



30 October 2023

Dear Pioneer Families,

### **Additions to Pioneer Anti-Bullying Policy**

Attached to this letter is the updated Anti-Bullying Policy. It can also be found on each school website. The adaptations are a product of both Governor and Local Authority reviews of the policy and procedures. Below are the additions to the new policy:

### **Pages 2 & 3**

#### **Understanding Personality and Heritage**

Every individual is different, and some are more introverted or extroverted. There are children who are naturally more introverted or extroverted and schools, parents / carers and others around them must recognise and respect these and support the development of skills when outside of their personality comfort zone.

Alongside this it is important to recognise and understand that upbringing, culture and social norms feed into children's personalities and these may not always align with others. Behaviours that are often used within the home environment can impact on children and young people and develop into habitual or subconscious behaviour. These are not negative as long as the behaviour is not anti-social.

#### **Definition of Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (*Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011, p. 4*) Taken from St Mary's Anti-Bullying policy. Knowing the context of the interaction is an important part of understanding and applying the definition. A further definition is provided by National Centre Against Bullying which states:

*"Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening."*



What bullying is not

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.

These actions can cause distress. However, they do not fit the definition of bullying and they're not examples of bullying unless someone is deliberately and repeatedly doing them.

When looking to classify aggressive behaviour as bullying the three areas to analyse are 'repetition', 'power imbalance', and 'intent to hurt'.

#### **Page 6**

Other strategies that may be utilised in an investigation into bullying are:

- A 'time line' monitoring/reporting system of reported incidents alongside the MyConcern and investigation recording systems.
- When fact finding, initially staff may ask children to write down everything they wish to tell them about the situation. This puts the onus on children to tell staff what they think rather than answer questions.
- Use of Edward de Bono's 'Thinking Hats' to enable pupils to establish the distinction between 'the factual' and 'the emotional'.

#### **Page 8- addition to Investigation Form**

'Aggressive behaviour' as bullying has three areas to analyse - 'repetition', 'power imbalance', and 'intent to hurt'.

We hope the policy further provides clarity regarding definitions and procedures.

Yours sincerely,

Pioneer SLT and Pioneer Governing Body