ROUTE TO RESILIENCE
IN SCHOOL | AT HOME | FOR LIFE

What is Route to Resilience?

Schools, parents, health professionals, government and employers all recognise the vital role played by character and resilience in helping children and young people thrive. Everyday personal qualities and strengths contribute to academic, social, and emotional outcomes. Route to Resilience (R2R) supports schools' continuing development in this area using practical, innovative and proven strategies. At the end of the process schools are awarded recognition for their achievements within R2R, which is **fully-funded** by the local authority, Public Health and NHS.

How does R2R fit with our existing work, help us develop further?

R2R applies the principles of Public Health England's whole-school approach to promoting wellbeing in children and young people. This integrated and sustainable model ensures maximum reach and impact. Key elements contributing to success include:

- A whole-school approach including staff development, integration into the school day, pupil / student voice, parental engagement etc. Leadership and management are at the core of this approach.
- A year long programme of support from the R2R team and peer support from other schools in the programme. By becoming part of the school development plan, R2R changes can be embedded for long-term effectiveness far more thoroughly than a through a single day course.
- R2R provides a cohesive structure to integrate and extend your existing work on character, values and resilience, and therefore builds upon your previous work.
- R2R is the practical implementation of research-based theories from a wide range of respected sources.
- R2R is a flexible approach to implementation allows you to meet local need and school priorities.
- Low workload-high impact. Staff are typically very receptive to the core ideas and practical application of strategies and techniques. Much of what is covered can also benefit staff wellbeing.
- A local network of schools is formed to travel through the programme together. This sustains momentum and allows sharing of innovations and impact as the work progresses. Networks are typically of between 10-15 schools who share training. These can be formed around existing school development groups, trusts, families of schools etc., or we can form these on your behalf.
- The programme continues to develop and expand in the light of experiences and inspiration from participating schools. To date over 105 local schools have been contributing to this development and when asked how likely they would be to recommend R2R to other schools, our current average score for this question is 9½ out of 10.

What does R2R involve?

Participating schools are grouped into networks, which we call cohorts. School leaders within each cohort attend training and development sessions each half term throughout the school year. These sessions provide everything needed to implement a wide range of strategies and techniques in school. The emphasis is on developing a bespoke whole-school strategy, and practical resources are given for every aspect of the programme, including staff development, pupil voice, curriculum materials, parental engagement etc. In addition, the school identifies a member of staff who has contact with parents and knowledge of the school's parent community to lead on engaging and working with parents. They explore how the same theories can be applied in the home.

The attached timeline outlines how the different elements of the programme progress throughout the year, and the involvement and actions typically taken at each stage. More details regarding time commitments are given on the application form used to join the programme.

Who are we?

Funded as part of the national Future in Mind strategy, we are a small team of dedicated experts with a long history of working in Education and Health.

Steve Harris (Wellbeing Education) delivers the school development elements of the programme to heads and senior leadership. Steve has worked closely with schools over many years developing good practice in the field of character and resilience, and has a strong emphasis on turning evidence-based theory into practical and sustainable action on the ground. Prior to working on R2R, Steve led a number of local and national initiatives in this area, and his work features in Nicky Morgan's book summarising developments in character education.

The Centre for Fun and Families Ltd (CFF) delivers the sessions to the school workers who are selected by senior leadership, to lead on parental engagement and the delivery of two parent events in the academic year. CFF has an impressive track record in, and reputation for, delivering evidence-based group work with young people, parents and carers across Leicester City and County. CFF is a national training provider and prior to working on R2R, CFF provided training and consultancy support to a Multi-Academy Trusts to enable schools to deliver Fun and Families parenting group work programmes in a school setting.

How do we join?

If you are a state-maintained or state-funded school in Leicester, Leicestershire or Rutland and you would like to join the programme for a September 2018 start, just return a signed agreement form to us at info@routetoresilience.co.uk. If you do not have an agreement form just email us to request one. We have limited places for 2018, and these will be allocated on a first come, first served basis, taking account of geography and school phase distribution. After we receive your application we will reply to confirm places. We will then be grouping schools and keeping in touch before the summer break to co-ordinate the dates and venues for the first sessions. Subsequent dates will be agreed at the first session. If we are unable to allocate a place for you in 2018, you will be guaranteed a place for a September 2019 start.