

## Resilient Rutland Annual Review Jan 2021



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## 1.0 Overview

This report will provide an overview of the activities and main learning points from the second year of the Resilient Rutland project.

The objective of our programme is to address the well-being of young people by helping them to develop their own resilience, and provide evidence based early intervention resources to support this.

## 2.0 Year two overview – Jan 2020 to present

When we talk to people about Resilient Rutland one of the first things we explain is that we are not a “tick in the box” project. We are genuinely committed to ensuring that, to the best of our ability, we will offer the optimum package of support, deliver value for money and leave a legacy that will be of lasting value to our community.

Having had our revised proposal signed off at the end of Feb 2020, we were all eager to start implementing our plan. Momentum was just starting to build when the full impact of Covid 19 took hold. The March lockdown saw schools, our main access route to offer support, close and it was unclear what the future would hold. Despite the temptation to stop or furlough staff we focused on delivering the best support possible in that environment.

After the Easter break, we returned with renewed optimism and our project started to move ahead at pace and so it has continued. Our ability to move forward was undoubtedly aided by the strong relationships we had built and the coproduction approach we had adopted. We were now delivering a plan that everyone believed in and we were doing it together.

During this rollercoaster of a second year, we have continued to learn many things. The most important being that strong, open, and honest communication delivers the best end result.

### 2.1 Impact of Covid 19



Same storm  
different boats

Source: The Joseph Rowntree foundation

#### 2.1.1 General effects of Covid

- **School closures**

The fundamental access point for supporting young people and parents is through our school network. When the first lockdown happened all our schools closed, and we immediately found our main support route shut down.

- **Virtual home working**

The sudden move to the virtual world was challenging as many of our contacts and providers found themselves working from home and on many occasions juggling work with home schooling.

- **Schools engagement constrained and continued uncertainty**

Throughout this period schools have had many additional elements to consider, which quite rightly took priority over other initiatives. This was an ongoing hurdle for our project as schools continued to face ongoing Covid related challenges including staff absences, working in bubbles and changing rules/regulations. Without exception all schools acknowledged the importance of supporting mental health but were constrained in their capacity to engage.

- **Project workstreams revised**

Many elements of our project have been able to progress, however there are three main areas which were amended:

- Creative and Sports provision at primary level. Just before lockdown we had surveyed schools on their requirement for the types of sports activities which would support mental health and well-being and we were formulating a proposal. Unfortunately, with the new restrictions, the majority of schools continued to be unable to have external staff on site unless they were offering 121 support. School halls where sports activities often take place (especially in inclement weather) were also repurposed. Therefore, we have only been able to offer forest school training and delivery with seven of our schools taking up this offer.
- Implementation of a whole school approach at primary level. This was originally planned to start in Jan 2021 and has now been postponed until at least Easter 2021.
- YoungMinds delivery staff were placed on furlough and therefore their work in our secondaries had to be suspended.

- **Cost/content/availability of training**

When our workstreams were being costed in 2019 all training was being delivered face to face. As training has moved online there has been an increase in cost. This has impacted on what we can offer within allocated funds e.g. we had intended to provide Lego kits to each school to complement Lego therapy training, however the cost of training increased and we no longer had budget to cover the Lego.

Also, not all training could move online as the accrediting organisations strived hard to ensure that standards remained high. E.g. Mental Health First Aid training was only available in the ½ day and two-day courses, the one-day course has not been approved for online delivery. E.g. ELSA training must be done face to face so we need to wait until this can happen before delivery can resume.

- **Improved communication and immediate need for practical support**

A positive effect on our project was a very high immediate need for practical resources to support young people. This was combined with a desire to come together, share experiences and to offer support to one another. Virtual platforms and social media made this possible and the project began to develop, coordinate and deliver online forums and resources which had a local and national reach.

- **Furlough, redundancy and changing priorities**

For a small number of our providers, lockdown meant they were immediately placed on furlough. Organisations also suffered redundancies and some staff were seconded to deliver Covid related support.

- **Motivation and morale**

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

### 2.1.2 Effect of Covid on project plan deliverables

- **MHFA training**

Mental Health First Aid training was scheduled to start in Dec 2020, however due to the impact of Covid, in May it was evident that there was an immediate need for this wide-reaching support.

ELSAs were no longer able to work with all children at a primary school as they needed to stay with the children in their ‘bubble’ and Heads were requesting staff training to improve support, to increase staff confidence to answer questions, and in turn improve staff well-being. Finally with many staff at home teaching online it was the ideal window to take part in virtual training. We therefore proposed to fast track the implementation of this training and also to increase spend on this workstream to meet the needs of our teachers, young people, and community.

*“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.”*

Working closely with provider MindShift we have offered 15 training sessions with over 225 delegates from schools and Rutland community groups (including Scouts, Brownies, Church) attending.

- **Arts and craft packs for primary families**



As school closures continued, an initiative that other locations including HeadStart Blackpool, (and others we had seen on social media), was to fund arts and crafts packs to vulnerable families. The aim was to support well-being and family interaction for those who didn’t have access to glitter, glue etc. so they can join in with other children who were spending time making things.

This spend was approved and we funded over 200 arts and crafts packs to families with children at our primaries. Hobbycraft also donated some extra items that we could include. Packs were delivered directly to schools who then distributed. The messages and photos received from parents who received the packs were overwhelming.



- **National Colleague Resource Share Group**

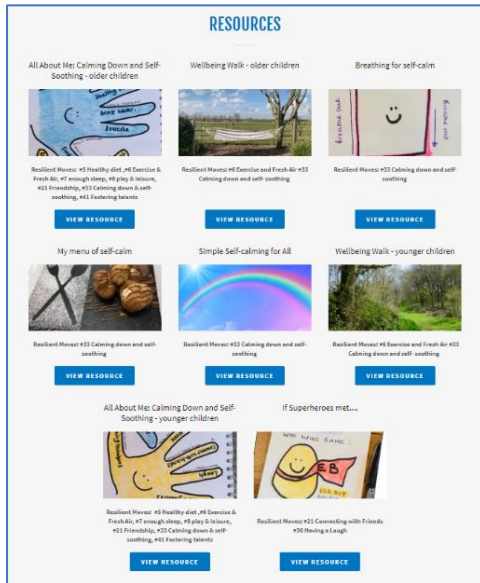


In March 2020 we reached out to number of wonderful people via Twitter with a shared passion for all things wellbeing and supporting the mental health of our young people. Our colleague resource share group was born. This is a friendly and supportive group consisting of individuals from various sectors, community groups and organisations with meetings held via Zoom.

