



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:

- Keeping Children Safe in Education (September 2023)
- Preventing and tackling bullying July 2017 DfE
- Cyber Bullying: Advice for Headteachers and School Staff 2014
- Advice for Parents and carers on Cyber Bullying

Read in conjunction with the following school policies:

- *Child Protection & Safeguarding Policy*
- *Achievement, Behaviour, Rewards & Sanctions Policy*
- *ICT Code of Conduct for Students.*

Aims and Objectives

Kensington Park School recognizes its moral and statutory responsibility to safeguarding and promote the welfare of all children. Bullying may take many forms. Any behaviour which makes another feel uncomfortable or threatened may be construed as bullying, whether intended or not. All complaints must be taken seriously and pursued. Acting against bullying is a part of every adults duty of care to students, on and off site, and of students and colleagues to each other.

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.

What is bullying?

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

Bullying is hurtful behaviour that usually occurs over a period of time (Bullying is hurtful behaviour that usually occurs over a period of time (although can occur in single instances; and single instances of unkindness or alleged bullying will be investigated and recorded). 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.

Bullying Behaviour:

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

- 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

- 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 *Achievement, Behaviour, Rewards and Sanctions policy*, the Head of Senior 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 Senior 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 Senior 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 Senior School (DSO), Head of Sixth Form (DSO) and DSL 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 Senior 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 Senior 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.

What is Expected of Staff, Students, Parents and Board Members?

All those involved in the School – and this includes staff, students, parents and board members have a responsibility to show that they believe that any form of bullying is unacceptable – and to set an example which reflects Kensington Park Schools zero-tolerance policy.

All members of the School should help to create an atmosphere in which bullying and inappropriate behaviour or language that demeans any individual or section of society, will be spoken of openly, taken seriously and responded to with appropriate action. A student who is being bullied should tell their parents, and preferably their tutor, their

Head of Year or the

DSL. It is important that any cases of bullying are reported to someone who the victim(s) are able to talk to. A parent who is concerned that a child (their own son/daughter or another student) may be being bullied, should speak to their child's tutor, or to the Head of Year for their year group, the DSL or the Head of School.

Kensington Park School expects staff, students, parents and board members to:

- treat other people with respect and sensitivity – including (but not limited to) members of the School and the wider community; members of other schools; visitors and exchange students.
- think carefully before speaking/acting (whether face-to-face or via any form of media) in ways which may cause upset
- respect and celebrate differences and variety
- be sensitive to the fact that what may seem fun to some (especially a group) may seem much more threatening to others (especially an individual)
- show kindness and consideration to those who appear unhappy or vulnerable
- proactively share concerns about bullying behaviour with those who can help
- to the extent they feel able, look to challenge bullying behaviour

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 Senior School and Head of Sixth Form hold a central record of bullying incidents on cpmos to identify any patterns or specific areas of concern. Incidents of bullying are reported to the KPS 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:

Main DSL for the School	Ryan Mitchell	r.mitchell@kps.co.uk 07525 589518
DSO Senior School	Elizabeth Emerton Head of Senior School	e.emerton@kps.co.uk 07896 176628
DSO Sixth Form	Sushma Bunger, Head of Sixth Form	s.bunger@kps.co.uk
DSO Sixth Form	Simon Clarke Y12 Head of Year	s.clarke@kps.co.uk
DSO Sixth Form	Sonya Galouzis Y13 Head of Year	s.galouzis@kps.co.uk
DSL for boarding	Nadine Lowe Acting Head of Boarding	n.lowe@kps.co.uk 0773 627 6293
DSO Boarding	Eleni Kourou	e.kourou@kps.co.uk
DSO Boarding	Kobi Jeffrey	k.jeffrey@kps.co.uk
DDSL Senior School	Peter Brazier Head of Year 11	p.brazier@kps.co.uk

DDSL Senior School	Emma Stowe Head of Year 10	e.stowe@kps.co.uk
DDSL Senior School	Laurance Fuld Head of Year 9	L.fuld@kps.co.uk
DDSL Senior School	Hamdi Mohamed Head of Year 8	h.mohamed@kps.co.uk
DDSL Senior School	Matthew Travers Head of Year 7	m.travers@kps.co.uk
Trained SEN staff	Vasileios Kalaitzidis	v.kalaitzidis@kps.co.uk
Independent Listener	Rachel Dymond (volunteer)	contact@independentlistener.org 07888153238
A member of the KPS Advisory Board with responsibility for safeguarding	Geoff Feavyour	g.feavyour@kps.co.uk
Headmaster	Stephen Mellor	headmaster@kps.co.uk
Chair of the KPS Advisory Board	Stephanie Wicks	clerk@kps.co.uk
Designated teacher for looked after children	Elizabeth Emerton	e.emerton@kps.co.uk

