

# Statutory Process Flow Chart

## SUPPORTING PUPILS WHO EXPERIENCE OR DISPLAY BULLYING OR ALLEGED BULLYING TYPE BEHAVIOURS

### Behaviour reported as alleged Bullying Type Behaviour

**Maintain clear chronological records - If a young person is educated off-site, ensure effective sharing of information for accountability**

*Ensure all support complies with relevant legislation and guidelines such as: The Children (NI) Order (1995), Code of Practice (1996), Freedom of Information Act (2000), Pastoral Care in Schools: Promoting Positive Behaviour (2001), Welfare and Protection of Pupils ELB (NI) Order (2003), SENDO (2005), The Education (SDP) Regulations NI 2010, SEN Resource File (2011), SEND Act (NI) (2020), Addressing Bullying in Schools Act (NI) (2016), EOTAS Centre's Guidance in the Use of SIMs (2017), GDPR (2018), Safeguarding and Child Protection in Schools: A Guide for Schools (2020), A Fair Start Report (2021), CYPs Emotional Health and Well-being Strategy (NI) (2021), Guidance on Remote Learning (2022), Revised PEP (2023), Guidance on Parental Responsibility (2023) etc.*

### Process to be followed

In every case when an alleged bullying type of concern is raised a record must be kept e.g BCAF and should be attached as a document to a digital record (e.g. SIMS or C2k Private Folder)

Gather information regarding the current incident and review records of previous incidents.

A record must be kept of the assessed outcome aligned to the legal definition/criteria: TRIP (targeted, repeated, intentional, psychological, or physical harm) e.g BCAF part 1.

#### Positive Behaviour Policy

Record/BCAF Parts 1 indicates criteria for Bullying Type Behaviour has **NOT** been met. Inform parent.

Select, implement, and record individualised, solution-focussed, interventions and responses to socially unacceptable behaviour. Maintain records. Ensuring that within the SEND COP, appropriate behaviour and support interventions and processes are implemented effectively using for example Emotional Health & Wellbeing Framework

SENCO/LSCo pastoral lead, to consider initiation of PLP, PEP, RRAP, Calm Plan, UNOCINI etc to address presenting SBEW

**Key staff assess the information gathered against the criteria derived from the legal definition -TRIP/one off.**

**If YES, follow AB Policy  
If NO, follow SBEW Policies**

**All behaviour is communication. Schools must ensure that behaviour is analysed, supported, and responded to consistent with all pastoral policies- SEN, CP, PB, Nurture, EHWB, SG rather than sanction-led.**

#### Addressing Bullying Policy

Record on BCAF Parts 1 and 2 indicates criteria for Bullying Type Behaviour **HAS** been met. Engage with parent(s) and agree support plans for pupils involved- Complete a support plan/Part 3 BCAF

Select, implement, and record individualised, solution-focussed, effective interventions and responses to bullying type behaviour. Update Support Plan /BCAF

**Part 3a**  
Consult with Parents /Carers to agree support for the pupil experiencing bullying type behaviour. Update Support Plan/BCAF

**Part 3b**  
Consult with Parents /Carers to agree strategies for pupils displaying bullying type behaviour. Update Support Plan / BCAF

Track, monitor & assess progress aligned to SEND COP, to determine the efficacy of the interventions & outcomes for all pupils involved, whether displaying or experiencing socially unacceptable or bullying type behaviours. Ongoing review of support plans, interventions and/or Parts 3 & 4 in consultation young people and parents/carers, to achieve agreed

Consider timely referral to CYPSP agencies to support plan. Update records.

Review & digitally record **OUTCOMES**

Outcomes used to inform summary reporting to BOG.

Review & digitally record **OUTCOMES** on BCAF Part 4

Consider timely referral to CYPSP agencies to support plan. Update BCAF

**The duty of the Board of Governors is to:**  
Ensure that incidents of bullying type behaviours feature as a standing item on every agenda.

Oversee reported incidents of bullying or alleged bullying type behaviour involving a registered pupil at the school.

Analyse statistics and patterns of alleged or confirmed incidents of bullying type behaviour and respond with agile policy review detailing the preventative curriculum to address changing needs.

Enhanced Accountability for BoG, schools and supporting agencies to deliver timely, individualised, multi-disciplinary support to identify and address need.

Learner Centred Approach with pupil and parent/carer voice listened to, valued, and reflected in the plan.