



Kensington Park  
S C H O O L

Part of the



# ANTI-BULLYING POLICY

This policy outlines how bullying of any kind will not be tolerated at Kensington Park School and, if it does occur, the actions that will be taken.

This Policy is governed by the following:

- Preventing and tackling bullying July 2017 DfE
- Keeping Children Safe in Education (September 2021)

To be read in conjunction with the following school policies:

- *Child Protection & Safeguarding Policy*
- *Behaviour & Expectations Policy*
- *ICT Code of Conduct for Students.*

### Aims and Objectives

At Kensington Park School we are committed to providing a friendly and safe environment for all our students. This enables them to learn and develop in a supportive and secure atmosphere and so to realise their full potential. Every student has the right to be safe and happy here and to be protected when feeling vulnerable. We value thoughtfulness towards and respect for others, and all members of the school community – students, teachers and non-teaching staff, and parents - have a responsibility to help promote this. It follows that we will not tolerate bullying of any kind. If bullying does occur, the victim should feel confident about asking for help. Students should understand that withholding information protects the bully and allows them to continue the practice. Students and parents should be assured that they will be supported when bullying is reported.

**Bullying in schools is a form of peer-on peer abuse and should never be passed off as “banter” or “part of growing up”.**

### The importance of addressing bullying

Protecting children and young people from harm is a responsibility we all share. Bullying is not a specific criminal offence in the UK but there are criminal laws which apply to some types of harassing and threatening behaviour. If it is suspected that a victim of bullying is suffering or likely to suffer significant harm, the school will consider the incident as a safeguarding concern and involve the appropriate external agencies. Both the alleged bully and the alleged victim will be treated as “at risk” and, where appropriate safeguarding procedures will be followed in relation to each child. Bullying can cause serious and long term psychological damage to victims – even, in extreme cases, leading to suicide.

### What is bullying?

Bullying is hurtful behaviour that usually occurs over a period of time. It is behaviour that a reasonable bystander would say was calculated or intended to hurt or upset the victim. It is behaviour that harasses, humiliates or intimidates others. It may take the form of teasing, physical assault, verbal criticism, name calling, harassment on the grounds for example that someone has different coloured skin, the way they talk, their size or their name, and cyberbullying (bullying via mobile phone or online). The following could all constitute claims of bullying or harassment: racism, sexual bullying, negative remarks about appearance, health conditions or home circumstances (including being adopted or a career), nationality, religion or culture, disability, gender or sexual orientation or SEN Bullying on the basis of protected characteristics is taken particularly seriously.

Sometimes the perpetrator is just being thoughtless. Sometimes it can be difficult to be different from peers in some way or to be made to feel different.

Bullying causes fear and distress for the victim and may distract them from their school work. It may also affect other students who witness it and it can damage the atmosphere in a class or even in the entire school. It can be a single incident as well as repeated over a period of time.

Examples of bullying behaviour may include but are not limited to

- Physical bullying may include: fighting; damaging or hiding someone else’s belongings or clothes; setting up someone else to get the blame for a breach of school rules; initiation ceremonies.
- Emotional or psychological bullying may include: excluding someone from a group, activity or place; spreading rumours, being deliberately unfriendly; unpleasant emails or telephone calls or unpleasant material placed on social networking sites.
- Verbal bullying may include aggressive name calling, teasing, mockery, insults, and passing bullying off as mere banter.
- Sexual violence and harassment include making inappropriate comments about appearance and attractiveness, uninvited propositions, uninvited touching and using innuendo or inappropriate imagery.
- Peer-on-peer abuse (including relationship abuse, sexting, sexual exploitation and youth violence).
- Cyberbullying is the use of information and communications technology particularly mobile phones, email, social networking sites, text messages, cameras and the internet, deliberately to upset or harass someone else. Examples of such behaviour include but are not limited to:
  - Sending threatening or abusive text messages
  - Creating and sharing embarrassing images or videos
  - Trolling – the sending of menacing or upsetting images on social networks, chat rooms or online games
  - Excluding children from online games, activities or friendship groups
  - Setting up hate sites or groups
  - Encouraging young people to self-harm
  - Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
  - Sending explicit messages, also known as sexting
  - Pressuring children into sending sexual images or engaging in sexual conversations

We may monitor and filter any device connected to the school network or to the wireless network. We cannot routinely monitor personal devices connected to other networks, but through the school’s *ICT Code of Conduct* students are educated as to good and safe use of digital technologies. In accordance with our *Behaviour and Expectations policy*, the Head of Lower School or Head of Sixth Form may also ask to look at materials on a personal device and delete files if there is good reason to believe that such materials are being used to harass or upset another student.

