

MIAG



ANTI-BULLYING POLICY

MIAG ORGANISATIONAL POLICY



Organisation-wide policy
with provision-specific arrangements.



Creating safe, respectful and inclusive
environments where everyone is valued.



SUPPORTING
INDIVIDUALS



CREATING
OPPORTUNITIES



ENRICHING
COMMUNITIES

Policy Statement

MIAG is committed to providing a safe, respectful and inclusive environment in which children and young people feel valued, listened to and protected from harm. Bullying of any kind is unacceptable.

MIAG recognises that bullying can have a significant impact on a learner's wellbeing, mental health, safety, relationships and ability to engage in education. As an organisation working with children and young people with SEND and social, emotional and mental health needs, MIAG combines clear expectations and boundaries with a relational and trauma-informed approach. We seek to understand what is happening for a learner without excusing behaviour that causes harm.

This policy establishes organisation-wide expectations for preventing and responding to bullying. Provision-specific arrangements are set out in the appendices and are completed and maintained by the relevant Headteacher or Provision Lead.

Purpose and Aims

MIAG aims to:

- ❖ prevent bullying through positive relationships, education and clear expectations;
- ❖ create a culture in which children and young people feel confident to report concerns;
- ❖ respond to concerns promptly, fairly and proportionately;
- ❖ ensure incidents are recorded, investigated and followed up appropriately;
- ❖ support those who have experienced bullying and those whose behaviour has caused harm;
- ❖ recognise and challenge discriminatory, prejudice-based and harmful behaviour;
- ❖ work collaboratively with parents, carers and relevant professionals;
- ❖ use information about bullying and behaviour to identify patterns, strengthen practice and improve provision

Scope

This policy applies across all MIAG provisions and to learners, staff, volunteers, proprietors/directors, governors and visitors where their conduct affects the safety and wellbeing of children and young people.

It applies to bullying and harmful behaviour occurring on MIAG premises, during off-site activities, on transport where MIAG has responsibility, online and outside school where there is an impact on the safety, wellbeing or education of learners.

Legislative, Regulatory and Guidance Framework

This policy is informed by and will be implemented with regard to:

- ❖ Keeping Children Safe in Education 2026, from 1 September 2026;
- ❖ Working Together to Safeguard Children 2026;
- ❖ Education (Independent School Standards) Regulations 2014, as amended;
- ❖ Equality Act 2010;
- ❖ Children Act 1989 and Children Act 2004;
- ❖ DfE Preventing and tackling bullying guidance;
- ❖ DfE Behaviour in schools guidance;
- ❖ relevant statutory and non-statutory safeguarding, equality and SEND guidance.

KCSIE 2026 identifies bullying, including cyberbullying, prejudice-based and discriminatory bullying, within the wider context of child-on-child abuse. Staff must recognise, challenge and respond to harmful behaviour between children.

Where behaviour meets the threshold for child-on-child abuse or another safeguarding concern, the MIAG Safeguarding and Child Protection Policy and safeguarding procedures take precedence.

What is Bullying?

Bullying is unwanted behaviour that can be repeated, or may consist of a one-off incident causing harm, intimidation or offence. Bullying often involves a power imbalance, although this is not always present.

Bullying can be:

- ❖ physical – hitting, kicking, pushing or damaging property;
- ❖ verbal – name-calling, insults, threats or offensive language;
- ❖ emotional or relational – humiliation, intimidation, exclusion or spreading rumours;
- ❖ online – abusive messages, harassment, intimidation or harmful sharing of content;
- ❖ sexual – unwanted sexual comments, gestures, touching or sharing sexual content;
- ❖ prejudice-based or discriminatory – behaviour targeting a protected characteristic or another aspect of identity.

Not every disagreement, friendship difficulty, conflict or unkind interaction is bullying. MIAG will consider context, impact, frequency, nature of behaviour, power dynamics and individual needs.

Preventing Bullying

Prevention is central to MIAG's approach. A respectful culture is built through everyday relationships and practice, not only through responding when something goes wrong.

- ❖ positive relationships between learners and staff;
- ❖ clear and consistent expectations for behaviour;
- ❖ PSHE and personal development education;
- ❖ key worker and pastoral support;
- ❖ work on emotional regulation, social skills and conflict resolution;
- ❖ learner voice and opportunities to discuss safety and relationships;
- ❖ online safety education;
- ❖ staff training and professional discussion;
- ❖ active challenge of discriminatory, degrading or harmful language and behaviour.

Recognising and Reporting Concerns

All staff have a responsibility to notice concerns and act. Learners should be able to report concerns to any trusted adult. Reports may also be made by parents/carers, staff, other learners or external professionals.

