R2: SPECIFIC RESILIENCE STRATEGIES: BELONGING
Human behaviour is motivated by a desire to belong and find a place in society. Remember, relationships are your greatest asset.

	Development	Specific Strategies	*see glossary
1	Dislikes school/lesson/teacher	a) Build Rapport with student in and outside of lessons [*by active listening; be attentive, ask follow-up questions; acknowledge opinion even if you disagree; find common ground/interests you share i.e. love of dogs, or a sport; maintain a friendly manner, be consistent, reliable & kind*] b) Identify a work partner or buddy who can model skills c) Discover and use students interests to engage them in lessons	
2	Has difficulty forming friendships/often alone	a) Introduce **buddy system**: [*target student should be willing to have a buddy; choose buddy who is responsible, empathetic, and willing to help; try and pair with a student who has a common interest; plan an activity for them to encourage interaction/bonding; keep an eye on buddy system to address any challenges; encourage feedback from students; celebrate successes with them*] b) Set up, or encourage student to join, a lunch club c) Suggest and support student to join in groups with peers both in and out of school (parent/carer could be asked to help set this up, if appropriate, outside of school) d) Set up opportunities to work collaboratively	
3	Does not participate in wider school activities	a) Speak to parent/carer of benefits of **After School Activity Clubs** [i.e., languages club; multi-sports; dance; chess club etc. Encourage student to join] b) Encourage engagement in a task/activity for year group or to present to class or in an assembly c) Encourage joining whole school activities such as concerts, cake sales, fairs etc. d) Speak positively about representing school in sport, music etc, using their skills	
4	Takes liberties with school uniform/wears inappropriate items in school	a) Model and/or set up activities using sentence starters like: 'At <u>our</u> school we…', 'I like <u>our</u> school because…' 'It's good to represent <u>our </u>school by…' b) Give student opportunity to help younger students with uniform/looking smart so they begin to take pride in their own appearance c) Give specific praise of smart uniform d) Avoid public criticism - may trigger a *shame response** e) Use humour – 'oops, you have forgotten to take your hat off again'	
5	Easily triggered into a **shame response**- e.g., runs off; shouts/hits out; stops talking/hides	a) Consistent use of Emotionally Friendly Communication* and language [i.e., *Being kind; Active listening; Creating a supportive atmosphere where students feel safe. Using a voice that says 'I LOVE working here and have all the time in the world'! Getting on student's level*] b) Use Emotion Coaching* [1. naming the emotion; validating how student feels to help normalise their feelings (which reduces anxiety and feelings of judgement) 2. empathise to help students feel understood. 3. limit-set (if required) 'It's okay to feel angry, it is not okay to kick' 4. offer guidance, help student to problem-solve] c) Avoid shaming* [i.e., do not 'call them out publicly; try and use the language of enquiry 'I wonder what happened here' rather than 'Why did **you** push x' d) Teach student to recognise patterns of behaviour & physiological changes that indicate anxiety or stress, i.e. they might start tapping pencil or calling out as stress levels rise. e) Teach student to use a Quiet Box* [use shoe box or similar, kept in a designated area, helps student settle. Typically filled with sensory items / stress relievers that help regulate emotions, reduce anxiety and improve focus and attention. Agree contents in partnership with the student i.e. fidget toys, stress balls, colouring books/pens, favourite book, etc.] Try to avoid removing student from class and avoid public criticism	
6	Arrives late or walks out of lesson	a) Ask student to help you set up before school, giving them your attention at that time b) On entry to classroom give student a 'strong welcome', have their work set up. If student is late, ensure time is given to explain what has happened. Find a time to listen to reason for being late and discuss possible solutions c) At the end of the day/lesson, say "goodbye & see you tomorrow/next time", reminding them what you're doing tomorrow d) If student does leave class without permission - alert additional adult to ensure students safety. Do not follow, rather wait at a distance until student is ready to engage. Do not shame when comes back, welcome with smile. Help student understand feelings that led to them leaving class	

R2: SPECIFIC RESILIENCE STRATEGIES: ACHIEVING

Every person possesses strengths and talents to be nurtured.   Look for these in your students.