This group continues to work on a peer-to-peer level where we share ideas, courses we have attended and our experiences to help us continue to do the best for our Young

People. At the start of lockdown it provided a much-needed community to allow us to help support each other in very challenging times. We have had a number of guest speakers including Educational Psychologist Emma Clink, author Kat Howard and Kim Evans from Nourish the Workplace and recently we were joined by teacher and author Richard Evans who guided us through some practical strategy from his recently published book “Emotional Literacy”. Volunteer speakers are now booked until July 2021. Other topics have included the resilience framework, zones of regulation, drawing and talking therapy, literature share, coping with worry and belonging.

● **‘Resilient Moves’ resources**



In an effort to offer immediate practical support tools, building on our work with YoungMinds and using the [Academic Resilience Framework](#) we launched our ‘Resilient Moves’ campaign. The Resilience Framework for Children and Young People (October 2012 adapted from Hart and Blincow with Thomas 2007) contains 42 different Resilient Moves.

A Resilient Move is an everyday action that research, and evidence has shown us can build resilience. By regularly sharing Resilient Moves, we share common language and activities to build resilience in our schools and community. Covid-19 highlighted that this is important now even more than ever. This complements the work in our secondary schools and is an excellent practical introduction to the framework for our primaries.

We have created and shared our own activities which can be used at school and at home, focusing on feeling Safe, Hope, Calming down and self-soothing. The resources have received some excellent feedback and we have been delighted to receive requests from head teachers and pastoral leaders from across the UK.

● **Resilient Moves calendar**

As part of the resilient moves campaign we also produced our Resilient Moves calendar, where each month we share daily activities to look at the value of basics, belonging, learning, coping, and core-self in growing our understanding of resilience.



It has been fantastic to engage our young people who have been helping co-write the calendar and a special shout out to pupils of English Martyrs, Catmose Primary ,UCC, and Brooke Hill Academy for their contributions. Some schools are now using these resources daily and we continue to add Resilient Moves resources and share widely.

## 2.2 Key workstreams delivered

This section covers the various workstreams that are in progress or have been completed in 2020.

### 2.2.1 All schools

- **School offer document**

To make our current offer as clear and available as possible, we have created a summary document which includes information on the support available and how schools can access it. This approach has been extremely well received by schools and other agencies due to the clarity that it provides. There are four offer documents: [Primary, UCC/Catmose/Casterton, Harington](#) & [Oakham/Uppingham](#).

### 2.2.2 Primary

- **£400 fund to support mental health resources**

All our primaries took up our offer of £400 of funds allocated for resources to support mental health and well-being. We have received some wonderful feedback from schools on how the resources are being used and the impact that they continue to have.



- **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. Penny Rawlings who sits within the Brooke Hill Academy Trust has a comprehensive understanding of Boxall/SDQ and was available to deliver training to Rutland primaries directly and at no cost to our project. The training is giving the Nurture Hub an excellent opportunity to explain to school staff what existing support is on offer and how to access it. We are also supporting schools with the appropriate resources including relevant books and online logins. All 18 of our primary schools have opted into this training 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.



- **Lego therapy training**



During our planning phase many of our primaries expressed a desire to attend Lego therapy training and this workstream was included in our revised proposal. 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 Rutland Teaching Alliance is the existing channel for schools to access training and they kindly agreed to coordinate this training on our behalf.

Again, all our 18 primary schools signed up for this training.

The training is 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 SENCo support**

Working again with the Rutland Teaching Alliance (RTA) and RCC, a new structured and professionally supported SENCo network was launched in Nov 2020. A comprehensive supervision offer is now available which will support SENCos with particular challenges, give them confidence to move forward with appropriate interventions and to share experiences with other schools. As well as being professionally facilitated (funded by Resilient Rutland), all meetings will include updates on local and national issues and an information exchange.



- **Forest School delivery and training**

Our project includes support for sports and creative activities - unfortunately due to Covid we are severely restricted on what we can offer due to Covid restrictions. Forest school is our only current offer and five of our schools have opted in to receive this delivery and two schools have chosen to train a member of staff to deliver this intervention. Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through sessions that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. We are pleased to be working with local provider [Root and branch out](#) and trainers [Huathe](#) to offer this.



- **Rutland ELSA training, supervision and network**



In conjunction with RCC, our project continues to support ELSA training with all our primary schools now having at least one trained ELSA. Since September 2020 ELSA supervision provided by Futures in Mind has been added to our offer. A very successful network has also been established which include a private Facebook page and a virtual get together every month for a 'cuppa and chat'. The feedback we have from primaries is that ELSAs are an invaluable resource and some of our secondaries have expressed an interest in training staff.



### 2.2.3 Secondary

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

We continued working closely with YoungMinds to supports schools embed the Academic Resilience framework in our Secondary schools. YoungMinds invited all our secondaries to a community of practice on Wednesday 1<sup>st</sup> July where the discussion covered the impact of Coronavirus on both pupils and colleagues, including how we could share Resilient Moves and plan for a return in September.

Our secondary schools are now booking further training/consultancy with YoungMinds as part of their whole school offer. Training sessions will be delivered virtually and between 16 and 20 people attending. Topics selected to date include: Anxiety, Trauma & Adversity, Eating Disorders and Social media and mental health. School feedback indicates that this training has come at just the right time to support staff and give them additional skills and confidence to support young people.

We would like to take this opportunity to remember Mary Hinton from YoungMinds who sadly passed away in November. Mary was a unique and wonderful woman and in her very special way, she has made an inspiring and lasting impact on us and our project.



- **Young people led initiatives**

As part of our revised proposal to the Lottery, we offered each state secondary £3250 per academic year for young people led initiatives to support mental health and well-being. The type of activity is flexible (e.g. sport, drama, team building), however, we have a strict set of guidelines which must be met to access the support.

At the time of writing this review we have received three proposals which have all been driven by young people. They include an art-based activity for the whole school to create a lasting mural and the development of outdoor well-being spaces to provide a relaxing and calming environment. This is an exciting element of the project and we are eager to see how young people develop each initiative.

- **UCC team building event to support transition**

The devastating events of 26<sup>th</sup> August, when a fire caused significant damage to the UCC buildings, meant that whilst other schools were able to have their new starters on site for inductions, this was not possible for UCC.



