

Social Safety

RIGHT NOW: What's working well, what are we observing?

FEELING: What is the child feeling?

CHANGE: Things would be better for the child if...

NEXT: what needs to happen?

- now -

- this week -

- this term -

Emotional Safety

RIGHT NOW: What's working well, what are we observing?

FEELING: What is the child feeling?

CHANGE: Things would be better for the child if...

NEXT: what needs to happen?

- now -

- this week -

- this term -

Cognitive Safety

RIGHT NOW: What's working well, what are we observing?

FEELING: What is the child feeling?

CHANGE: Things would be better for the child if...

NEXT: what needs to happen?

- now -

- this week -

- this term -

Sensory Safety

RIGHT NOW: What's working well, what are we observing?

FEELING: What is the child feeling?

CHANGE: Things would be better for the child if...

NEXT: what needs to happen?

- now -

- this week -

- this term -

Physical Safety

RIGHT NOW: What's working well, what are we observing?

FEELING: What is the child feeling?

CHANGE: Things would be better for the child if...

NEXT: what needs to happen?

- now -

- this week -

- this term -

RIGHT NOW: What's working well, what are we observing?

FEELING: What is the child feeling?

CHANGE: Things would be better for the child if...

NEXT: what needs to happen?

- now -

- this week -

- this term -

Feeling Safe Action Plan

- Supporting Notes -

This simple action plan is designed to help explore initial concerns and supportive responses when a child doesn't feel safe at school. The more they can be supported to contribute to the plan, the more successful it is likely to be.

Right Now

Note here the observations or concerns that have triggered the need to create the plan. Also consider what IS working well and where/when/with whom the child does feel safe.

Feeling

This space is for recording the child's perception of how things are feeling for them. Explore faces, spaces and situations that feel calm and happy or that trigger anxiety, upset or anger. Try to consider things from the child's point of view, rather than making adult assumptions, through observing their behaviour. This will help to get to the crux of the issue and perhaps start to highlight some potential ways forwards too.

Change

Next we consider what would make things better for the child? This is the time to brainstorm and jot down a wide range of possible ideas. This could be a mixture of child-led ideas and those suggested by the relevant adults. It can help to reflect on situations when things feel better and consider what it is that works well and whether this can be applied elsewhere. Also consider adjustments or interventions that have helped other students or that you learned about that you think might help.

Next

This space is for planning practical actions that can be taken to support the child - try to keep them realistic and achievable. 'Now' should be a quick win; this can build confidence in the process and might be as simple as planning a meeting. 'This week' is for an action that can start swiftly and feels sustainable whilst 'this term' is an action that might take a little longer to work towards.

Page Titles

I have included a page for each of the four domains of safety I regularly teach about plus a page for sensory safety which is important for some children, especially neurodivergent children. I have also included a page with no title so you can use the plan more flexibly.