



THE MOSLEY ACADEMY

Anti-Bullying Procedure 2024/2025

Revised: September 2024
Review Date: September 2025
Website: Yes

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

As a school we sign our commitment to the School's Anti-Bullying Pledge and have developed an action plan following surveys of the school community. The anti-bullying message is promoted in regular Assemblies and monitored using our Anti-bullying pupil leaders. Otherwise known as the Yellow Caps.

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.

Bullying can be brought to the attention of staff either by the victim(s), their friends(s), the Yellow caps(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 wellbeing lead check these regularly and deal with any concerns that arise. Some of these concerns, will need to be recorded on our internal recording systems, My Concern and Bromcom, with any appropriate actions.

Key Messages

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

Children have opportunities to raise concerns and issues through their class teacher, teaching assistant, School Council, and directly to any trusted school staff.

We are a "Telling School". We listen and respond. We have a relational and restorative approach across school and use this to effectively support both the victim and the child/

children showing bullying behaviours.

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

<u>EYFS / Key stage 1</u>	<u>Key stage 2</u>
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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 children 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 *honesty, integrity, reliability, trustworthiness, kindness* 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 and acceptance of others, happiness within themselves and the Fundamental British Values including rule of the law, tolerance, democracy, individual liberty and respect.

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

Linked Areas:

<p><u>Well-being and mental health</u></p> <p>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.</p> <p>Much of this work at Mosley is delivered through our Jigsaw PSHE programme and in the enrichment and personal development opportunities that we provide</p>	<p><u>Healthy lifestyles</u></p> <p>This is the process that helps to create supportive physical and emotional environments in classrooms, whole schools, communities and society. This includes the school's promotion of healthy lunches and snacks.</p>	<p><u>Relational and restorative approaches</u></p> <p>Mutual care and shared responsibility between self and others actively contributes to own and others well-being. Making connections with each other and always looking to connect before correct. Our behavioural procedure is a fundamental part of the whole school and community culture and ethos.</p>
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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

The Mosley Yellow Caps (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 Mosley 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 and relational and restorative approaches. Any issue they deal with is reported to their class teacher to then pass on / take further if needed. In school we have a staff member who is responsible for anti - bullying in the school community.

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 and Restorative 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, linking our expectations to the Mosley R's and our values. **Make it clear that bullying is not acceptable at The Mosley Academy.**

- If they own up by telling the truth, then follow the procedure outlined below .

- 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, suspension from school, depending on perceived severity of the incident(s). Early Help support may be offered to the family if we have wider concerns about the child's behaviour/ mental health.

- 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 September 2024



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 and accept 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 will follow the Mosley 4 R's and school values to Be the Best that I can Be.

I promise to be a BUDDY, NOT A BULLY!

Signed by all Children in _____

Signed by Teacher and TA in Class _____

Date: _____

British Values – Tolerance, Rule of Law, Individual Liberty and Respect