The lack of induction meant that students were not arriving with the usual sense of Belonging. This was aggravated further by the disruption experienced to Y6 and lack of continuity with friendships and education. Belonging is one of the five key areas in the Academic Resilience framework and is critical to positive mental health and well-being.

Just chatting with a friend of mine who's son went for his first day at UCC. She asked me to pass on to RR how amazing the team building day was for her son. That he had a brilliant day at Rutland Showground and it's really helped him with starting school today. He was so excited to get to school and the team building day really helped with that. 😊

Resilient Rutland was delighted to be able to support a team building event held off-site at the Rutland Showground which provided the venue for free. Over 170 pupils about to enter year 7, their form tutors and progress leaders took part. The event offered the opportunity to build key relationships and further support the strength of the UCC community. Feedback from staff, young people and parents has been fantastic.

- **In-school Counselling**

This service was launched as a pilot to determine take up, and due to excellent feedback, a decision was made to continue with this intervention. Three providers were invited to tender for the work and Relate Leicestershire was successful. Each of our state secondaries will receive five counselling sessions per week from Jan 2021.



Before a young person is referred into this service the school pastoral team will have identified the need for further professional support, each referral is carefully assessed by Relate to ensure counselling is the appropriate intervention. Our offer is carefully positioned to fill the gap between existing service thresholds, which are currently made more acute due to Rutland school nurses being understaffed. Our in-school counselling moved to an online/telephone format during the first lockdown. Parents, young people and school staff are extremely positive, and we would like to thank Relate for their ongoing flexibility in delivery throughout the pandemic.

- **Bereavement counselling**

We have a £1500 ring-fenced fund to support young people who would benefit from bereavement counselling. Both primary and secondary schools are now referring into this provision delivered by

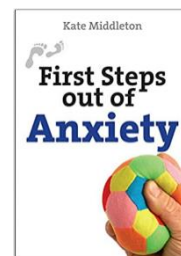
Relate Leicestershire. This intervention is invaluable for our young people as there is no other offer available and the impact of Covid is increasing referrals.

- **Crisis fund**

Due to the tragic death of a year 11 student at UCC, our crisis fund has been accessed to deliver group support work to young people who have been significantly affected. Relate Leicestershire has been working with the school to identify the need and put a plan of support in place. Staff and parents are delighted to have further professional support made available in this incredibly tough situation.

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

Following the success of resources being offered to primaries schools, we are now offering the same scheme for our secondaries. Schools will be able to identify items which specifically support mental health and well-being, this will vary from school to school according to the needs of the young people. The criteria for the resources follow strict guidelines from the Lottery and we have implemented a simple online request process for schools.



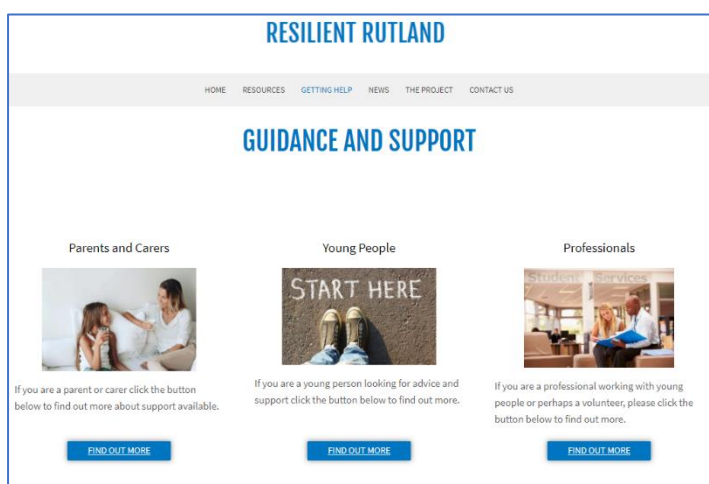
## 2.2.4 Website

- **New website platform**

Due to page limit constraints on our old website, there was a need to move resilientrutland.co.uk to a new platform. This work was undertaken over the summer break and launched successfully in Sept.

- **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. We have worked with Rutland County council to collate the support available both locally and nationally, and in Feb 2020 we launched the 'Getting Help' section on the Resilient website.



We promoted 'Getting Help' on social media, in our newsletter and a one-page document which was sent out to parents via schools. During the first lockdown we added specific Coronavirus information for parents and young people which has been created by the charity YoungMinds.

- **Resources**

We have also created a [Resources](#) section which offers a range of support. This includes: our own practical based support '[Resilient Moves](#)' which can be used by both professionals and parents, a regularly updated directory of fantastic [activities for young people and their families](#) and also a range of [free talks, courses and other general resources](#).

### 2.2.5 Other successes

- **HelloYellow!**

**Friday October 9<sup>th</sup> was HelloYellow** to raise awareness of children’s mental health and the wonderful work of the charity YoungMinds. We were delighted to see so many schools taking part and sharing photos on social media.



- **Mental Health Support teams - successful bid**

The three local Clinical Commissioning Groups (CCGs) for Leicester, Leicestershire, and Rutland (LLR) have led a successful bid to be part of the third wave of implementation of this national initiative.

At a time when concern about the mental health and emotional wellbeing of children and young people is higher than ever before, Leicestershire Partnership NHS Trust (LPT) is leading implementation of the [Mental Health Support Teams in Schools](#) (MHSTs) programme for LLR in partnership with Relate Leicestershire. This new service will bring additional, targeted mental health expertise to more than 60 schools in the region from next year, benefiting some 24,000 pupils and their teachers.

LPT has recruited 12 Education Mental Health Practitioners (EMHPs) who have started their training at the University of Northampton this week. The EMHPs will work across selected primary, secondary and special schools in three geographical areas, each with a specific focus that responds to identified local need: in Rutland, the team will offer mental health support for schools with children and young people from military families.

Resilient Rutland were part of the working group who put together the successful bid and we continue to offer support to the project. Read the full press release [here](#).

- **Lincolnshire and Rutland Scouts**

Lyn Harte was interviewed by Lincolnshire and Rutland Scouts in May 2020 to share resources with Scout leaders to support mental health and wellbeing within the community. Lyn discussed the resilience framework and several coping and self-calm resources and how these could be used within community groups, watch the webinar [here](#).



The resilient moves calendar was well received and will be used to inform activity in Scout sessions going forward. We have now widened this offer of support to other community groups in Rutland.

- **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 1.

