

# Kent School Award for Resilience and Emotional Wellbeing:

## The Kent Resilience Toolkit

### Introduction



The Kent School Award for Resilience and Emotional Wellbeing has been produced by HeadStart Kent, (HSK) , part of Kent County Council's Children Young People's and Education Directorate and funded by [The National Lottery Community Fund](#).

The Kent Resilience Toolkit was developed by HeadStart Kent programme. HeadStart Kent aims to help young people cope better when faced with difficult circumstances in their lives to help prevent them from experiencing common mental health problems. It aims to make change through schools, families and within communities and has been designed with young people at its heart.

HeadStart Kent's mission statement is: "By 2020 Kent young people and their families will have improved resilience, by developing their knowledge and lifelong skills to maximise their own and their peers' emotional health and wellbeing; to navigate their way to support when needed in ways which work for them." Young people have been clear about what they need to support their mental wellbeing, and HSK aims to focus on building a sustainable system where every young person in Kent will be able to say with confidence:

- *People around me understand wellbeing and how to promote it*
- *My overall wellbeing is not impacted by the pressure to achieve and to be perfect*
- *There is always someone for me to talk to*

## **The Kent Resilience Toolkit**

The Kent Resilience Toolkit helps you achieve the Kent School Award for Resilience and Emotional Wellbeing. It takes you through the process of assessing and improving your school approach to emotional wellbeing and resilience based on the 8 principles set out by the Public Health paper 'Promoting children and young people's emotional health and wellbeing - whole School and college approach' by Public Health England<sup>1</sup> The toolkit has been tested by schools on a practical level as part of the HeadStart Kent programme and has been evaluated by Greenwich University

The toolkit helps you to assess your school and communities emotional and wellbeing needs, consolidate any activity that you already implement that contributes to building resilience and responding to emotional health needs and produce a comprehensive plan of action that addresses the principles of Whole School approach.

Each stage has specifically designed resources that relate to the Toolkit including activities to use with your Resilience Team, templates for recording, guidance documents, case studies from schools who have already completed the toolkit

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<sup>1</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414908/Final\\_EHWP\\_draft\\_20\\_03\\_15.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWP_draft_20_03_15.pdf)



and a resource library full of helpful templates, tools and other related content that will assist you to formulate a comprehensive plan of action for your school. The Resilience and Wellbeing Record captures the evidence required for the Kent School Award for Resilience and Emotional Wellbeing.

### **The 8 Principles of Whole School Approach:**



### **How can I access the Toolkit?**



The toolkit is hosted on the Kent Resilience Hub, [www.kentresiliencehub.org.uk](http://www.kentresiliencehub.org.uk), an online resource that not only hosts the toolkit but lots of helpful information for young people, professionals and parents and carers.

### **Top Tip:**

It's really important to establish a Resilience Team which includes a senior manager or Senior Mental Health Lead at the start. The team has the knowledge and influence needed to develop and implement your plan successfully.

## **Overview of Toolkit stages**

### **Stage 1 – Assess**

The assessment stage is designed to help you to understand what you are already doing to promote and support emotional health.

**Step 1: Bring together your Resilience Team** and use the tools and guidance provided in the online toolkit to assess your current approach.

### **Step 2: Understand Your Current Activity**

On the Resilience Hub ([www.kentresiliencehub.org.uk](http://www.kentresiliencehub.org.uk)) you will find an activity which you can use to generate the information you need. Use the outcomes identified in the activity to begin to populate your Resilience and Emotional Wellbeing Record ready for the next stage. This will form the basis of your whole school approach.

### **Step 3: Record Your Current Activity**

On the Resilience Hub ([www.kentresiliencehub.org.uk](http://www.kentresiliencehub.org.uk)) will find Resilience and Emotional Wellbeing Record. This Record provides evidence of your journey through the Toolkit. It allows you to map your current approach against the 8 principles, identify your gaps and clearly see where you may need to focus your attention in Stage 2. It will need to be submitted when you apply for the School Award for Resilience and Emotional Wellbeing.

### **Stage 2 - Planning Outcomes and Actions**

Once you are at this point you will be able to clearly see how your current activity fits into the 8 principles of the whole school approach. Using the data you have collated, the intelligence and information provided by any previous surveys, meeting notes and curriculum mapping etc you now need to think about what you need to improve.

### **Step 1: Plan**



On the Resilience Hub ([www.kentresiliencehub.org.uk](http://www.kentresiliencehub.org.uk)) you will find an activity which will help you think about what actions you need to implement to improve your schools approach. It also encourages you to identify the impact and change you would expect to see as a result of those actions and how you could evidence those changes.

The actions and outcomes identified in the activity should be added to your Resilience and Emotional Wellbeing record. Remember, it will need to be submitted when you apply for as School Award for Resilience and Emotional Wellbeing.