Concerns should be taken seriously, recorded through the provision's agreed system and shared with the appropriate member of staff. Where there is a safeguarding concern, the DSL or Deputy DSL must be informed without delay.

Responding to Bullying

MIAG will respond promptly, fairly and sensitively. Each concern will be considered on its own circumstances, and the response will reflect the seriousness, impact and context of the behaviour.

A response may include:

- ❖ ensuring the learner who has experienced harm is safe;
- ❖ speaking separately with those involved and relevant witnesses;
- ❖ recording the concern and actions taken;
- ❖ informing parents/carers where appropriate;
- ❖ restorative or relational work where safe and appropriate;
- ❖ pastoral, emotional or social support;
- ❖ behaviour support or agreed consequences;
- ❖ reasonable adjustments or changes to arrangements;
- ❖ DSL involvement and safeguarding action;
- ❖ involvement of external agencies where required.

MIAG will not require a learner who has experienced bullying to participate in restorative work with the learner whose behaviour caused harm where this would be inappropriate or unsafe.

Supporting the Learner who has Experienced Bullying

The safety and wellbeing of the learner who has experienced bullying will be prioritised. Support may include reassurance, a trusted adult, pastoral support, opportunities to talk, monitoring of wellbeing, practical safety strategies and appropriate involvement of parents or carers.

Support will be proportionate and individualised. Learners with SEND or communication difficulties may need particular consideration in how concerns are explored and support is provided.

Supporting the Learner whose Behaviour has Caused Harm

MIAG will hold learners accountable for behaviour that causes harm while recognising that behaviour is communication and that some learners may require additional support to understand impact, develop alternative behaviours and regulate emotions.

- ❖ restorative conversations where appropriate;
- ❖ behaviour support;
- ❖ social skills and emotional regulation work;
- ❖ pastoral support;
- ❖ targeted interventions;
- ❖ parent/carer involvement;
- ❖ external professional support where required.

Consequences may be applied in line with the relevant MIAG Behaviour Policy and will be proportionate, consistent and appropriate to the learner's age, needs and understanding.

Discriminatory and Prejudice-Based Bullying

MIAG will challenge discriminatory and prejudice-based behaviour. This includes behaviour targeting protected characteristics under the Equality Act 2010, as well as other aspects of identity that may be targeted by harmful behaviour.

Such incidents will be recorded and monitored so that individual concerns and wider patterns can be identified. Where behaviour may amount to unlawful discrimination or a safeguarding concern, appropriate escalation will take place.

Bullying and Safeguarding

Bullying can form part of child-on-child abuse. Staff must not minimise harmful behaviour as 'banter', 'just a joke' or 'part of growing up'. Concerns involving sexual harassment, sexual violence, serious physical harm, coercion, exploitation, threats involving weapons or other significant safeguarding risks must be managed in accordance with the MIAG Safeguarding and Child Protection Policy.

Where a concern is reported, the safety of all children involved will be considered, including both the learner who has experienced harm and the learner whose behaviour is alleged to have caused harm.

Online Bullying

Online bullying is managed under this policy alongside the MIAG Online Safety Policy. MIAG recognises that online behaviour can continue outside school and can have a significant impact on learners' safety and wellbeing.

Where an online concern is reported, staff will consider safeguarding implications, preserve relevant information where appropriate, avoid unnecessary circulation of harmful material and escalate concerns in line with safeguarding procedures.

Recording, Monitoring and Assurance

Bullying concerns and actions will be recorded through the provision's agreed recording system. Records should show what happened, the response, support provided, outcome and any follow-up.

Provision leaders will review information regularly to identify patterns, repeat concerns, locations, times, groups or types of behaviour and to evaluate whether interventions are effective.

This information contributes to self-evaluation, quality assurance and improvement and should be considered alongside learner voice, parent/carers feedback, behaviour information and safeguarding information.

Roles and Responsibilities

Role	Responsibility
Proprietor / Directors /COO/Governors	Provide oversight and assurance that MIAG has effective arrangements to prevent and respond to bullying.
Headteacher / Provision Lead	Ensure this policy is implemented locally, arrangements are clear, concerns are monitored and appropriate action is taken.

DSL / Deputy DSL	Ensure safeguarding concerns linked to bullying or child-on-child abuse are assessed, recorded and responded to.
All staff	Promote respectful relationships, challenge harmful behaviour, respond to concerns and report safeguarding issues promptly.
Learners	Treat others with respect, contribute to a safe community and report concerns when they or others may be experiencing harm.
Parents / carers	Work with MIAG to understand and address concerns and support positive relationships and behaviour.

Review and Continuous Improvement

This policy will be reviewed annually or sooner where there are changes to legislation, statutory guidance, organisational arrangements or learning from practice.