## 2.3 The voice of young people

- **Rutland Disabled Youth Forum**

Lyn Harte and Carole East were delighted to accept an invitation to attend a virtual meeting hosted by Yasmeen from the Rutland Disabled Youth Forum. Discussion focussed on challenges being faced by group members during the Coronavirus crisis and the sharing of ideas for supporting each other at

this time. The value of kind words, connecting with friends and other things to raise a smile were shared. Lyn shared our “all about me” resource on self- calm strategies with some different ideas of things to try and will also be sharing a superhero task with the group ahead of their themed session.

- **Report and analysis of Resilient Rutland lead pupil focus groups**

Lyn Harte and Carole East prepared a short report to share the themes raised from our pupil discussion groups so far - the accompanying [press release](#) and full report can be accessed [here](#). Contributions were in reference to “young people generally” and may not be regarding their own personal experiences. Please note there is no reference to individual names, schools or organisations. Our young people provided invaluable insight into the challenges facing their mental health and wellbeing, issues such as friendship, fitting in, schoolwork, academic pressure, social media, a digital society, and home pressures were raised.

Our young people have also had some fantastic ideas for initiatives they can lead in their schools. These included assemblies, wellbeing trees, activities and clubs, outdoor education, friendship drop in spots, professional speakers to raise awareness of challenge and peer support as well as suggesting parental education too. We were also reminded of the need for better signposting for support and local services which is part of our project focus.



A key concern that has been highlighted by young people, is the fear of failure and worrying about academic performance in school in both Primary and Secondary aged children. In response to this, we had a fantastic planning meeting at one of our Primary schools on how to raise awareness of an asset focused approach to resilience.

## 2.4 Resilience for parent and families

The need to offer support to all parents/carers has been consistently raised by stakeholders throughout the lifetime of the project. This includes improving understanding of the challenges facing young people, practical advice and giving solid information on where to go for help.

To inform our proposal we identified and discussed with providers the support that is currently available for Rutland parents. Following a gap analysis, we are confident that our proposal complements rather than duplicates existing offers. Our offer will include a series of pre-recorded webinars, Family Resilience workshops based on the Academic Resilience framework, facilitated ‘coffee mornings’ which will follow themes and information on where parents can go to access further support.

We are very aware that often the parents who need most support are not always the ones who come forward. Therefore, marketing the offer and established a robust referral route will be crucial to success.

This initial proposal focuses on the lower level of ‘universal’ support; however, a further offer of intervention is likely to be required at a higher level. This would offer a more specialised programme of professional support to parents who have ongoing concerns/issues. This will be a complex workstream to develop and work has yet to start.

## 2.5 Governance/working groups

As our project has been running for some time, it was felt appropriate to review the governance arrangements. Robust governance ensures that all stakeholders are well represented and that we move forward in unity. Geoff Thompson carried out a Governance Review and submitted proposals to the main board in April. As a result, some changes were made to the Steering Group membership; the Programme Board was closed down, simplifying the structure; the Main Board produced a RACI (responsibilities) Matrix setting out the points of decision making and delegation. All activities are now approved through the Steering Group who are accountable to the main board for the project.

There is full commitment to transparency, with all stakeholders formally updated every month. The RF Board receive minutes from the monthly steering group meetings and are briefed on all developments at every board meeting with decisions fully documented.

## 2.6 Research

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

- Attending professional training courses
- Liaising with HeadStart Blackpool regarding parent resilience
- HeadStart have supported our thinking on project evaluation
- School visit to view ARA implementation in practice
- Understanding challenges/successes in other regions
- Engaging with a variety of staff at schools to understand challenges
- Online parental survey to determine needs
- Liaising with RCC to understand local challenges and opportunities
- Learning from Providers e.g. BoingBoing on what works in other areas

## 2.7 Groups we have been working with and external landscape

We continue to adopt an open and honest approach to communication. We are proud of the relationships and hopefully respect that we have developed, and this has allowed us to cope more effectively with the challenges 2020 has presented.

We have worked closely with Rutland County Council to ensure that we are aware of their plans and our proposals complement rather duplicate.



We have offered our research and knowledge to support the March 2020 Leicester, Leicestershire and Rutland bid to be a Mental Health Trailblazer. In turn this has given us access to the latest thinking and research from their pilot areas. This bid was successful.

As part of the LLR providers network we can ensure that as far as possible we are aware of regional plans which may affect Rutland.

Groups we have been working with include:

- HeadStart
- YoungMinds
- Public Health/School nurses
- Leicestershire Partnership Trust

- Rutland Teaching Alliance
- Rutland Primary and Secondary schools
- LLR CCG
- CAMHS
- Relate Leicestershire
- Rutland County Council
- BoingBoing
- Rutland Youth Council
- Rutland Disabled Youth Forum
- Rutland providers network
- Health and Voluntary, Community and Faith (VCF) group Rutland
- LLR Providers group
- Alicia Kearns MP

## 2.8 Marketing and communications

Spreading the word about mental health and well-being to target groups and the wider community is a key element of the project. As the images on the front page show there has been lots of activity to share the Resilient Rutland message.

- **Social media**

Throughout 2020 we have continued to grow our social media presence through Facebook and Twitter and have enjoyed significant success. Our Facebook page now has 300 followers with our calendar share, posts and signposting creating engagement. The Rutland ELSA network page is also growing and provides an online support forum for our local ELSA and has 35 members.

Our Twitter presence is also expanding in strength and activity. With now over 700 followers we have a significant following – sharing resources and links to support mental health and wellbeing. Our colleague support group has grown through our twitter presence and we lead a twitter chat for colleagues for primary and secondary colleagues – we have 80 members of this chat group with this feeding into our monthly resource share on Zoom.

- **Monthly newsletter**

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

- **Other activity**

- Radio interviews
- Newspaper articles
- School newsletter inclusion
- School bulletin sent by RCC
- Parent communications distributed by schools



## 3.0 Evaluation

### 3.1 What will success look like?

As we implement our plan, we are always conscious of our objectives and making our programme as sustainable as possible. We are on track to meet the following:

- Support every school in Rutland to have a culture of positive mental health and wellbeing.
- 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 to existing offers and take up is maximised.
- Train school staff and give them confidence to deliver interventions which can be delivered to multiple years of young people.
- Evaluate our programme effectively, with ongoing monitoring to assess how we are moving towards achieving our stated objectives and assess impact against cost.

### 3.2 Proposed change to evaluation

Carole East was tasked with reviewing the methodology of project evaluation and produced a comprehensive report of findings and recommendations. The full report is available on request.

A key area for review was the use of CORC measurement wellbeing framework in our secondaries.

