

Name of student:
Year group:
Setting:

DoB:

Completed by:
Date:
Review date:

Promoting Mastery

Individual Resilience Plan

Promoting Independence

Promoting Belonging

Addressing Necessity and Safety

Promoting Inner-Self



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A practical tool to collaboratively consider where a child or young person may be, at a given point in time, in relation to their opportunity to use and access the protective resources that support developing resilience: necessity, belonging, mastery, independence and inner-self. Pathways of support can then be developed to target these 5 key areas known to promote and facilitate resilience. For each of the resiliency building areas, four statements below describe some example situations where a child or young person may have opportunity to use or develop this source of resiliency. These prompts can be used to consider how often this supportive resource is already accessed in relation to the young person and further areas to nurture. Use the '**Individual Resilience Plan**' to then map key areas to target within intervention and provision planning.

1. Necessity

safety 𐄌 sanctuary

The individual experiences physical/emotional safety and basic needs are met

Example situations

- The individual has enough food, sleep, exercise and feels safe at home
- The individual has access to safe places at school and in the community
- The individual has access to calm spaces and regulatory supports/environments
- The individual experiences clear and consistent boundaries and routines

2. Belonging

connecting 𐄌 secure base

The individual has strong connections to pro-social persons/activities

Example situations

- The individual has somewhere they feel they belong; a secure base
- The individual has good quality and stable friendships
- The individual has access to at least one attuned/trusted adult at school
- The individual has the opportunity and skills to access pro-social activities.

3. Mastery

achieving 𐄌 learning

The individual participates in activities that highlight their strengths and talents

Example situations

- The individual frequently experiences success and personal accomplishment
- The individual uses their talents/interests to help them to cope
- The individual experiences adults who communicate high expectations and give regular feedback
- The individual can develop and share plans, goals or steps for the future

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4. Independence

autonomy $\frac{1}{2}$ responsibility

The individual is viewed as an active participant in their life and has opportunities to make decisions, plan/problem-solve and show personal responsibility

Example situations

- The individual is able to make informed decisions about their life
- The individual actively takes part and contributes to projects/initiatives at school
- The individual has good emotional regulation skills and can seek help
- The individual is aware of and developing important life-skills

5. Inner-self

self-awareness $\frac{1}{2}$ optimism

The individual is supported to develop positive views of themselves and the future

Example situations

- The individual is aware of their inner strengths and helped to know their self, they show a strong sense of self-understanding
- The individual thinks and feels positive about themselves, they recognise self-worth
- The individual holds hope and aspirations for their future
- The individual experiences adults who model empathy and ways to respond, talk about and understand feelings