

Rowhill School Resilience and Emotional Wellbeing: Examples of Evidence

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

- Have a named member of the leadership team responsible for emotional wellbeing and promoting resilience – SG.
- 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. Part of staff performance management. Mental Health policy to be developed inline with needs of Rowhill School.
- Inclusion in good practice guides or publications by, for example, the Local Authority.
- Using the content of staff 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.
- Working party – meetings.
- Staff training and development of new procedures and interventions.
- Recovery curriculum tracker.

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

- Evidence of resilience building activity being proactively planned for in lesson plans / PSHCE plans / assemblies and individual plans for more vulnerable students.
- PSHCE (or equivalent) programmes delivered including healthy relationships, resilience, emotional wellbeing, anti-bullying etc.
- Mindfulness practice developed (being delivered through wellbeing lessons). Breathe mindfulness training identified as required CPD.
- 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.
- Target: Evidence of resilience messages being shared by displays, newsletters, web pages, social media etc.
- Tree of self esteem and staff gratitude board.
- Target: mentoring programme to be set up.
- Staff training SSS Learning online Mental Health course.



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

- Student voice demonstrated through a student council.
- Tree of self-esteem.
- Evidence of student input into newsletters, decision making about out of school activities, visits, etc.
- 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.
- Anti-bullying survey.
- Kent Youth County Council elections.
- Provision plan reviews and completion of Section A for Educational Health Care Plans.
- Recovery curriculum tracker.
- Encourage young people to promote wellbeing to their peers. Target: Peer mentoring programme to be set up. Also, FRIENDS intervention, identified CPD.
- Target: Strength & Difficulties questionnaires – Emotional wellbeing packs.
- Target: Use Resilience Awards from Mood Spark.
- Learner wellbeing packs to include strengths and difficulties questionnaire.

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

- Mental Health working party.
- Completed grid: Resilience & Emotional Wellbeing tool (working documented to be updated and reviewed).
- Evidence of induction to resilience and emotional wellbeing and continued professional development in Personal Development Plans for staff. Identified in performance management.
- Training records to show who has received what training e.g. Building Resilience Training.
- Opportunities for staff to feedback and listening to this feedback.
- Wellbeing and resilience are a focus during staff meetings – promote and encourage staff wellbeing. Appropriate support put in place including 1:1 supervision.
- Staff coaching and development during Inset / Staff meetings / Team meetings etc. Appropriate training put in place and identified for future sessions.
- Target: Staff gratitude board/ staff newsletter.

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.
- Awareness assemblies / tutor time on certain topics.
- Staff awareness of vulnerable students (team meetings, policy implementation etc).
Lockdown 1 information and contact logs.



- Target: Use Resilience Awards from Mood Spark.
- Target: Referrals system – to be reviewed updated and monitored to include evaluation. To include interventions impact sheet. Before and after questionnaires.
- Target: Website to include Resilience & Emotional Wellbeing section.

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

- Evidence of effective information sharing internally and with families.
- Evidence of clear, accessible and inclusive procedures for communication between school and families.
- FLOs / Tutor's / DSLs / key staff available for parent concerns.
- Welfare calls/ logs, home visits and socially distanced walks where needed. Food parcels and appropriate referrals to outside agencies where support is required.
- Target: Evidence of family input into newsletters, decision making about out of school activities, visits, etc.
- Target: Opportunities for parents/carers to feedback and listening to this feedback.
- Target: parents to have access to class charts.

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

- Recovery Curriculum tracker.
- Evidence of clear referral pathways for people to know when to seek additional help.
- Evidence of how the school system identifies vulnerable students. Currently being reviewed and updated inline with emotional wellbeing packs.
- Evidence of whole staff commitment to identification (team meetings, policy implementation etc).
- Target: Emotional Wellbeing Packs: 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.
- Target: mentoring programme.
- Outcomes of post exclusion meetings and feed into the referral process.

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

- 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.
- Lessons based on healthy relationships, respect, friendships etc. Part of PSHCE curriculum, refer to map.



- Lessons based on diversity and resilience (celebrating difference and cultures), awareness days and cultural trips. Part of PSHCE curriculum, refer to map.
- Evidence of effective links with the wider community – e.g. Metro, Cooperative Trust, Performing Arts department.
- 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 – Tree of Self Esteem/ Staff gratitude board.
- 3R's – respect yourself, respect others, respect the environment.
- Display school vision statement around the school.
- Values – key words to be used and described in assemblies – displayed and monitored throughout the week (relate to tree of self-esteem).
- Target: Introduction of a peer mentoring programme.