The first cohort of CORC tests in 2018 had a low uptake due to the parental opt in system. This means data for some schools was only 10% of the population and not statistically significant.

No CORC data gathering took place in 2020 due to the pandemic.

Recent discussion with Headstart explored their experiences of using the CORC framework. Their programme modified the Wellbeing Measurement Framework (WMF) at local level, adding measures to include the key issues they identified. They also have access to a team dedicated to data analysis.

Schools feedback on CORC was not positive and thus their buy-in to future CORC evaluation is doubtful. Schools feedback is as follows:

School	Feedback
A	CORC not as useful as their own survey. They feel it is a duplication of effort and the end report is too generic. High levels of administration.
B	Replicates existing measurement and data provide too generic and does not bring additionally. Very labour intensive.
C	Initial thoughts are that it will duplicate effort and it would be better to review the questions and add into their existing surveys. However, our contact is new in post and not familiar with CORC detail, so has agreed to review the CORC survey questions and come back to us with further feedback.
D	The CORC survey was superficial in its data. The level of detail did not bring anything extra to the school and is generic. Individual level data and tracking is more powerful and can inform pastoral intervention. Use of AS tracking and pyramid of need identification. CORC high in terms of administration and low in terms of information gained. Risk of replication – why are we doing another survey? Needs to be valuable.
E	Staff change. No feedback on CORC received as yet.

We will therefore be recommending consideration of the following options for final evaluation of the Resilient Rutland Project:

- To discontinue use of CORC
- In collaboration with schools, to develop and implement a Health check for all schools. See next section for more detail.

- To ensure that all sources of data on Rutland young people accessing services are explored and where possible obtained retrospectively e.g. KOOTH.
- Use of supplementary evidence to provide further confirmation of the achievement of Resilient Rutland's stated aims and objectives. This will include direct feedback from a variety of sources, including participants who attend training and receive our interventions.
- To monitor the uptake of our interventions by schools.
- Additional individual evaluation by each school at the end of the project

### 3.3 Introduction of a Health check (maturity assessment) to support evaluation

As part of our project evaluation, we have introduced a Health Check which is being used as a discussion tool at our regular secondary school meetings. A maturity assessment is a widely used business technique that gives a structured framework to what are often considered qualitative success factors. We will use it to measure the current maturity level of key aspects of our project, this will enable stakeholders to clearly identify strengths and improvement points and prioritise what to do to reach higher maturity levels. See Appendix 2.

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)

### 4.0 Main challenges/learning points

- Our revised project plan, built using a coproduction approach, is proving very successful. It is incredibly reassuring to see how many of our schools are opting into the activities we are offering. It has proved that if you truly include the end user in shaping a programme, you promote real buy in and develop a genuinely valuable proposition.
- Initially it takes time and perseverance to map the external environment, develop solid relationships, and identify key meetings to attend. However this investment has allowed us to keep abreast of new initiatives and manage our project efficiently.
- We have amassed a huge amount of knowledge about how the local environment operates and we try and share this as much as possible to support others.
- Being independent of a Local authority allows us to engage in a neutral manner.
- To promote successful take up of initiatives, schools need to have a clear, concise plan to follow. Our school offer document has really focused schools on priorities and allowed us to track progress far more effectively.
- Successful communication across agencies often comes down to individuals involved. Although the majority of our contacts are delighted to share knowledge and plans, on some occasions this has not been the case. Where this has happened there has been an adverse effect on the coordination/delivery of Resilient Rutland workstreams.
- There is not always a need to create a new resource – research and then signpost effectively to what is available.



- There is no need to reinvent the wheel – research and tailor an existing resource for local needs.
- The mix of paid for employees and volunteers can be a challenge to manage/coordinate.
- Keeping internal processes simple and straightforward to follow allows unnecessary bottle necks and red tape. This is important as our project management team is limited in resource.
- All schools are different and therefore a flexible and thoughtful approach is required to promote respect and strong working relationships. It is important to be helpful and supportive.
- We have experienced quite a high turnover of key staff in our secondaries this year. The effect on our project has ranged from minimal to significant.
- We have identified existing local organisations who have been able to coordinate, match fund and in one instance deliver, a project element free of charge.
- Able to use our research to support other’s activities e.g. CCG used RR direct support research in their Trailblazer bid document.
- Managing/coordinating even a small number of schools is very time consuming.
- As per our report last year - the support our project is delivering does not always require funding. It is about working together, sharing best practice, signposting and optimising resources.

## 5.0 Budget

As discussed elsewhere in this report, the pandemic has required some rescheduling and reprioritisation of project activity and the funding profile allowed such changes to go ahead. Consequently, we did not need to consider putting project management staff on furlough. The impact of these changes is recorded in attached excel sheets, providing detail on project expenditures to date and how we expect funds to be allocated over the next 18 months. For example, Mental Health First Aid funding was brought forward and expanded in scope while we were able to provide the creativity kits as children were forced to stay at home.

As of 31 December 2020, just over £90,000 has been spent on direct services provided to young people and or schools. Our plan proposes that a further £240,000 be spent up to the end of the next academic year. Direct project management costs amount to £72,000 to date with a further £50,000 to the end of the project. It should be noted that some project management time has been devoted to coordination activity that we had envisaged being provided by a contractor. This plan currently leaves a surplus of £533. Administration costs make up the balance and include the exceptional cost of updating the website.

Risks associated with the pandemic are still very prevalent and may mean that there will need to be further rescheduling and or reprioritisation.

## 6.0 Sign off

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

12<sup>th</sup> Jan – Steering Group

13<sup>th</sup> Jan – Rutland First CIC Board



## 7.0 Appendix 1 - School Quotes and feedback

### **Brooke Priory**

Our whole school focus is well-being this year. The expertise of Resilient Rutland has been integral in enabling us to make huge strides in this area. The training we have received has been informative, user friendly and effective. We have implemented many new ideas and strategies from our training which has had a massive impact on our well-being culture at Brooke Priory.

Duncan Flint, Headmaster

### **Catmose Primary**

Our children have enjoyed Forest Schools sessions, hosted safely here on the school grounds. These sessions have developed the children's communication, physical and problem solving skills as well as supporting their emotional health and well being. Staff have also taken part in the mental health first aid training, enabling them to support our pupils during what has been a tricky return to school this year. Our pupils also took pleasure in thinking of activities for the Resilient Rutland calendar and were so proud to have them published and shared within the county. At a time when resilience is very much needed, this project serves to ensure that this is a priority within the county.

