

Academic Resilience Resource – Tool for the Senior Leadership Team

– Getting to grips with what you already do and making plans....

Aspect of School Life	Some questions to ask yourselves and/or discuss in the Senior Leadership Team	Red	Amber	Green	Don't know	Actions to take (short or longer term)
Culture and ethos	Does SLT hold a shared understanding of what Academic Resilience means and how it can be promoted?					
	Do disadvantaged 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 Resilience Framework 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 so that you can target them sooner rather than later? (see Pyramid of Need)					
	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, a Head of Year or other with this explicit responsibility.					

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	Do you have a system to track that every pupil has experience of their achievements recognised and celebrated each year (academic and non academic). Is someone responsible for monitoring and taking action on this?					
	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. Is someone responsible for monitoring and taking action?					
Leadership and management	Do you receive feedback from pupils and parents about teachers' ability to develop rapport and relationships with disadvantaged pupils? Do you have a systematic way of identifying when teachers might need help to develop this?					
	Do staff treat each other with care and respect, modelling the behaviour they expect from pupils? Do they treat pupils well?					
Teaching and learning	Do teachers have access to information about a pupil's background and disadvantages which would help them understand the pupil in class more? (see Pyramid of Needs)					
Policy development	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?					

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Curriculum planning	Is 'building aspiration and mapping out a sense of positive future' promoted at every opportunity across the whole curriculum? And the same for 'problem solving'					
School environment	Are there quiet, safe spaces for pupils who wish to retreat from 'busy' school life?					
	Are their systematic approaches in place to help pupils calm down and manage their feelings?					
	Do you know how staff, pupils and parents experience the school environment in relation to safety, prejudice and discrimination?					
	Do pupils help with cleaning up and organising communal areas in the school, e.g., playground, corridor, etc.? Or do any activities to help the local community?					
Provision of pupil support services	Are staff sufficiently aware of external services such as local charities and community services which could support disadvantaged pupils? Would they actively promote them?					
	Do pupils experiencing significant loss or trauma have an identified supportive adult in the school community? Do they check in with them regularly and for a sustained period beyond the crisis period?					