



HOW CAN A 'WHOLE-SCHOOL APPROACH' TO HEALTH AND WELLBEING HELP CHILDREN BUILD THEIR EMOTIONAL RESILIENCE?



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OBJECTIVES

- why it is important for children to be resilient
- propose how a whole-school approach can support all children and especially those with ACES and/or low emotional wellbeing to be more resilient.
- continue the conversation on how you can contribute towards supporting this

KEY CONTEXT

- Locally and nationally it is being reported that an increasing number of young people are not achieving their potential.
- This is not because of a lack of ability, but because of increasing feelings of **lowered self-esteem and aspiration** caused/perpetuated by other factors negatively **impacting on their lives**.
- This leaves children and young people low on 'emotional fuel' to face, respond and cope with the rigours of school, family and/or friendships.
- Because resilience can contribute towards ameliorating the impact on children's wellbeing, lifelong behaviours and long term health outcomes, it is a local priority for public health.

RESILIENCE IMPROVES OUTCOMES

Resilience

- is a key factor in protecting and promoting good mental health
- reduces the impact of adverse experiences and leads people to be less likely to take risks
- allows a person to know they can cope with a wide range of problems and maybe even thrive as a result of challenges
- enables people to be less dependent on services
- encourages people to help others and their wider community be more resilient

Just as risk is cumulative so resilience is developmental

WHAT IS RESILIENCE?

- The ability to bounce back after difficult experiences or adversity (trauma, tragedy, threats, stress), ability to be adaptable, cope with difficulty.
- It is not an indicator of how a person copes during the traumatic time but about how they recover afterwards.
- Resilience can be learned and developed by anyone.

GROWING RESILIENCE

We are born with the potential to be resilient.

Our parents/carers give us the first tools to go in our kit – protective factors:

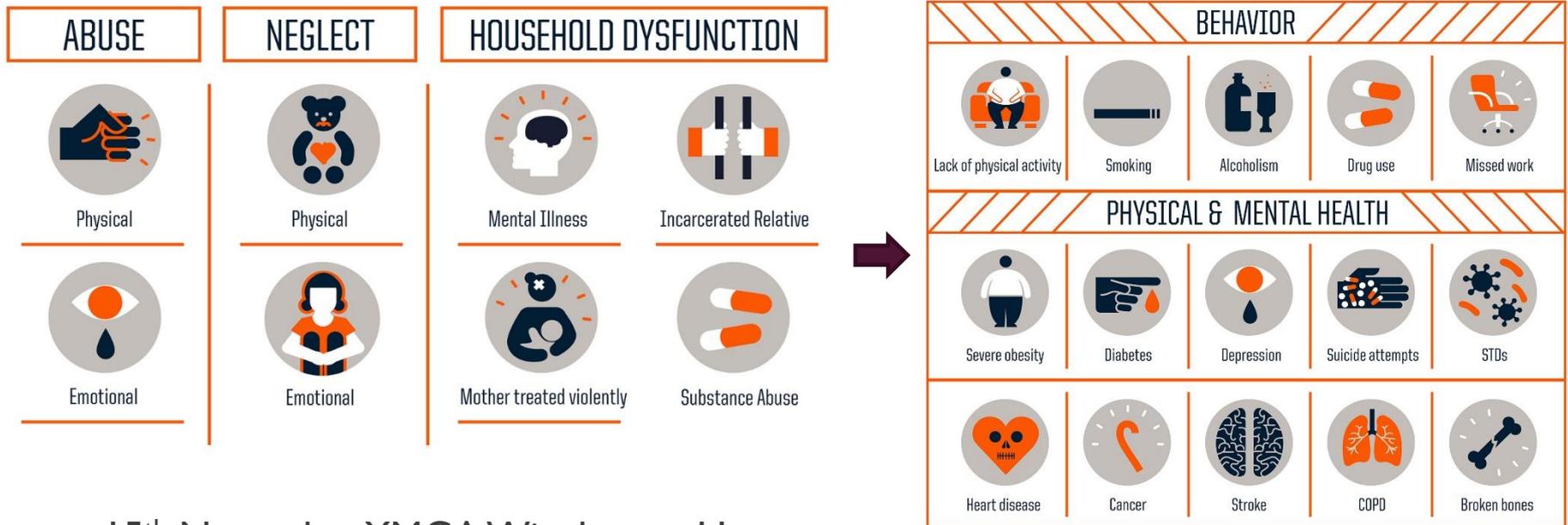
- secure attachments and love
- routines and boundaries
- warm, consistent parenting
- effective communication
- active play
- healthy food
- protection from harm