Kelly Jackson, Head of School

### **Ryhall CE Academy**

Here at Ryhall CE Academy, Resilience is one of our core values but in these unprecedented times, we've found that our 'toolkit' has needed to grow and we've had a new focus on what this means in COVID times. Resilient Rutland has helped us to find our way through this, not only through training for staff but through resources to further support our children in 'finding their way' through the most difficult times. Having had two members of staff trained as Mental Health First Aiders through the funding of Resilient Rutland has meant that we can now have focussed time to support the increasing mental health needs of our children and staff – mental health is being talked about more than ever and we have designated staff to ensure this remains a high profile both in teaching, in support and visually around the school. As a leader of a growing primary school serving 193 children and 24 staff, along with supporting the needs of families and our community, I am grateful of the ever-growing support that Resilient Rutland is able to offer – it's a support that I wouldn't want to be without.

Katy Walker, Head Teacher

### **Uppingham school**

Uppingham School welcomes and appreciates the ongoing support and imagination of Resilient Rutland. The Resilient Rutland programme continues to stimulate and educate our "pastoral" teaching team and raise awareness on how to enhance well-being and effectively meet the individual needs of our pupils with particular focus on the impact of Covid19-in 2020/21. The Anna Freud Centre provided invaluable information regarding the potential psychological impact of Covid on the younger generation and this information underpinned a report I wrote as Lead Counsellor to staff at the start of September 2020. This report was designed to anticipate and address the impacts of Covid on our pupils and their families.

The Uppingham staff are enthusiastic and appreciative to be able to take part in the educational seminars to be rolled out by Young Minds this Spring. Uppingham looks forward to a continuing engagement with Rutland Resilience in 2021.

Jane Gamble, Lead Counsellor

**Brooke Hill Academy**

As ELSAs at Brooke Hill Academy, we have been very lucky to have worked with and built up a great relationship with the Resilient Rutland team. They have guided us and supported us in so many ways, including helping us to kick start a safe and nurturing environment for our ELSA provision in Brooke Hill Academy. Their initiatives, support and funding help has been paramount to the success and development of the ELSA provision in Brooke Hill Academy. They have funded a selection of books to support mental health and wellbeing, as well as providing a box of craft supplies in the first lockdown to ensure that children could access art resources and art lessons online from home. They have also recently helped to fund bereavement support for children in Rutland. In addition they have provided training courses which has seen staff trained in Youth Mental Health First Aid, as well as being able to pilot the Drawing and Talking course in Rutland.

Lynette gives up her evenings for a National ELSA support group and a relaxed and informal Rutland ELSA support and share group, which is hugely beneficial to the work and role of an ELSA (and always gives great CPD as well as allowing her wealth of knowledge and experience to be drawn on in a safe forum).

The work that they carry out benefits the wellbeing and mental health of everyone in Rutland. We are so very fortunate to have this incredibly dedicated team in Rutland.

Thank you to Resilient Rutland.

Rachel Sennett (ELSA, Brooke Hill Academy Trust) Paula Reeves (ELSA, Brooke Hill Academy Trust, up to Nov 2019)

**Uppingham CofE**

- £400 allowed the school to fund resources to support our recovery curriculum. It is fantastic to have an accessible library of resources to supports children's MHWB.
- Invaluable training and access to tools that allow staff to support children's individual needs.
- Mindful Arts and Crafts - Kits were offered to children who did not access school during 2020 lockdown. Additional kits were offered to our pupil premium or free school meals children Christmas 2020. We had so many messages from parents of these children who were very grateful for the kits and the creativity that followed.

Michelle Blackford, SENDco

**Brooke Hill Academy**

We have been delighted by the opportunities for CPD, support and discussion provided from the Resilient Rutland Project thus far. The level of support we are able to provide for our children has increased immeasurably due to our work with them – for which we are extremely grateful.

Furthermore, the project has helped raise the level of professional discourse between professionals within school to a new level, with impact far beyond that of our ELSAs.

Richard Westley, Head

**Exton & Greetham CE Primary**

The work of Resilient Rutland is enabling us to access support, training and therapies that otherwise we would be unable to access, such as Lego therapy and mental health first aid. With a high percentage of vulnerable children and children with SEMH, the support provided by Resilient Rutland is invaluable.

Megan Davis, Headteacher

**Uppingham Community College**

The project has made a massive impact in helping the school to understand the needs of the students and our steps towards to having a clear MHWB framework in place. The project, aside from the funding offers, has offered advice and support in many ways which have impacted positively on the school. We have seen improvements in our MHWB provision, which is reflected in our safeguarding data, as MHWB is now part of the safeguarding agenda. The project leaders have been extremely proactive and supportive throughout, being amazing advocates for the students and the school.

Paul Rhodes, Personal Development, Behaviour & Welfare, DSL, DTLA

**Oakham School**

Resilient Rutland provides excellent support and guidance on how to provide structure and direction within and to the whole school community; pupils, staff and parents! They are never too busy to talk through an idea, signpost to people or places that would provide could resources or connections or just tell you that you are already doing a great job!

Mrs Carly Latham, Senior Housemistress

**Leighfield Primary**

Resilient Rutland has definitely helped to create a better awareness and understanding of mental health during a very challenging year for our young people. The project has provided our staff with invaluable training such as mental health first aid, which means that our children and families can access early help within school.

The monthly Resilient Moves calendar was enjoyed by our children and I have no doubt that in the future it will help them to see that wellbeing is a daily thing. Our children have also benefitted from carefully selected resources for our wellbeing room in school to support their mental health.

As an ELSA for the school I have been able to participate in the monthly local ELSA support groups and the National zoom that has provided me with invaluable and timely resources about mental health. Thank you and well done to the Resilient Rutland Team.

Vicki Craven, ELSA

**Whissendine CE Primary**

Resilient Rutland has supported our school by providing training and direct funding to support children in our schools. With money shared by Resilient Rutland, we have been able to create calm boxes for all classes – this has helped to ensure that all children have access to these when needed. Multiple members of staff have attended training put on by Resilient Rutland and it has helped us to support children further by funding Boxall profiling resources and training. Without the support from Resilient Rutland, we would not have been able to implement these changes.

