Getting Started with your Resilience Team

What is the aim of this Kent Whole Setting Approach to Resilience and Emotional Wellbeing?

The Kent Whole Setting Approach to Resilience and Emotional Wellbeing aims to provide a holistic approach, with useful tools and models for schools to use to assess, plan and review their journey to building a culture based on promoting resilience and the wellbeing of children, young people, families, communities and their own school, which will allow development of further appropriate responses to build resilience in young people in their settings.

The Kent Whole Setting Approach to Resilience and Emotional Wellbeing defines resilience as:

"…***Overcoming adversity, whilst also potentially, subtly altering, or even dramatically transforming (aspects of) that adversity.***"

This flexible Approach is intended to support an on-going cycle of self-appraisal which can bring important and tangible benefits.

Why the whole-school approach?

A whole-school approach is ultimately helping children flourish, learn and succeed by providing opportunities for them, and the adults around them, to develop the strengths and coping skills that underpin resilience. A whole-school approach involves all parts of the school working together and being committed. It needs partnership working between governors, senior leaders, teachers and all school staff, as well as parents, carers and the wider community (https://www.mentallyhealthyschools.org.uk/whole-school-approach/)

Some key elements of a whole-school approach include the following (Theron, 2016)

1. A school climate that promotes student success and facilitates school engagement. Access to safe, supportive adult and peer relationships, consistent rules and boundaries, opportunities for and expectations of success, and an ethos of trust, respect and caring inform this climate.
2. A school system that addresses children's basic needs.
3. Creative learning environments.
4. Non-academic school-based or school-facilitated activity, such as sport, cultural events, music, and/or peer-tutoring and other similar service to others, facilitating resilience by affording children opportunity to make constructive connections, develop skills, and potential experience mastery.
5. Curriculum that support optimal development. Curriculum content supports resilience when it capacitates children to develop the skills and knowledge needed for them to function well.

Who should be in your resilience team?

You will need to consider who would be best placed within your school to support the development of systemic change. Your resilience team needs to have members that can affect every day change and carry out the actions identified. They need to represent different roles and knowledge in the school. Representation from the following roles are recommended:

- Member of the Senior Leadership Team
- Class teachers
- Pastoral responsibility
- Teaching Assistants
- PSHE department

Remember it is crucial to have senior leadership and governors on board, their backing is essential to affect change. You will also want to consider how students and the wider community can get involved.

How long will it take to complete the Kent Whole Setting Approach to Resilience and Emotional Wellbeing process?

Each school will be different on how long the Kent Whole Setting Approach to Resilience and Emotional Wellbeing will take to complete so this is only a guide.

- Assess approximately 6 weeks to complete
- Planning approximately 12 weeks to complete actions
- Review approximately 12 weeks after planning is complete. Then review annually.

Next steps...

School resilience and emotional wellbeing lead visits Kent Resilience Hub and registers for the Kent Whole Setting Approach to Resilience and Emotional Wellbeing

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The resilience and emotional wellbeing team meet for the first time and complete the Assess Stage 1 and add findings to resilience and emotional wellbeing record

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The resilience and emotional wellbeing lead will share the completed resilience and emotional wellbeing record with the school leadership team, so that timescales for implementation of actions can be agreed and included in School Improvement Plan

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The resilience team have regular meetings to discuss progress and actions, to embed a sustainable, resilient culture throughout the school community using the resilience and emotional wellbeing record