

Resilient Rutland Annual Review 2021



Table of Contents

1.0	Overview	2
2.0	Year three overview – Jan 2021 to present	2
2.1	Continued impact of Covid 19	2
2.1.1	General effects of Covid.....	2
2.1.2	Effects of Covid on project deliverables	4
2.2	Key workstreams in progress or delivered	4
2.2.1	All schools	4
2.2.2	Primary	6
2.2.3	Secondary.....	8
2.2.5	Other successes	9
2.3	The voice of young people	10
2.4	Resilience for parent/carers and families	11
2.5	Governance and timescales	13
2.6	Research.....	13
2.7	Groups we have been working with and external landscape	14
2.8	Marketing and communications.....	14
3.0	Evaluation	15
3.1	Evaluation plan.....	15
3.2	What will success look like?	16
4.0	Sustainability plan	16
5.0	Main challenges/learning points.....	16
6.0	Budget	17
7.0	Sign off	17
8.0	Appendices.....	18
8.1	Appendix 1 - Workstream overview	18
8.2	Appendix 2 - Stakeholder feedback.....	19
8.3	Appendix 3 - Sustainability plan as at 8 Dec 2021	23
8.4	Appendix 4 - Budget	27
9.0	Glossary	28

1.0 Overview

This report will provide an overview of challenges, activities and learning points from the third year of the Resilient Rutland project.

The objective of our programme is to support the mental health and well-being of young people in our county. This will be achieved by helping them to develop their own resilience, and provide evidence based early interventions and resources to support this.

2.0 Year three overview – Jan 2021 to present

2021 has seen our project face ongoing Covid related challenges, and our young people, schools and parents have continued to experience unprecedented uncertainty.

Navigating this ever-changing environment has undoubtedly adversely impacted mental health and well-being. The Royal College of Psychiatrists' analysis of NHS Digital data shows that 2021 has seen a record number of children and young people being referred into mental health services. This is mirrored by our experience in Rutland.

However there has also been a shift towards a culture of openness and willingness to talk about mental health and to enlist others for help. With continued focus in the media, the stigma around this topic has undeniably reduced.

Our ability to progress has been aided by our partnership and co-production approach, which has instilled trust and confidence in our decision making and delivery. The plan that we developed together is now being implemented to the best of our ability. There is a robust evaluation process to measure our impact, and most importantly, we have a comprehensive sustainability plan to maximise our legacy.

The last line of a presentation that we recently delivered sums up our approach – 'Always remember what you are trying to achieve'. When things are hectic and the environment is constantly changing, it's important to stop and remember why we are here - to support the mental health and well-being of our young people. Through these difficult times, when what lies ahead remains out of sight, our team continues to ensure our project delivers the best support possible and will leave a legacy of which we can be proud.

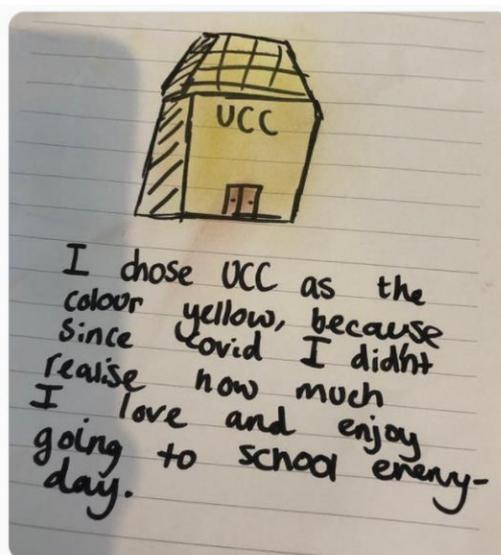
2.1 Continued impact of Covid 19

2021 was a balance between us supporting schools whilst being aware of the continued pressures they were facing. Regardless of the challenges, we have always strived to provide creative, adaptive and practical solutions and remained committed to delivering on objectives.

2.1.1 General effects of Covid

- **School closures**

The start of the year saw our main support route for supporting young people, the school network, shut down again for the majority of children. It's important to highlight that schools did not fully close



– they remained open for vulnerable pupils and the children of key workers. Once again, our ability to deliver interventions and support via schools was curtailed.

In Jan 2021, the government announced that all secondary education examinations due to be held in the summer were cancelled. The enormous uncertainty and lack of control that this created had a significant impact on year 11 and 13 students, and also staff.

Schools did not fully reopen until March 2021. However, the challenges continued, with bubbles still in operation and large groups of young people and staff absent because of Covid.

- **Home working and home schooling**

Continued remote working and juggling this with home schooling remained a challenge for both parents and young people. This was made more difficult with children often being sent home with minimal notice because they had been in close proximity with someone who tested positive. Thankfully, many of the processes and technology for schools to deliver home learning were now embedded. Rutland is a rural county with great access to the outdoors, getting outside and being active was well promoted by many groups in Rutland.

- **Schools' engagement constrained and continued uncertainty**

The inability to plan was an ongoing hurdle for our project as ongoing Covid related challenges continued - including staff/pupil absences, working in bubbles and ever changing rules/regulations. The first two terms of 2021 saw the ability of schools to engage remain constrained.

Although there was an improvement with the start of the new academic year in Sept 21, we had moved into the final year of our project and needed to implement initiatives that had been put on hold. Schools' ability to opt in was hindered for a variety of reasons:

- They had already financially committed to other initiatives which had been postponed because of the pandemic and these too needed to be implemented
- Staff were at saturation point and their ability to take on more commitments was limited.
- Staff and pupil absences meant that schools could not be sure that they would have the capacity to attend training. This had caused the project issues in Dec 2020 when we had lots of last-minute dropouts.

- **Looking after your mental health and well-being became a focus**

A positive for our project has been the increased publicity highlighting the importance of looking after your mental health and well-being. This positive change encouraged people to take time for themselves and to get outside and be active. For some, there was time to reflect on the important things in life and reassess priorities. Mental health became less of a taboo and people enlisted others for support.

- **Delivery of services**

The first lockdown in 2020 was challenging as providers grappled with technology and adaptation of their courses/staff to deliver online. This had mainly been overcome by 2021 and the use of Zoom and Teams had become mainstream. Although face to face training is preferred, delivering virtually has meant that we can reach recipients who may not have been released to attend were it being held offsite. This is also helpful as we are working with schools spread geographically across the county.

- **Motivation and morale**

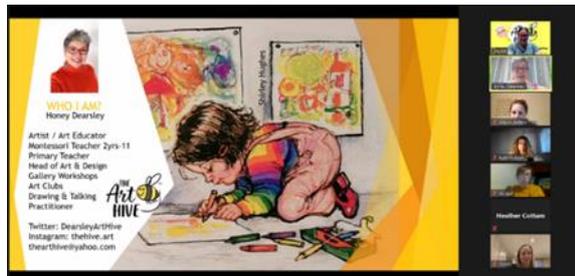
Everyone has experienced challenging times during Covid. Offering each other support and kindness has been so important, and as good days and bad days have passed, our resilience has triumphed.

It has been fantastic to engage our young people to help co-write the calendar and a special shout out to pupils of English Martyrs, Catmose Primary, UCC, and Brooke Hill Academy for their contributions. Continued thanks to Paula Reeves for her input and hard work with the calendars.

- **Sharing free training resources e.g. staff well-being**

Where possible we share free information on training courses or other resources with our school network. We are always aware that over communication with schools needs to be avoided and we use existing channels e.g. RCC school bulletin where possible.

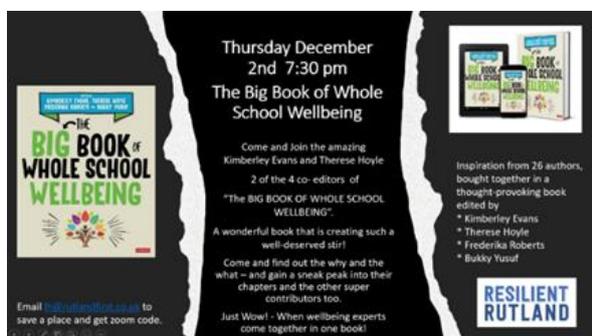
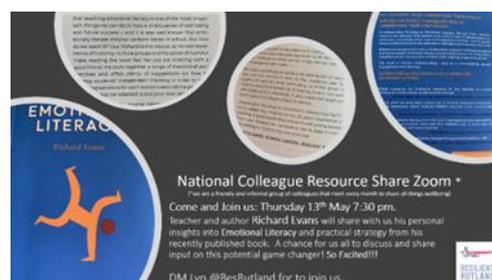
- **National Colleague Resource Share Group**



Our virtual network for professionals supporting MHWB has continued to thrive this past year. We have continued to hold our monthly webinar and resource share sessions and have been indebted to a range of speakers and fantastic individuals who have volunteered their time to share their experience.

