

Social, Emotional and Relationship Skills

Strategies

Modification to the Learning Environment

- Plan and work collaboratively with specialist teachers, the Extended Pupil Support Team, partner services and agencies to ensure that social, emotional and behaviour needs are met*.
- Consider whether learners' basic health and wellbeing needs, such as hygiene and nutrition, are being met*.
- Ensure relevant staff are aware of learners' situations and of appropriate management strategies*.
- Use monitoring systems to track progress of more vulnerable learners*.
- Support access to counselling or other forms of individualised support*.
- Utilise supportive peers and/or friends during group work and class activities.
- Alleviate social isolation by promoting peer interaction, such as using peer mentoring systems, or building on existing social groups.
- Be aware that behaviour change can often be related to home life or other barriers to learning. Consider behaviour as communication - What purpose does it serve for the learner? How could you find out? Who might help?
- Collaborate with parents/carers where possible and appropriate (refer to school policy)*.
- Provide a quiet, calm, predictable and organised learning environment.
- Use individualised or small group supports focussing on positive coping strategies.

Establishing Structures and Routines

- Use visual timetable to support understanding of predictable routines and reduce anxiety.
- Use visual cues to support understanding of changes to routines to reduce anxiety.
- Provide 'get out of class early' passes for those who find transition times, such as between classes and end of day, difficult*.
- Predict and plan for regular triggers, e.g. moving around school.
- Practise and prepare for change and/or new experiences.
- Allow learner to leave class if overwhelmed to go to an alternate identified 'safe place' in line with agreed school protocols. Consider use of 'time out of class' cards*.
- Provide structured, adult led break time and lunch time activities and after school activities*.
- Provide enhanced support around transitions*.
- Have a clear plan in place for when behaviour has escalated, in line with school policies.
- Implement consistent behaviour strategies and monitoring systems in line with whole school policies, such as customised behaviour sheets where targets are identified*.
- Identify supportive adults that learners can link with consistently.
- Use opportunities to embed relevant Health and Wellbeing expectations and outcomes into teaching.

Approaches to Enhance Motivation

- Encourage learners to collaborate with setting class rules.
- Be aware that lack of engagement may be related to social and emotional factors.
- Recognise and reinforce positive behaviour. Encourage trust and responsibility through activities such as group work.
- Use positive reinforcement and a consistent interaction style to promote a safe, stable and secure environment.
- Allow movement breaks if this has been identified as a strategy that will improve a learner's behaviour*.
- Recognise warning signs and triggers of challenging behaviour and engage the learner before they escalate.
- Set consistent expectations and boundaries in line with school policies, such as expecting learners to take responsibility for their own behaviour. Speak with learners individually about expectations and preferences for support.
- Use incentives and negotiation, such as offering tailored rewards in line with school policies. (Seek advice in case it may be appropriate to make reasonable adjustments for a learner with additional support needs e.g. ASD, ADHD.*)
- Use strategies that promote active learning, including opportunities for multi-sensory learning.
- Delegate specific tasks to learners to promote responsibility and encourage feelings of self-efficacy.
- Break tasks down or simplify if you suspect a learner is struggling to focus.

*See page 70