will help stop any bullying that I see at my school.

I promise to be a BUDDY, NOT A BULLY!

Signed by (Child) _____

Signed by (Parent/Guardian) _____

Signed by (Staff) _____

Date: _____