

A BRILLIANT ME IN ACTION ONE PAGE GUIDE TO...

THE BOINGBOING RESILIENCE FRAMEWORK

The Boingboing Resilience Framework* is a practical tool developed by Professor Angie Hart and colleagues to support schools, other professionals and families to support children and young people’s resilience.

WHAT?

The framework outlines 42 “resilient moves” that support children’s ability to cope and thrive. It’s structured under 5 headings:

Basics * **Belonging** * **Learning** * **Coping** * **Core Self**

The framework can be used flexibly with individuals, small groups, or across whole-school approaches.

* ‘Resilience Framework (Children and Young People) Oct 2012 – Boingboing, adapted from Hart and Blincow with Thomas 2007’.

Supporting children to develop resilience helps them handle difficulties, feel more confident, and stay engaged in learning.

WHY?

The Resilience Framework promotes relational, inclusive, and rights-based ways to build resilience, especially for children facing adversity or disadvantage. It is practical tool enabling C&YP and those supporting them to **“Beat the odds whilst also changing the odds”**.

This means that resilience is not seen as a personal characteristic or about an individual finding ways to bounce forward when things are tough (beating the odds). The Boingboing approach also recognises inequality plays a big part in making things tougher in the first place, and so resilience is also about challenging inequalities too (changing the odds).

The Boingboing Resilience Framework promotes inclusion and equity, supporting all children—but especially those facing disadvantage—by helping adults in their lives respond to their needs in consistent, relational, and strengths-based ways.

BOINGBOING/ CASEL

Boingboing	Core Focus	Aligned CASEL Competency
1. Basics	Addressing fundamental needs (e.g., safety, shelter, health, sleep).	Social Awareness / Responsible Decision-Making (Understanding environmental factors & making safer, healthier choices).
2. Belonging	Establishing and maintaining supportive relationships and feeling accepted.	Relationship Skills (Essential for building and maintaining healthy connections).
3. Learning	Acquiring academic, social, and life skills; being motivated and open to growth.	Self-Management / Responsible Decision-Making (Relates to goal setting, planning, organisation, and problem-solving).
4. Coping	Developing skills to manage challenges, problem-solve, and manage emotions.	Self-Management (Specifically managing stress, controlling impulses, and goal setting).
5. Core Self	Understanding oneself, one’s values, strengths, and taking responsibility.	Self-Awareness (Crucial for recognising one’s own emotions, strengths, and values).

IN SEL?

- Explore the 42 “resilient moves” with staff to build a shared understanding of how they may support pupils / families.
- Use as a needs assessment tool for supporting individual children and young people
- Help children recognise the ‘resilient moves’ they are already making and areas that need support.
- Involve families and communities—resilience is built in context.

FIND OUT MORE

- <https://www.boingboing.org.uk/what-we-do/#resilience-framework>
- The [Academic Resilience Approach](#) (Boingboing / YM)
- **Local resources** (for schools and pupils)
 - <https://www.headstartkernow.org.uk/resilience/>

SEE ALSO

- Parent Engagement Framework
- Ordinary Magic
- Bronfenbrenner

