Academic Resilience – How can your school do better?

Staff Audit exercise

Guidance Notes:

This audit is a simple tool designed to be used as a staff exercise. It is for ALL staff to participate in – the more the better. Ideally you would run this as part of an InSET session and invite the teaching and support staff, plus as many others as you can e.g. maintenance, catering, admin, governors etc

The exercise will help;

- Engage and help all staff to understand the kinds of things that promote Academic Resilience for vulnerable pupils in school
- Get a sense of how well you are doing within school in relation to the evidence base (what works) in promoting Academic Resilience
- Gather together in one place all the good practice already happening in school
- Generate ideas and develop action plans for improvement

The idea is to **promote discussion and reflective thinking**. We suggest it's a good **pre-OfSTED-visit** exercise because the areas you are enquiring about are evidence based in terms of what actually works. It shows commitment to closing the gap for those who are disadvantaged not just through teaching and learning but a broad range of strategies – on both a whole school and interpersonal level.

What to do;

1. Introduce the exercise: give a brief overview of academic resilience, why you are trying to boost it within school, and the purpose of this exercise (you can use the Resilience Zap materials to help you).
2. **Remember** to acknowledge that good practice already happening in school but keeping track of all those pockets of activity is difficult. This is not a new fad or more performance measures…much of the approach is about *endorsing* the common sense things we can do with vulnerable pupils or as some teachers have called it 'going back to why I became a teacher stuff'.
3. To cut down time, ask small groups to focus on a different sections; this will encourage lots of discussion – essential in order to generate ideas.
4. Ask someone in each group to record the discussion. Emphasise that you can't follow up ideas if they haven't been written down.
5. Collate the answers, and use them to form the basis of your action planning. Don't forget to let staff know the outcomes and next steps.

NOTE; this exercise was designed as part of a wider whole school audit to gather other views across the school community. However, even if you just did this one thing with staff you will come up with good stuff to build on.

There is also a slightly different audit for your senior leadership team which covers more on policy, leadership and governance. The 'added value' of doing both is that you can compare staff RAG rating with the school's leaderships'. Discrepancies can be very revealing…

Developed in partnership with YOUNGMINDS The voice for young people's mental health and wellbeing · LISA WILLIAMS CONSULTING · boingboing · University of Brighton Community University Partnership Programme

Academic Resilience
Beating the odds for better results

Academic Resilience Audit

*	How well are you doing? How well does the school enable or support you to do this?	Red	Amber	Green	Don't know	If Red or Amber – what needs to improve?	What actions might the school take? What actions could you take?
Belonging	Ensure pupils can develop a relationship with at least one trusted adult, with regular access over time, who lets the pupils they 'hold in mind' know that they care.						
Basics	Preparedness and capacity to help with basics i.e. food, clothing, transport, and even housing.						
Basics	Safe spaces - Are there quiet, safe spaces for pupils who wish to retreat from 'busy' school life?						
Coping & Core Self	Making sure disadvantaged pupils actually access activities, hobbies and sports. Identify and build on talents.						
Learning	Help to map out a sense of future (hope and aspirations) and developing life skills.						

Developed in partnership with
YOUNGMINDS The voice for young people's mental health and wellbeing
LISA WILLIAMS CONSULTING
boingboing
University of Brighton Community University Partnership Programme

Coping	Help to develop and practice problem-solving approaches at every opportunity.						
Coping	Help for pupils to calm down and manage their feelings?						
Belonging & Core Self	Support to help others e.g. volunteering, peer mentoring. . Help with cleaning up and organising communal areas in the school, e.g., playground, corridor, etc.? Activities to help the local community?						
Commitment	Opportunities for all staff, pupils and parents to learn about resilience.						
Belonging	Staff treat each other with care and respect, modelling the behaviour they expect from pupils.						

***Note**; the far left column relates to the section of the Resilience Framework that the action falls under. You can change the boxes to suit your own school circumstances. Check out the Resilience Framework to see what else might be an appropriate fit with your school.

Developed in partnership with YOUNGMINDS The voice for young people's mental health and wellbeing · LISA WILLIAMS CONSULTING · boingboing · University of Brighton Community University Partnership Programme