

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.



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.

CALM FIRST