Highlights of this past year have included Heather

Cottam in January, who delivered a peer share on her learning from her recent course attended on suicide risk in younger children. Dr Tina Rae in February, who shared Practical Strategy to Support Young Peoples’ Mental Health & Well-being during the pandemic, and Kimberley Evans from Nourish the Workplace who led a discussion into colleague well-being during these continued difficult times. In December Kimberley and her colleague Maria Brosnan led a session to share the fabulous new release “The Big Book of Whole School Wellbeing”.



Additional delights have been Honey Dearsley from the Art Hive sharing her passion on all things art and well-being, and Selena Whitehead from Amazing People Schools who shared their resources and website on character development – including a free tour and trial session for attendees. In June 2021, Richard Evans shared his expertise on emotional literacy and its part in resilience and mental health of pupils. In July Kate

Holden shared her extensive expertise for supporting young people with autism through transition and change. The new academic year started with the wonderful Amanda Seyderhelm who spoke about how to talk to children about loss, grief and bereavement using play and the creative arts. In October Liz Rose, a safeguarding expert, shared her wealth of experience with an insightful session into Being Safe – connecting safeguarding and mental health for children and young people.

The most rewarding thing about these sessions is that speakers are approaching us to talk, speakers are returning, and our audience remains consistent and diverse. This is a credit to our social media coverage and the relationships we have developed on Twitter – as this group had a humble beginning in the first lockdown of 2020 and has grown in number and strength ever since throughout 2021. Friendships have formed and professional networks have developed to support the MHWB of colleagues and our young people.

- **MHFA training**

Supporting schools and youth workers with a better understanding of young people's mental health has always been a key objective of Resilient Rutland. Working closely with provider MindShift we have now trained over 250 delegates from schools and Rutland community groups including Scouts, Brownies, Military and the Church, in Mental Health First Aid.

"I found the course very intensive but thoroughly enjoyable and I feel I have taken away so much useful information to allow me to be better positioned to actually support someone who is struggling with their mental health."

The positive feedback that we have received has been overwhelming and we have one final cohort of delegates to train in 2022.

- **Crisis fund**

We have received no requests to access our crisis fund in 2021.

2.2.2 Primary

- **Boxall/Strengths and Difficulties questionnaire – training, materials, and logins**

We were delighted to have joined forces with the RCC Nurture Hub based at Edith Weston primary. The introduction and use of Boxall profiling is a county wide initiative, and we are supporting schools with the appropriate resources including relevant books and online logins. All 18 of our primary schools have opted into this and feedback to-date is excellent. This resource will allow the schools to independently assess a young person and develop plans for individual/whole class interventions. Other agencies are able to offer free ongoing CPD into schools to help them use this resource effectively.



- **Lego therapy training**



Lego therapy training took place in Dec 2020 and June 2021. In total 20 delegates attended the full day of virtual training, representing nearly all of our primary schools. 100% of those who completed the evaluation agreed that their confidence in supporting young people had improved.

Lego therapy is an evidence-based approach that aims to develop social communication skills in young people, such as sharing, turn-taking, following rules, using names and problem-solving. The course was the accredited LEGO®- based therapy training created by Bricks for Autism and covers:

- Theory, principles, and research underpinning effective LEGO®- based Therapy
- Plan, prepare, set up & run LEGO®- based Therapy sessions as a facilitator, setting & tracking goals.
- Promote social/language skills in a variety of age-groups using the LEGO®- based Therapy model.

- **Primary Special Education Needs Coordinator (SENCo) support**

Working closely with RCC, a new structured SENCo network was launched and the professional support requirement was co-produced with stakeholders, and as well as funding from Resilient Rutland, other agencies also funded elements. The programme started in Sept 2021 and has proved very valuable and given confidence to move forward with appropriate interventions, learn best practice and to share experiences with other schools. As well as being professionally facilitated, all meetings will include updates on local and national issues and an information exchange.

- **Creative Art and Sports Activities (CASA)**

Our Primary schools have now booked in their CASA sessions for this academic year. Over 51 amazing activities will be taking place across the county and the offer includes yoga, rock music, theatre, mindfulness, physical activity, dance, problem solving, Forest School and more! Each delivery will be evaluated and will focus on building resilience and supporting key elements of the Academic Resilience Framework.



We were delighted to receive the following feedback from one of our headteachers: “The

CASA funding is so amazing. I am very excited as it will really enhance the offer we can make available to our children and will give them opportunities they would never normally have”.

- **Academic Resilience framework and whole school approach**

A key part of our project is to support primaries embed a whole school approach to mental health and well-being. This is important because it helps each school to maintain a commitment to supporting MHWB in the long term. We have chosen the Academic Resilience Approach (ARA) which is a whole-school-based community development model. When we talked to schools in 2019, the Heads were all keen to get involved with this initiative. Having gone to tender for the work, we selected Boing Boing as our provider of choice.

In April we approached representatives of our primaries to ascertain whether the demand for the workstream was still strong. We were given suitable assurances and proceeded to approach all schools to complete a formal expression of interest. However, only six of our 18 primaries signed up for the programme. Several reasons were given including ongoing uncertainty



with Covid, capacity of staff to take on a new initiatives and activities which had been postponed now taking pace. Some of the more general sessions will be open to all schools so they can cherry pick topics which they may find useful.

This comprehensive programme of delivery, which lasts until July 2022, began with an introductory session on 28th Sept. Even though attendance has been thwarted by Covid, we are delighted with the progress that schools are making.

- **Minimising the impact of transition**

In our discussions with schools, transition was highlighted as an area which required further support, and in our revised project plan it was included as a project workstream. We are now working with RCC to support The Thriving Through Change Project. This is designed to support the education sector in further developing sustainable systems and practices which minimise the impact of transitions on children and young peoples’ emotional wellbeing and educational success.

- **Rutland Emotional Literacy Support Assistants (ELSA) training, supervision, and network**



In conjunction with RCC, our project continues to part fund ELSA training with 34 ELSAs now fully trained. Due to Covid no further training could take place in the academic year 20/21, however 10 new delegates started their course in Sept 2021. We also continue to part fund ELSA supervision which is delivered by Futures in Mind. A very successful network has been established which includes a closed Facebook page and the feedback we have from primaries is that ELSAs are an invaluable resource.



2.2.3 Secondary

- **Academic Resilience framework and whole school approach**

Our objective has always been to work with our Secondary schools to successfully embed the Academic Resilience framework. However, this workstream has not progressed as well as we had hoped. We have had success with some schools embracing elements of the framework, however only one school is using it close to what we anticipated. A combination of staff changes, existing school initiatives, commitment from senior management, resource issues, and finally Covid, mean that schools have not been able to commit fully to this programme. Schools never officially signed up to be included in the implementation of the ARA, and this has been a critical factor in our ability to embed it.

YoungMinds were commissioned to drive this forward, but the momentum was lost as their staff went on furlough during the first lockdown and the capacity of schools to engage diminished. Schools' requirements shifted and there was a need for support to meet their immediate challenges – therefore a shift was made to deliver training on Anxiety, Trauma & Adversity, Self-harm and Eating disorders.

In an effort to maintain some impetus, Lyn and Morag continue to offer new/existing school staff presentations on the value of the ARA and why it is so important.

The lessons learned have been used to shape the primary programme.

- **In-school Counselling**

Over 550 counselling sessions have now been delivered to young people in our schools. This service is carefully positioned to fill the gap between existing service thresholds. Initial data from schools shows that 82% of young people do not require further professional interventions following the sessions. This intervention only costs £245 for an assessment and a series of six sessions. Addressing issues early avoids future referrals into the Early Intervention Service or CAMHS.



Relate Leicestershire continues to deliver this service and to work flexibly with the schools to determine the most appropriate channel of delivery. Each of our state secondaries receive five counselling sessions per week from Jan 2021. If a school's waiting list goes over five, then extra sessions are made available to ensure a young person never has to wait longer than six weeks to start receiving support.

Before a young person is referred into this service the school pastoral team will have identified the need for further professional support and ideally the school nurse will have been involved (although there have been significant gaps in this provision since our pilot started in Sept 2019). Each referral is then carefully assessed by Relate to ensure counselling is the appropriate intervention.