Relational aggression

Relational aggression is defined as behaviour that harms others through damage to relationships or feelings of acceptance, friendship, or group inclusion. It is a deliberate intention to damage a student’s peer relationships or social standing, and ultimately cause social exclusion. It can therefore be covert or overt.

Examples include:

- Teasing; embarrassing a student
- Imitating them behind their backs
- Breaking secrets
- Spreading rumours, gossiping
- Whispering
- Sending abusive notes
- Maliciously excluding them
- Coercive behaviour

Relational aggression and covert bullying should be taken seriously and acted upon; it cannot be passed as normative behaviour in adolescents. If staff and older students condone relational aggression, covert bullying may be allowed to flourish.

### Sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Staff should be aware that some groups are potentially more at risk (e.g. children with learning difficulties, LGBTQ+ children). Further information about types of sexual violence can be found in Keeping Children Safe in Education.

### Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

### What are the signs of bullying?

It is not always easy or even possible to tell whether someone is upset as a result of being bullied. Young people who feel under emotional pressure may find it hard to talk.

There may be changes in behaviour, such as shyness and nervousness, demands for attention, feigned or real illness. Work and sleep patterns may change. There may be lack of concentration or withdrawal, and a student who is being bullied or feels vulnerable may be unwilling to attend school.

### Bullying outside school premises

Bullying that takes place outside of school and which is reported to school staff, will be

investigated and acted on. In the event of the matter being deemed a safeguarding concern, the Head of Lower School, Head of Sixth Form and DSL will consider whether it is appropriate to notify the children's social services or police, if considered to be criminal or posing a serious threat to a member of the public.

### Implementation of this policy

In promoting a culture which rejects bullying, we take the following steps:

- Bullying is defined as a “serious offence” in our guidelines on Being a Member of the Kensington Park School Community (ref Behaviour & Expectations Policy)
- Positive values of mutual respect and consideration will be promoted within the school in a wide range of contexts from assembly, PSHE, tutor periods and informal discussion.
- The PSHE course addresses the topic of bullying and relational aggression regularly. Tutors & Heads of year will also remind students at the start of each academic year of their responsibility to ensure that bullying does not occur and to talk to a member of staff if they witness or suspect bullying.
- Students are also made aware of an online help page within Firefly, with a form which alerts the Head of Lower School and Head of Sixth Form, called ‘Talk to us’.
- We display in all tutor bases a notice headed “Who to talk to” which explains all the different ways in which students can raise concerns.
- Elements of the academic curriculum are used to foster a supportive and inclusive ethos within the school. Some of the themes in literature, drama, history and current affairs provide opportunities for raising awareness of bullying. Assemblies promote mutual respect, thereby fostering a community in which each individual is valued.
- Talks to students, staff and parents alike by outside speakers help to raise awareness of the issues surrounding bullying, including cyberbullying.
- In the event of an observed or reported instance of bullying, the facts will be ascertained from the victim(s), alleged perpetrator(s) and witness(es). The member of staff contacted/witness will record who was involved, what happened, when and where. This will be passed to the relevant tutor(s), who will liaise with the Heads of Year. The Head of Lower School (DSL) or Head of Sixth Form (DSO) who must be kept informed of all suspicions and incidents of bullying.
- The Tutor and Heads of Year will identify patterns and, in consultation with the Head of Lower School or Head of Sixth Form, will decide what action needs to be taken to prevent similar occurrences.
- The school will keep parents informed if it is dealing with a bullying situation. Parents are asked to let the school (usually the tutor) know directly if they have cause for concern. The school always tries to handle information discreetly, but staff are not able to promise confidentiality particularly if there are child protection concerns or if the matter becomes part of an investigation into serious misconduct. If matters need to be followed up the staff will do so with sensitivity. It is much easier to counter problems at an early stage.
- Once investigated, every effort will be made to resolve the problem through counselling of both parties, which will seek to support the victim(s) and change the behaviour of the perpetrator(s).
- The school acknowledges that in some circumstances the consequences of bullying may lead

to a student experiencing pronounced social, emotional or mental health difficulties. The school has a responsibility to support students who are bullied and to make appropriate provision for their needs. The nature and level of support will depend on the individual circumstances and the level of need.