	Development	Specific Strategies	*see glossary
7	Dislikes many lessons	a) Use **relationship-building strategies** [take interest in student; find out their likes/dislikes; skills & interest] b) Use humour in your teaching (never sarcasm). c) Build self-efficacy* [Strengthen student's sense that they can cope; support this by talking about times when they have coped with similar situations in the past.] d) Link lessons to student's interests e) Differentiate to ability & need	
8	Doesn't complete homework	a) Encourage student to attend after-school club, homework club or access support (if available) b) Set small achievable tasks & praise effort. Have previous lessons been missed? Find gaps, differentiate homework to ensure accessible c) Confirm if student has access to space and resources, flag to emotional wellbeing lead if not	
9	Avoids completing work in lessons.	a) Remind student of past successes in completing work [i.e. Remember when you learnt to do fractions, you found them really tricky at first but then you got it'] b) Use **proximity** [Stand nearby – a quick stop; Comment on /praise their work; make eye contact; use their name; use touch on shoulder - *if student is ok with that - Touch is our greatest asset in terms of regulation & bonding. Always follow school safeguarding policy*] c) Use humour (never sarcasm) d) Check work expectations are clear & manageable and provide a clear timeframe	
10	Doesn't engage with any talents/skills/hobbies	a) Identify student's interests (ask family/friends) b) Work to build feelings of Belonging – by building relationship i.e. by 'holding in mind' c) Provide opportunities for student to practice skills/learn something new	
11	Unable to take control of their learning e.g., walks around or leaves class without permission	a) Provide learning breaks by sending on errands b) Teach how to use a quiet box* [use shoe box or similar, kept in a designated area. Typically filled with sensory items / stress relievers that help regulate emotions, reduce anxiety and improve focus and attention. Agree contents in partnership with the student i.e. fidget toys, stress balls, colouring books/pens, favourite book. c) Agree private signal that student can use if they need support d) Set tasks within capability e) Praise focussed behaviour, even if short periods at first e) Use **proximity** [Stand nearby – a quick stop; Comment on /praise their work; make eye contact; use their name; use touch on shoulder - *if student is ok with that - touch is our greatest asset in terms of regulation & bonding. Always follow school safeguarding policy*]. f) *Use* humour - this will help student stay in their 'thinking brain'* & set conditions for behaviour change g) Welcome student back warmly if they have left, encourage them to think of alternatives to leaving the class i.e., using quiet box, trying a different seat, doing an errand.	
12	Calls out in lessons, rocks in chair, fidgets, makes noises	a) Use **proximity** [Stand nearby – a quick stop; Comment on /praise their work; make eye contact; use their name; use touch on shoulder - *if student is ok with that - Touch is our greatest asset in terms of regulation & bonding (always follow school safeguarding policy); sit with student during independent learning, have a joint focus*]. This communicates safety. b) Build your relationship with student - 'hold in mind'* [When an adult communicates to the student that they have thought about them when they are not with them. They remember to wish them well in something they are going to do after school at the end of the day (that they discussed earlier) and remember to ask how they got on the next time they see them. They may talk about something they saw that reminded them of that student]. c) Move seat in emotion friendly way i.e., as a choice, not a punishment i.e. 'I wonder if you are finding it a bit tricky today, let's try changing your seat to see if that helps([then offer choice if you can) you can choose the chair by the window or the chair by my desk' (NB: sometimes student's need to sit at the back of class with nobody behind, or close to door, or facing door (to reduce fight/flight response). d) Use of a 'Wobble cushion' or 'fidget' toy. e) Use humour (never sarcasm) f) Use praise when student is doing the right thing, ignore low-level behaviours, praise adjacent students who are doing the right thing. g) Offer alternatives to student by helping them acknowledge that i) sometimes a task can be hard; ii) this can sometimes make us feel uncomfortable or embarrassed; iii) that's okay – we all feel like that sometimes; iv) think of a time you found something hard before and how you succeeded; v) You can: ask for help, speak to a buddy, do the first part – have a go … remember mistakes are good as they help us to learn – also see poster 'Handy Guide for Resilience Thinking'	

R2: SPECIFIC RESILIENCE STRATEGIES: EMPOWERMENT

It is important that all students are given responsibility to help them grow in self-confidence.

