



## PRACTICAL IDEAS AND ADVICE TO SUPPORT RESILIENCE

TAW EPS pupil voice work, focussing on the return to school from lockdown, highlighted the importance of relationships for feelings of emotional and physical safety and security for our pupils in Telford & Wrekin.

Michele Borba's Building Blocks of Self-Esteem model breaks down self-esteem and resilience into their components. Security and Selfhood (identity) are the core foundations of resilience, before moving on to Mission (having motivation, a purpose), Affiliation (friendships and social relationships) and, ultimately, Competence. Here are some practical ideas on whole school practices which support Security.

### **Building trusting relationships - role of key adults:**

- time for personal recognition
- genuine interest – regular opportunities for interaction around their interests
- value the child and showing you like him/her
- recognise what they can do
- acknowledge and reward their achievements
- be reliable and consistent
- LSA/TA support in small groups.

### **Creating a positive and caring environment:**

- 'healthy school'
- build in regulation/check in time i.e. start and end of day, time out, calming time
- a gradual introduction to new situations – play/break times, dinner, assemblies
- buddy bench, friendship groups
- structure play/ break times with adult cover
- positive help and support for social skills such as Social Narratives.

### **Having key rules and setting reasonable limits/boundaries:**

- key rules, consistently reinforced and rewarded
- establish structure, routines and patterns
- on a daily basis, provide clear information – use visuals and short concise phrases.

Telford & Wrekin Educational Psychology Service