- For all incidents of bullying (whether isolated or occurring over a period of time), disciplinary sanctions will normally be applied, and this may extend to suspension, a requirement to leave or in the gravest cases of severe or persistent bullying – expulsion. Counselling may, however, be maintained for both parties even after certain sanctions have been applied.

### Responsibility

Responsibility for excluding bullying rests with all staff but the tutors provide first line accountability and expertise. This is then supported by the Heads of Year and the Heads of Lower School and Sixth Form as required. The School has a duty of care towards the students and should an instance of bullying raise child protection concerns, the DSL will be informed and the school's Child Protection & Safeguarding Policy will be implemented. There is also a team of Designated Safeguarding Officers who can deal with matters in the DSL's absence.

As part of the safeguarding training that staff receive they are told how to identify signs of bullying and what actions should be taken.

Student voice is an important component of the school's anti-bullying approach. The school council, under the leadership of the Heads of School, raises student awareness about discrimination and bullying and encourages students to speak out. Assemblies are regularly held each term by the school council and a pastoral / wellbeing survey is conducted regularly across year groups.

It is clearly understood that early intervention and parental involvement are key in successfully dealing with allegations of bullying.

### Dissemination

Kensington Park School will ensure that students are aware of this policy through PSHE and tutor time. Parents/guardians can access this policy via the school website.

### Monitoring and Evaluation

The Head of Lower School and Head of Sixth Form hold a central record of bullying incidents to identify any patterns or specific areas of concern. Incidents of bullying are reported to the Astrum Advisory Board termly as part of our regular review of safeguarding.

The policy will be monitored, evaluated and reviewed annually. The policy is applied in conjunction with the School's *Achievement, Behaviour, Rewards and Sanctions Policy*.

CONTACT DETAILS

## KEY INTERNAL CONTACT DETAILS:

<b>Main DSL for the school</b>	Elizabeth Emerton, Head of Lower School	<a href="mailto:e.emerton@kps.co.uk">e.emerton@kps.co.uk</a> 07896 176628
DSO Lower School	Alice Pickard Y7-11 Head of Year	<a href="mailto:a.pickard@kps.co.uk">a.pickard@kps.co.uk</a>
DSO Lower School	Christina Wallace, Y9-11 Head of Year	<a href="mailto:c.wallace@kps.co.uk">c.wallace@kps.co.uk</a>
DSO Lower School	Morgan Jackson	<a href="mailto:m.jackson@kps.co.uk">m.jackson@kps.co.uk</a>
DSO Lower School	Erin Neil	<a href="mailto:erin.neil@astrumeducation.com">erin.neil@astrumeducation.com</a>
DSO Upper School	Sushma Bunger, Head of Sixth Form	<a href="mailto:s.bunger@kps.co.uk">s.bunger@kps.co.uk</a>
DSO Upper School	Simon Clarke Y12 Head of Year	<a href="mailto:s.clarke@kps.co.uk">s.clarke@kps.co.uk</a>
DSO Upper School	Sonya Galouzis Y13 Head of Year	<a href="mailto:s.galouzis@kps.co.uk">s.galouzis@kps.co.uk</a>
DSO Upper School	Habib Maroon	<a href="mailto:h.marron@kps.co.uk">h.marron@kps.co.uk</a>
DSL for boarding	Paula Southam Head of Boarding	<a href="mailto:Paula.southam@astrumeducation.com">Paula.southam@astrumeducation.com</a> (0)20 3725 3154 / 0773 627 6293
DSO Boarding	Nadine Lowe	<a href="mailto:Nadine.lowe@astrumeducation.com">Nadine.lowe@astrumeducation.com</a>
DSO Boarding	Ellie Higgins	<a href="mailto:Ellie.Higgins@astrumeducation.com">Ellie.Higgins@astrumeducation.com</a>
DSO Boarding	Kobi Jeffrey	<a href="mailto:Kobina.Jeffrey@astrumeducation.com">Kobina.Jeffrey@astrumeducation.com</a>
<b>Independent Listener</b>	Rachel Dymond (volunteer)	<a href="mailto:contact@independentlistener.org">contact@independentlistener.org</a> 07719040855
<b>A member of the Astrum Advisory Board with responsibility for safeguarding</b>	Stephen Mellor	<a href="mailto:s.mellor@kps.co.uk">s.mellor@kps.co.uk</a> 07919882771
<b>Headmaster</b>	Peter Middleton	<a href="mailto:p.middleton@kps.co.uk">p.middleton@kps.co.uk</a>
<b>Interim Chair of the Astrum Advisory Board</b>	Stephanie Wicks	<a href="mailto:clerk@astrumeducation.co.uk">clerk@astrumeducation.co.uk</a>
<b>Designated teacher for looked after children</b>	Elizabeth Emerton	<a href="mailto:e.emerton@kps.co.uk">e.emerton@kps.co.uk</a>

