



How we at Eleanor Smith School use the Resilience Framework to support students!



How I used the resilience framework to support students

- Our mission statement *'Integrating pupils into mainstream education, the world of work and life'*
- Core Aims

Build resilience in all our pupils as citizens of the 21st Century

Believe in the potential of all our pupils to **make progress** in their learning and social emotional development

Inspire our pupils to make **positive choices**, have **high expectations** of themselves, and **always strive** to do their best

Getting to know the students.

At Eleanor Smith School we work with students from early years to year 11 split over two sites. The primary site is based in Plaistow working with early years to year 7, whereas the Secondary site is based in Custom House and work with year 8 to year 11. Transitioning from Primary to the Secondary is supported through numerous events we hold throughout the school year consisting of sponsored walks, Science Week, D.T Week, Snowdonia, transition taster days and many more. All of these events give the school an opportunity to get to know students and assess how they are able to manage their behaviour and how they are able to self regulate. We also get to know students' interests and foster their talents by supporting them. We then read student files getting to know where the child's coming from, where they are at present and what their goals/ ambitions are for the future. Furthermore we look at their most recent EHC Plan, Thrive targets and behaviour targets, this gives us an insight into their personal life and any areas of concern.

Basics

- I first met LR in person in September 2015. After reading his file I was able to identify how we could help LR using the Resilience Framework. Myself and LR tutors would highlight specific approaches in the framework that we feel would help LR in his school and personal life. We highlighted some of the basic needs that we felt could benefit LR and provide a basic foundation of where he is able to build upon.

Basics	
Good enough housing	Stability in LR living arrangements
Enough money to live	
Being safe	Able to be safe in school and the community
Access and transport	
Healthy diet	Drinking/ eating enough (3 meals a day), Fruit and veg (healthy eating)
Exercise and fresh air	
Enough sleep	Regular sleeping pattern (not staying up too late)
Play and leisure	Activities or time to do something you enjoy

Belonging

Belonging

Find somewhere for child/ yp to belong

Help child/ yp understand their place in the world

Tap into good influences

Keep relationships going

The more healthy the relationship the better

Take what you can relationships where there is some hope

Get together people the child/YP can count on

Responsibilities and obligations

Focus on good time and places

Make sense of where the child/YP has come from

Predict a good experience of someone or something new

Make friends and mix with other children/YP

To give LR a sense of belonging we decided to find a football team for him to join (Rippleway FC). LR enjoys playing football, but had never played for a team before. We decided we would support LR by assisting and supporting travel arrangements until he can travel independently. We felt it was important for LR family members having regular meetings and conversations to discuss progress and concerns. During these meetings we identified key staff members who LR could go to when he needed to speak to or air his opinions, concerns and his frustrations.

By LR joining a football club we were able to use this to help him self regulate and be more resilient. He now feels part of a team and understands he is representing his family, and the school.

LR was making friends and look comfortable in a sports environment. Mixing with young people who shared a similar interest and of a similar age.

Learning

Learning
Make school/ college life work as well as possible
Engage mentors for children/ yp
Map out career or life plan
Help child / yp to organise her/himself
Highlight achievements
Develop life skills

LR was having weekly sessions with staff members once a week as well as being supported to attend football. LR could tell us what industry he would like to work in in the future.

Eleanor Smith highlight achievements regularly throughout the school year as well as celebrating success daily.

We at Eleanor Smith School build relationships for students with their peers.

We also have mixed form classes whereby students; from year 8 to 11 in them. This helps to break down barriers between the Key Stage 4 and Key Stage 3. It also gives a insight into what Key Stage 3 will be doing when they move into Key Stage 4. In addition it gives Key Stage 4 a sense of responsibility as they are active role models to the younger students.

Coping

Coping
Understanding boundaries and keeping within them
Being brave
Solving problems
Putting on rose tinted glasses
Fostering their interest
Calming down and self soothing
Remember tomorrow is another day
Lean on others where necessary
Have a laugh

LR had the tendency to walk offsite. I started to stop him in his path at the school gate. Due to having a positive relationship I was able to persuade him from going offsite and put things right with his teacher and peers quickly so it did not affect the rest of his school day. I was able to break down issues with LR and he was able to identify where things went wrong and how to solve the issues in the quickest and safest way possible to ensure relationships were being maintained.

LR is very passionate about football as well as playing the piano. We produced a 7 day football timetable after school, as well as finding him football sessions. We supported him travelling to and from his training sessions until LR and we felt he could travel independently. Therefore this gave LR the confidence to do so independently.

LR is very good at playing the piano but had nowhere to practice or perform; so we held practice sessions at school with a member of staff on a weekly basis, which led to him performing for a very important schools event consisting of special guest, press, Newham council, parents and staff, along with free lessons at a local mainstream school.

Core Self

Core Self

Instil a sense of hope

What you need to do to get where you want

I found by breaking down LR day whether that be in school or football sessions , LR was having more successful days. By asking him what he wanted out of his school day, in the morning we were able to go through a step by step guide of how LR would complete the day more successfully. His ambition is to be a footballer. I would sit down and show him the steps he needed to take if he wants to fulfil his ambition to the maximum (i.e. training everyday and giving it 100%). We also identified another young person of similar age who shared the same interest as LR and provided the correct equipment and clothing needed to participate in football.

Support the child/ yp to understand other peoples feelings

Help the child/ yp to know her/ himself

Daily conversations, understanding their own emotions, self regulating

Help the child to take responsibility for her/ himself

Understanding you are in control of yourself and your choices you make

Getting LR to understand and take responsibility for himself was able to be done before and during tutor time. By checking in with LR by asking questions and assisting LR in solving any issues that may have occurred.

Foster their talents

Encourage, support or learning from the child/ Yp

When LR had issues I would listen. Gradually over the year LR was able to pick out what he could have done better to avoid arguments.

There are tried and tested treatments for specific problems, use them

Results so far

Eleanor Smith School were introduced to the Resilience Framework in December 2012. It was implemented soon after and put into practice across both Primary and Secondary sites to be utilised. LR is just one of many students whose academic and personal life has improved due to using the Resilience Framework. He has been making steady progress at school by increasing his attendance and reducing the number of exclusions. LR has also been improving at home by having a better relationship with his family, by us organising frequent meetings so they are involved in his school life as well as his personal life.

LR also went on his first residential with the school on the 29/06/16 where he was able to walk up Mount Snowden, support other students coping in the rain, battling 50mph winds.

LR has demonstrated a sense of belonging to the group showing that he feels safe and secure and was able to build healthy relationships.

In conclusion LR has been instilled with a sense of hope that he can achieve and be successful.

Academic year	Attendance	Exclusions
12/13	78.3%	10
13/14	85%	6 ½
14/15	88%	11
15/16	92%	4 ½