



## **Anti-Bullying Policy**

### **Venture Learning**

<b>Document Owner</b>	Rhys Griffiths
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## Introduction

Venture Learning recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for emotional wellbeing. Preventing and tackling bullying helps to create and maintain a positive learning environment, where young people are able to engage with their education and fulfil their potential.

Bullying can be defined as *“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”* (DfE “Preventing and Tackling Bullying”, July 2017). **Bullying** is deliberate, hurtful behaviour, either physical or psychological, which is unprovoked and is repeated over a period of time.

Some types of bullying are:

<b>Physical</b>	e.g. hitting, kicking, taking belongings
<b>Emotional</b>	e.g. derogatory name calling of an insulting and/or personal nature This can include demanding money, goods or favours by means of threat or force
<b>Verbal</b>	e.g. name calling, insulting remarks
<b>Written</b>	e.g. threatening or embarrassing notes or graffiti
<b>Social</b>	e.g. spreading rumours, excluding from groups
<b>Sexual</b>	e.g. unwanted physical contact or sexually abusive comments
<b>Homophobic</b>	e.g. focussing on sexuality, homophobic name calling
<b>Racist</b>	e.g. racial taunts, graffiti, gestures
<b>Cyber</b>	e.g. using the internet, mobile phones or other devices to hurt or offend

Bullying includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by Venture Learning as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

Venture Learning will create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all. Venture Learning will consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities and ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.



## Key Staff and Contacts

### Provision Based Contacts

Name	Role
Rhys Griffiths	Chair Of The Proprietary Board
Rich Hill	Headteacher
Gemma Waddington	Deputy Head of Provision
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## **Section 1: Roles and Responsibilities**

Venture Learning has a responsibility to prevent and tackle all forms of bullying, including:

- bullying related to physical appearance;
- bullying of young carers, children in care or otherwise related to home circumstances;
- bullying related to physical/mental health conditions;
- physical bullying;
- emotional bullying;
- sexual bullying; to include Peer on Peer abuse and Harmful Sexual Behaviour (HSB)
- bullying via technology, known as online or cyberbullying; and,
- prejudicial bullying (against people/pupils with protected characteristics): race, religion, faith and belief, ethnicity, nationality or culture.

### **Head Teacher**

Has overall responsibility for:

- ensuring that this policy is reviewed annually;
- communicating this policy to the staff and students of Venture Learning and ensure that parents/carers and all other stakeholders have access to it;
- ensuring that all staff are trained to take appropriate action and respond to bullying concerns; and,
- ensuring that disciplinary measures are applied fairly, consistently and reasonably.

### **All staff**

It is the responsibility of all staff to:

- recognise that some students may be more vulnerable to bullying and its impact and be vigilant to this;
- intervene by identifying and tackling bullying behaviour appropriately and promptly;
- ensure that students are aware that bullying concerns will be dealt with sensitively and effectively and that everyone should feel safe to learn;
- work closely with parents/carers regarding all reported bullying concerns and seek to keep them informed at all stages;
- openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference; and,
- challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.

### **Students**

Students at Venture Learning should adhere to the home-provision agreement and ensure that they treat others with respect. They should be supportive towards their peers and not perpetrate, become involved in, or overlook bullying. Students should report any concerns about bullying to a member of staff. If students do become involved with bullying, they should engage with restorative work to ensure that incidents do not recur.



## Section 2: Responding to Bullying

Venture Learning believes that the best way to tackle bullying is to ensure that an inclusive environment in which every member of the community is valued and respected is maintained. The Venture Learning looks to achieve this through its behaviour policy and ethos of staff, students and parents working closely to maximize the achievement of students in all that we do. This ethos is promoted in a diverse range of methods, including:

