



Hampton Hargate Primary School

Resilience Policy

Date: AUTUMN 2021
Review date: AUTUMN 2023

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. Different children's needs are recognised and met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

Named lead : Amanda Christophi, Emma Porter
Named Governor : Chris O'Brien

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](#) 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 Hampton Hargate Primary 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 confident to 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 and who to contact 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

We build opportunities to build on resilience through the curriculum and daily planning.

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

This policy was developed with the team of staff who oversee the planning and delivery of mental health, wellbeing and resilience through the curriculum and the day to day running and provision within the school.

Information gathered was researched and gathered in reference to the following:

- 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.childrensociety.org.uk/news-and-blogs/our-blog/good-childhood-report-top-findings>

The link to other policies

This policy links to our policies on:

- Curriculum
- Behaviour
- Anti-Bullying
- SEND
- Equality
- PSHE and RSE
- Safeguarding and child protection
- Mental Health and Wellbeing
- Pupil Premium
- Supporting Pupils with Medical Conditions
- Accessibility Plan

Staff Roles and Responsibilities

Mental Health and Wellbeing Leads – Amanda Christophi (Assistant Head, KS2 SENCO) and Emma Porter (Class teacher, Foundation Stage/KS1 SENCO)

Healthy School Award Lead – Rebecca Kelly (Class teacher)

PSHCE Lead – Abigail Cross and Rebecca Kelly (Class teacher)

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 student’s 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
- Mental Health and Wellbeing Team
- CAMH

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.

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.

In-school health events (zumba, fitness, free flu jabs, school nurse).

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.

Seasonal events for everyone to show their less serious sides (for example, World Book Day, Christmas jumpers, staff pantomime, themed non-uniform days, etc).

What kind of school are we?

How clearly do we communicate the kind of education we aim to provide?

We communicate our curriculum, aims, ethos and intent with parents and children in multiple ways. We send home information each term about the work the children will be covering over term. In addition to this there is a comprehensive page on our website which has information of subjects, topics and progression through all areas of the curriculum. Each team communicates online with parents with updates such as Tapestry in foundation stage and Class Dojo in Key Stage 1.

We hold a Curriculum Evening every two years which allows parents to explore and experience the educational experiences their children participate in at our school. We also hold parent lesson visits in the autumn term to allow parents to participate in their child's class-based learning.

We send home a curriculum overview at the start of each term and a review at the end of each term. In addition to this each class has a class assembly where the children show and explain to parents and carers their learning. There are three parent's evenings through the year to update parents on their child's progress.

How do we ensure that all members of the school community (e.g. staff, pupils, parents/carers, governing body) understand and share our aims?

Each year group meets with parents at the start of every academic year to communicate our aims and expectations. Aims are shared with staff and parents via the school prospectus and the staff handbook. These can also be found on our website. They are discussed with children and feature in assemblies throughout the school year but with particular focus at the start of the autumn term. We also make sure that our Twitter and ParentPay are up to date and provide regular updates for parents and children.

How effectively do we create a sense of pride, belonging and identity in our school?

We set high expectations of school uniform promoting a sense of pride in themselves and the school and also an identity within the school. High expectations of how our school looks which encourages children to have a sense of pride in it. We hold weekly whole school assemblies which help to promote a sense of belonging along with achievement assemblies which promote a sense of pride in themselves and others. In addition to this we also do the following:

- Achievement assembly at end of each term.
- Postcards home at end of each term x2 per class.
- Praise and achievement assemblies
- Merits
- House points – whole school
- Pupil roles and responsibilities
- Opportunities to represent the school.
- Buddy groups
- Year 5&6 buddy support with Reception and Year 1

What are our expectations of behaviour towards each other?

We set very high standard for our behaviour (outlined in our Behaviour Policy). We promote positive behaviour through our curriculum and also through our vision statement but also in how we reward and promote behaviour in school. The school council gather the views of the children and have generated a school rules reminder which is distributed across the school. refer to the behaviour policy for an in-depth overview of how we manage behaviour in our school, an overview of rewards and processes to manage unwanted behaviours in the classroom.

We promote respectful relationships through the curriculum but also through play and PSHCE. Themes are discussed in assembly to promote respect and tolerance for all children in our school.

How does our curriculum and teaching develop resilience and confidence?

Our curriculum meets the needs of all of our children. This is done in the form of differentiated planning, setting and also ensuring the interests of the children are taken into account. The aspects of the curriculum we cover provide our children with knowledge and skills for life. This can be said for all of our curriculum subjects of which a curriculum map can be found on our website. Our teachers and support staff use a range of strategies to ensure the needs of all children are met i.e. using interesting subject matter to captivate the pupils alongside hands on learning and multi-sensory approaches. Our curriculum enables pupils to build on previous skills and knowledge which in turn builds their confidence. Selected story books in EYFS help to promote and develop resilience and confidence.

What co- curricular provision do we provide?

Our teachers offer a range of extra-curricular activities to build on existing interests and further develop existing ones. These are run by the school staff and sometimes outside agencies who provide a service to the school. The extra-curricular opportunities we provide start in KS1 through to KS2.

Where possible we encourage the children to take part in national and local initiatives such as events to raise money for charities, art competitions, local sports competitions with neighbouring school and dance events held at The Cresset. In addition to this we take part in national events such as the First Lego League.

We celebrate success of our children through assemblies, show and tell and the school new letter recognising the effort to participate is as valued as winning the main event. Children are selected for the school football team and successful children play matches and tournaments against other schools. Year 5 and 6 children experience a careers week where outside visitors, including parents, come into school and talk about their jobs and professions. Children are able to ask questions about this and learn about different careers to aspire to.

Reviewed – November 2021