School staff are extremely positive, and the provision is proving invaluable in avoiding further escalation. It is an essential part of a school's toolkit, and we are currently seeing demand increase.

- **Bereavement counselling**

We have increased our bereavement counselling provision and both primary and secondary schools are now referring into this provision delivered by Relate Leicestershire.

This intervention is invaluable for our young people as there is no other offer available and the impact of Covid is increasing referrals.

- **Resources to support mental health and well-being**



Following success with some resources being offered to primaries, schools have had the opportunity to identify resources they would like to specifically support mental health and well-being. The resources chosen vary from school to school according to the needs of young people.

The criteria for these resources follow strict guidelines from the Lottery and we have implemented a simple online request process for schools.

Resources supported include books on mental health and well-being, board games for lunch time clubs, lanyards so children know which staff to approach for support.

2.2.5 Other successes

- **Lincolnshire and Rutland Scouts**



In May 2021 Lyn was delighted to lead a session as part of the development workshops for Lincolnshire and Rutland Scout leaders and colleagues. We have developed a close working relationship with the Scouts and shared our experience and input into applying the Boing Boing resilience framework. This workshop was attended by 30 delegates and shared resilient moves, the noble truths and explored how Scouting supports the mental health and well-being of young people. It was excellent to extend ideas from the classroom to outdoor education with young leaders at the heart of delivery.



- **MHST webinars**

Leicester Partnership Trust ran a free Mental Health Support Team Training and Launch Event on the 14th and 15th Oct 21. Resilient Rutland and Gabrielle from Boing Boing hosted a Webinar on 'The Academic Resilience Approach and implementation in Rutland Schools'.

- **Stakeholder feedback**

Schools were asked to give us a quote about Resilient Rutland and their responses have been included in full. In addition, we have included a sample of stakeholder feedback gathered throughout the year. This is in Appendix 2.

2.3 The voice of young people

- **Young people led initiatives**

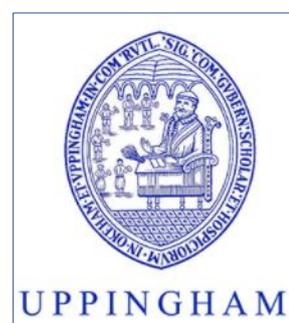
A key part of our project has been to give young people the opportunity to shape and develop their own initiatives to support MHWB in their schools. This has resulted in the design and development of a well-being garden, an outdoor recreational space, a team building and transition day to support Y7 and pottery sessions to create long lasting memories to display.



These have been excellent and further support is budgeted this academic year for student led initiatives.

- **Well-being Ambassadors**

We were delighted to facilitate an online meeting with Uppingham School to share pupil views on what it means to be a well-being ambassador and how they would like to develop this in schools. This was also attended by two of our state secondaries. The young people of Uppingham School were fantastic and shared their motivations and ideas of why it is so important to support MHWB and how simple things can make a big difference.



This initiative is being taken forward and we are currently finalising plans for a young person's well-being leaders conference at the end of January 2022. This will be led by young people and bring together all six secondary schools where they will discuss MHWB training, develop listening skills, and suggest ideas for support and initiatives to take back to their own schools. The conference will feed into two further young person communities of practice in March and May/June. It is hoped that this conference and communities of practice will continue after Resilient Rutland closes. A big thank you to Uppingham School which has been instrumental in the realisation of this workstream.

Uppingham School and Resilient Rutland

Pupil Leadership in Wellbeing Conference

Thursday 27 January 2022 at Uppingham School

11.45am (arrival from 11.30am) to 2.30pm

This event is likely to be of interest to Year 10 and Year 12 pupils.

For further information or to book, contact Resilient Rutland on lh@rutlandfirst.co.uk

A chance for pupil leaders to think about the impact they can have on improving wellbeing in their schools and to collaborate with other pupil leaders across Rutland to share ideas and good practice.

UPPINGHAM

COMMUNITY FUND

RESILIENT RUTLAND

We are also hoping to empower primary voices and develop the well-being ambassador network for our primary schools in line with the resilience framework.

- **Young People’s Leadership**

Molly, Emilia and Sasha from Harington School led an assembly for peers on eating disorders. The objective was to remove stigma and raise awareness of the impact of social media and signpost to support. Determined to reach out and empower their voices they also wrote a letter to Dr Alex George who serves as the UK Youth Mental Health Ambassador within the Department for Education. This assembly was shared with our local schools.



Chris Raine: Personal Development, Behaviour and Welfare Lead at Harington said: “I am immensely proud of these students, and they did a fantastic job of creating an assembly. Dr Alex has also seen the letter and commented on it using Instagram!”

See the assembly [here](#).

2.4 Resilience for parent/carers and families

The need to offer support to parents/carers has been raised by stakeholders throughout the lifetime of the project. We reviewed the results of a parent survey which was sent out via schools, spoke to other regions who were offering parent support and looked at the current Rutland offer. We then designed a programme of support based around this.

We have had mixed results with our parent support offer. We have experienced a familiar problem - that people who need the support the most don’t come forward and that busy lives get in the way of taking time to access support.

Parent, Carer and Family support

Professional webinars - A series of [webinars](#) commissioned by Resilient Rutland and delivered by Dr Pooky Knightsmith to support parents/carers and families. Available on YouTube.

Facebook group - A positive [Facebook community](#) to share friendship, support and resources for mental health and wellbeing in ourselves and our families.

Resilient moves - Practical [resources](#) created by Resilient Rutland to follow the Resilience Framework for Children and Young People.

Virtual coffee mornings - Come and join us for a coffee and chat over Zoom. Every two weeks at 11:30 am on a Wednesday. Email lh@rutlandfirst.co.uk for Zoom code.

Getting help - [Signposting](#) to further resources & organisations that offer information and assistance.

www.resilientrutland.co.uk/parents





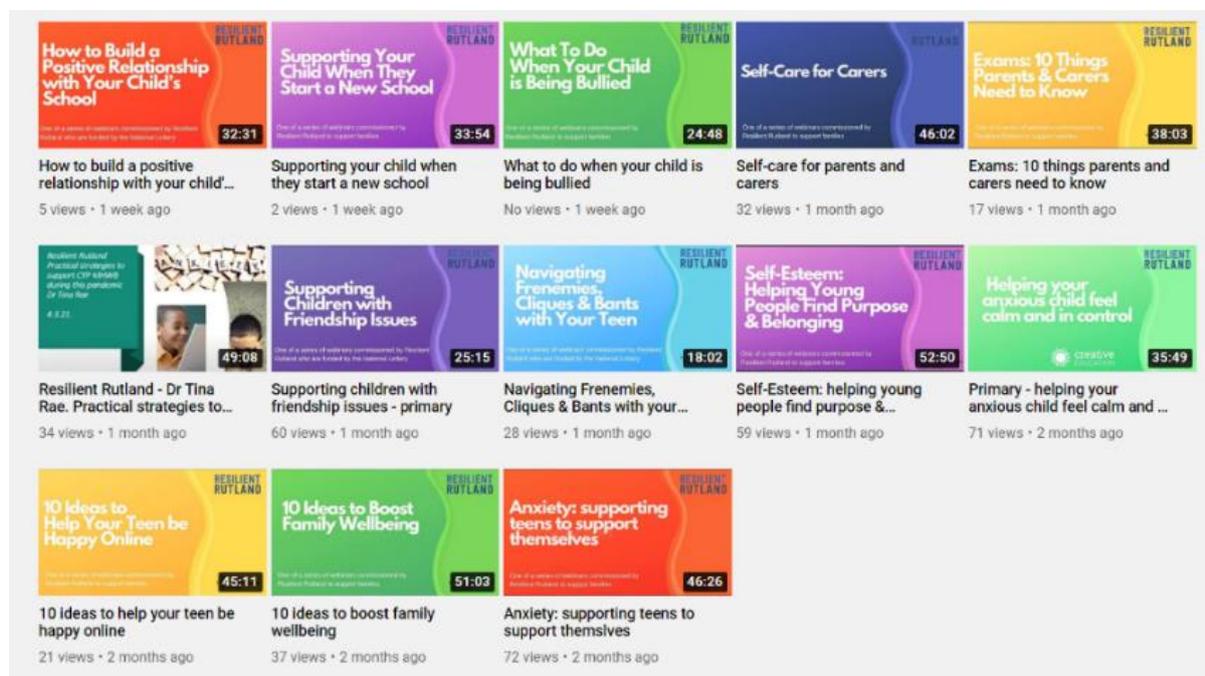


RESILIENT RUTLAND

COMMUNITY FUND

Professional webinars

We have now uploaded 12 wonderful talks by Dr Pooky Knightsmith to support parents and carers (and colleagues too) with a range of topics including supporting anxiety, exams, friendships, self-esteem, bullying, teenagers online, family well-being, and building a positive relationship with your child's school. We also have our recording on supporting children's mental health during the pandemic by the brilliant Dr Tina Rae. Visit our YouTube channel [here](#).



