


Safe place to go at break times and lunchtimes/ address issues in support plans

Some schools react to certain bullying incidents by giving vulnerable learners somewhere to go at unstructured parts of the school day. A more proactive approach is to build the provision into a support plan, reassuring the learner with SEND and parent/carers of support if required.

It is important that this is not perceived as a permanent provision, otherwise young people with SEND may be denied the opportunity to practice and rehearse the very social skills that can prevent victimisation in the first place.

ANTICIPATE		
ANTICIPATE- active support		
QUICK WIN or MEDIUM / LONG TERM?	QW- quick win QW	SOCIAL CONTEXT V- relating to CYP who are being bullied
PHASE	ALL ALL	V 
WHAT YOUNG PEOPLE SAY	Welcome initiatives to support, develop and sustain friendships Welcomed a safe place to go	
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 in safe environments (corridors, toilets, playgrounds and school canteen areas)	
WHAT RESEARCHERS SAY	"Some schools fail to take responsibility for non-teaching parts of school day"	
COST RESOURCE	Staffing at breaks and lunchtimes cost implication, and designated space	
RELATED STRATEGIES		