- Inform parents of Venture Learning's attitude towards bullying at, for example, initial placement meetings and student reviews.
- Ensure that all staff are aware of the anti-bullying policy and procedures for its implementation and are trained to deal with incidents
- Ensure that all students are aware of the nature of bullying, Venture Learning's anti-bullying policy, and measures that will be taken against bullying
- Ensure that students are aware that if they are part of a group that makes anybody feel ashamed, unhappy or afraid, they are involved in bullying. Our PHSE and RSE programme, assemblies will be used to educate students about bullying as well as other child on child behaviours.
- Topics such as discrimination, tolerance, child on child abuse, consent, sexual harassment are covered throughout the academic year as appropriate.
- As per the Behaviour policy, Venture Learning may take action on behaviour outside the school if there is a clear link between the behaviour and maintaining a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes bullying.
- Ensure that students understand that it is unacceptable to maintain a silence when they know that wrongdoing is occurring.
- Venture Learning believes that those who are present along with other students who are bullying without challenging this or removing themselves from the situation immediately and informing a member of staff, will be treated on a par with those who are bullying. This is known as bystander behaviour.
- Ensure that staff are fully aware of students with disabilities and special educational needs and that they may be adversely affected by negative attitudes to disability and perceptions of difference.
- Make parents aware if there is known bullying taking place on social network site, so they can contact the administrator to have it removed and contact the police if necessary.
- Direct students and parents to anti bullying advice online.

There are many other behaviours that can be unpleasant and need to be addressed but are not necessarily bullying; although they can potentially develop into bullying. Any such incidents should be reported to Venture Learning staff and will be dealt with in line with the Behaviour policy. Examples may include:

- Arguments, disagreements or "fallings out" - people fall out of friendships/have arguments; which is normal. These can be occasional or accidental, and sometimes people become friends again. Such situations can be reported to the academy if students are distressed or require support in coming to a resolution. If negative behaviours occur and are repeated or targeted, they can become bullying.



- A one-off verbal comment – this is unacceptable behaviour and should still be reported so that it can be dealt with. If the incidents are repeated or targeted, then they can constitute bullying
- Some behaviours may be dismissed by students as “just banter”. Venture Learning takes the stance that “banter” can still cause harm and upset so take the line that banter is bullying.
- A one-off physical altercation such as a fight – this is unacceptable behaviour and should be reported so that it can be dealt with. If the incidents are repeated or targeted, then they can constitute bullying
- An incident of barging or pushing – again this is unacceptable and should be reported so that it can be dealt with, although it may be an accident. However, if someone is repeatedly being pushed then this is likely bullying.
- Child on child abuse. We do not tolerate any such harmful behaviours and Venture Learning will take swift and supportive action, in line with the safeguarding and Behaviour for Learning policies.

### **Procedures.**

As a student if you suspect someone is being bullied (or another student informs you that they are being bullied):

- Talk to them – check they are OK and let them know you care.
- Act. Watching and doing nothing is tantamount to participation
- Tell an adult or someone more senior than yourself immediately
- Do not support the bully, through word or deed, in their actions

### **If you are being bullied:**

- Tell an adult, someone more senior than yourself, a peer supporter or prefect
- Keeping a record of what is happening. The easiest way to do this is by reporting everything to a member of staff so that it can be logged. If the bullying is online, take screenshot evidence and report it to the Social Media provider.
- Tell yourself that you do not deserve to be bullied and that it is wrong
- Be proud of who you are; remember that you are unique and special
- Try not to show the bully that you are upset; it is hard but a bully thrives on someone else's fear
- Stay with a group, if possible in view of others; there is safety in numbers
- Be assertive: say 'No!'; walk away, go straight to a member of staff
- Do not get involved in a fight. Use only reasonable “self-defence” if you feel that violence is imminent
- Remember that telling someone who can help is a form of standing up for yourself.
- Consider your use of social media carefully – make sure you are only interacting with friends that you can trust.

### **As a parent:**

- Be observant of unusual behaviour, for example, if your child shows a sudden reluctance to attend school, feels ill regularly, fails to complete work to the usual standard or keeps asking for extra money
- Listen and reassure your child – the bullying is not their fault. Try to establish the facts.



