

# Recovery & Resilience Planning

## Relationships

**Interpersonal contact between staff, children and families.**

**Loss of relational support is a significant threat to resilience.**

- ✓ Time is needed throughout the school day to talk, play interact and engage in a shared activity.
- ✓ Observe and notice any changes in a child's behaviour and what this may be signalling.
- ✓ Ensure targeted and individual child and family needs are identified.
- ✓ Be kind and compassionate to others and yourself.



## Engagement

**Increased distractibility, day-dreaming, zoning out and irritability.**

**Tiredness, apathy, disrupted sleep routines and loss of interest.**

- ✓ We need to feel secure before we can focus and actively listen and engage.
- ✓ Accept the child is doing the best they can.
- ✓ Build on areas of interest in meaningful, practical and creative ways and elicit the child's views.
- ✓ Model curiosity and engagement alongside them.



SAFETY  
SECURITY  
STABILITY

CALM FIRST

Psychology  
Associates



## Emotional Wellbeing

**Bereavement and loss is at an unprecedented scale.**

**Loss of tactile social interaction.**

**Increased sense of isolation, rejection and heightened anxiety.**

- ✓ Provide opportunities to connect with feelings that may be distressing and overwhelming.
- ✓ Fun and playfulness is protective to our threat-response system.
- ✓ Support emotion regulation and expression.
- ✓ We need to meet the emotional need before a child can effectively learn.

## Learning

**Social-emotional needs impact upon us cognitively. This can impede executive functioning and the capacity to focus, sustain attention, organise, plan and retain information.**

- ✓ Establish routines, structure and predictability.
- ✓ Tailor the pace of learning and reduce cognitive load.
- ✓ Revisit earlier goals and interleave to test for mastery and retention.
- ✓ Build self-efficacy and a sense of achievement.