Also some characteristics and traits are more likely to enable resilience to develop.



WHAT ARE THE KEY CAUSES AND EFFECTS OF LOW RESILIENCE?

We invite you to join the 'Big Conversation about adverse childhood experiences (ACEs)'



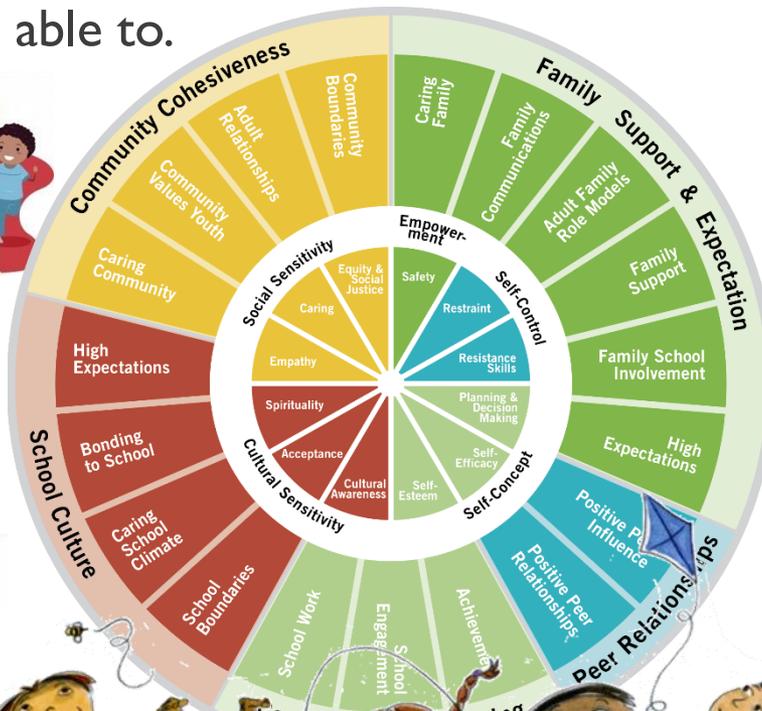
- 15th November YMCA Winchester House

SCHOOLS BUILD RESILIENCE

Schools continue to add to the toolkit and they can help fill the gaps where parents haven't been able to.



SUPPORT



FACTORS IN RESILIENCE

- confidence in being loved and valued by one's family and friends
- clear sense of self-identity (personal, cultural and spiritual)
- sense of self-efficacy (being able to make decisions and act independently)
- confidence to set goals and attempt to achieve them
- positive view of self
- confidence in own strengths and abilities
- capacity to make realistic plans and stick to them
- capacity to manage strong feelings and impulses
- effective skills in communication and problem solving
- a view of being a fighter rather than a victim

