



Social, Emotional and Relationship Skills, Supports and Strategies

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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	Use visual timetable to support understanding of predictable routines and reduce anxiety	Practice and prepare for change and/or new experiences
Shorten instructions to aid understanding	Use visual cues to support understanding of changes to routines to reduce anxiety	Foster sense of responsibility for behaviour
Clearly display class rules with visual supports	Peer supports	Use facilitated playground activities to encourage peer interaction
Build positive relationships and trust	Use social stories	Use personalised support e.g. individualised comments or prompts to support tasks

Highlight and celebrate diversity	Traffic light system	Give individualised attention
Have clear behavioural boundaries	Circle time e.g. to encourage turn-taking, listening and talking	Use special person day to highlight strengths
Break down situations that cause anxiety into small steps	Regular specialist groups/programmes to address social and emotional issues	Give incentives for participating appropriately e.g. class/group reward
Anticipate triggers e.g. use 'ABC'	Routine emotional literacy activities e.g. Emotion Talks	Reward desired behaviour. Reward effort not just success
Reframe incidents	Time out for reflection	Reflect on positive aspects of friendship
Planned ignoring of unwanted behaviour	Ensure predictable logical consequences	Praise kindness and sharing
Facilitate positive interaction	Use restorative conversations	Share achievements with parents/carers e.g. post a good-news postcard home
Accept and use non-verbal cues	Use home/school diary	Build on interests, strengths and achievements
Reflect on teaching approaches	Use a soft start to the day and at transitions	Develop positive peer feedback
Implement specific behaviour programmes	Organise a peer befriender for the playground	Gradually extend targets and expectations
Provide quiet areas/time	Consider nurture work	
Provide good role models (peers and adults)		
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	
•	•	