## KEY EXTERNAL CONTACT DETAILS:

<b>DfE coronavirus helpline</b>	Email: <a href="mailto:DfE.coronavirushelpline@education.gov.uk">DfE.coronavirushelpline@education.gov.uk</a> Telephone: 0800 046 8687 Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm.
<b>Local Authority Designated Officer (LADO)</b> <b>Royal Borough of RBKC and Westminster:</b>	<b>Aqualma Daniel@rbkc.uk</b> 07870481712 <a href="mailto:Aqualma.Daniel@rbkc.gov.uk">Aqualma.Daniel@rbkc.gov.uk</a>
<b>Bi Borough safeguarding and child protection training, consultation &amp; advice</b>	<b>Elaine Campbell – Bi Borough safeguarding lead for schools and education</b> 07712236508 <a href="mailto:elaine.campbell@rbkc.gov.uk">elaine.campbell@rbkc.gov.uk</a>
<b>Bi borough Safeguarding Review and Quality Assurance</b>	<b>Angela Flahive</b> 0207 3613467 07971320888 <a href="mailto:Angela.flahive@rbkc.gov.uk">Angela.flahive@rbkc.gov.uk</a>
<b>Initial Contact and Advice Team (ICAT) for accessing a social worker</b>	<b>For children resident in:</b> <b>Kensington &amp; Chelsea:</b> 020 7361 3013 (Out of hours – 020 7361 3013) <b>Westminster:</b> 020 7641 4000 (Out of hours – 020 7641 6000)
<b>Child Exploitation lead</b>	<b>Sarah Stalker</b> (Monday – Wednesday only) 0207 5984640 07971 322482 <a href="mailto:sarah.stalker@rbkc.gov.uk">sarah.stalker@rbkc.gov.uk</a>
<b>Tri-borough FGM</b>	<b>Rochelle-Ann Naidoo - Bi-borough Senior Practitioner</b> 020 7641 1610 <a href="mailto:rnaidoo@westminster.gov.uk">rnaidoo@westminster.gov.uk</a>
<b>Bi-borough PREVENT / Channel Referrals</b>	<b>Local team contact</b> 020 8753 5727 <a href="mailto:prevent@lbhf.gov.uk">prevent@lbhf.gov.uk</a> 078 1705 4699 <a href="mailto:prevent@westminster.gov.uk">prevent@westminster.gov.uk</a> Prevent Programme Manager, Westminster enquiries only Telephone: 020 7641 5071 Email: <a href="mailto:kmalik@westminster.gov.uk">kmalik@westminster.gov.uk</a>
<b>Tri-borough multi-agency safeguarding hub (MASH)</b>	<b>Karen Duncan - Bi-borough MASH Business Support Officer</b> 020 7641 3991 <a href="mailto:kduncan1@westminster.gov.uk">kduncan1@westminster.gov.uk</a>
<b>Local Authority Children's Social Services:</b> <b>Kensington &amp; Chelsea</b>	020 7361 3013 <a href="mailto:socialservices@rbkc.gov.uk">socialservices@rbkc.gov.uk</a> 020 8753 6610



<b>Independent Schools Inspectorate</b>	0207 6000100 <a href="mailto:concerns@isi.net">concerns@isi.net</a>

The Bi-borough LSCP (Hammersmith & Fulham, Royal Borough of Kensington & Chelsea, Westminster city Council, Central West Basic Command Unit (Police) and the Clinical Commissioning Groups) ensure the coordination of safeguarding work by all agencies. Their multi-agency safeguarding arrangements are set out in the Children and Social Work Act (2017), and monitor the effectiveness of child protection work across the three local authority areas. The LSCP has been operational since 29 September 2019.

Approved by Headmaster

09 September 2021

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