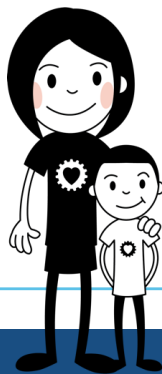


# The 3 R's of the RECOVERY PROGRAMME

## 1. RELATIONSHIPS

Positive adult-child relationships are a **resilience factor** for children's wellbeing because the actions of a caring and nurturing adult can buffer the negative impact of traumatic life events and stresses on a child's development.

**Learning and engagement** is optimised when children have a sense of safety with and feel liked by their teachers and other adults in school.

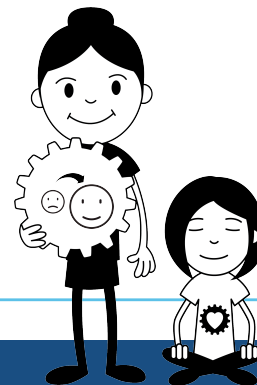


## 2. REGULATION

Children engage in learning activities best when they are feeling **calm and alert** and their brains aren't pre-occupied with safety concerns or high emotion.

A highly stressed brain is not a learning brain – (and it's not a teaching brain either).

**Keeping stress levels regulated** over the course of a school day is a key to learning success.



## 3. RELEVANCE

The brain engages with new concepts more readily when the incoming information is relevant and meaningful to the things it already knows. Relevance makes learning **more pleasurable and less stressful**, particularly at times of challenge and change.

Plan learning that will be **relevant and meaningful** to your pupils.