### **Step 2: Record your Actions and Implement**

Once you have all of the information gathered from the Stage 2 activity you will be able to complete your Resilience and Emotional Wellbeing Record with your planned activity. This should include the origin of the action, who is responsible, what the action is, the expected outcome, when you expect to implement or make the change and how you will evidence that it has been implemented or effective. You may want to refer to the Award Criteria document during this stage to help you to understand what is required to achieve the award standard. The case studies can help you identify what activities and approaches other schools have tried. Resources area of the Resilience Hub provides examples of surveys, curriculum and learning resources and helpful guidance and tools that can become part of your plan. Ideally you will spend a good few months implementing and tracking the progress of your plan before moving onto stage 3. We recommend you set up regular Resilience Team meetings to monitor the implementation of your plan.

### **Stage 3 - Impact, Outcome and Review**

This stage is designed to reflect on the improvements your school has made, evaluate their impact and explore ways of continuous improvement.

**TOP TIP:** Do not enter Stage 3 until you have fully implemented your plan and have evidence to supports this. You may wish to use a Resilience Team meeting to check off the Award criteria against your plan and agree that you are now ready for review.

### **Step 1: Reflect and Record Impact**

This step requires you to go through your planned activity line by line, make sure you can evidence that you have implemented each action and its impact. Remember to update your Resilience and Emotional Wellbeing Record with this information.

### **Step 2: Self Assess**



On the Resilience Hub ([www.kentresiliencehub.org.uk](http://www.kentresiliencehub.org.uk)) you will find the self assessment, Award Criteria and Application, or the School Award. Use it to self assess your school against the outcome statements and criteria. The document provides you with some examples that will assist you in demonstrating you have adequately met each principle. You will be required to list items of evidence for the purpose of moderation and to state any impact that relates to the criteria. The self assessment will either lead you to apply for the School Award or to identify additional actions at Stage 2. Self assessment is a helpful part of the Review stage and may need to be performed more than once.

### **Step 3: Apply**

To find out how to apply for the Award visit the Resilience Hub ([www.kentresiliencehub.org.uk](http://www.kentresiliencehub.org.uk))

This is a 2 step process.

A Panel from Kent County Council and KCHFT School Public Health will review your application. Following this Panel a request will be made for you a sample of your evidence. These evidence items are reviewed at the next moderation meeting following submission.

The Resilience Team in your school will then be contacted with the outcome of the application. A date will be arranged to present your school with the Award.

### **Step 4: Refresh**

Consider how your Resilience Team's understanding has changed as a result of the progressing through stages of the Toolkit. Use this new understanding to refresh and update your actions and continue a cycle of improvement that will ensure your school continues to meet the standard set out in the Resilience and Emotional Wellbeing Award.



## **Why an associated Award?**

The School Award for Resilience and Emotional Wellbeing has been developed as a way of verifying that the Resilience have been carried out to a standard that meets with the guidance provided by Public Health England. The Award is given by Kent County Council and The Lottery Community Fund. Applying for the Award gives schools an opportunity to have their work reviewed and validated. The Award criteria are is linked to the 8 principles of 'Promoting Children and Young People's Emotional Health and Wellbeing - Whole School and College Approach' by Public Health England'<sup>2</sup>

The new Ofsted Framework acknowledges the importance of this stream of work. Ofsted will want to understand how all schools:

- Lead and develop a whole-school approach to support mental health and wellbeing.
- Monitor whole-school, PSHE and other strategies and activities that contribute to improvement priorities.
- Use approaches and activities, structures and staff within the school to promote the personal development, behaviour and the welfare of children.
- Develop in-school support strategies e.g. buddy systems or mentors.
- Have developed links to external support services via other agencies such as local specialist child and adolescent mental health services (CAMHS) and the broader range of local support services such as early help or voluntary sector organisations.
- Support the needs of particular groups or individual children and their families, including pupils facing greater disadvantage who have special educational needs and/or disabilities (SEND), looked after children, those with medical needs and those with mental health needs.
- Manage risks such as bullying and discriminatory and prejudicial behaviour

Inspectors will also assess the way in which newly qualified teachers are inducted, mentored and developed – particularly in dealing with behaviour.

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<sup>2</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414908/Final\\_EHWP\\_draft\\_20\\_03\\_15.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWP_draft_20_03_15.pdf)