MIAG will use evidence from incidents, learner voice, parent/carers feedback, staff feedback, safeguarding information and quality assurance activity to determine whether the policy is working effectively and where practice needs to improve.

Appendices – Provision-Specific Arrangements ~ MIAG Limited (The Beeches)

The following appendices are completed and maintained by the Headteacher / Provision Lead. They translate the organisation-wide requirements into the arrangements operating within the individual provision.

Appendix 1 – Local Reporting Arrangements

Named person(s) learners can report bullying concerns to:

Guy Swallow, Headteacher/DSL/SENCo

How learners can report concerns when they do not wish to speak face-to-face:

Learners can write information down and hand this to a trusted adult or to the Headteacher. If this is not suitable, all classrooms have a box where concerns and worries can be handed in anonymously. There are also electronic means to reporting concerns, which include emailing the Headteacher.

How parents/carers report concerns:

Parents/carers can report concerns in person by visiting the MIAG site, through a phone call, email to the Headteacher or by writing to the address provided on the MIAG website.

Recording system used:

CPOMs

DSL / Deputy DSL reporting route:

All reports concerns will either be provided directly to the DSL/DDSL or will reach them through the CPOMs notification process.

Appendix 2 – Provision-Specific Preventative Practice

How bullying and respectful relationships are addressed through the curriculum:

Bullying and respectful relationships are addressed through morning ‘Belonging’ sessions. This is predominantly conducted on a 1-1 basis with learners however, there are also small groups sessions delivered too. Further specific work is undertaken during PSHE sessions and also through interventions, such as ELSA and SaLT.

Key worker / pastoral arrangements:

All children at MIAG have a trusted adult that they will work with closely however, learner to staff ratios are small and, as such, all individuals have close support and identification of earlier concerns around bullying.

Online safety and cyberbullying education:

Through PSHE lessons, morning ‘Belonging’ sessions and ‘drop-down days’.

How learner voice is used:

Learner voice is gathered through daily conversations with each individual and also through scheduled learner voice collection events.

Staff training / briefing arrangements:

All staff will receive regular updates and policy training through morning briefings, team de-briefs and staff meetings.

Appendix 3 – Local Response and Escalation

Who leads the initial response:

A selected member of staff who is best placed as a result of their knowledge of the child, the incident and the wider situation.

How concerns are investigated:

Concerns are investigated in line with measures set out in this policy however, investigations will always support all children involved in the incident, will be thorough and well-documented. At all times, all families involved will be communicated with.

How parents/carers are informed:

Parents/carers are informed as soon as possible, ideally through a telephone call. In some instances, further information may be provided via email and/or letter.

When the DSL is involved:

The DSL should be made aware and, where necessary, involved in all matters surrounding bullying.

When senior leadership / Governors are informed:

Senior leadership and Governors will be informed when bullying incidents are not immediately resolved as a result of strategies being implemented. These colleagues will also be informed should the nature of the bullying be of a serious nature, over a prolonged period of time or severely impact upon a child's ability to be kept safe outside of school.

External agencies / local services that may be involved:

This will be determined by the children involved and the professionals they have working with them, along with the nature of the incident(s).

Appendix 4 – Monitoring and Review

How bullying incidents are reviewed:

Bullying incidents are reviewed by the Headteacher but also by class 'Teams' and other relevant colleagues to ensure learning takes place, each child's safety is ensured and measures are taken to avoid any repeated instances of bullying.

Frequency of review by Provision Lead:

Daily through CPOMs analysis.

Information reported to SLT / Governance:

Information is reported to Governors at every meeting and trends are monitored closely.

Measures used to assess effectiveness:

Tracking and monitoring of bullying incidents, the type and nature is integral to the development of revised procedures, education provided to learners, staff and families.

Date of next provision-level review:

December 2026

Actions arising from the review:

Completed December 2026

Document Control:

This policy forms part of the MIAG Policy Framework and should be read alongside the MIAG Organisational Excellence Framework, relevant MIAG strategies and associated policies.

Policy		Anti-Bullying Policy
Policy Type		MIAG Organisational Policy +
Policy Owner		Lisa Savage, COO/Guy Swallow, Head Teacher
Approved By		Guy Hopson
Approval Date		25 th August 2026
Effective From		1 September 2026
Review Date		August 2027
Current Version		1.0
Applies To		All MIAG provisions; provision-specific arrangements are set out in the appendices.
Version	Date	Summary of Change
1.0	24/08/26	Revised MIAG organisational policy; updated safeguarding, bullying and provision-specific arrangements.

MIAG — Meeting Individual Aspirations & Goals