**STAGE 3 ACTIVITY – REVIEWING IMPACT**

**Activity Objective:**

* To reflect on the actions your school has taken, evaluate their impact and explore ways of continuous development and improvement**.**
* To complete the last stage of the Resilience Toolkit, 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).

**Reviewing**

This activity is designed to be carried out with your resilience team once your plan is active and has been implemented for a while (3-6 months is suggested). It provides a structure for you to formally review your actions and the evidence for this, discuss the impact of your plan against the 8 principles of the whole school approach, and look at any further activity you may wish to undertake.

**Step 1:** Cut out the criteria boxes below in to separate sections with one of the 8 whole school approach principles per strip.

**Step 2:** Work through the actions on your Resilience and Emotional Wellbeing Record one principle at a time with your resilience team, to see if they have been fully implemented.If not, what further activity does your school need to do to achieve this? You can make notes in the ‘Further Activity’ column below to ensure this work is picked up. This will also count as evidence when you apply for your Kent School Award.

**Step 3:** Focus next on your impact. Have your actions resulted in the impact you had expected? If so, what has the impact been? Record this in the ‘Demonstrable impact’ column below.

**Step 4:** What measures did you use to evaluate this impact? e.g. attendance data, behavioural information, self-reporting by students. Can you evidence that the actions have created change? Make a note of potential pieces of evidence in the ‘Evidence’ column below.

By completing the template below, this will help you ascertain whether you have met the criteria for the Kent School Award for Resilience and Emotional Wellbeing.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PRINCIPLE | CRITERIA | DEMONSTRABLE IMPACT | EVIDENCE | FURTHER ACTIVITY |
| LEADERSHIP AND MANAGEMENT accepts, supports and embeds effort to promote a whole school approach to emotional health and wellbeing in school  | **Our 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.** |   |   |  |
| **A lead Governor is in place who is knowledgeable and helps champion emotional health and wellbeing in 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.** |   |   |  |
| **Our school has a Resilience and Wellbeing Record (Action Plan) based on the needs of the students, staff and community, which supports their emotional health and wellbeing.** |   |   |  |
| CURRICULUM, TEACHING AND LEARNINGYour school considers what social and emotional skills they are building as part of lessons and map this across the timetable | **Our 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.** |   |   |  |
| **Our school has a planned PSHE programme, which is consulted on, and evaluated for impact. This should include key topics such as problem solving, conflict management resolution, collaborative working, motivation and self-awareness, as well as understanding and managing feelings.** |   |   |  |
| **Lessons provide opportunities for young people to understand the practical application of wellbeing and how what they are learning is relevant to their emotional health.** |   |   |  |
| **There are extra curricula opportunities to support emotional health and wellbeing development being offered during critical times - such as transition, exam time, or when there are relevant local or national affairs effecting wellbeing.**  |   |   |  |
| STUDENT VOICE Students have opportunities to influence decisions and express their views including emotional health and wellbeing at school | **Develop partnerships between young people and staff to formulate, implement and evaluate organisation-wide approaches to promoting social and emotional wellbeing.** |   |   |  |
| **Our school has Introduced 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.**  |   |   |  |
| **Our school involves young people in the creation, delivery and evaluation of training and continuing professional development activities in relation to social and emotional wellbeing.** |   |   |  |
| STAFF DEVELOPMENTStaff are supported in relation to their own health and wellbeing and are able to support student wellbeing | **Our school integrates social and emotional wellbeing within staff training.** |   |   |  |
| **Our school ensures 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** |   |   |  |
| IDENTIFYING NEED AND MONITORING IMPACTOur school has assessed the needs of students and has used the impact of interventions to improve wellbeing | **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.** |   |   |  |
| **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.**  |   |   |  |
| WORKING WITH PARENTS AND CARERSParents and carers feel well supported and involved with their child's emotional health and wellbeing in and outside of school | **Our school ensures a strong parent and carer voice and parent/carer feedback in the school's approach to resilience, emotional and mental health?** |   |   |  |
| **Our school provides opportunities for parents and 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 and carers with accessible resources and skills to support their child's learning? How do you know this meets the needs of all parents and carers?** |   |   |  |
| TARGETED SUPPORT AND APPROPRIATE REFERRALTimely identification of students who would benefit from targeted support are identified and supported effectively | **Young people have clear and consistent information about the opportunities available to them to discuss personal issues and emotional concerns.**  |   |   |  |
| **Our school ensures young people have access to pastoral support, as well as specialist services, so that emotional, social and behavioural problems can be dealt with as soon as they occur.** |   |   |  |
| **Our school works in partnership with key agencies to ensure high quality, timely and effective interventions for vulnerable young people.** |   |   |  |
| ETHOS AND ENVIRONMENTThe school has a culture, which promotes and values diversity | **The school has an environment where talking about resilience, emotions, mental health and difference is encouraged, celebrated and communicated across the school community.** |   |   |  |
| **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 ensures that students feel emotionally secure and safe in the school environment and reduces the threat of bullying and violence.** |   |   |  |
| **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 promotes respect and values diversity.** |   |   |  |

### Checklist

By the end of the ‘Reviewing Impact’ Stage you should have:

* Reflected on the actions your school has already put in place, discussed the impact you feel these actions have had on your school setting, and considered the evidence that demonstrates this.
* Identified any further activity you could do to improve your school’s resilience & emotional wellbeing, and how you will ensure continuous commitment to development.

### Applying for the Kent School Award for Resilience and Emotional Wellbeing

You should now have enough evidence to apply for the Kent School Award for Resilience and Emotional Wellbeing. To do this you can easily transfer the information gathered during this activity onto the Kent School Award criteria application form which can be found [here](https://kentresiliencehub.org.uk/schools-and-communities/become-a-resilient-setting/school-resilience-toolkit/school-toolkit/?tab=stage-3-impact-outcomes-and-review&subtab=self-assess&item=234).

Congratulations on completing Stages 1, 2 and 3 of the Kent School Toolkit for Resilience and Emotional Wellbeing!