

Kent Whole Setting Approach to Resilience and Emotional Wellbeing

Stage 1: Assess

Objective:

- To consider the Public Health England (2015) [Whole-School Approach](#) principles and answer questions as a group on how each principle applies to your setting. To consider evidence relating to each principle.
- To discuss what you are doing well and identify any gaps, making notes on your resilience and emotional wellbeing record in the 'Assess' columns.
- To begin 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 cut out or projected onto a screen (see below).

1. Considering the questions

The following diagram represents eight principles to promote emotional health and wellbeing in schools and colleges through a [Whole-School Approach](#) (Public Health England, 2015):



Now that you have completed the 'Getting Started with your Resilience Team' activity, take a look at the 8 Whole-School Approach principles diagram as a group and consider the prompt cards below. Ask one person to scribe your gathered ideas on flipchart and have your resilience and emotional wellbeing record template ready to add in your findings in the 'Assess – what are we doing well?' column.



Use the 8 principles to enable you to answer the questions. Then discuss your thoughts as a group and agree on a range of answers for each question.

As you work through the questions, you may identify gaps in your current provision or highlight areas for development as well as your school's current successes. Keep a note of any gaps in the 'Assess – even better if?' column of your resilience and emotional wellbeing record as you will look at these in more detail as part of the 'Planning' stage (Stage 2). Please keep any notes as you may need them when gathering evidence towards applying for the Kent School Award for Resilience and Emotional Wellbeing.

1. Leadership and management:
How is the school or college providing visible senior leadership for emotional health and wellbeing?

2. Curriculum, teaching and learning: What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?

3. Student voice: How does the school or college ensure all students have the opportunity to express their views and influence decisions?

4. Staff development, health and wellbeing: How are staff supported in relation to their own health and wellbeing and to be able to support student wellbeing?

5. Identifying need and monitoring impact: How does the school or college assess the needs of students and the impact of interventions to improve wellbeing?

6. Working with parents/carers: How does the school or college work in partnership with parents and carers to promote emotional health and wellbeing?

7. Targeted support: How does the school or college ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services?

8. School ethos and environment: How does the school or college's culture promote respect and value diversity?



2. Assessing

The next stage is to consider evidence relating to each of the Whole-School Approach principles.

Use the 'Resilience Toolkit Examples of Evidence' found at www.headstartkent.org.uk to assist you in doing this.

To help you test what you think you already know with regard to your school community's understanding of resilience and emotional wellbeing, you can find examples of questionnaires and activities to use with staff and students in the Toolkit Resources document found at www.headstartkent.org.uk.

Any discussion and evidence of successes so far can be recorded on your resilience and emotional wellbeing record in the 'Assess – what are we doing well?' column. Any immediate gaps and areas for improvement can be logged on your resilience and emotional wellbeing record in the 'Assess – even better if?' column, ready to look at this in more detail in the 'Planning' Stage 2 stage.

3. Checklist

By the end of the 'Assess' Stage 1 you should have:

- Discussed the need for a Whole-School Approach when it comes to resilience and emotional wellbeing.
- Considered the differing needs of pupils, staff, parents/carers and the wider community.
- Considered areas of success, as well as any gaps. These immediate areas of success and your evidence, alongside any gaps, will have been noted down on your resilience and emotional wellbeing record, ready for the 'Planning' stage (Stage 2).

