

Resilience Audit Tool for Senior Leadership Teams

Celebrating success and embedding a whole-school/college approach

Aspect of School Life	Questions for reflection	Not in place	Developing	In place	Embedded	Short- and long-term plans for action plan (use the evaluation & planning tool)
Culture and ethos	Does SLT and the staff team hold a shared understanding of what resilience means and how it can be promoted? Do you have a designated Wellbeing and Mental Health Lead and established team in the school/college/setting?					
	Do disadvantaged (identified through national, local and school level data), pupils believe that staff care about what happens to them personally? Does the school culture give 'permission' for staff to tell pupils that they care?					
	Looking at the model of graduated need and thinking about your most disadvantaged pupils, how holistically is resilience being promoted in your plans for them?					
Structures and processes	Is pupil data used to create a picture of need for each individual? Can you identify those with lower risk (those pupils identified as having a latent vulnerability), so that you can target them sooner rather than later? Are there any targeted preventative measures in place for those identified as vulnerable to build resilience?					

	<p>Does the staff structure enable appropriate members of staff to build a trusted relationship over time with disadvantaged pupils? E.g., tutor that stays with their group, learning mentor or other mentors, a Head of Year or other with this explicit responsibility?</p> <p>Understanding the importance of relationships in building resilience. How does the school support the creation of supportive social networks for those identified as at risk?</p>					
	<p>Do you have a system to track that every pupil has experience of their achievements recognised and celebrated each year (academic and non-academic)?</p> <p>Is someone responsible for monitoring and acting on this?</p>					
	<p>Are disadvantaged pupils <i>actually</i> accessing extra curricular activities that they are interested in or show a talent for e.g., sports, hobbies etc? Do you have a system to track this?</p> <p>Is someone responsible for monitoring and taking action?</p>					
Teaching and learning	<p>Do all staff and teachers have access to information about a pupil's background and disadvantages which would help them understand the pupil in class more?</p> <p>How does every member of staff support the development of resilient behaviours during learning time?</p> <p>Does all teaching and learning, promote positive psychology such as, optimism, gratitude, happiness, reframing negative talk etc.</p>					

Training and development	<p>Have all staff received training in mental health and the effects of disadvantage, discrimination, and trauma? How is new learning disseminated to all staff to ensure a consistent approach?</p>					
Policy development	<p>Have policies been developed to practically support social inclusion e.g., help with basics such as food, clothing, transport, living arrangements etc. for disadvantaged pupils? Do you have contact with local charities and voluntary organisations in your community that could help with this?</p>					
Curriculum planning	<p>Is 'building aspiration and mapping out a sense of positive future' promoted at every opportunity across the whole curriculum? Does the curriculum include the teaching of real life skills such as managing money, cooking, critical thinking and problem solving? Are there systematic approaches in place across the school/setting to help C&YP recognise, identify, understand, and manage their feelings?</p>					
School/ College/ Setting environment	<p>Do you know how staff, C&YP and parents experience the school environment in relation to safety, prejudice and discrimination?</p>					
	<p>Do C&YP have an active role in making decisions about the environment? Are there places C&YP can go to take time out and</p>					

	<p>feel safe?</p> <p>Do C&YP help with cleaning up and organising communal areas in the school, e.g. playground, corridor, etc.?</p> <p>Are C&YP active in helping in the local community?</p>					
Provision of pupil support services	<p>Are all staff sufficiently aware of external services such as mental health support organisations and services, local children's centres, local charities, and community services which could support disadvantaged pupils?</p> <p>Do they actively promote them?</p>					
	<p>Do pupils experiencing significant loss or trauma have an identified supportive adult in the school community?</p> <p>Do they check in with them regularly and for a sustained period beyond the crisis period?</p>					

References:

The Anna Freud Centre <https://www.annafreud.org>

DfE's Wellbeing for Education Return and [MindEd Hub](#)

Young Minds Academic Resilience materials (adapted from Hart & Blincow by Boing Boing): <https://www.boingboing.org.uk/academic-resilience-approach>

Healthy Schools London [information](#)