Free membership to Pooky Knightsmith's parent/carer portal

Pooky Knightsmith very generously gave us 500 free two year memberships to the [Creative Education parent/Carer portal](#). The portal, launched in April 21, includes nearly 50 on-demand courses including: supporting your worried child, self-harm, eating disorders, bereavement, body image and anxiety. Schools or individuals can request a membership by completing a very short form. With Rutland parent registrations at only 53, we have now offered this to staff to support CPD and to schools who are part of the Rutland/Melton Mental Health Support Team cohort.

Resilient Rutland Parent Group on Facebook

With nearly 100 members, we regularly share trusted information and resources.

Virtual coffee mornings

We piloted fortnightly virtual coffee mornings where we welcomed parents to join us. Our aim was to be a welcoming and supportive group who could come together and discuss themes from the resilience framework and talk about our own experiences in this trusted forum. Unfortunately, even with strong promotion, take up of this offer was very low and after four sessions a decision was made not to progress.

Resilient Rutland Parent Coffee morning

Come and join us for a coffee and informal chat over Zoom.
Sharing our challenges and support.
Every two weeks at 11:30 am on Wednesdays
Next dates 21 April, 5 May, 19 May.

Email lh@rutlandfirst.co.uk for Zoom code.

the conversation... RESILIENT RUTLAND COMMUNITY FUND

Resilience workshops for parents

We worked with HeadStart Blackpool and Boing Boing to use their Parent Resilience programme and tailor it for delivery in Rutland. Due to low take up of other parent initiatives and the introduction of additional support by RCC, it was determined that the investment required to bring this initiative to realisation was too great.

2.5 Governance and timescales

We continue to follow our Governance structure and there is full commitment to transparency, with all stakeholders updated every month. The Rutland First CIC Board receive minutes from the monthly Steering Group meetings and are briefed on all developments at every board meeting with decisions fully documented. All activities are approved at the Steering Group and then sent to the Board for further review and sign off.

Initial funding to get the Resilient Rutland project off the ground was provided as a charitable donation by a local company, Warners plc, in May 2018, and the Project Manager was engaged in June 2018. The National Lottery provided a funding advance in December 2018. Full funding from the National Lottery for the Resilient Rutland project started in January 2019 and was scheduled to last for 3 years. The Schools' Liaison Officer started work in September 2019, once she had completed her notice period at her previous employer. Both the Project Manager's and the Schools Liaison Officer's contracts were initially until January 2022 to tie in with the funding.

When Covid struck and it became apparent that we could not continue with the programme exactly as originally submitted, we submitted a request to the National Lottery to extend the programme end date to January 2023, but with no additional funding. This was approved and it became clear that some extension of the staff contracts would be needed. Although funding is provided on a calendar year basis, work with the schools is driven by the academic year. Discussion between the Board and the staff revealed that most of the funded programmes would be complete by the end of the summer term 2022, and that work from then until the end of National Lottery funding in January 2023 would largely be confined to continuation of the Relate Leicester counselling sessions. It was felt that contracts for this could be completed by July 2022 and that monitoring and payment of invoices thereafter could be managed by volunteer members of the Board. Both members of staff were, therefore, offered contract extensions until July 2022 and we are pleased to say have accepted.

The project management team are always available and happy to answer questions arising on any elements of the project.

2.6 Research

Researching other projects, understanding the latest thinking and identifying best practice are crucial in informing our approach. There are many experts available and we regularly reach out to them to assist our decision making. Our research has included:

- Attending professional training courses
- Liaising with HeadStart Blackpool regarding parent resilience
- Understanding challenges/successes in other regions
- Engaging with a variety of staff at schools to understand challenges
- Liaising with RCC to understand local challenges and opportunities
- Reading reports/books to understand national trends/latest thinking
- Learning from Providers e.g. Boing Boing on what works in other areas



2.7 Groups we have been working with and external landscape

Our open, collaborative and honest approach to communication remains at the heart of everything we do. We are proud of the relationships and respect that we have built up.

We work very closely with the Rutland County Council Education Inclusion Partnership and the members of their provider group. This group really is the gold standard for how true partnerships should operate.



We also continue to share our experiences across a wider area including Leicester and Leicestershire.

Groups we have been working with include:

- HeadStart
- Boing Boing
- YoungMinds
- Rutland County Council Education Inclusion Partnership
- Public Health/School nurses
- Leicestershire Partnership Trust
- Rutland Primary and Secondary schools
- Leicester Leicestershire and Rutland (LLR) Clinical Commissioning Group
- Relate Leicestershire
- Rutland County Council
- Rutland Youth Council
- Rutland providers network
- LLR Providers group

2.8 Marketing and communications

Spreading the word about mental health and well-being to target groups and the wider community is important.

- **Village Diary March 2021**

We were invited to be interviewed for the Village Diary magazine in March 2021, this publication is delivered to 7000 homes in Rutland villages and Uppingham.



- **Social media**



Our social media accounts remain busy and play a key role in our networking and sharing the development of our project.

On Twitter we now have 1069 followers and posts include our calendar, advertising webinars and encouraging engagement with the many national initiatives to support MHWB. We link up with Boing Boing, YoungMinds and Headstart Blackpool and retweet material that can extend our outreach and support. Our Facebook is also busy and shares parental support, pre-recorded webinars and invitations to events we are hosting as well as a chance to share resources.

Our Resilient Rutland parent community on Facebook has 92 members and our Rutland ELSA support page has 41 professionals connected from the local area. Instagram has been a relatively new outreach and connects us to a younger audience including school pupils, and we have grown to 281 followers.

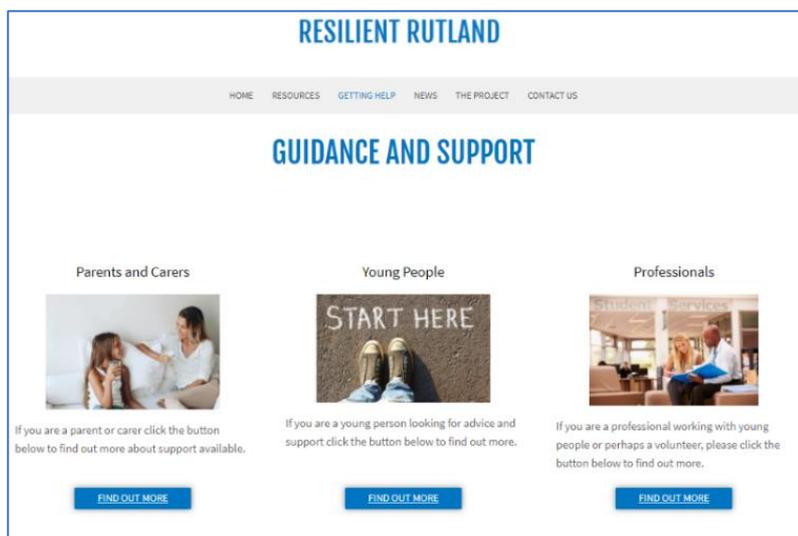
- **Monthly newsletter**

With over 400 recipients on our newsletter distribution list, this communication is a core medium to reach our schools, parents and communities. We regularly receive excellent feedback.

- **Getting Help section**

Being able to access trusted information and easy to navigate signposting has been consistently mentioned by all parties: young people, parents, schools, and GPs included. Having worked with Rutland County Council to collate the support available both locally and nationally, we continue to promote our 'Getting Help' section on our website.

We are working to influence LLR CCG to improve their digital offer and signposting information.



3.0 Evaluation

3.1 Evaluation plan

To ensure that the evaluation of our project is robust, we have put together a plan of workstreams to be included, what data must be captured and who is responsible for analysis.



All training and activities that we are supporting will be followed up with an evaluation form for attendees – staff and young people as appropriate. Where providers do not have their own forms, we are supplying a Survey Monkey option.