PUBLIC HEALTH FUNDED WORK

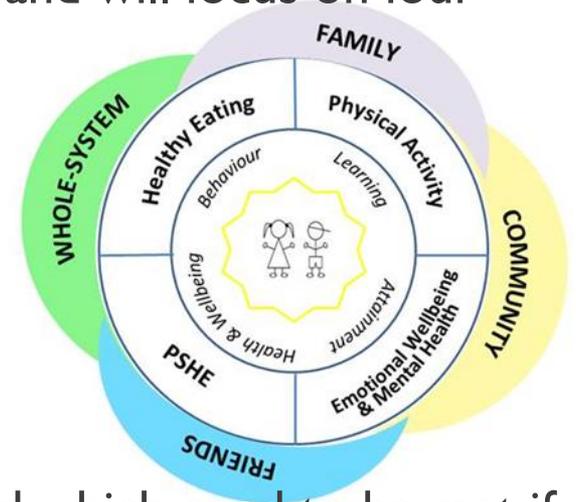
- School surveys
- Eat Right, Stay Bright
- PSHE network
- Health and Wellbeing teacher days
- School nursing
- Edumove
- Transitions project
- Oral health surveys

WHOLE SCHOOL APPROACH

In partnership with the Executive Headteacher Group, Public Health is working to bring together key stakeholders to co-produce and develop a new 'whole-school' programme. This 'whole-school' programme for Island schools builds from the previous 'National Healthy Schools Award' and will focus on four domains:

- Personal, Social, Health and Economic education
- Emotional Wellbeing and Mental Health
- Physical Activity
- Healthy Eating

Within each domain, a set of key criteria are outlined which need to be met if to improve the health and wellbeing of children and young people.

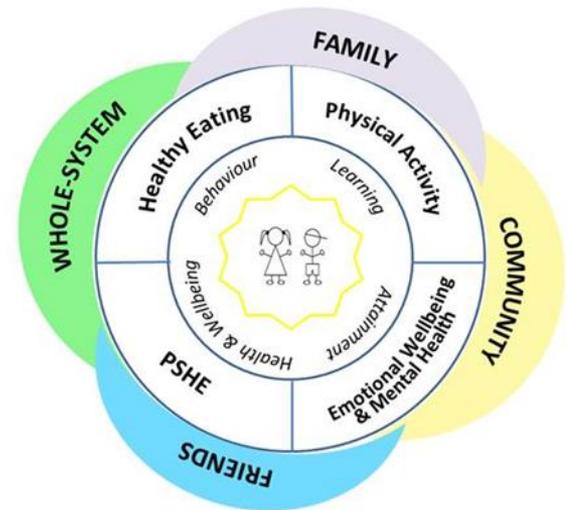


BACKGROUND

- National Healthy Schools Programme
- Evidence based interventions
- Soft Drinks Industry levy
- Elements of PSHE becoming statutory
- Childhood obesity
- Transformation of children and adolescent mental health services - prevention

4 DOMAINS

- Personal, Social, Health and Economic Education
- Emotional Wellbeing and Mental Health
- Physical Activity
- Healthy Eating



SCHOOL AWARD

This will help form the school 'self-assessment' matrix, which in relation to the four domains; will highlight both areas in need of improvement and current areas of expertise. The results of the 'self-assessment' will then categorically link each school to the Awarding System outlined below:

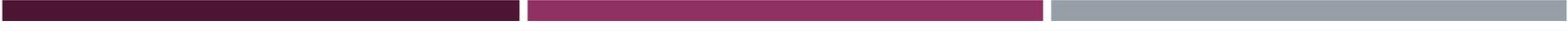
- Bronze Achieving and adequately evidencing criteria for each domain within the school.
- Silver Achieving Bronze + identifying area for improvement, working collaboratively with stakeholders to develop and implement a project with appropriate evaluation.
- Gold Achieving Bronze/Silver + collaborative working with schools and stakeholders in sharing innovation

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TASK

15 minutes to discuss:

- Within the four domains what are your priorities for the whole school offer to focus on in 2017/18?
- How can you contribute to the whole school offer to support the *development of resilient children*?
- If you have time ... explore *what needs to happen first* to enable more children to grow up resilient?



THANK YOU

For any further questions or references or to become involved in the whole school offer or join the PSHE network, please email:

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