**Planning for Success: A Relational Support Plan**

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| Name of Pupil:  | School:  | Date:  |
| Who is best placed to be the significant adult? |
| Does an adult need to be available through the day? Is more than one adult needed? Who will be in the core team? |
| The Relational Support Plan provides a framework for exploring the needs of vulnerable children and young people, including those in care. It draws upon evidence showing that feeling secure and having positive relationships are essential to wellbeing, behaviour and learning. |

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| Early Development and Life Experiences |
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| The student’s behaviour and communication will have been influenced by their life experiences. It is important to remember that young people will present in different ways – some may show challenging behaviours and have a need to control, others can be overly-compliant, attempt to avoid interaction and appear withdrawn. In the next section, consider the key prompts for discussion and note down actions under the 4 headings: Protection, Connection, Understanding and Care.  |
| The significant adult/adults |
| Who is best placed to be the significant adult?Does the child need a team of adults supporting them with someone available to them at all times throughout the day? If so, who will form this team? |
| Protection This explains the need for safety and security. Due to adverse life experiences, some children and young people often do not feel safe automatically like other children. They can find school threatening and require 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 school help the child to feel safe?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? |  |
| Connection Meaningful connections with others promote feelings of safety, trust and belonging. For children who have experienced adverse life experiences, there is an increased need for adult connection within school.  |
| Key Question prompts: How will the significant adults provide meaningful connection with the child?How will other adults in school connect with the child?How will the development of positive peer friendships be promoted? What activities may help the child to develop their sense of belonging in school? | Actions:  |
| Understanding Children and young people need adults to understand them and communicate this understanding in an empathetic way, whilst also maintaining clear rules, boundaries and expectations.  |
| 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?What will happen to ensure that relationships are repaired? | Actions:  |
| Care For children who have had adverse experiences or experienced trauma, adults at school need to be particularly mindful of providing a high level of care.  |
| Key Question prompts: 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: |
| What skills are we going to support the child to develop in their areas of need? |
| Prompts: Control-related e.g. accepting an adult lead, co-operative working, turn-taking, requesting helpSocial skillse.g. explicit teaching of listening skills, eye-contact, starting conversations, proximity,Identity-basede.g. ability to take risks in learning, accept challenges, make mistakesSelf-regulation and sensory regulatione.g. emotional literacy, self-soothing, managing sensory inputBehaviours for learninge.g. Planning, organisation, managing transitionsBuilding on strengthsHow can we enable the pupil to build on their strengths? | Actions:  |

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| Review process/ dates for this plan  |  |