

ACTIVITY 2 - PLANNING OUTCOMES AND ACTIONS

Activity Objectives:

- To consider the Public Health England (2015) [Whole-School Approach](#) principles, reflecting on the 'Assess' stage where you discussed what your school was doing well, and acknowledged any gaps and areas for improvement.
- To discuss and identify outcomes and actions related to the principles, which will be added to your resilience and emotional wellbeing record in the 'Planning' columns and provide direction for working through your resilience journey.
- To continue working towards the Kent School Award for Resilience and Emotional Wellbeing.

Resources Required:

- Time: can be flexible but a good discussion with your resilience team members may take between 1 and 2 hours.
- Flip chart / whiteboard for note taking and pens.
- Question prompts relating to each principle.
- In preparation for your discussion, either cut out the Stage 2 prompt cards below and have them ready or projected onto a screen (see below).

Thinking about Resilience

As you will remember from Stage 1, the below diagram represents eight principles to promote emotional health and wellbeing in schools and colleges through a [Whole School Approach](#) (Public Health England, 2015):

So far, your journey has included the 'Assess' stage, where you have reviewed what your school does well, and identified any gaps that can be developed. This discussion was then recorded on your [Resilience and Emotional Wellbeing record](#) under the 'Assess' columns, and the areas you wish to work on can now be looked at in more detail.

This activity is based on a LOGIC model and is designed to help your team focus on the gaps you identified during your assessment stage and comprehensively plan the actions that you will be implementing over the academic year to strengthen all areas of school life. The actions and outcomes identified in this activity should be added to your Resilience and emotional wellbeing record. This document is your progress tracker and part of your application for the School Award for Resilience and Emotional Wellbeing.



Step 1: Use the areas you identified in Activity 1 to start to check off the criteria in this table.

Step 2: Cut out the criteria boxes below in to separate sections with one of the 8 whole school approach principle outcomes per strip.

Step 2: Select Leadership and Management as well as two others principle areas of the whole School approach to focus on first, and work with your team to review the criteria listed below linked to each outcome and discuss what additional actions needs to be implemented in your school to achieve the desired impact.

Step 3: Consider your expected impact and how you might measure or evidence this.

Step 4: Review the rest of the whole School approach principles. Once you have all of the information gathered from this Stage 2 activity, you will be able to populate your Resilience and Emotional Wellbeing record with your planned activity.

ACTIONS	IMPACT	CRITERIA	✓	OUTCOME
		Your School has a member of SLT who leads a resilience team to focus on Emotional health and wellbeing for young people and the wider School community.		Leadership and management accepts, supports and embeds effort to promote a whole School approach to emotional health and wellbeing in School
		A lead Governor is in place who is knowledgeable and helps champion Emotional health and wellbeing into all aspects of School life.		
		The School improvement plan, policies, systems and activities in the School support Emotional health and wellbeing to remain high on the agenda and there are structures in place to integrate, sustain and monitor the impact of this work.		
		Your School has a Resilience and wellbeing record (action plan)? Is it based on the needs of the students, staff and community which supports their emotional health and wellbeing?		



		Students, staff, parents/carers and the wider community understand resilience and how it supports the promotion of emotional health and wellbeing.	
		The school's culture promote respect and value diversity.	
		Our school have an environment where talking about resilience, emotions, mental health and difference is encouraged, celebrated and communicated across the school community?	ETHOS AND ENVIRONMENT Our School has a culture which promotes and values diversity
		The School has an effective anti-bullying policy in place which makes reference to children and young people with all protected characteristics?	
		Our school provides a safe environment which nurtures and encourages young people's sense of self-worth and self-efficacy, reduces the threat of bullying and violence and promotes positive behaviours	
		Our School ensure that students feel emotionally secure and safe in the school environment, and reduces the threat of bullying and violence?	
		Our School ensure that students feel emotionally secure and safe in the school environment, and reduces the threat of bullying and violence?	
		Your School has a dedicated PSHE lead or PSHE team who support staff to deliver lessons and other curriculum opportunities which include emotional health and wellbeing	CURRICULUM AND LEARNING Your School considers what social and emotional skills they are building as part of lessons and map this across the timetable.
		Lessons provide opportunities for young people to understand the practical application of emotional health and wellbeing and how what they are learning is relevant to them?	
		Lessons provide opportunities for young people to understand the practical application of emotional health and wellbeing and how what they are learning is relevant to them?	



		There are extra curricula opportunities to support emotional health and wellbeing development offered during critical times - such as transition, exam time , or when there are relevant local or national topics to cover?	
		Develop partnerships between young people and staff to formulate, implement and evaluate organisation-wide approaches to promoting social and emotional wellbeing	STUDENT VOICE Your School Pupils have opportunities to influence decisions and express their views including emotional health and wellbeing at School.
		introduce a variety of mechanisms to ensure all young people have the opportunity to contribute to decisions that may impact on their social and emotional wellbeing	
		Involve young people in the creation, delivery and evaluation of training and continuing professional development activities in relation to social and emotional wellbeing	
		Integrate social and emotional wellbeing within staff training.	STAFF DEVELOPMENT Staff are supported in relation to their own health and wellbeing and are able to support student wellbeing
		Ensure School Staff have the opportunity to implement their knowledge and skills to develop young people's social and emotional wellbeing.	
		Staff are supported to reflect on and take action to support their own wellbeing and consider a work-life balance?	
		Systematic measures and assessment of young people's social and emotional wellbeing inform and shape the basis for all planned activities and evaluation across the School	Identifying need and monitoring impact of intervention Our School has assessed the needs of students and has used the impact of interventions to improve wellbeing
		Our School uses these assessment outcomes as the basis for planning activities and evaluating their impact.	



		Steps are taken to mitigate the impact of poor emotional health and wellbeing on learning opportunities for the most vulnerable pupils?		wellbeing.
		Does the school ensure a strong parent/carer voice and parent/carer feedback in the school's approach to resilience, emotional and mental health?		PARENT AND CARERS Parents and Carers feel well supported and involved with their Childs Emotional health and wellbeing in and outside of School
		Does the School provide opportunities for Parents , Carers to be aware of polices, structures and activities in the School which promote social and emotional wellbeing and preventing poor mental health.		
		Does your school provide parents/carers with accessible resources and skills to support their children's learning. How do you know this meets the needs of all parents/ carers?		
		Young people have clear and consistent information about the opportunities available to them to discuss personal issues and emotional concerns.		
		The School ensures young people have access to pastoral care and support, as well as specialist services so that emotional, social and behavioural problems can be dealt with as soon as they occur.		TARGETED SUPPORT AND APPROPRIATE REFERRALS Timely identification of students who would benefit from targeted support are identified and supported effectively

Checklist

By the end of the 'Planning' Stage you should have:



- Discussed the need for a Whole School Approach when it comes to resilience and emotional wellbeing.
- Considered the eight principles and reflected on the gaps you have previously identified.
- Discussed and identified outcomes and actions which will be added to your resilience and emotional wellbeing record, providing direction for working through your resilience journey.

Through completing the Planning stage you should now have some actions for your school to undertake. We recommend spending between 3-6 months on these actions to allow them to develop, before moving on to the **Stage 3 Impact, Outcome & Review**.