Steve Lambert, Teacher/SENCo/Deputy DSL (DDSL)

**Resilient Moves: Belonging.**



**Resilient Rutl...** · 07/09/2020  
Mr Rhodes shared his fabulous Loom presentation with me today. For Y7, focusing on BELONGING & applying the resilience framework. Welcome to UCC Y7. Community & belonging at the heart of your transition even amidst this adversity. Stronger together. @pastoralman80 @ben\_solly



2 replies 6 likes

**Sarah | SEND...** · 03/09/2020  
A wonderful September Calendar from @ResRutland and @BrookeHill\_ELSA to encourage 'belonging' as we recommence school this month. Thank you 🍌

#resilience #resilientmoves #belonging #BackToSchool2020 #calendar #wellbeing

**Brooke H...** · 02/09/2020  
Excited to share our September calendar with you. This months resilient move is about belonging. Feeling like you belong is so important for adults & children, even more so now after such a big break from school and clubs. Download a copy here [resilientrutland.co.uk/aug-](https://resilientrutland.co.uk/aug-)



Day 10: This is fabulous. Focussing on good times and places. Especially now! Find a photograph of somewhere you love or you have happy memories of. Put it somewhere promising. Look at it regularly. #resilientmoves. @BrookeHill\_ELSA @LynetteHarte



Add another Tweet



Most relevant ▾



**Julie Swainson**  
Doing this with my tutor group tomorrow 😊

4 d Like Reply Message 1



**Lynette Harte**  
Julie Swainson that's brilliant. Let us know how you get on



4 d Like Reply Message 1



**Julie Swainson**  
It was a great way to talk about reconnecting with Year 10, then they wrote postcards to their future selves with their hopes and ambitions for the future. They will get them back in their Year 11 leavers' assembly 😊

2 d Like Reply Message 1

**#Belonging  
Impacting the classroom in Rutland**

**September 2020: Belonging**



1 Share a summer story with friends. What was one of your favourite moments?	2 Who are the good influences in your life? Treasure them and keep them close.	3 What things do you like doing? Who are your friends? Where do you belong?	4 Smile and be friendly. Can you pass a smile on today?	5 Who listens to you and makes you feel valued? Do you give this back to others too?	6 What are you looking forward to this month? Write these down. Any plans to make?	7 Be kind and encourage new friendships. How might we do this today?
8 Thank someone you are grateful for and let them know why.	9 What can you take responsibility for today?	10 Find a photograph of somewhere you visited or a time out with friends or family. Put it somewhere to remind you of good times.	11 Who have you not properly met yet in your class or workplace? Share a smile and a kind word.	12 Celebrate even small successes of yourself and others today. Praise goes a long way.	13 What clubs and activities are there at school or in the local community? Get involved - where do you feel you belong?	14 Share an inspiring quote with someone and give them hope.
15 Visualise a future in which you are happy. Make plans to achieve this.	16 Write down 3 people you can count on. Who can count on you? How can you show them this?	17 What is new this term? What has been good about this? What have you found difficult - who/what can help?	18 Create a scrap book of people, places & activities you love. What can you learn about yourself?	19 Look in the mirror. Tell yourself you are valued and belong.	20 Kindness is contagious. Be kind today without expectation of anything in return.	21 Check in with someone who may be feeling alone or anxious today. Help them to remember you care.
22 Send a message to someone you count on with today. Send them you are thinking of them.	23 Who or what inspires you? Ask your friends and family the same question. Share sources of inspiration.	24 Learn something from a friend or peer today.	25 Foster healthy relationships. Spend time with those who see and bring out the best in you.	26 Be the reason someone feels valued and supported today.	27 Don't forget to check in with your partner, other friend or colleague today.	28 What have been the best things about this month so far. Write 3 of them down.
29 Send a friend or family member a photo of you together and having a good time. Share a happy memory.	30 Choose some activities from this month you would like to do more often.					

**RESILIENT MOVES CALENDAR:**  
This month we share BELONGING moves - Finding a place to belong, understanding our place in the world, Good influences, Relationships, Hope, People we can count on, Responsibilities, A focus on good times and places, Predict a good experience of something new, Making friends.

Find out more about the resilience framework at [www.beingboing.org.uk](http://www.beingboing.org.uk) #RESILIENTMOVES  
WE WOULD LOVE TO HEAR ABOUT YOUR COPING MOVES. SHARE THESE WITH US ON TWITTER @RESRUTLAND @BROOKHILL\_ELSA



Resilient Moves Calendar: Lynette Harte and Paula Reeves 2020. For resources and signposting visit [www.resilientrutland.co.uk](http://www.resilientrutland.co.uk)



**Resilient Rutland**  
@ResRutland

Now this is why it matters. Parental feedback to us from the Y7 team building day. Thank you everyone.

#belonging. @UCC\_Rutland  
@ben\_solly @pastoralman80  
@LynetteHarte  
@problemsolveit

Just chatting with a friend of mine who's son went for his first day at UCC. She asked me to pass on to RR how amazing the team building day was for her son. That he had a brilliant day at Rutland Showground and it's really helped him with starting school today. He was so excited to get to school and the team building day really helped with that. 😊

Lynette Harte it was exactly what they needed as she felt she didn't belong anywhere . Now she has come home after meeting new friends , putting faces to names . Just brilliant . Please thank everyone at Rutland Resilient for making it happen


**Resilient Rutland**

Resilient Rutla... · 15/09/2020  
Thank you Jo.

**Jo Harley** · 15/09/2020  
Replying to @ResRutland @UCC\_Rutland and 4 ot...  
That's so lovely and such a brilliant endorsement of the work you all do!

**Supporting Additionality: Y7 Team Build for UCC**

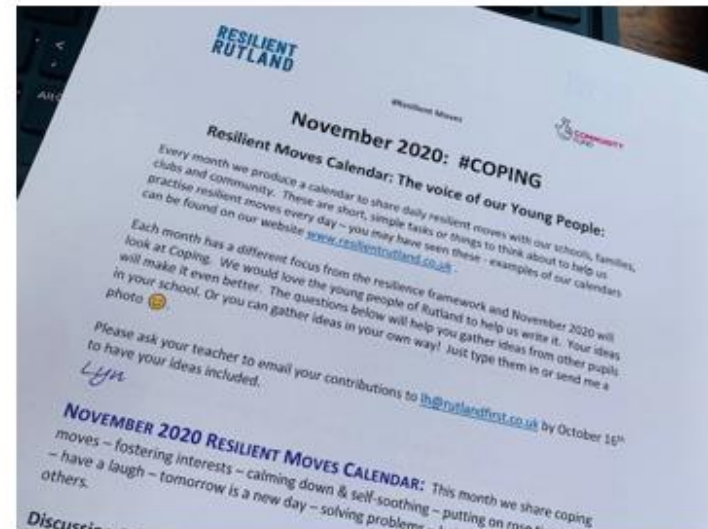
**Youth Voice and Co-production of our resilient moves calendar:**

 **Brooke Hill ELSA @Broo...** · 5d ✓  
Love this 😊

**Resilient Rutland · 5d**

Sneak peek!!! Our October resilient moves calendar on LEARNING coming soon. Huge shout out to Y6 @BrookeHillA for helping us write it. All young voices of Rutland welcome to contribute. Info going to schools next week. Get involved. @LynetteHarte @BrookeHill\_ELSA





You Retweeted

 **HeatherLCottam @Heat...** · 5d ✓  
Replying to @ResRutland @BrookeHillA and 2 others

Great to be shaped by the voice of young people. Wonderful!!!

