Social, Emotional and Relationship Skills, Supports and Strategies

CHILD
INCLUSION
RESEARCH INTO
CURRICULUM
LEARNING
EDUCATION

Learners may need support with their interpersonal relationships with peers and adults. They may have difficulty recognising and understanding emotions and behaviour in themselves and others. They often have difficulty forming or maintaining friendships and may lack confidence. Learner may require support with:

- Their interpersonal relationships with peers and adults.
- Recognising and understanding emotions and behaviour in themselves and others.
- Forming and maintaining friendships
- A lack of confidence

Principles:
- Supporting learners to interact positively and aiming to ensure their social, emotional and relationship needs are recognised and met.
- Adopt a consistent, calm, non-judgemental approach
- Use positive strategies to support the development of social and emotional literacy
- Focus on the learner's strengths and positive aspects of behaviour and interactions.

Modifications to the learning environment	Establishing structures and routines	Approaches to enhance motivation
Establish and use safe/modified space (the learner can choose to go to this space)	Use visual timetable to support understanding of predictable routines and reduce anxiety	Practice and prepare for change and/or new experiences
Adult regulates their own emotions	Peer supports	Foster sense of responsibility for behaviour
Adults convey 'I am here to help and support you'	Use visual cues to support understanding of changes to routines to reduce anxiety	Use facilitated playground activities to encourage peer interaction
Shorten instructions to aid understanding	Use social stories	Use personalised support e.g. individualised comments or prompts to support tasks
Clearly display class rules with visual supports	Traffic light system	Give individualised attention

Check learners understand expectations	Regularly engage in listening and talking activities and provide opportunities for turn-taking	Use the language of positive consequences e.g., point out the positive outcome when you do this.
Provide good role models (peers and adults)	Consider in school programmes to support social and emotional development	Provide regular opportunities to engage in interests or favored activities. Take time to join the learner in these
Highlight and celebrate diversity	Routine emotional regulation activities	Reward effort not just success
Have clear behavioural boundaries	Routines are established for use of safe space	Reflect on positive aspects of friendship
Break down situations that cause anxiety into small steps	Learners have visual clues they can use if they are struggling	Note and acknowledge positive acts and behaviours
Anticipate triggers e.g. use 'ABC'	Organise a peer befriender for the playground	Share achievements with parents/carers e.g. post a good-news postcard home
Planned ignoring of unwanted behaviour	Use restorative language and conversations	Notice kindness and sharing
Reframe incidents	Build in calming activities e.g. calm box	Build on interests, strengths and achievements
Facilitate positive interaction	Use home/school diary	Develop positive peer feedback
Accept and use non-verbal cues	Use a soft start to the day and at transitions	Gradually extend targets and expectations
Implement specific behaviour programmes	Consider nurturing approaches	Specific and low key noticing of what is going well
Reflect on teaching approaches	Ensure predictable logical consequences	
Provide quiet areas/time		
Build positive relationships and trust		
Create a nurturing environment		
Identify a key adult		
Collaborate with parents/carers		

Supports and Strategies Planning Page

Pupil Name:	Date of Birth:	Completed by:
	Class:	Position:

Summary of Concerns from Classroom Learner Participation Scale (CLPS)	Learners' Views
•	•
Most successful strategies used	**Learners' Views**
•	•
Strategies to implement or use more frequently	**Learners' Views**
•	•
Plan: What? How? Who? When?	**Learners' views**
•	•