	Development	Specific Strategies	* see glossary
13	Refuses to follow school rules and routines	**a)** Create safety around making choices, for example, teach/practice making a choice with safe, enjoyable activities that promote engagement and a win/win outcome (Avoid 'I win & you lose' situations such as "You can choose to stop talking or miss your playtime"). **b)** Use humour (without sarcasm) **c)** Ensure class rules and routines are explicit and clear for all students – help class develop a joint responsibility for helping everyone follow the rules and routines. Create an atmosphere of positive support where it is acknowledged that some students will find it harder to manage their behaviour and regulate their emotions than others.	
14	Arrives late or makes excuses to leave lesson.	**a)** Create feelings of belonging, ensuring the student feels welcomed and valued in the class. At the end of the day, say "goodbye & see you tomorrow", reminding student what you're doing the next day **b)** Avoid removing student from class **c)** Manage with humour & private conversations	
15	Calls out, interrupts or ignores the teacher	**a)** **Build Rapport** with students in and outside of lessons [*by active listening; be attentive, ask follow-up questions; acknowledge opinion even if you disagree; find common ground/interests you share i.e. love of dogs, or a sport; maintain a friendly manner, be consistent, reliable & kind*] **b)** Identify a work partner or buddy who can model skills **c)** Discover and use students interests to engage them in lessons **d)** Use **proximity** [Stand nearby – a quick stop; comment on /praise their work; make eye contact; use their name; use touch on shoulder - *if* student *is ok with that - touch is an asset in terms of regulation & bonding (always follow school safeguarding policy);* sit with student during independent learning, have a joint focus. This helps to communicate safety**]** **e)** Manage with humour & private conversations as much as possible **f)** Offer student reasonable, age- appropriate choices (one or two) where you can - to build their sense of agency such as 'would you like to draw the circle or the square first' or 'would you like to use pencil or pen to draw' Ensure you know your 'non-negotiables'. **g)** Check work expectations are clear & manageable and provide a clear timeframe	
16	Slow to start a task or unable to persevere when it gets difficult, fear of failure	**a)** Help student to recognise existing skills that will help them with this new unfamiliar task **b)** Help student to remember a time when they have used existing skills to achieve something in the past - when they weren't sure they could do it, & did **c)** Acknowledge any anxiety & validate the feelings as normal – "most people would feel like that when trying something new" **d)** Help parents to support student to have self- belief and be persistent **e)** Be a **helper not a fixer***.	
17	Unable to hold a point of view or decide for themselves so follows others.	**a)** Help them to understand that: i) nobody can influence everything ii) there are some things we can influence & some things we can't – list things **b)** Encourage student to use their influence when they can – e.g., vote in school council election **c)** Help student understand family/school expectation of age-appropriate activities e.g., bedtime, tasks, habits and routines at different ages.	
18	Takes possessions from others without permission	**a)** Use anonymous group correction to avoid triggering a shame response, identify expected behaviour, praise positive behaviour **b)** Discuss privately & sensitively **c)** Be clear on expectations, build trust, be honest, transparent, and sincere. **d)** Explore ways for student to remain connected to key adult(s) e.g., item given from home or from classroom/teacher **e)** Consider what the student needs, what is the underlying motivation, contact, attachment memory **f)** Seek advice from SENDCo, discuss provision to support student.	
19	Unable to work independently and consistently relies on support from others.	**a)** If possible, provide opportunities to take part in a game like 'Scavenger Hunt' (to follow clues, make decisions, find) **b)** Build internal structures for resilience, if necessary, e.g., i) Teach sequencing skills & vocabulary ii) Teach time – across a day, a week, months of the year, what student can do in 5/10/15 minutes iii) Teach a broad range of emotional vocabulary & link with feelings - (this could be done in tutor time)	
20	Reacts negatively to offers of help and never offers help to others	**a)** Work on building trust - always do what you say you're going to do. Apologise if a plan doesn't happen for some reason & re-convene asap. Apologise for a mistake. Use clear/consistent responses each day. Model offering & accepting help **b)** Use **co-regulation activities*** [Co-regulation activities involve adults working with student's to help them regulate their emotions and behaviour. Here are some examples of co-regulation activities: Board games that involve turn-taking, sharing and co-operation; 'rock, paper, scissors'; dancing together, noticing and responding to moves; Rapping – take turns with lyrics, singing call & response. *Try integrating paired work into lessons, e.g., pairs of students discuss how they will solve a problem and then reflect how they felt about the task; pairs practice 'mindfulness breaks' – regulating breathing together*] **c)** Buddy with a peer who can model & support accepting & offering help **d)** Recognise positive behaviour "Thank you for helping", "I like the way you…"	