As part of our project evaluation, we ask our schools to complete a 'Health Checker' every half term and this is discussed at our meetings. This is designed for schools to track their progress in key elements of our project, and to identify the steps needed to move forward to the next stage. This was co-produced with schools. There is a primary and secondary version, and we are encouraging schools to use the document to support their Ofsted inspections. Our document covers the following project elements:

- Academic Resilience Approach implementation
- Capacity/training
- Young Peoples' Involvement
- Accessing external support
- Breadth of school staff involvement in RR project.
- Measurement of young people's well-being
- Confidence in MHWB provision
- Methodologies of continuous improvement (CI)

We will report on the referral and impact of our in-school counselling offer, and where possible, we will also review Rutland referrals into wider LLR services e.g. Kooth and CAHMS. Covid 19 will make interpretation of this data over time challenging.

There are several additional areas which require evaluation including:

- The involvement of young people in shaping/delivering the project
- The extent to which we adopted a co-production approach
- Did we undertake partnership working?

Our final Evaluation report will be submitted in July 2022.

3.2 What will success look like?

As we implement our plan, we are always conscious of our objectives, success will be achieved if the following are attained:

- We improve young people's resilience and deliver impactful low/moderate level interventions.
- Support every school in Rutland to embed a culture of positive mental health and well-being through implementing the ARA (or alternative whole school approach).
- Deliver resources and information to parents and communities, so they can be better informed.
- Work with other providers to ensure that signposting is in place and take up is maximised.
- Train school staff and give them confidence to identify concerns and support young people.
- Young people have a voice in the content and delivery of the programme.

4.0 Sustainability plan

We are extremely conscious that the legacy of Resilient Rutland must be as robust as we can make it. To this end, we have created a comprehensive sustainability plan where we have assessed all our workstreams to identify which should continue, agreed ideal outcomes and associated actions to make this happen. This is a working document and has been approved by the Steering Group and Board of Rutland First CIC. See Appendix 3.

We are confident that the majority of this plan will be achieved. However, we have yet to identify ongoing funding for in-school counselling. We have now completed a business case to show the value of this service and we are working with LLR CCG and RCC to identify opportunities for future support.

5.0 Main challenges/learning points

We continue to learn about how to optimise our resources and to navigate the complex environment in which our project is operating.

- The monthly providers meeting, chaired by the RCC Education Inclusion Partnership is a true example of best practice partnership working. The delivery offer has been developed with stakeholders and complements existing services and avoids duplication. We work together to share experiences and support/share each other's initiatives. Attendees are focused, professional and committed to delivering the best possible outcomes for our young people.
- Understanding the structure of the organisations involved is complex but crucial. On some occasions, we have had to be very persistent to gain access to the relevant meetings in order for us to share our experiences/findings. Often plans are made at a regional level without any external input from the Voluntary Community Sector.
- If our key school contact is on the Senior Leadership Team, given time and support to engage with us, there is a chance of delivering real change. In some schools this is not the case and although impact is positive it does not optimise lasting cultural change.
- Our secondaries did not specifically sign up for the ARA and this has impacted our ability to embed the approach. The learning from this has been used to inform how we set up the primary support.

- Schools are severely limited in their resources to embed a Whole School Approach. If significant improvements are to be made across the school system, this needs to be approached in addition to Business as Usual activities. It must be planned in a structured and coordinated manner – it is a project and needs to be treated as such with sufficient resources allocated.
- Co-producing with schools has been time consuming but relatively straightforward. Many organisations appear very nervous around coproduction, almost as if it is a process shrouded in mystery. It really is very simple. Ask people what they need and work with them to deliver it.
- Co-producing with young people however has been much more of a challenge. As our objective is to promote enhancements through the school environment, our direct access to young people has been limited and Covid has made this even more challenging. E.g. our well-being ambassadors programme is only just starting in Jan 2022.
- However organised the Resilient Rutland project is, and strong our partnerships are, some organisations remain distant. Either not understanding the benefits of partnership working or choosing not to engage because there is not time/resource to undertake it.
- Being independent of a Local Authority allows us to engage with agencies in a neutral manner.
- Successful communication across agencies often comes down to individuals involved. Although the majority of our contacts are happy to engage, on some occasions this has not been the case.
- Without the red tape of larger organisations, the productivity and output of our team is high.
- There is lots of support out there, but communication to users is very poor (especially at LLR level) and parents/schools remain unaware of the full offer and how to access help.
- However good our project, it is the CCG and RCC that we must trust to deliver ongoing impactful support. We have very limited control over this. We are confident in the local provision, however the wider LLR strategy remains unclear.

6.0 Budget

As of 31 December 2021, a total of £179,000 has been spent on services and materials to benefit young people since the start of the project (31 December 2020, £90,000). A further £109,000 has been spent on direct project management costs (staff remuneration, telephones, and travel, (2020, £72,000)). This leaves a planned £132,000 of direct expenses and £29,600 of project management expense to the end of the project. A surplus of £8,600 is forecast at the end of the project. The Board has agreed and intends that this surplus should be used to fund further counselling for secondary students until the funds are exhausted, dependent of course on the agreement of the Lottery.

During this year, the Board has agreed to further adjust priorities such that an extra £14,000 has been allocated to supporting key year to year transitions and to provide extra funding for counselling. This has been at the expense of funding group activities for parents and some in-person training for teachers, which is explained elsewhere in this report.

The two project managers have indicated that they will leave the company when their contracts expire at the end of the 2021-22 academic year. The Board is satisfied that all necessary contracts to provide prospective materials and services will be in place with the understanding that delivery and payment may not take place until the autumn term of 2022.

As we enter the final period of the project, the Board and management has been focused on planning for the sustainability of the project and to share with the community its legacy.

Please see Appendix 4

7.0 Sign off

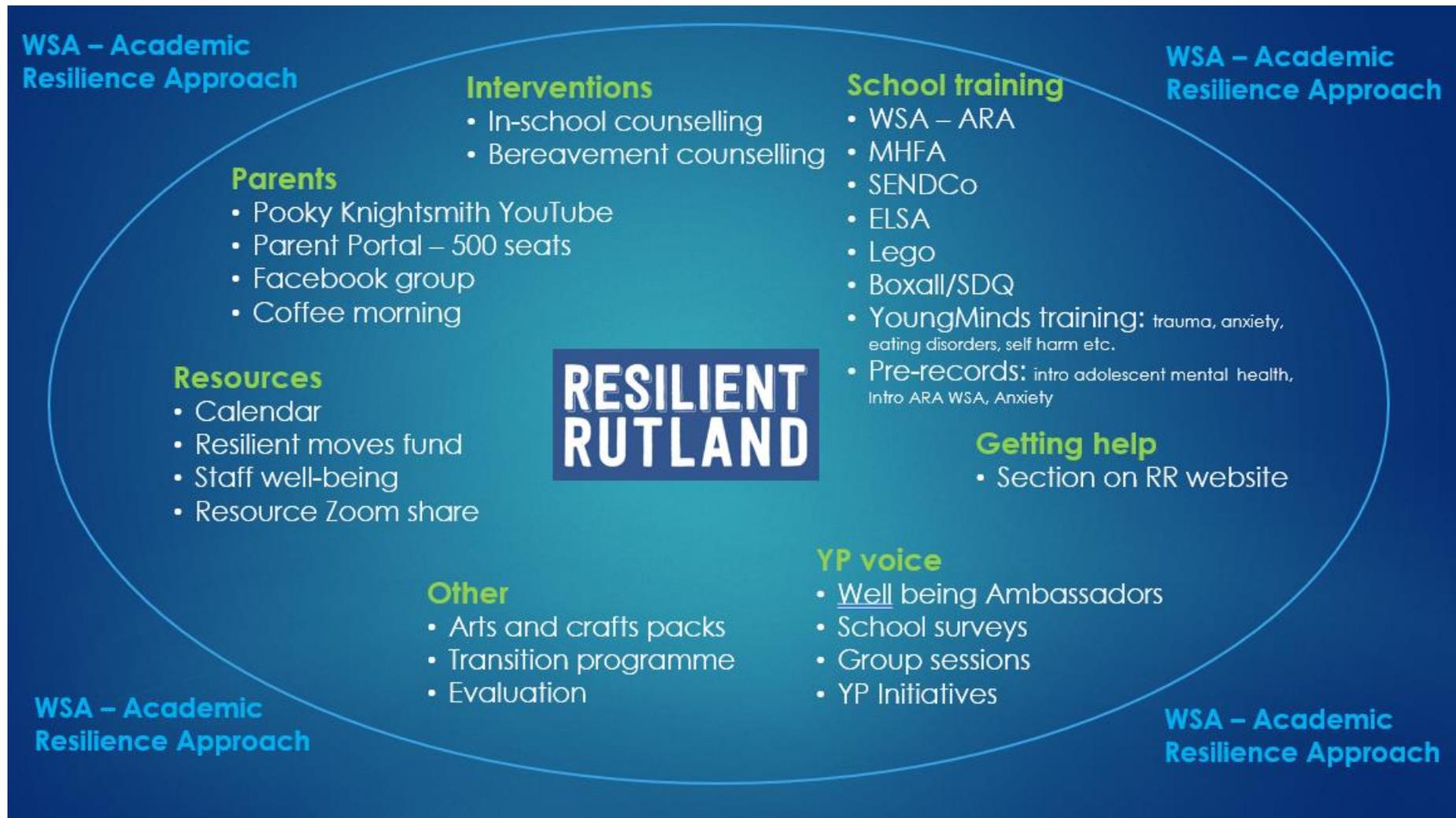
This document has been reviewed and approved through our Governance process:

