

Resilience and Wellbeing Strategy



Believe, Succeed, Together

September 2018

Contents

| | | |
|-----|---------------------------------------|---|
| 1.0 | Context..... | 3 |
| 1.0 | Definition of Mental Health | 3 |
| 1.1 | Mental Health Statistics..... | 3 |
| 1.2 | Causes of Mental Health Problems..... | 3 |
| 2.0 | Resilience | 4 |
| 2.1 | Definition of Resilience | 4 |
| 2.2 | Resilience Strategy (Overview) | 4 |

1.0 Context

1.0 Definition of Mental Health

'A state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and is able to make a positive contribution to society'.

1.1 Mental Health Statistics

- **20%** of adolescents may experience a mental health problem in any given year.
- **50%** of mental health problems are established by age 14 and **75%** by age 24.
- **10%** of children and young people (aged 5-16 years) have a clinically diagnosable mental problem, yet **70%** of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age.

Source: Mental Health Foundation, 2018

1.2 Causes of Mental Health Problems

There are many (often interrelated) generic causes of mental health problems. These are covered in the DfE's publication: [Mental Health and Behaviour in Schools](#).

An in-school review of factors contributing to mental health problems has identified the following causes:

- The continual erosion of the nuclear family leading to a loss of identity, sense of belonging, emotional connection, family tension/arguments/division, financial problems etc.
- A breakdown in the traditional 'community', propagating a general sense of selfishness and leading to a feeling of social isolation.
- An overreliance on electronic communication e.g. texting and social media, leading to poorly developed social and interpersonal skills and the formation of inappropriate or unhealthy relationships.
- A greater awareness of mental health issues which have (inadvertently) encouraged the onset and development of symptoms.
- An overreliance on high sugar/fat/salt convenience meals and declining physical activity.
- A lack of 'real life' experiences which has resulted in an almost complete absence of 'reference points' for skills such as risk-taking and problem solving.
- A lack of exposure to failure leading to the absence of effective coping strategies.
- A high stakes accountability society which has resulted in a (constant) fear of failure or underperformance.
- A perception that fame and wealth can be achieved instantly without the need to work hard (including navigating difficult situations and challenges) in achieving goals and aspirations.
- A 'blame culture' or false sense of 'entitlement' which greatly limits a person's ability to accurately self-reflect and self-appraise.
- The normalisation of excessive alcohol/drug use and promiscuity.
- A lack of central government funding for mental health organisations e.g. CAMHS.
- Inertia amongst professionals and agencies dealing with individuals with mental health issues e.g. GPs, Social Services and the Police.
- The absence of a robust strategy from central government to tackle mental health issues.
- An overemphasis on managing the symptoms of mental health issues rather than tackling the root causes and/or encouraging a positive, progressive mindset.

2.0 Resilience

2.1 Definition of Resilience

'The ability to successfully adapt to the challenges in life'.

Resilience includes the development of the following:

- Self-esteem, self-confidence and self-awareness.
- Social skills and positive relationships.
- Emotional intelligence.
- Adaptability.
- Self-reflection and self-appraisal.
- Risk taking and problem solving.

Whilst 'mental health' is broader than resilience alone, the Academy's focus will be on developing the key issues (above) associated with resilience.

2.2 Resilience Strategy (Overview)

The Academy's central approach to tackling resilience will be through the following strategies:

| Area | Strategy |
|-----------------------------------|--|
| Promotion | Launch the strategy with each year group through assemblies and/or drop-down sessions. |
| Physical Environment | Include resilience related quotes/messages/signage across the site. |
| Curriculum | Rework KS3 PSHEE to include (frequent) explicit references to resilience i.e. it becomes a common thread/theme in all PSHEE modules/units of work. Rework Like Skills to include: PSHEE; CIEAG; Resilience and Wellbeing; Digital Literacy; Study Skills; Healthy Living; Team-Building; and Finance Skills. Include a bespoke programme of drop-down sessions covering the causes outlined in section 1.1 (education and awareness) and associated responses (strategies to address the identified issues). |
| Extracurricular | Review uptake across the Academy, particularly those identified as being the most vulnerable. Direct all pupils towards some form of appropriate extracurricular provision. |
| Whole School Approach | Develop a consistent language in resilience-related dialogue with pupils, acknowledging the symptoms, but focusing proactively on facing the issues and moving forward. |
| Access to Information and Support | Review relevant pages on the Academy's website: Mental Health Advice and Support Examinations Include links in half-termly Newsletter. |
| Celebrating Success | Issue half-termly resilience awards to two pupils in each house and display the winners in an assigned board. |