



# **Anti-Bullying Strategy**

## 1. Matford Brook Academy vision and values

### 1.1 Mission and vision

At Matford Brook Academy, *we write our story*. We exist to provide an excellent all-through education that empowers children to believe they can, and should, change the world around them.

Woven throughout the fabric of the school, from the curriculum to the enrichment opportunities to the shared values of its staff, is the core tenet that, for children to be empowered, they must ultimately believe that the greatest influence on their life is themselves.

All-through schools are uniquely positioned for children to have a seamless educational journey, supported from the moment they first step foot into school to their aspirational next steps. Through the values of scholarship, kindness and community, we ensure our children are empowered throughout their time at Matford Brook Academy towards their post-16 step.

**We believe that our mission, vision and values are crucial in our commitment to our anti-bullying strategy.**

### 1.2 Values and commitments

As is outlined in Matford Brook Academy's Scholarship, Kindness, Community: Behaviour policy, our values form the basis of our culture and behaviour commitments for our pupils. These are intrinsically linked to our anti-bullying strategy.

These are outlined below:

#### 1.2.1 Chapters One and Two (EYFS and Years 1-4)

##### Scholarship

*I am the author of my story.*

To be a scholar is to strive for the highest education possible, valuing learning and the process – including making mistakes – and taking responsibility for doing so. The story we are writing is for every Matford Brook Academy pupil to be lifelong learners, progressing to university or another aspirational equivalent.

- (1) I commit to trying my hardest with all of my learning.
- (2) I commit to listening carefully and following my teachers' instructions.

##### Kindness

*I empower others to write their story.*

The way we interact with and treat those around us has a direct impact on them. The story we are writing is for every Matford Brook Academy pupil to be caring, thoughtful individuals who proactively help and support the people around them, recognising their role in helping everyone to succeed.

- (3) I commit to being kind and polite to others and showing great MBA manners.
- (4) I commit to being calm and gentle and keeping hands, feet and objects to myself.

## **Community**

*We write our story together.*

School is a 'team sport': we are working together to create a limitless environment where everyone succeeds. The story we are writing is for every Matford Brook Academy pupil to feel a sense of belonging in their community – school, local, national, international – and positively contribute to it.

- (5) I commit to wearing my correct uniform smartly.
- (6) I commit to caring for our Academy and our environment.

## **1.2.2 Chapters Three and Four (Years 5-8 and 9-11)**

### **Scholarship**

*I am the author of my story.*

To be a scholar is to strive for the highest education possible, valuing learning and the process – including making mistakes – and taking responsibility for doing so. The story we are writing is for every Matford Brook Academy pupil to be lifelong learners, progressing to university or another aspirational equivalent.

- (1) I commit to being punctual, arriving on time (within three minutes of the bell) to my lessons, and being ready to learn with the equipment that I need.
- (2) I commit to promptly completing my work to the best of my ability, showing pride in my learning in school and at home.

### **Kindness**

*I empower others to write their story.*

The way we interact with and treat those around us has a direct impact on them. The story we are writing is for every Matford Brook Academy pupil to be caring, thoughtful individuals who proactively help and support the people around them, recognising their role in helping everyone to succeed.

- (3) I commit to treating others with kindness at all times and being polite in my interactions with great manners.
- (4) I commit to listening respectfully when others are talking and working silently when an adult asks me to.

### **Community**

*We write our story together.*

School is a 'team sport': we are working together to create a limitless environment where everyone succeeds. The story we are writing is for every Matford Brook Academy pupil to feel a sense of belonging in their community – school, local, national, international – and positively contribute to it.

- (5) I commit to wearing my uniform with pride and to caring for our Academy and the environment.
- (6) I commit to following all reasonable requests from our staff team.

Our values are fundamental to the success of our pupils. In consideration of our anti-bullying strategy, we particularly emphasise our expectations in Kindness and Community. Through our values, we ensure children recognize how these uphold fundamental British Values, especially those of Respect & Tolerance and Individual Liberty.

## 2. Statement of intention

At Matford Brook Academy, we are committed to realising our mission, vision and values through a culture of inclusion and mutual respect.

### 2.1 Defining bullying

***As referenced in our Scholarship, Kindness, Community: Behaviour Policy***

Bullying is unacceptable and will not be tolerated in our community.

Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance, disability or SEN need. It might be motivated by actual differences between children, or perceived differences.

Bullying can also occur where there is a power imbalance between pupils. A power imbalance is when one pupil (or a group of pupils) is able to dominate decision-making or otherwise asserts power in ways that disadvantages other pupil(s).

Bullying in any form will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include but not limited to:

- ★ Emotional harm;
- ★ Physical harm;
- ★ Deliberately hurtful comments;
- ★ Social bullying;
- ★ Social media;
- ★ Filming pupils/staff without consent;
- ★ Posting inappropriate content/filmed incidents online/sharing;
- ★ Threatening behaviour;
- ★ Power imbalance;
- ★ Name calling;
- ★ Sexting;
- ★ Cyber bullying; and
- ★ Sexual exploitation.