11th Jan 2022 – Steering Group

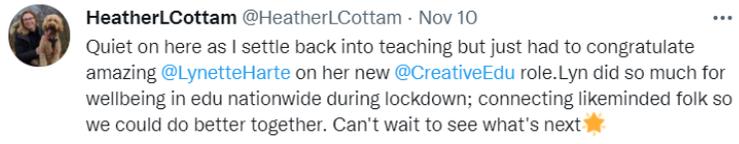
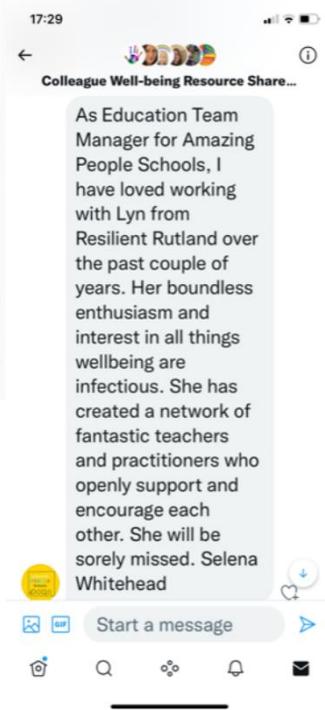
16th Jan 2022 – Rutland First CIC Board

8.0 Appendices

8.1 Appendix 1 - Workstream overview



8.2 Appendix 2 - Stakeholder feedback



Rebecca Kay - Assistant Head Pastoral, Uppingham School

Resilient Rutland are a great source of support for us in school and I have found their framework and approach to promoting well-being and Mental Health very useful in informing our own well-being programme and activities. We are very much enjoying working with them to develop the work of pupil leaders in well-being and are very excited to be able to work with other schools and settings across the county to allow these young people the chance to work collaboratively and share their good practice. It is lovely to be able to work with people who bring energy and positivism to the county and who promote conversation and collaboration in well-being and Mental Health, as I strongly believe that this isn't an area that schools should work in alone. Having Resilient Rutland to support and guide us, has meant that well-being is always at the top of our agenda, and we can see some real progress in how we support and nurture our young people.

Student well-being Ambassadors, Casterton

The well-being garden has so much potential in the summer, and we are so excited to fully utilise it as a place for students to go and learn and improve their communication and social skills. We are hoping to use it as a base for other students to be able to come and access support from well-being Ambassadors, and Mental Health First Aider staff. Thank you for helping us create a brilliant area at Casterton College Rutland.

Olivia Jacobs-Farnsworth - Well-being Teaching Assistant, Casterton

Resilient Rutland has enabled us to have an area surrounded by planters displaying lovely, colourful flowers, water fountains, wind chimes, with bright bean bags, benches, and tables it is a great place to have time away from the hustle and bustle of the busy school day. Staff can mark, have a drink with colleagues or just take a moment to reflect on the day in the fresh air and relaxing surroundings. It offers a safe, quiet place for student mentoring to take place and our very own Casterton well-being Ambassadors will be ensuring the space is utilised throughout the seasons as we look forward to many upcoming events. This would not have been possible without the help of Resilient Rutland to support and guide us. This has meant that well-being is always at the top of our agenda, and we can see some real progress in how we support and nurture our young people.

Josh Evans - Assistant House Lead, Casterton

The Resilient Rutland fund has allowed us as a school to improve our mental health and well-being services in a variety of ways. The first of these that has been an outstanding addition to the school is the well-being garden that was built. The funding allowed us to have a seating area surrounded by plants that is a safe and quiet space for students and staff alike to use when they need a bit of time. It is also full of activities that can be used to take people away from the stresses of the day.

Paula Reeves, The Rutland ELSA, Brooke Hill Primary

I can't tell you how much the Resilient Rutland project has done for myself and the students I have worked with. My relationship with them started back in November 2019 when I had the pleasure of giving Lynette Harte a tour of the school and our ELSA facilities. Days after that first meeting, they were back to hold a workshop with our Well-being Ambassadors to find out their thoughts on happiness and well-being in school. From the start they taught me to put the voice of the child at the centre of all we do and introduced me to the Resilience Framework from Boing Boing and the Academic Resilience Approach, which have all been invaluable. I could write all evening about the last two years, but I'll put it into bullet points:

- Funded my ELSA supervision
- Helped fund my Drawing and Talking in return for a review on it
- Supplied our less fortunate children with art supplies during lockdown
- They held student workshops including a SATS support planning session
- Workshop using paper bricks to represent the resilience framework
- They created the support share group who meet on Zoom online monthly. The support and knowledge from so many professionals whose joint aim is to help children and young people with mental health and well-being has been invaluable. It is through these groups I found out about and completed free CPD courses that have aided the children in our school.
- Support during lockdown continued and I used some of the resources, such as the 'In my own hands' with our keyworker children that were still in school
- Funded resources for our ELSA room, such as books, sensory toys, and games
- Encouraged me to start the Rutland ELSA where local ELSAs can support each other and share best practice or resources
- We have a dedicated Friendship Stops in the playground
- Taught us about well-being walks and the importance of noticing what is around you and being in the moment for young children
- Created resources and the resilience calendar with Lyn - We also had the children come up with their ideas for the calendar using the Resilience Framework.....their ideas were great!
- Helped me apply for funding for our quiet room by pointing me in the right direction
- Supported me as a Rutland Parent at their online coffee mornings

I can't gush enough about the legacy Resilient Rutland are going to leave behind and I feel very fortunate to have had their support.

Thank you so much

Forest School feedback

Making apple juice

One week in October we made a large batch of apple juice with an apple press. The children picked, washed, chopped, and bashed the apples in preparation for going into the press. They all enjoyed drinking the juice and it opened conversations about how long it took to make juice and how at home we would buy it from a shop and not see or be part of the process. We also considered how we didn't have any plastic cartons around our apple juice and discussed how that was good for the planet.

Wildflowers

We were fortunate to be able to look with great interest at the wildflower patch that had been sown for the summer months. All the flowers were dying off and the seeds had formed. We collected mixtures of wildflowers seeds and saved them in small envelopes to dry a little. Later in the term after some rain, we did some wildflower seed ball making and used the mud from a patch at the other end of the field and mixed it with some clay and then left them to dry in the classroom. The children later took this home to throw in the gardens or in green spaces.

Crafts and activities

We spent a lot of time finding conkers, drilling holes in them, and making necklaces. We made Oak gall ink from the galls that we found under the big Oak tree and paint from smashed blackberries. We had a go at making Christmas decorations using natural materials, we used sticks wool and made felt by using friction and soap and water on sheep wool.

Working on the allotment

The school site and its local allotment in the community, lends itself well to hosting short term Forest School inspired play. The first couple of weeks we worked on the allotment with year 2, weeding, tidying up the beds for over autumn and sowing onion and garlic. The time spent on the allotment is valued by the whole school community and is part of the school's 'work'.

Feeding the birds

We also had a go at making bird food and hung it in the trees. Children noticed over the weeks that the birds ate the food and we looked at books about birds and sang songs about them! We also found a dead blackbird one day and were lucky enough to look at it really closely with magnifying glasses. This sparked lots of conversation about what bird it was, its colours, was it a mummy or a daddy, looking at ID books, wondering why it died and what would happen to it now. I put it in a place (over a fence) where the children can continue to see what happens to it and watch the decomposition process and discussed how that was good for the planet.

Thank you!

We reminisced together about all the things our children have done and achieved during Forest School. What a wealth of opportunities and experiences you provided for all the children. They have had an amazing time and have so enjoyed their time with you. Thank you so much.