- Find out what your child wants to happen next. Help to identify the choices open to them; the potential next steps to take; and the skills they may have to help solve the problems.
- Inform the Venture Learning immediately that you suspect bullying via the Headteacher or Deputy Headteacher.
- Advise your child not to fight back but to stand up for themselves by informing someone who will help
- Support your child. Reassure them action will be taken to make the bullying stop but also to develop a resilience to both minimise the impact upon them and to report the perpetrators immediately.
- Reassure your child that there is nothing wrong with them
- Make sure you and your child are aware of the academy's Anti-bullying Policy and guidance.
- Avoid posting about the situation on Social Media; this is likely to make the situation more difficult for all parties. If the bullying is occurring via Social Media, report it to the provider.
- If you are unhappy with the way in which the school is dealing with the situation, escalate your concerns to the Senior Leadership Team. Alternatively, you can pursue a complaint via our complaints procedure.

### **As a parent (if your child has been accused of bullying):**

The relationship between home and academy is essential. It can be very difficult to be informed that your child has been involved in a bullying incident. Parents have a key role in helping their child to recognise the harm they have caused and encouraging them to change their behaviour in the future. Some key tips/advice:

- Make sure your child knows what bullying behaviour is and why it is wrong
- Make sure your child knows they can talk to you, or to another adult if they are worried about bullying
- Help your child to realise that no-one has the right to pressure them into something they don't want to do - this includes bullying others
- Make sure they are not bullying others in retaliation for bullying they have suffered - find out if there is a wider issue
- Advise your child on their use of Social Media - let them know that they should not upload comments or images that could hurt someone else, or pass on content that is designed to hurt someone else.
- Be clear that the use of disrespectful and hurtful language and behaviour is not tolerated; and model the correct behaviour for your children.

### **Staff**

If a staff member suspects or has any evidence to suggest that a student may be being bullied, they should refer the matter directly to the appropriate Head of House as a matter of urgency. A student may indicate by signs or behaviour that they are being bullied. A staff member should be aware of the possible signs and they should investigate or seek further advice from the pastoral or safeguarding staff if they notice a student:

- does not want to attend academy, feels ill in the morning or truants
- wants to be driven/does not want to travel on their own to academy
- becomes withdrawn, anxious, lacking in confidence and is frightened to say what is wrong
- has items of money 'lost' or 'go missing' and/or comes home hungry



- has unexplained injuries
- attempts or displays signs/discloses thoughts on running away or suicide
- begins to suddenly under-perform academically
- becomes disruptive, aggressive or unreasonable and starts bullying others
- changes their routine and/or the student stops eating
- is afraid and/or nervous to use the internet/mobile phone or receive cyber messages/calls
- gives improbable excuses for any of the above

## Cyberbullying

When responding to cyberbullying concerns, Venture Learning will:

- act as soon as an incident has been reported or identified;
- provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again;
- encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation;
- take all available steps where possible to identify the person responsible;
- work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content;
  - confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law;
  - requesting the deletion of locally-held content and content posted online;
- ensure that sanctions are applied to the person responsible for the cyberbullying;
- take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need;
- inform the police if a criminal offence has been committed; and,
- provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists; and,
  - helping those involved to think carefully about what private information they may have in the public domain.

## Section 3. Summary of the System

1. Bullying reported by staff/parents/student to Headteacher or Deputy Headteacher.
2. The Bullying behaviour or threat will be investigated and appropriate action taken (see 'Sanctions/Further Responses' below) and recorded by staff on CPOMs.
3. In most cases, parents will be contacted.
4. All staff will monitor the student after the bullying has been dealt with to support them and avoid the bullying continuing or starting again.
5. If there is a racist element to the bullying, this should be recorded as a racist incident. If there is a homophobic or sexual element it should be recorded as such. This is true of all





protected characteristics defined by the Equality Act 2010:  
<https://www.legislation.gov.uk/ukpga/2010/15/contents>

#### 4. SANCTIONS

Depending on the evidence that is provided and the nature of the incident(s) Venture Learning may take any of the following steps:

- student spoken to by member of staff
- specific warning issued
- parents of perpetrator(s) contacted/ made aware
- targeted support.
- student placed “on-report”
- break/lunchtime supervised
- student specific risk assessment
- suspension
- termination of placement (depending on severity)

#### Section 5: Useful Links and Supporting Organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

#### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_module_final.pdf)

#### Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)



- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS)  
[www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### **Race, Religion and Nationality**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### **LGBT**

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **Sexual Harassment and Sexual Bullying**

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:  
[www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

