



Create a sign or signal a child can use if under stress/bullied/upset

An incredibly simple and yet effective technique; inconspicuous and discrete "thumbs up" and "thumbs down" or similar, practiced, rehearsed and used often, can be a powerful tool in building relationships, and for staff to receive immediate feedback from learners in conflict or crisis.

Some forms of bullying behaviour begin as games or "sport". One of the age-old situations is the stealing of pens or pencil cases, or items from a school bag... or the bag itself. Sometimes, it is the same vulnerable learner who is targeted again and again. Simple agreed signals can help nip behaviour like this in the bud.

This technique may be harder to implement with a number of SEND learners in a group. For it to work, the signals must be discrete and personalised. For this reason, it should be used sparingly and as a particular strategy for identified "at risk" individuals.

ANTICIPATE		
ANTICIPATE- active support		
QUICK WIN or MEDIUM / LONG TERM?	QW- quick win QW	SOCIAL CONTEXT V- relating to the victim  
PHASE	ALL ALL	
WHAT YOUNG PEOPLE SAY	We would like ways of reporting bullying behaviours were happening, but without drawing attention to ourselves	
WHAT PARENTS SAY	Use active support techniques circle of friends; a buddy system (peer mediators/peer mentors); safe zones, for when a child is distressed or need of support or time alone; communication cards or signals which a child can use in class to let a teacher know if they are upset, feeling stressed or in need of support or time out; supporting children in unstructured time (corridors, playgrounds)	
WHAT RESEARCHERS SAY		
COST RESOURCE	Easy to introduce - no cost implications	
RELATED STRATEGIES	World of Inclusion – Tackling Disablism in Class	