8.3 Appendix 3 - Sustainability plan as at 8 Dec 2021

Workstream	Provision	Summary	Recommended outcome	Actions/comments
Bereavement Counselling	We have supported delivery of 16 individual sessions from Sept 19 to Jun 21	<ul style="list-style-type: none"> The demand for this support has increased significantly since the start of the pandemic. As it stands the local resource (the Laura Centre) is unable to accept referrals and we are the only provider offering bespoke bereavement support for YP in Rutland. Established delivery referral route and provider 	<ul style="list-style-type: none"> Identified organisation to fund, approx. £5k per annum EIP own the referral process 	<ul style="list-style-type: none"> Identify other sources of central funding (national and local) which may be available Ask EIP to support referral route Advise schools that the cost of this is perhaps lower than they expect £245 for 6 sessions
Parent Support	Parent pre-recorded webinars	<ul style="list-style-type: none"> Will exist on our YouTube Channel - no cost 	<ul style="list-style-type: none"> Rutland First maintain ownership of YouTube account 	<ul style="list-style-type: none"> Ensure as many schools, RCC and other organisations are aware and have links to these resources. Ongoing
	Parent coffee mornings	<ul style="list-style-type: none"> This has not been well attended - not a priority for the future 	<ul style="list-style-type: none"> Not continued 	<ul style="list-style-type: none"> No further involvement is required from RR
	Facebook page	<ul style="list-style-type: none"> Platform to share 	<ul style="list-style-type: none"> Not continued 	<ul style="list-style-type: none"> No further involvement is required from RR
	Facebook parent group	<ul style="list-style-type: none"> Nearly 100 members - but little interaction. 	<ul style="list-style-type: none"> Identified parent or organisation to manage 	<ul style="list-style-type: none"> Approach RCC and/or others to see if they can keep running as a means of sharing news/support. Approach Gill Curtis Approach Conversation Stamford
	Parent portal - 2 year free membership for 500	<ul style="list-style-type: none"> Of the links sent out 25 people have registered and viewed 218 courses 	<ul style="list-style-type: none"> Schools purchase own licence 	<ul style="list-style-type: none"> Suggest that schools purchase their own license. Unlikely as this resource is not being widely used.
Crisis fund	Opportunity to approach RR to access a small ringfenced crisis fund.	<ul style="list-style-type: none"> The Crisis fund has been accessed twice – once for a year 7 teambuilding event following the UCC fire and to provide group bereavement support for the unexpected death of a UCC pupil (this did not take place). The MHST can offer low level group support - pilot schools only. 	<ul style="list-style-type: none"> Not continued 	<ul style="list-style-type: none"> No further involvement is required from RR
Training	Mental Health First Aid training	<ul style="list-style-type: none"> Three waves of training have been offered and we have trained over 250 delegates across the county. With further training sessions to go, we are confident that all staff who would like to attend have been offered a place. 	<ul style="list-style-type: none"> Resource to provide equivalent of 1/2 day training Orgs to maximise the impact of existing training 	<ul style="list-style-type: none"> Those who have attended, using their supporting material, can cascade to fellow staff. As part of the YoungMinds secondary offer we are going to ask them to record an Intro to Adolescent Mental Health, Building Resilience & Supporting Anxiety - delivery 13 Dec 21. Schools getting Leadership training funded by DofE

Workstream	Provision	Summary	Recommended outcome	Actions/comments
Transition	Offers of support.	<ul style="list-style-type: none"> • Transition is being coordinated by RCC and includes support from the EIP. 	<ul style="list-style-type: none"> • Not continued 	<ul style="list-style-type: none"> • No further involvement is required from RR
Health checker	Framework for evaluating progress	<ul style="list-style-type: none"> • Mental Health Checker used for monitoring progress on implementation of whole school mental health and wellbeing. 	<ul style="list-style-type: none"> • Schools continue to use it as a means of self-monitoring • Recognition nationally by inspection organisations 	<ul style="list-style-type: none"> • Position framework as a tool to support Ofsted/ISI inspections. Ongoing • Continue to embed in schools and encourage them to make part of their ongoing processes. Ongoing
Getting help	Signposting for further information, support, and resources	<ul style="list-style-type: none"> • Our list would need reviewing and updating, however minimal work involved. • Review and improve this information and arrange sessions to present to schools. 	<ul style="list-style-type: none"> • Information collated to-date is accessible and kept up-to-date 	<ul style="list-style-type: none"> • Encourage all schools, Citizens Advice, RCC etc. to save a version on their website. • Find out what is under development at the LLR level. Trying to influence CCG to progress this work at LLR level. • Review, update and present to schools.
Wellbeing Ambassadors	Facilitating and sharing best practice to set up initiatives in our schools.	<ul style="list-style-type: none"> • Our support starts June 21 and runs until July 22 • Groups will be set up and training and support identified to encourage schools to continue with initiative. This will be shared with Governors. 	<ul style="list-style-type: none"> • Joint student led Well-being Ambassador network 	<ul style="list-style-type: none"> • Work with schools to establish groups which meet regularly so it becomes a routine. Uppingham School hosting 'conference' on 27th Jan 22. • Establish CoP so schools can encourage and support each other to continue the initiative. Further sessions planned.
Misc	Cascade information from LLR and other sources.	<ul style="list-style-type: none"> • We attend meetings with a variety of agencies and cascade this information back to Rutland. This is a crucial element of our role and has a significant impact on strategic decisions. 	<ul style="list-style-type: none"> • That the EIP provider meeting and MHST meetings are used to cascade LLR activities 	<ul style="list-style-type: none"> • Discuss with the MHST and EIP and contacts that we have at the LLR regional level and ensure there is a mechanism for info to feed back to Rutland providers/agencies. Recommending reinstatement of the Future in Mind provider meeting. • Promoting EIP provider meeting as this vehicle
MHWPB Resources	Primary £400 spend	<ul style="list-style-type: none"> • Items purchased will be gifted to schools. 	<ul style="list-style-type: none"> • Not continued 	<ul style="list-style-type: none"> • No further involvement is required from RR
Arts and crafts kits	Over 200 arts and craft packs gifted to families in need.	<ul style="list-style-type: none"> • One off activity to support families through the first lockdown. 	<ul style="list-style-type: none"> • Not continued 	<ul style="list-style-type: none"> • No further involvement is required from RR

Workstream	Provision	Summary	Recommended outcome	Actions/comments
Creative, Arts and Sport Activities (CASA)	Each primary has been allocated £3200 of support.	<ul style="list-style-type: none"> • These activities will support a wide range of young people who have been identified by the school as needing additional support. 	<ul style="list-style-type: none"> • Schools self-fund 	<ul style="list-style-type: none"> • No further involvement is required from RR
Training	Boxall and SDQs - Primary	<ul style="list-style-type: none"> • Training and supporting materials have been provided to schools. License for 200 assessments have been paid for two years. • The training was delivered by Penny Rawlings from Edith Weston who heads up the Rutland Nurture hub and along with the EIP teachers they are reinforcing the use of Boxall in our schools & offering further training/support for free. • For children to access the nurture hub funded by RCC, a school must have completed a Boxall profile. 	<ul style="list-style-type: none"> • Schools fund their own licenses and continue to utilise Boxall profiling 	<ul style="list-style-type: none"> • Schools will need to pay for their own licences after the project has finished £120 (Inc VAT) per Annum so they will need to feel that it is a good use of resources. • We will remind schools before their second licence runs out that they will now need to fund. • We will also work with EIP provider group to promote continued use of Boxall. Ongoing.
Training	ELSA training and supervision	<ul style="list-style-type: none"> • Rutland Teaching Alliance have been organising this on behalf of schools and ourselves and RCC have part funded both training and supervision. • Next academic year 21/22 the schools will be asked to organise attendance at training and supervision themselves. • They will also be asked to contribute £165 towards training and £125 to supervision. 	<ul style="list-style-type: none"> • RCC and schools jointly fund. 	<ul style="list-style-type: none"> • A gradual move towards schools paying more for supervision and additional training places. • Schools now booking places themselves. • Unknown if RCC can continue funding. • Continue to promote success of ELSAs • Identify an ELSA volunteer to manage the Facebook page. Paula Reeves to be approached.
Training	SENCo supervision	<ul style="list-style-type: none"> • We have been supporting the Rutland SENCO network with professional supervision. • Following county wide discussions, it has been agreed by RCC that RLT are now going to manage this group - it is unknown how many other schools will take part. • Historically RLT paid for their own supervision. 	<ul style="list-style-type: none"> • RCC and schools jointly fund. 	<ul style="list-style-type: none"> • It is unknown if there will be a wider SENCo group that will need support. Already being part funded by other groups this academic year - our part in funding has dropped from £3000 to £1500.
Training	Lego	<ul style="list-style-type: none"> • At least one individual trained in each school. 	<ul style="list-style-type: none"> • Those who have attended can cascade to fellow staff. 	<ul style="list-style-type: none"> • No further involvement is required from RR

