Resilience Policy – NAME of SCHOOL

Dated

Reviewed on

Named lead

Named Governor

**Why building resilience in schools is important.**

We know that when students have resilience, they are able to deal well with setbacks and make the most of opportunities. The capacity to be resilient lies in us all and it can be taught, modelled, measured and mastered. School lessons offer a perfect environment for young people to develop resilience skills alongside their peers as part of their education. Resilience is fundamental to personal development as it allows us to understand and express ourselves and have empathy and compassion for others.

The [Cambridgeshire and Peterborough Healthy Schools Network and Support Service](https://healthyschools.info/) underpins the vital contribution that local schools make to help children and young people to develop and strengthen their emotional, physical and behavioral resilience to improve their health and wellbeing.

The Department for Education (DfE) recognises that: “in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy”.

Schools can play a critical part in many different ways to help promote good mental health in children and to prevent later problems.

This can be achieved through:

* A positive and supportive school ethos, creating an environment that enhances children and school staff’s resilience and mental health.
* Curriculum-based activities that teach resilience skills and build social and emotional capacity.
* Making the most of positive peer relationships and staff who model resilient behaviours.

At [name of school], we aim to promote resilience for our whole school community (children, staff, parents and carers), and recognise how important resilience and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children’s resilience is a crucial factor in their overall wellbeing and can affect their learning and achievement.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about resilience and what they can do to maintain an optimistic and realistic outlook, with the right skills and strategies, including where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and enable the capacity to thrive in a school where:

•  All children are valued.

•  Children have a sense of belonging and feel safe.

•  Children feel able to talk openly with trusted adults

•  Positive resilience and mental health is promoted and valued.

•  Bullying is not tolerated.

**A definition of resilience**

In the summer of 2019, at the Healthy Schools steering group, it was suggested that it would be advantageous to develop a locally agreed definition of what is meant by 'resilience' in relation to young people and their communities. Following consultation with key partners the following definition was agreed.

"*We want to support our communities to develop an environment that will enable young people to build the resilience to avoid risk taking behaviours, choose healthy lifestyles and improve their long term health outcomes. Resilience is a wide range of practical skills that provides people with the ability to cope with stress, adversity, failure and challenges.  Resilience is evident when people have a greater ability to “bounce back” when faced with difficulties and achieve positive outcomes. However, resilience is not just about bouncing back from hard times, it is a set of life skills that guide people on how to approach situations in order to achieve the best possible outcome. It shows people how to bounce forward in everyday situations, keep things in perspective and thrive in life."*

**How this policy was developed and who was consulted**

Include details of who, when and how the information was gathered

It might include reference to national directives and papers such as

* Transforming Children and Young People’s Mental Health Provision: a Green Paper <https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper/quick-read-transforming-children-and-young-peoples-mental-health-provision>
* Ofsted Inspection Framework <https://www.gov.uk/government/news/ofsted-is-changing-how-it-inspects-schools>
* Relationships and Health Education in Schools <https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse>
* Promoting children and young people's emotional health and wellbeing A whole school and college approach <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>
* Non-statutory guidance to schools on character education and development for pupils. https://www.gov.uk/government/publications/character-education-framework
* British Psychological Society Briefing Paper on Resilience and Character <https://www.bps.org.uk/news-and-policy/briefing-paper-resilience-and-character>
* National Children’s Bureau: Partnership for Well-being and Mental Health in Schools <https://www.ncb.org.uk/what-we-do/our-priorities/health-and-well-being/projects-and-programmes/partnership-well-being-and>
* The Good Child Report 2019 <https://www.childrenssociety.org.uk/news-and-blogs/our-blog/good-childhood-report-top-findings>

**The link to other policies**

This policy links to our policies on xxxxx

For example the policy might include links to

* Values and ethos
* Curriculum
* Behaviour Policy
* Anti-bullying
* SEND
* Equality
* Sex and relationships education
* Safeguarding and child protection
* Mental wellbeing
* Pupil premium
* Supporting pupils with medical conditions
* Accessibility plan

**Staff Roles and Responsibilities**

This section should include key staff in the school and their responsibilities to champion, lead and teach resilience.

**Notes:**

The Transforming Children and Young People’s Mental Health Provision Green Paper sets out a directive for all schools to have a Mental Health Lead by 2026

This designated lead will:

* provide the interface between school and external services including school activity, teaching and learning, pastoral support, needs led review of provision and key link for external and specialist services
* oversee the commitment the school gives to students mental health
* help staff to spot students who show signs of mental health problems
* offer advice to staff about mental health
* refer students to specialist services if they need to

**Mental Health Teams**

Mental health support teams will be the link between the NHS and schools. They will work alongside other people who provide mental health support including:

* school nurses
* educational psychologists
* school counsellors
* voluntary and community organisations
* social workers

**Personal Development is a new Ofsted judgement.**

The full details can be found here <https://www.gov.uk/government/publications/education-inspection-framework>

In terms of resilience inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

* the curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents,
* the curriculum and the school’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
* at each stage of education, the school prepares learners for future success in their next steps
* the school prepares learners for life in modern Britain by:
* equipping them to be responsible, respectful, active citizens who contribute positively to society
* developing their understanding of fundamental British values
* developing their understanding and appreciation of diversity
* celebrating what people have in common and promoting respect for the different protected characteristics as defined in law.

**School community**

In addition to children’s resilience, it is important to recognise the importance of promoting staff resilience and wellbeing.

This section should include the **shared commitment** to looking after and promoting resilience and wellbeing. Recognising the importance of personal agency and intentional activity to look after oneself. Therefore this section should include both the organisation and individual commitment statements.

For example the policy might include the idea of *work hard, play hard*

* We all commit to creating a culture of peer-to-peer praise that values activity proven to increase resilience and wellbeing. For example, strong silence (breathing and distraction time), taking 5, seeking fresh air, understanding what recovery time is for each individual.
* There are no prizes for looking busy or staying late – we work in a way that is productive.
* There is no expectation of answering email outside school hours, and we recognise that some people prefer to work after hours as a personal work life choice.
* We regularly survey staff to seek honest opinions as part of the review and planning process.
* Annual CPD on developing the capacities to be resilient. For example flexible and realistic thinking, self awareness and compassion, self regulation, hope and optimism and human connection. These capacities are known to help us manage everyday stress and strains and to make the most of opportunities.
* We recognise that failure is a part of personal growth, both negative and positive emotions can be expressed with compassion from others. We look after ourselves and each other.
* In-school health events (zumba, fitness, free flu jabs).
* Seasonal events for everyone to show their less serious sides (for example, World Book Day, Christmas jumpers, staff pantomime, themed non-uniform days, etc).

**Review and Planning**

This section should include the following process for;

* Monitoring
* Feedback
* Review
* Updating and Implementing changes

This policy should consider and respond to the following questions.

* What kind of school are we?
* How clearly do we communicate the kind of education we aim to provide?
* How do we ensure that all members of the school community (e.g. staff, pupils, parents/carers, governing body) understand and share our aims?
* How effectively do we create a sense of pride, belonging and identity in our school?
* What are our expectations of behaviour towards each other?
* How clearly do we promote this understanding?
* How well do we promote consideration and respect towards others (pupils and adults)
* How does our curriculum and teaching develop resilience and confidence?
* Does our curriculum meet the needs of our students? Does it teach skills and knowledge that will enable them to thrive in life in and beyond school?
* Is our curriculum logically organised and sequenced, using effective pedagogy, so students gain a strong sense of progress and grow in confidence?
* What co- curricular provision do we provide?
* Does it cover a wide range so all students can discover new interests and develop existing ones?
* Do we make use of or promote local, national or international programmes or organisations?
* Are there opportunities for students to celebrate taking themselves out of the comfort zone and rewarding successful failures? (Meaning failure is a learning and growth opportunity and so the mastery can be rewarded rather than the end goal, which is aligned to resilience.)