R2: SPECIFIC RESILIENCE STRATEGIES: PURPOSE
Trauma may lead to a loss of sense of purpose, and this can make it difficult to feel confident and positive about ourselves

	Development	Specific Strategies	* see glossary
21	Avoids contributing to school life and community	a) Identify student strengths & interests & support student to use them to benefit the class, school and/or community b) Create opportunities for positive feedback from the community	
22	Avoids responsibility	a) Support student to take responsibility for small, manageable things initially & gradually build expectation b) Provide positive feedback for a job well done	
23	Says they don't care	a) Build trust by i) Regularly telling student that adults at school are here to be helpful ii) Being kind, reliable, consistent & fair iii) Letting them know that you still care about them & what's important to them – even, and especially, if they're not caring right now b) Use **co-regulation activities*** [Co-regulation activities involve adults working with student to help them regulate their emotions and behaviour. Here are some examples of co-regulation activities: Board games that involve turn-taking, sharing and co-operation; skipping games; 'rock, paper, scissors'; dancing together, noticing and responding to moves; rapping – take turns with lyrics, singing call & response; rolling ball to each other – can set up pens or other object to avoid or knock down] c) Show genuine interest in the student d) Look out for 'bids to connect' if they shut down – e.g. if they look up/respond again – THEN… listen & let them direct the conversation – don't criticize	
24	Pessimistic response to praise or success	a) Break down accepting praise into small manageable chunks & teach student that they can firstly survive praise & then enjoy it [e.g. 'If I had done that drawing, I would feel really pleased' rather than 'you have done a great drawing'.] b) Help them to offer praise to others	
25	Takes more than their share e.g. someone's time or an object	a) Set up opportunity to be helpful - acknowledge students generosity & skill in helping & ask them to buddy someone who finds it difficult - coach them to model how to do it & how to support others b) Encourage student to let others have a share/turn	
26	Does not notice or acknowledge received kindness or positive events	a) Provide repeated opportunities through circle time type activities for student to share i) something they did to help someone during the day ii) notice something someone did for them & share with class	

R2: RESILIENCE STRATEGIES: SAFETY

The need to feel physical & emotionally safe is central to well-being for all of us.

Development	NB: We all have a drive for Safety and our feelings of safety are increased when our developmental needs are met. Therefore, please look at the general and specific strategies for the areas of belonging, purpose, empowerment and achievement as indicated below.
27 Lashes out verbally or physically at others	Indicates student needs help to strengthen their sense of connection, trust, safety and **belonging.** Incorporate **Belonging** 'General Strategies' into daily practice as much as possible (see strategy number 5). It is also important to build in student a sense of being respected and having age-appropriate control in their lives. Incorporate general strategies from the **Empowerment** section into your daily practice. There are also several useful, downloadable tools in the SENDCo/SLT Pack i.e. **'Handy Guide for Resilient Thinking*'; Co-regulation sheet*;** and **'Adult Guide to Flipping our lid*'; Cool Croc, Cranky Croc* -** (helpful if the student is **hyper-vigilant*)** - ask SENDCo/SLT for copies
28 Is withdrawn and passive	This could be an indicator that there is a dip in the area of **empowerment** and/or **belonging** (see strategy numbers 3, 10, and 19)
29 Needs to control environment to feel safe	This could be an indicator that there is a dip in the area of agency (see **Empowerment** (Agency) 'General Strategies' and strategy numbers 13, 14 & 15)
	Refer to school safeguarding and behaviour policies as required.

R2: SPECIFIC RESILIENCE STRATEGIES: ADVENTURE

We have a drive for adventure. When our needs are met, we are able to take age-appropriate risks to get the most out of life and achieve our potential.

Development	
30 Demonstrates high risk behaviour or is risk averse.	**a)** Find opportunities for the student to take age-appropriate risk. Scaffold risk-taking in a safe way. **b)** Support the students sense of empowerment and purpose with clear choices and clarity, refer to strategy numbers 15 and 21. **c)** Reinforce a sense of safety for the student. Build **rapport** with student and use humour.
31 Unable to create or share ideas	**a)** Focus on the student talking about familiar things they are confident to talk about. **b)** Small group work. **c)** Create a culture where views are valued.
32 Unable to adjust to unfamiliar people and/or change	**a)** Help student manage transitions and change by given them advance warning of change where possible. **b)** Support student to use a timetable/visual timetable through the day. **c)** Make other adjustments to support student such as coming in early from breaktime.