Workstream	Provision	Summary	Recommended outcome	Actions/comments
ARA whole school approach	Embedding ARA in primary schools (those which expressed an interest).	<ul style="list-style-type: none"> During the project the tools will be shared with schools, so they are aware where to access free resources. 	<ul style="list-style-type: none"> The ARA is fully embraced as their whole school approach, and it continues to be embedded in their culture. 	<ul style="list-style-type: none"> In-house Resilient Rutland Resources - gifted to Boingboing to use and save on their website Artwork will be gifted to each school and encouraged to be displayed BoingBoing have free resources available to schools MHST should be delivering WSA as part of their remit.
In-school counselling	Offer is 5 sessions per week. When waiting lists go over 5, we support further sessions.	<ul style="list-style-type: none"> Demand has been relatively static apart from one school where there has been a spike in May 21. Undoubtedly the need for this support will continue, as it meets a need below the threshold for accessing CAMHS and the Early Intervention Service. 	<ul style="list-style-type: none"> Identified organisation to fund, approx. £20k per annum 	<ul style="list-style-type: none"> Our funding will cease in Dec 2022. Educate schools on cost of counselling £245 (six sessions) for future budgeting Working with CCG and RCC to explore options.
Training	YoungMinds training - Secondary	<ul style="list-style-type: none"> This ongoing training has been chosen by schools to meet their needs. Some schools are already purchasing additional training to support their staff. 	<ul style="list-style-type: none"> Schools to fund further training Those who have attended can cascade. 	<ul style="list-style-type: none"> As part of the YoungMinds secondary they are going to record an Intro to Adolescent Mental Health, Building Resilience & Supporting Anxiety - delivery by 13th Dec 21.
MHWB Resources	Secondary £800 spend, safe spaces and belonging.	<ul style="list-style-type: none"> Items purchased will be gifted to schools and offer ongoing support. 	<ul style="list-style-type: none"> Schools self-fund 	<ul style="list-style-type: none"> No further involvement is required from RR
Young people's initiatives	State secondaries £6500 each to fund	<ul style="list-style-type: none"> Where appropriate, items purchased will be gifted to schools and offer ongoing support. 	<ul style="list-style-type: none"> Schools self-fund 	<ul style="list-style-type: none"> No further involvement is required from RR
ARA whole school approach	Embedding ARA in secondary schools	<ul style="list-style-type: none"> During the project the tools will be shared with schools, so they are aware where to access free resources. 	<ul style="list-style-type: none"> The ARA is fully embraced as their whole school approach, and it continues to be embedded in their culture. 	<ul style="list-style-type: none"> Introductions on ARA given to new school's staff - Morag and Lyn delivering BoingBoing have free resources available to schools MHST should be delivering WSA as part of their remit.
Evaluation	Regular meetings with secondaries	The regular Resilient Rutland meetings with our secondary schools are seen by some as useful challenge to their processes, plans and commitment to MHWB.	<ul style="list-style-type: none"> That schools set up internal processes to regularly review 	<ul style="list-style-type: none"> Schools encouraged to embed regular review and evaluation. Ongoing.

8.4 Appendix 4 - Budget

Forecast based on actuals to 31/12/2021								
Account	To March 2020	To March 2021	Current year	Proj to date	RR ACTIVITY FORECAST (Acad yr)			Total
					19/20	20/21	21/22	
Lottery Funding	240,050	57,133	90,434	387,617			97,083	484,700
Total RR Funding	240,050	57,133	90,434	387,617		0	97,083	484,700
ALL - Bereavement Counselling		0		0			6,000	6,000
ALL - Communication / Parent Support		11,828	358	12,186		0		12,186
ALL - Crisis funds		2,640		2,640			1,360	4,000
ALL - MHFA - all schools		37,680	6,168	43,848			2,376	46,224
ALL - Transition y6 to y7							14,150	14,150
All Subtotal	0	52,148	6,526	58,674		0	23,886	82,560
PRM - £400 per school contribution - Primary		7,526	157	7,683			0	7,683
PRM - Acad Res Appr - Primary		0	6,726	6,726			15,695	22,421
PRM - Arts and Craft kits - Primary		2,480		2,480		0	0	2,480
PRM - Creative and Sports - Primary		5,505	21,751	27,256			33,144	60,400
PRM - SENCO supervision - Primary		1,000	640	1,640				1,640
PRM - Boxall/Strengths and difficulties		3,270	1,200	4,470			1,200	5,670
PRM - Lego		3,060		3,060				3,060
PRM - Elsa Training & Supervision - Primary	3,150	3,100	2,150	8,400		0	2,550	10,950
PRM - Mentoring - Primary				0				0
PRM - Misc Training - Primary		135		135				135
PRM - Supporting Service families - Primary		0		0				0
PRM - Voice of Young People - primary		0		0		0	0	0
Primary Subtotal	3,150	26,076	32,624	61,850		0	52,589	114,439
SEC - Academic Res Appr - Secondary		9,975	6,180	16,155			6,147	22,302
SEC - CORC - Secondary		4,395	0	4,395		0	0	4,395
SEC - Counselling - Secondary		4,585	8,680	13,615			30,770	57,650
SEC - Mentoring - Secondary		0		0				0
SEC - Other Training - Secondary		680		680				680
SEC - Safe spaces and belonging - Secondary		1,020		1,020			2,380	3,400
SEC - Young People led initiatives - Secondary		6,568	3,034	9,602			16,398	26,000
Secondary Subtotal	18,955	23,128	16,649	58,732		0	55,695	114,427
Total Contracted Activity Expenditure	22,105	101,352	55,799	179,256		0	132,170	311,426
RR Funding Less Activity Expenditure	217,945	(44,219)	34,635	208,361		0	(35,087)	173,274
Admin and Project management					Admin Forecast (calendar yr)			
	To March 2020	To March 2021	Current Year	Proj to date	2021	2022		
Direct Wages	40,386	35,908	26,212	102,506		27,841		130,347
Pensions Costs	808	690	496	1,994		583		2,577
Travel - National	2,861	226	44	3,131		900		4,031
Telephone	90	596	447	1,133		300		1,433
Total RR Project Management costs	44,145	37,420	27,199	108,764	0	29,624		138,388
Advertising & Marketing	615	0		615	0	1,051		1,666
Audit & Accountancy fees	1,722	1,093	924	3,739	0	992		4,731
Bank Fees	76	111	186	373	0	79		452
Donations	(25)	0		(25)	0	0		(25)
Depreciation Expense	403	876	437	1,716	0	366		2,082
General Expenses	975	71	184	1,230	0	0		1,230
Insurance	1,373	1,376	1,301	4,050	0	1,985		6,035
IT Software and Consumables	279	3,426	828	4,533	0	993		5,526
Legal Expenses	117	28	55	200	0	1,378		1,578
Printing & Stationery	277	109		386		276		662
Staff Training	36	24		60	0	0		60
RF Meeting	960	55	144	1,159	0	1,103		2,262
Total Administrative Costs	6,809	7,169	4,059	18,036	0	8,223		26,259
Funding less all expense	166,992	(88,808)	3,377	81,561	0	(72,934)		8,627
Cumulative funding less all expense	166,992	78,184	81,561		81,561	8,627		
Notes	RR activity Forecasts based on Academic year, except Counselling based on calendar year							
	Admin and Prj Mgt forecasts based on calendar year							
	January 2020 plan is out by £648							
	Forecast is adjusted for revisions to planned activity							
	Planned surplus 8627							

9.0 Glossary

ARA – Academic Resilience approach

CAMHS – Children and Adolescent Mental Health Service

CASA – Creative, Arts and Sports activities

CCG – Clinical Commissioning Group

CIC – Community Interest Company

CPD – Continuous Professional Development

EIP – Education Inclusion Partnership

ELSA – Emotional Literacy Support Assistant

GP – General Practitioner

LLR – Leicester, Leicestershire, and Rutland

LPT – Leicester Partnership Trust

MHST – Mental Health Support Team

MHWB – Mental Health and Well-being

RCC – Rutland County Council

RLT – Rutland Learning Trust

RR – Resilient Rutland

SENDCo – Special Education Needs Coordinator

SLT – Senior Leadership Team

UCC – Uppingham Community College

VCS – Voluntary and Community Sector

WSA – Whole School Approach