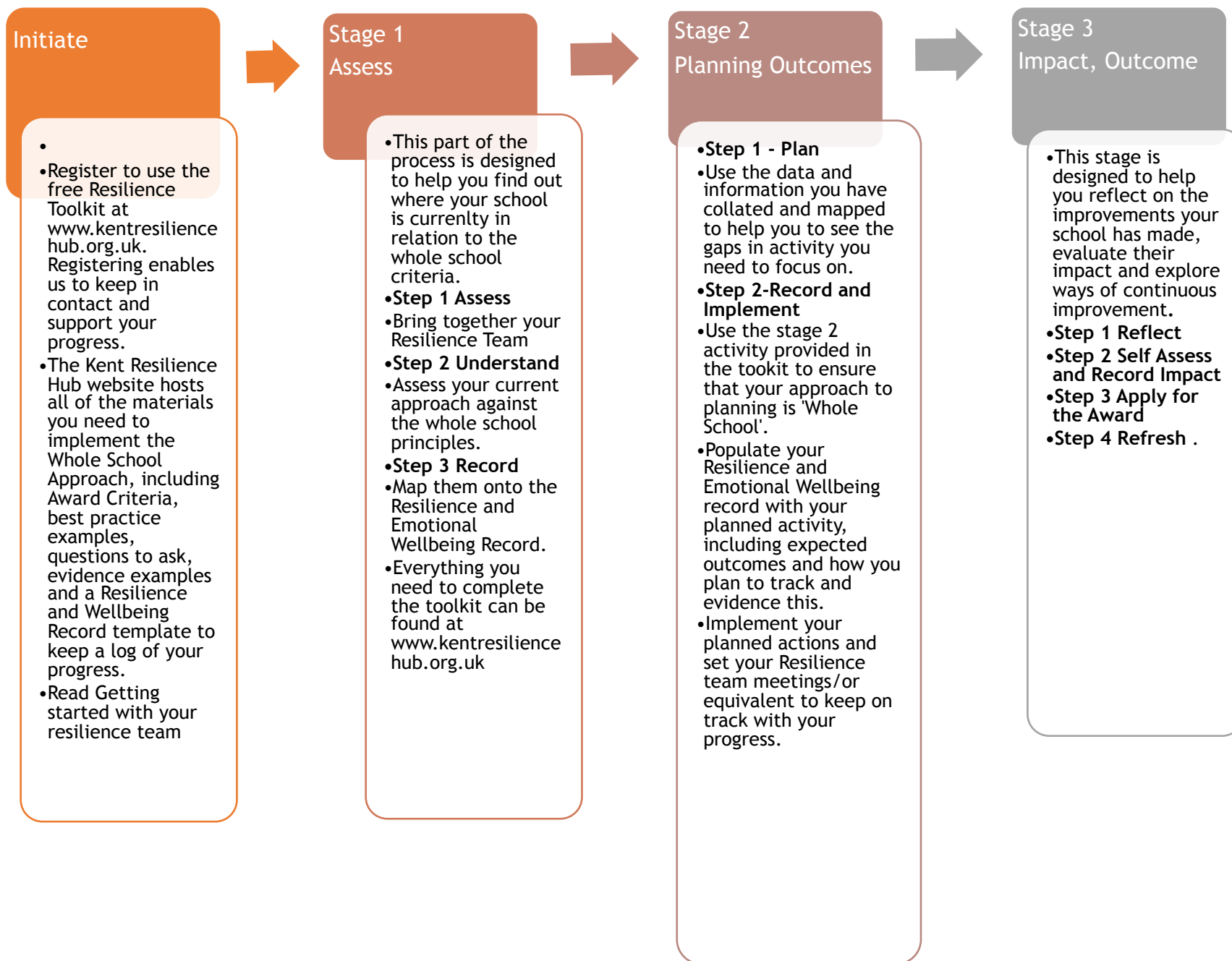
Achieving this Award and being able to provide Inspectors with the data and plans that result from following the Resilience Toolkit is an excellent way to demonstrate your whole schools approach to emotional wellbeing





# THE PROCESS:





## **Timescales**

The Toolkit process can take between 6 and 12 months to complete. Each school is different and some will have more or less work to do depending on the result of the assessment stage. Regular Resilience team meetings are a good way to ensure that the process has momentum and that your plan is comprehensive and is being implemented in line with what you set out.

The award is valid for 2 years. KCHFT School Public Health Service will be keeping a register of schools that receive the Award. It will contact them after 2 years to invite them to reapply. Schools will need to ensure they invest in a cycle of continuous improvement as set out in the toolkit to revalidate the Award.

## **Resilient School Guidance and Tools:**

The guidance and tools required to complete the Resilience Toolkit and apply for the Award can be found at [www.kentresiliencehub.org.uk](http://www.kentresiliencehub.org.uk).



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## **Kent School Award Criteria and Application – How to apply**

Visit the Kent Resilience Hub website [www.kentresiliencehub.org.uk](http://www.kentresiliencehub.org.uk) to download the School Award criteria and Application. Populate this document which serves as a self assessment tool. Submit this via the submission instructions on the website award page, along with your populated Resilience and Emotional Wellbeing Record. The validation and moderation will be jointly carried out between HeadStart Kent and the School Public Health Service.

For further information on Resilient Schools and supporting resources visit [www.kentresiliencehub.org.uk](http://www.kentresiliencehub.org.uk) or email [HeadStart@kent.gov.uk](mailto:HeadStart@kent.gov.uk)

