Relational Support Plan

Name of Pupil:	
School:	Date:

Consider the key prompts for discussion and note down actions under the 4 headings: Protection, Connection, Understanding and Care.

The significant adult/adults – Team around the child
Who is best placed to be the significant adult/adults? Who will be part of the wider team of adults supporting the child? Does the child need someone to be available to the throughout the day? It is helpful for the team to be composed of adults from each tier of the school organisation. Parents/carers can also be part of the team.

Strengths/Qualities/Interests/Resources
What are the child's strengths, skills and qualities? What are the child's coping strategies and signs of resilience? What does the child enjoy and what interests them? When are they at their best? What helps them? When have they been successful in the past and what is working well now?

Protection This explains the need for safety and security. Some children may not automatically feel safe. They can find school threatening and require relationships, support and structure to develop feelings of security and safety, which are essential to effective learning and behaviour.	
Key Question Prompts: How will the child be helped to feel safe by the significant adults? What safety cues will be helpful? How will other adults in the team help the child to feel safe? How will you support the child to develop trust? How will predictable and reliable support be provided? Are there times in the day when the child feels particularly unsafe: beginnings, endings, transition? How can these times be managed? How can the environment be adapted to help the child feel safe? How can the day be structured to help the child feel safe? What does the child need to know in order to feel safe? How will this be communicated so that the child understands?	Actions:

Connection Meaningful connections with others promote feelings of safety, trust and belonging. Experiences of connection are important in developing the cortex and higher level thinking. For some children there is a need for a high level of connection within school.	
Key Question prompts: How will the significant adults provide meaningful connection with the child? What needs to happen to ensure that the child experiences attuned and responsive connection? How will other adults in the team connect with the child? How will the development of positive peer relationships be promoted? What activities may help the child to develop their sense of belonging in school?	Actions:

Understanding Children need adults to understand them and communicate this understanding in an empathetic way, whilst also maintaining clear rules, boundaries and expectations. Understanding and co-regulation from an adult will support children to develop their ability to regulate themselves.	
Key Question prompts: What does the child's behaviour tell us about how they are feeling? What is our understanding of the child's feelings? If the student is finding something hard or displaying challenging behaviour, how will adults respond and show understanding? How will the child be co-regulated and calmed? What empathic responses might be helpful? How will the understanding of other adults in school be supported / developed? How will they respond to incidents? Does the child need a responsive co-regulation plan? What will happen to ensure that relationships are repaired?	Actions:

Care Some children will need adults in school to be particularly mindful of providing a high level of care. This includes meeting the child's basic needs, enabling them to experience comfort and joy and showing them that they are liked.	
Key Question prompts: Does the child have unmet needs in terms of basic care? If so how can these be addressed? How will adults communicate care to the child/young person? How will the child know that they are liked? What activities may foster shared enjoyment? How can we ensure the child knows they are being held in mind? How will the child be soothed?	Actions:

Supporting Inclusion Are there difficulties that are blocking the child's access to learning or social inclusion? What skills are we going to support the child to develop in their areas of need? How are we going to support access and inclusion?	
Prompts: Control-related e.g. accepting an adult lead, co-operative working, turn-taking, requesting help. Social skills e.g. explicit teaching of listening skills, eye-contact, starting conversations, proximity. Identity-based e.g. ability to take risks in learning, accept challenges, make mistakes. Self-regulation and sensory regulation e.g. emotional literacy, self-soothing, managing sensory input. Behaviours for learning e.g. Planning, organisation, managing transitions. Literacy skills e.g. developing phonic skills, reading comprehension, recording skills. Language skills e.g. understanding instructions, expressing opinions. Communication and Interaction e.g. Understanding social situations. Building on strengths How can we enable the pupil to build on their strengths?	Actions: