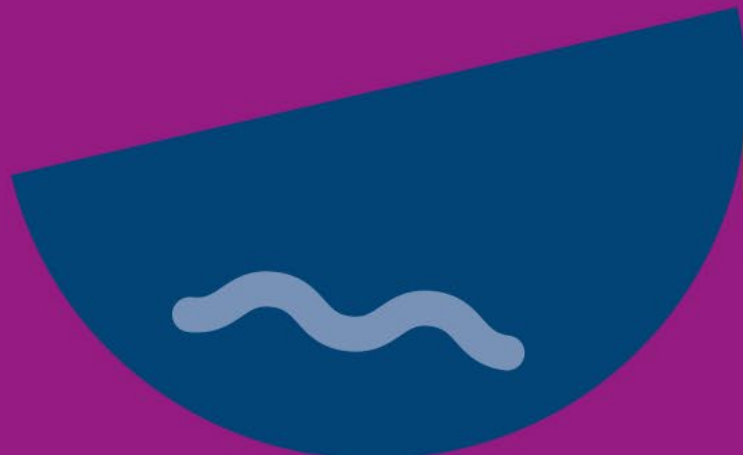


Developing a whole school approach to Improving Mental Health and Resilience in Schools

Presentation November 2021



Why resilience?

Resilience is defined by the NHS as “our bounce-back ability in the face of difficulty or challenges. Resilience is the ability to adapt and grow following adversity”.

Resilience is not a trait or a rare ability; in reality, it is found in the average individual, and it can be learned and developed by virtually anyone. Resilience should be considered a process. Most people face adversity and difficulties in their lives from time to time and it is through these experiences that we learn how to cope and develop strategies that will help us in the future.

Some children and families face many challenges in their everyday life that may weaken resilience or can become overwhelming. These can include, family problems, health difficulties, housing issues, isolation, trauma, discrimination, and poverty. Some families face more than one of these challenges in their daily lives. Learning resilient behaviours from an early age can help children and young people to gain agency over their own mental health and wellbeing and learn important strategies that can help them now and in the future.

Aims of the resource

A set of resources that support reflection and

- build on the existing expertise in schools and colleges and promotes a whole school approach to supporting CYP's WBMH through the lens of resilience
- Reflects the vast amount of learning acquired during the pandemic and refers to the resources developed by Public Health England , the Anna Freud Centre , The Thrive model and the Wellbeing to Education return materials from the DFE.
- build on the collaboration and shared approaches between health and education
- includes resources for schools to work alongside families and parents and carers.
- highlights the importance of physical activity and sport in building resilience

The resource includes:

- A framework for resilience in schools/settings and colleges describing the 10 components of school/ college life that can support and contribute to pupils' positive mental health and resilience.
- Guidance for each component, including questions for self-reflection, ideas for action and links to quality assured resources and tools, including model action plans , policies , bite sized training and CPD training.
- An evaluation and planning tool for senior leaders
- A Staff training session on resilience
- A 7 session, intervention for key stage 2 students, with recommended evaluation tools.
- A 6 session targeted parent programme.

- Access to funding for schools for the development of a resilience action plan contributing to the whole school approach to MHWB. With an emphasis on action research, collaboration and the evaluation of impact. Funding is awarded to schools who are focussed on early intervention for the most disadvantaged students and for those identified as at risk of developing MHWB difficulties.
- Accreditation of the work achieved, through the Healthy Schools ,silver and bronze awards and the Southwark Healthy Schools enhanced mental health and wellbeing accreditation. (For gold schools only).
- Celebrations, and the sharing of good practice through champion schools networks and events, PSHE/RSE coordinator events and meetings and Head teacher networks. To ensure the sharing and dissemination of best practice across the borough.

The materials are designed to be inclusive, written with an understanding of the Southwark community and the challenges faced by its families, including, inequality and discrimination. To be delivered in schools and colleges by the Wellbeing and Mental health teams, with support from the champion healthy schools' and Southwark council.

- **The model describes** the 10 components of school/ college life that can support and contribute to pupils' positive mental health and resilience. Each section has some guidance, including questions for reflection and ideas for action, together with some useful quality assured resources. .

Wellbeing First: Southwark's Improving Mental Health and Resilience in Schools (IMHARS)



This diagram describes the many aspects of resilience required to embed a resilient approach into the everyday lives of schools, colleges and settings. Southwark IMHARS & Healthy Schools Champions have created this guidance, expanding each of the areas above, providing some questions for reflection, ideas for taking action and some useful quality assured tools and resources.

• Step 1

• Evaluation and data collection

- Senior leaders and WBMH team evaluate current provision and identify whole school priorities.
- Identify children at risk
- **Tools:**
- Evaluation and planning tool for SLT
- Resilience framework and guidance.
- Model of graduated need

Step 2

Staff training and whole staff evaluation.

All staff explore models of resilience and use the resilience framework to reflect on how to further develop the whole school approach to WBMH.

Tools:

- Resilience Staff meeting training Package
- Resilience framework and guidance.

Step 3

Planning:

Create an action plan
Using the data collected at step 1 and 2 and setting realistic time frames.
Planning for evaluation. Deciding what programmes and interventions are right for your school and your children and families

Tools:

- Healthy schools Silver and Gold resilience planning tool
- Healthy Schools Enhanced
- IMHARS resilience lessons
- Examples of quality assured programmes in guidance document
- Advice and support from 18 Healthy schools champions

Step 4

Implementation and Evaluation
What difference have you made. Next steps and sustainability

Tools:

- CYP's resilience survey
- Staff resilience survey
- The impact of targeted interventions for children identified as at risk.

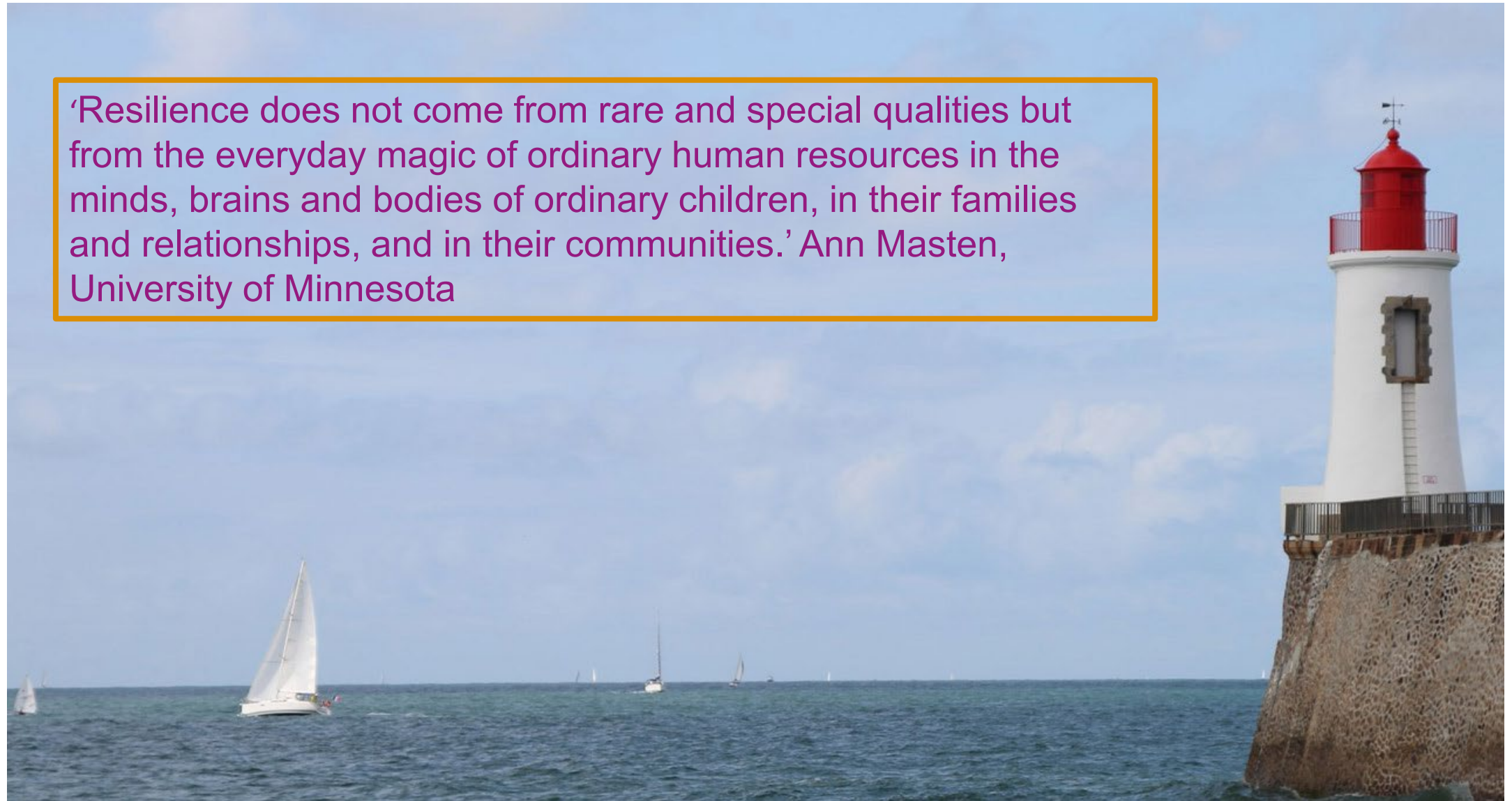
[Strengths and difficulties questionnaire.pdf](#)
[The student resilience surveystudent-resilience-survey-interactive-pdf.pdf](#)
[Short Warwick Edinburgh Mental Wellbeing Scale.pdf](#)

What is resilience. What does it mean to you?

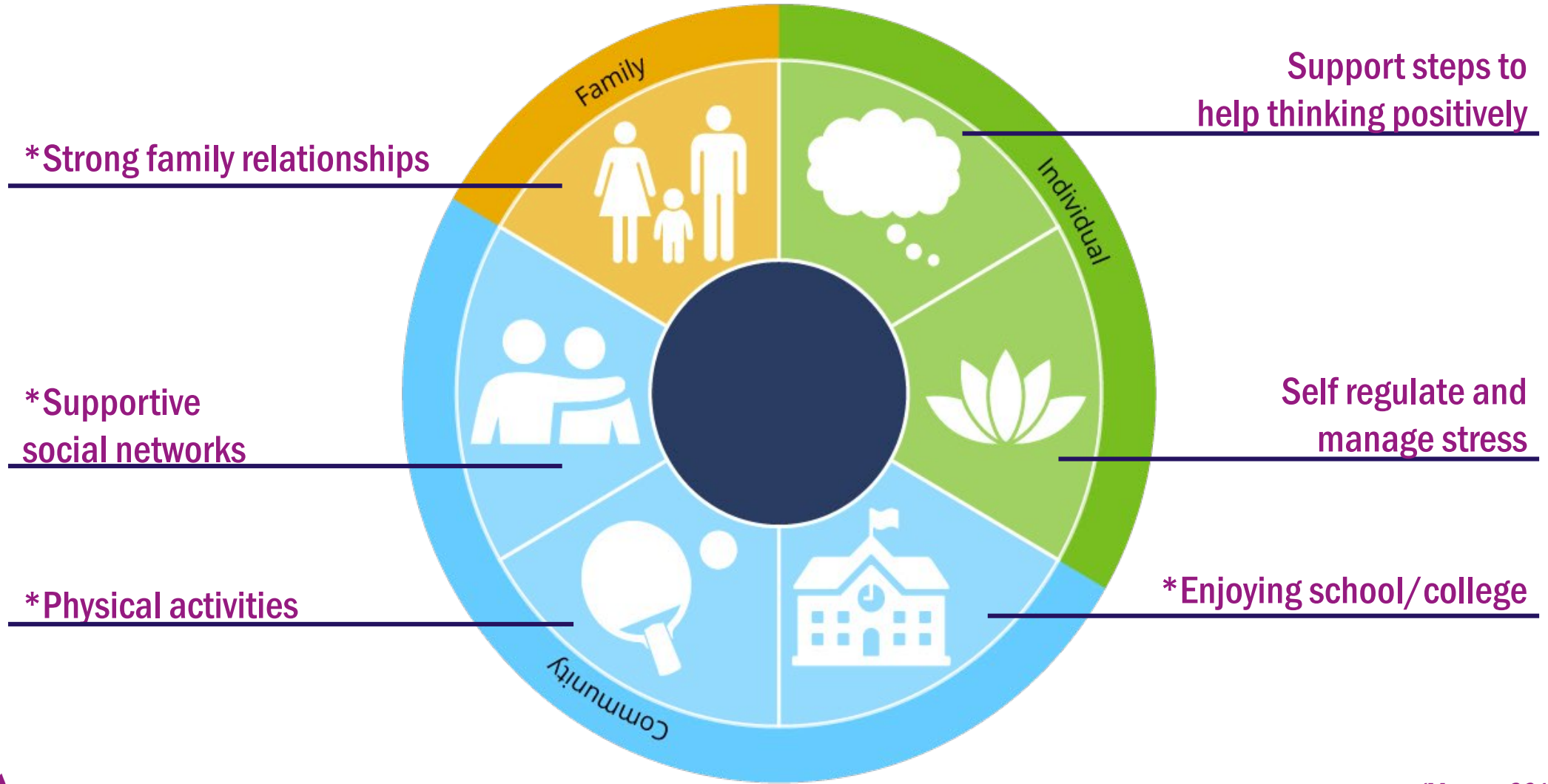
Think of a time when you had to go through something difficult

- How did you feel?
- What helped you to come to terms with events
- What were some of the processes you went through?
- What helped you to recover?
- If you went through a similar event today would you feel better equipped to deal with it? Why?

‘Resilience does not come from rare and special qualities but from the everyday magic of ordinary human resources in the minds, brains and bodies of ordinary children, in their families and relationships, and in their communities.’ Ann Masten, University of Minnesota

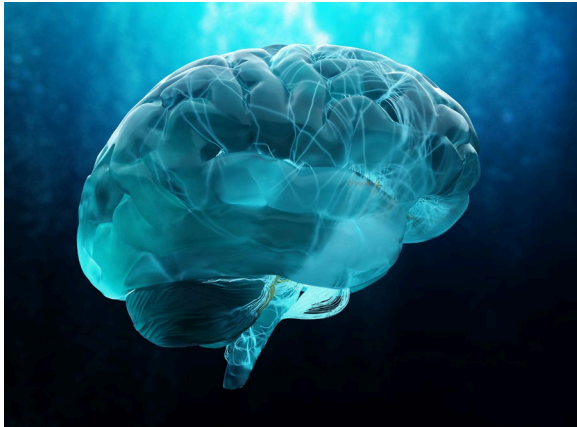


How Can We Learn To Be More Resilient?





- Optimistic thinkers are happier, healthier and more successful



Thinking positively is something our brains can learn to do with practice!

Brain research says that optimism is more a learned trait than a genetic one.

Each time we think positively, neuroplasticity creates and strengthens nerve cell connections in our brains so we learn to be more

OPTIMISMISTIC

What does this mean?



You are invited to participate in a reframing/optimism/hope exercise.

- **Acknowledgements:**

- The IMHARS framework has been developed and inspired by materials and resources from; Public health England, Mind Ed , The Anna Freud Association, The wellbeing return to education training resources from MindEd and the DFE, the Islington mental health and resilience framework and the **Young Minds Academic Resilience materials** (Adapted from Hart & Blincow by Boing Boing).
- Interventions and resources have been developed in collaboration with the Nest , Southwark early help service, Southwark Education Psychology service.
- Written and developed by a core group of Southwark Healthy schools champions. Oriana Casey (Southwark Park PS), Marco Mini (Phoenix PS), Kellie Ansell (Independent consultant), Paul Higgins (St Josephs PS), Dr John Ivens (Bethlem and Maudsley hospital school).

- **References**

- The Islington Mental Health and Resilience in Schools programme. www.islingtoncs.org/iMHARS
- The Anna Freud centre. Mental health resource for schools. <https://www.annafreud.org/schools-and-colleges>
- Young Minds Academic Resilience materials (Adapted from Hart & Blincow by Boing Boing) The Academic Resilience Approach - BoingBoing
- The Thrive model, The Anna Freud Centre https://www.annafreud.org/media/2552/thrive-booklet_march-15.pdf
- The PSHE Association, <https://www.pshe-association.org.uk>
- Public Health England <https://www.gov.uk/government/collections/public-mental-health>
- Wellbeing for Education Return training resources from the DFE and MindEd. <https://www.minded.org.uk/Component/Details/662137>

Hearing from Children and young people

- Academic Resilience | Young People's Perspectives – YouTube
- Schools approaches to identifying at risk CYP.(secondary and EBD)
Academic Resilience: Identifying & Supporting Disadvantaged Pupils |
YoungMinds - YouTube