KEY EXTERNAL CONTACT DETAILS:


Local Authority Designated Officer (LADO) Royal Borough of RBKC and Westminster:	Aqualma Daniel@rbkc.uk 07870481712 Aqualma.Daniel@rbkc.gov.uk
Bi Borough safeguarding and child protection training, consultation & advice	Elaine Campbell – Bi Borough safeguarding lead for schools and education 07712236508 elaine.campbell@rbkc.gov.uk
Bi borough Safeguarding Review and Quality Assurance	Angela Flahive 0207 3613467 07971320888 Angela.flahive@rbkc.gov.uk
Initial Contact and Advice Team (ICAT) for accessing a social worker	For children resident in: Kensington & Chelsea: 020 7361 3013 (Out of hours – 020 7361 3013) Westminster: 020 7641 4000 (Out of hours – 020 7641 6000)
Child Exploitation lead	Sarah Stalker (Monday – Wednesday only) 0207 5984640 07971 322482 sarah.stalker@rbkc.gov.uk
Tri-borough FGM	Rochelle- Ann Naidoo – Bi-borough Senior Practitioner 020 7641 1610 rnaidoo@westminster.gov.uk
Bi-borough PREVENT / Channel Referrals	Local team contact 020 8753 5727 prevent@lbhf.gov.uk 078 1705 4699 prevent@westminster.gov.uk Prevent Programme Manager, Westminster enquiries only Telephone: 020 7641 5071 Email: kmalik@westminster.gov.uk
Tri-borough multi-agency safeguarding hub (MASH)	Karen Duncan – Bi-borough MASH Business Support Officer 020 7641 3991 kduncan1@westminster.gov.uk

Local Authority Children's Social Services: Kensington & Chelsea Hammersmith & Fulham Westminster	020 7361 3013 socialservices@rbkc.gov.uk www.rbkc.gov.uk 020 8753 6610 020 7641 4000 accesstochildrensservices@westminster.gov.uk
Local Safeguarding Children Board (LSCP) for Kensington & Chelsea & Westminster	To be referred to as the Bi-borough LSCP in this document www.rbkc.gov.uk/lscp
Local Safeguarding Children Partnership (LSCP) for Kensington & Chelsea & Westminster	To be referred to as the Bi-borough LSCP in this document First floor, Kensington Town Hall, Hornton Street, London W8 7NX
Police	Met Police contact: Officer Name: PC Thomas Pache Email address: Thomas.PACHE@met.police.uk EMERGENCY: 999 NON EMERGENCY NUMBER: 101 TFL Police contact: Grant Hayesmore (Area Manager, Edgware Road) Email address: Grant.Hayesmore@tfl.gov.uk Contact number: 07514 492 213
NSPCC	0800 800500
NSPCC Whistleblowing Helpline	0800 028 0285 help@nspcc.org.uk
NSPCC sexual harassment or abuse in education helpline	0800 136 663
Childline	0800 1111
Samaritans	116 123 jo@samaritans.org
Kidscape Bullying Helpline	0207 730 330
Crimestoppers	0800 555 111

Children's Commissioner for England:	http://www.childrenscommissioner.gov.uk 020 7783 8330
Disclosure and Barring Service	34 Liverpool Road, Liverpool L693JD 0843 816 6329
Teaching Regulation Agency	Teacher Misconduct, Ground Floor South, Cheylesmore House, 5 Quinton Road, Coventry CV1 2WT 0207 593 5393 misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	0300 123 4666 (Monday to Friday from 8am to 6pm) Whistleblowing@ofsted.gov.uk
Independent Schools Inspectorate	0207 6000100 concerns@isi.net

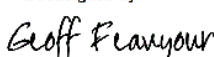
The Bi-borough LSCP (Hammersmith & Fulham, Royal Borough of Kensington & Chelsea, Westminster city Council, Central West Basic Command Unit (Police) and the Clinical Commissioning Groups) ensure the coordination of safeguarding work by all agencies. Their multi-agency safeguarding arrangements are set 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.

Acting
Headmaster

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18 January 2024

KPS Advisory
Board Member

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31 January 2024