**Kent Whole Setting Approach to Resilience and Emotional Wellbeing: Examples of Evidence**

Consider the following examples of evidence with the [Whole-School Approach](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_draft_20_03_15.pdf) principles in mind. This evidence list is not exhaustive, each setting will have different evidence relating to each principle.

1. Examples of evidence relating to **leadership and management:**

* Have a named member of the leadership team responsible for emotional wellbeing and promoting resilience.
* Resilience team have worked through the Stage 1 ‘Assess’ and logged notes of successes and identified areas for improvement within their resilience and emotional wellbeing record.
* School commitment through school improvement plans / behaviour policy etc to develop emotional wellbeing and resilience of all students. Evidence of resilience in SIP, behaviour policy.
* Inclusion in good practice guides or publications by, for example, the Local Authority.
* Using the content of student surveys and parent/carer surveys and defining follow up actions to improve the current situation.
* Whole school assemblies and curriculum with a wellbeing and resilience focus driven by the leadership team.
* Senior leaders within the school seen as a point of contact.

2. Examples of evidence relating to **curriculum, teaching and learning:**

* Evidence of resilience building activity being proactively planned for in lesson plans / PSHE plans / assemblies and individual plans for more vulnerable students.
* PSHE (or equivalent) programmes delivered including healthy relationships, resilience, emotional wellbeing, anti-bullying etc.
* Mindfulness practice developed.
* Culture of encouraging young people to 'bounce back' when things go wrong, to understand their emotions better, to be more optimistic and to build on their strengths.
* Staff model resilient behaviour i.e. making mistakes is okay, bouncing back from a failure, and acceptance.
* Evidence of resilience messages being shared by displays, newsletters, web pages, social media etc.

3. Examples of evidence relating to **student voice:**

* Student voice demonstrated through a student council, head boy or head girl, ambassadors, young leaders etc. Student feedback in evaluation and school development.
* Evidence of activities produced together with staff and students.
* Evidence of student input into newsletters, decision making about out of school activities, visits, etc.
* Opportunities for students to feedback and listening to this feedback (student check in, feedback boxes etc).
* Encourage young people to apply for a Pay It Forward grants.
* School initiatives ensure young people are involved in voicing their ideas, and ideas are seen through and owned by the young people i.e. developing a safe space, organising a wellbeing week etc. Posters, fliers, newsletters designed by students displayed in school and in the local community.
* Encourage young people to promote wellbeing to their peers.

4. Examples of evidence relating to **staff development and wellbeing:**

* Evidence of induction to resilience and emotional wellbeing and continued professional development in Personal Development Plans for staff.
* Training records to show who has received what training e.g. Building Resilience Training.
* Using the content of staff training evaluations and defining follow up actions from this.
* Opportunities for staff to feedback and listening to this feedback.
* Wellbeing and resilience are a focus during staff meetings – promote and encourage staff wellbeing.
* Staff coaching and development during Inset / Staff meetings / Team meetings etc.

5. Examples of evidence relating to **identifying need and monitoring impact:**

* Repeat surveys of different groups (staff, parent/carer, student) to test increase in knowledge and resilience levels as the work progresses to help see impact and improvement.
* Staff have conversations with young people using the Resilience Conversation tool, and access HeadStart commissioned services and grants where appropriate.
* Awareness assemblies / tutor time on certain topics.
* Staff awareness of vulnerable students (team meetings, policy implementation etc).

6. Examples of evidence relating to **working with parents/carers:**

* Evidence of family input into newsletters, decision making about out of school activities, visits, etc.
* Evidence of effective information sharing internally and with families.
* Opportunities for parents/carers to feedback and listening to this feedback.
* Evidence of clear, accessible and inclusive procedures for communication between school and families.
* Evidence of the development of parent classes / information / training.
* FLOs / SENCOs / DSLs / key staff available for parent concerns.

7. Examples of evidence relating to **targeted support and appropriate referral:**

* Evidence of clear referral pathways for people to know when to seek additional help.
* Evidence of how the school system identifies vulnerable students.
* Evidence of whole staff commitment to identification (team meetings, policy implementation etc).
* Consider the use of validated wellbeing and behaviour measurement tools i.e. the Boxall Profile, the Leuven Wellbeing and Involvement Scale, WEMWBs, Strengths and Difficulties Questionnaires etc.

8. Examples of evidence relating to the setting’s **ethos and environment:**

* Introduction of a peer mentoring programme.
* Development of a school safe space for young people to access.
* Think about the visibility of resilience and emotional wellbeing in the school environment e.g. website, displays, posters, newsletters etc.
* Transition weeks or events focusing on healthy relationships, respect, friendships etc.
* Lessons based on diversity and resilience (celebrating difference and cultures), awareness days and cultural trips.
* Evidence that areas of the school have been designed by students, or parents and students.
* Evidence of effective links with the wider community – e.g. hosting an adult learning class, a playgroup, health drop-in clinic, inviting faith leaders in to visit classes, have business lunches where local employers come in and eat with the children, etc. Records of communities of practice.
* School values and policies are embedded into the curriculum and teaching, as well as staff and student expectations.
* Praise and recognition for students and staff.