



# **THE MOSLEY ACADEMY PRIMARY SCHOOL**

## **ANTI-BULLYING PROCEDURE 2023-2024**



**October 2023**

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## THE MOSLEY ACADEMY ANTI BULLYING PROCEDURE 2023- 2024

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 monitored using our Anti-bullying Leadership Team.

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), the Anti-bullying Ambassador(s), their parent(s) or other interested people. All classes have a worry tin in their rooms where children can post any concerns they have. The teachers and our HOPE lead check these daily.

## **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.

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

<b><u>EYFS / Key stage 1</u></b>	<b><u>Key stage 2</u></b>
<ul style="list-style-type: none"><li>• I can say how I feel.</li><li>• I'm proud to be me.</li><li>• I know what bullying is and that it's wrong.</li><li>• Bullies get into trouble.</li><li>• I don't bully.</li><li>• I know what I can do if I get bullied.</li><li>• I can help others who are being bullied.</li><li>• I know where to get help.</li><li>• I know what good behaviour is.</li><li>• Good behaviour is rewarded.</li><li>• I enjoy coming to school.</li><li>• I feel safe and want others to feel safe too.</li><li>• I have choices.</li><li>• I can make good choices.</li><li>• We are all special.</li><li>• I care about other people.</li><li>• My feelings can help me keep safe.</li><li>• It's good to take turns.</li><li>• Listen and think before you speak.</li></ul>	<ul style="list-style-type: none"><li>• I don't have to put up with bullying.</li><li>• It's not okay to bully.</li><li>• Bullying hurts inside and outside.</li><li>• I am unique and special.</li><li>• People are the same yet different.</li><li>• I have rights and responsibilities.</li><li>• It's okay to tell.</li><li>• There are people I can ask for help.</li><li>• There are things I can do to stop bullying.</li><li>• I can play safely without hurting others.</li><li>• Be a friend to have a friend.</li><li>• I am responsible for my own actions.</li><li>• I can help make our school a bully free zone.</li></ul>

## **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, kindness, 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."

**OUR WHOLE SCHOOL VALUES ARE KINDNESS, HONESTY, ACCEPTANCE,  
INDEPENDENCE, HAPPINESS AND RESILIENCE**

### Linked Areas:

<u>Well-being</u>	<u>Health Promotion</u>	<u>The Socio-ecological Perspective</u>
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.	This is the process that helps to create supportive physical and emotional environments in classrooms, whole schools, communities and society.	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 with a willingness to reflect on beliefs.
- They will develop **respect for the rights of other people** by being open-minded to acknowledge a range of diverse viewpoints and abilities.
- They will develop **care and concern for other people in their community and for the environment** through co-operation, compassion and a positive involvement in areas of challenge.
- 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

### **Anti-Bullying Ambassadors**

A team of Year 5 and 6 children are nominated to be anti-bullying ambassadors at break and lunch times to ensure **ALL** children at the Mosely have someone they feel they can speak to at **ALL** times of day. The ambassadors provide support for any children who need it at play times with a focus on our anti-bullying approach. Any issue they deal with is reported to their class teacher to then take further if needed.

### **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, calmness and understanding. We refer to our Relational Behaviour procedure and will use emotion coaching techniques in order to find out what has happened - **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 the child is honest about their behaviour, investigate further. If it is clear that they are not telling the truth, continue with the procedure.
- Separate discussions with parents of the 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 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.

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 - relationships with pupils are key to our success with children feeling they can be open and honest with staff.
- All staff listen, believe, act
- Staff pupils, parents and governors are all aware of this procedure.

*Reviewed Sep 2023*