Bullying can impact on a pupils' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. We continue to promote a culture of high expectations and work with our community to ensure that our pupils have a sense of pride and feel happy and safe to be a part of our community.

All bullying incidents will be treated and addressed individually, and we will apply the full range of sanctions depending on the severity, frequency and seriousness of the incidents(s).

In exceptional circumstances and where other attempts to resolve an issue have not been successful the school may use a behaviour contract between pupils to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but not limited to: Time-Out, Bookmark, suspension, exclusion and, for repeated breaches, permanent exclusion.

## 2.2 Matford Brook Academy strategies

As a new school, we make the following deliberate decisions to uphold our anti-bullying strategy:

Senior Leader	A designated Senior Leader is the Anti-Bullying Champion. For 2023-24, this is Abi Lovell (Assistant Headteacher).
Pupil Empowerment Lead	A designated member of staff who oversees pastoral and wellbeing support, including as a Mental Health Champions.
Anti-bullying ambassadors	Pupils from our inaugural cohort are recruited and provided with training and support to be Anti-Bullying Ambassadors using the Diana Award/
Reporting system	The reporting system will be evaluated for efficacy against pupil growth each year. For the first year: <ul style="list-style-type: none"> <li>• Parents/carers are provided with tutor contact to raise initial concerns</li> <li>• Pupils are encouraged to speak to their tutor; drop-ins are available with our Pupil Empowerment Lead daily</li> <li>• Staff log concerns via the safeguarding reporting system (Bromcom)</li> </ul>
Response	A system for responding to incidents of bullying are clear, fair and consistent to ensure our children feel safe, connected and successful.
Value of the Week	Each week, a focus on one of our Values and a key message (for example: Kindness – inviting someone to join you at breaktime) is shared in morning meetings, tutorial and during Family Dining. In Family Dining, staff and pupils share daily Appreciations which reflect those who are demonstrated the week's Value. This is then reinforced in the end of week assembly with a Star of the Week nominated and celebrated.
Assemblies	Assemblies are designed to enrich pupils' SMSC education, following a calendar of awareness days for the year and focusing on Matford Brook and fundamental British Values. Our assemblies include rich facilitated dialogue where pupils can explore the key concept presented and debate their thoughts. Anti-bullying is upheld through material which promotes pupils' understanding of what bullying is, the impact it has and our responsibility to prevent this.
Personal Development	As well as allocated curriculum time for PSHE and RE, pupils have a weekly group session led by our Pupil Empowerment Lead to provide a safe space to share how they are feeling and reflect on successes and challenges.
Scenarios	In tutorial periods, pupils have a weekly scenario to read, discuss and reach conclusions with their tutor – for example, 'someone in your class has seemed more isolated recently. They sit by themselves at lunchtime and you haven't seen them smile in a while. What should we do in this situation that reflects scholarship, kindness and community?'. These are mapped and planned responsively to any needs arising from our pupils, as evaluated via weekly data analysis.
Anti-Bullying Kite Mark	In our first year, we will work with key stakeholders to achieve the Anti-Bullying Kite Mark Award, found here: <a href="https://www.abqm-uk.com">Anti-bullying best practice frameworks   Anti-Bullying Quality Mark (abqm-uk.com)</a>
Compassionate response	In situations where bullying has occurred, our staff commit to compassionate response with time taken to listen to the child and their family, ensuring all are aware of the next steps.

## 3. Response

### 3.1 Overview

All bullying incidents will be treated and addressed individually and we apply the full range of sanctions – as outlined in our Scholarship, Kindness, Community: Behaviour Policy – depending on the severity, frequency and seriousness of the incident.

In exceptional circumstances and where other attempts to resolve an issue have not been successful the school may use a behaviour contract between pupils to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but not limited to: Time Out, internal exclusion, suspension and, for repeated breaches, permanent exclusion.

### 3.2 Matford Brook Academy process

After more than one incident of unkind behaviour or intimidation, pupils are placed on a watch list. If the behaviour occurs again, they begin the anti-bullying process. Any new incidents result movement to the next stage. If an incident is particularly severe, pupils can be moved up two stages for one incident.

**Stage One:** anti-bullying letter one and tutor meeting with parents/carers.

**Stage Two:** anti-bullying letter two and SLT meeting with parents/carers. A bullying intervention and behaviour contract is drawn. Bullying is notified to Devon County Council via BPRI form.

**Stage Three:** anti-bullying letter three and Headteacher meeting with parents/carers. A final written warning is given and/or offsite direction.

## 4. Evaluating practice

We review our anti-bullying strategy in the following ways:

- Weekly analysis of staff logs and parent/carer alerts to identify any emerging trends which need addressing
- Questions within our annual staff survey with outcomes and actions communicated
- Questions within our annual pupil survey with outcomes and actions communicated
- Questions within our annual parent/carer survey with outcomes and actions communicated
- When an incident(s) have occurred, asking the child and their family for feedback on how the concern was responded to by our staff team
- When an incident(s) have occurred, scheduling a follow-up check-in with the child and call with the family to ensure there has been an improvement or address any ongoing concerns