1 1 2 1



**Our National Colleague Resource Share Zoom: 50 plus members.**



Our virtual national colleague wellbeing share returns next Thurs 1st Oct at 7:30pm. Discussion topics include supporting escalating worry, an insight into emotion coaching & a wonderful tour of resources from Amazing Peoples Schools.

@LynetteHarte  
@BrookeHill\_ELSA  
@Amazing\_Schs

*You are  
Cordially invited*

14:12 · 24/09/2020 · Twitter for iPhone

 Add another Tweet

**Mind//Shift for Resilient Rutland Mental Health First Aid training**

“Great resources and videos under difficult lockdown conditions. Our involvement in discussions was not forced and allowed me to listen to other more experienced stories, alongside Colin, instead of me feeling I had to contribute unnecessarily. Colin was a really friendly, knowledgeable and engaging instructor - thank you! “

Really good course, great discussion. Made me think a lot about how I can help students.

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.

It was an excellent course ..probably one of the best I have been on .Colin was a fantastic instructor, very knowledgeable, approachable and kindly dealt with an issue I had - professionally

## 8.0 Appendix 2 - Schools Health checker

Health Check for MHWB in Schools		Stage			
	1	2	3	4	5
<b>ARA implementation</b>	<ul style="list-style-type: none"> <li>Limited WSA to MHWB in place and activities ad hoc and not centralised/coordinated.</li> <li>Most stakeholders unaware of work and not consulted.</li> </ul>	<ul style="list-style-type: none"> <li>Data used to assess the qualities of current practices.</li> <li>Start identifying objectives and gaps using internal feedback.</li> <li>Decide what needs to be stopped, started and kept.</li> <li>Staff, young people, parent/carers, Governors aware.</li> </ul>	<ul style="list-style-type: none"> <li>Use asset based ARA framework to support MHWB planning.</li> <li>Develop strategic plan to implement changes.</li> <li>Stakeholders involved in plan development.</li> </ul>	<ul style="list-style-type: none"> <li>Implementing ARA plan for MHWB effectively with whole school community engaged.</li> <li>Resources and capacity to deliver made available.</li> </ul>	<ul style="list-style-type: none"> <li>Supporting MHWB using the ARA framework becomes daily life in school.</li> <li>Constantly reviewed, evaluated and improved. Best practice shared. Everyone aware. Shared Language.</li> <li>True culture change.</li> </ul>
<b>Capacity/training</b>	<ul style="list-style-type: none"> <li>Training need to support MHWB undefined.</li> <li>Training ad hoc and not centralised/coordinated</li> <li>Training not seen as a priority by SLT</li> </ul>	<ul style="list-style-type: none"> <li>Some informal training assessments for MHWB support have been performed and initial ideas discussed.</li> <li>Training not seen as a priority by SLT</li> </ul>	<ul style="list-style-type: none"> <li>Formal assessment of need for MHWB support training against existing skills and gap analysis undertaken.</li> <li>Training seen as a priority by some SLT</li> </ul>	<ul style="list-style-type: none"> <li>Training programme developed and being implemented and impact measured.</li> <li>Acknowledged by SLT as an area which needs investment</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing review of training requirements for MHWB which are now part of school process.</li> <li>Funding made part of annual school budget.</li> </ul>
<b>Young Peoples' Involvement</b>	<ul style="list-style-type: none"> <li>There is no existing YP led group or specific initiatives supporting MHWB.</li> <li>There are Adult lead activities for MHWB in which young people do as directed but are not involved in developing the aims or outcomes.</li> <li>Young people are asked what they think, but adults do not tell them what influence they have on the final decision.</li> </ul>	<ul style="list-style-type: none"> <li>YP are asked to say what they think about an issue but have little or no choice about the way they express their views or the scope of the ideas they can express.</li> <li>Student wellbeing group is advertised and first session has been held.</li> <li>YP discuss challenges faced, and ideas for YP led initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>YP wellbeing group survey other year groups regarding MHWB challenges faced in school and ideas for initiatives and support. Collated and shared at a second meeting.</li> <li>YP prioritise initiatives and plan future wellbeing sessions and focus/themes.</li> <li>YP understand the project and their role.</li> <li>Adults respect their views.</li> </ul>	<ul style="list-style-type: none"> <li>Further led YP led wellbeing sessions have been planned and held in response to YP feedback and voice.</li> <li>At least one chosen initiative has been organised and evaluated.</li> <li>Adult initiated/supported but children involved in every stage of planning and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>At least two chosen YP initiatives have been identified, organised, and evaluated.</li> <li>YP led wellbeing sessions are regularly timetabled into the school calendar.</li> <li>Sessions are jointly planned and wider YP feedback on MHWB is routinely gained.</li> <li>Activities youth initiated.</li> </ul>
<b>Accessing external support</b>	There is very limited or no confidence in where to access additional professional external support.	There is some confidence is selected staff in what support is available and how to refer.	Most staff are confident in where to access external support and are how to refer.	Key staff are confident in external support available, the threshold for access and familiar with referral routes.	All staff are confident in: <ul style="list-style-type: none"> <li>external support available</li> <li>threshold for access</li> <li>familiar with referral routes.</li> </ul>
<b>Breadth of school staff involvement in RR project.</b>	<ul style="list-style-type: none"> <li>There is no involvement past the key school contact and if that staff member were to leave, there would be total discontinuity in the plans to implement the RR project.</li> </ul>	<ul style="list-style-type: none"> <li>There is limited involvement past the key school contact and if that staff member were to leave, there would be discontinuity in the plans to implement the RR project.</li> </ul>	<ul style="list-style-type: none"> <li>There is involvement with the RR project throughout the pastoral team and if the key contact were to leave, they would be able to continue with the project with some negative impact.</li> </ul>	<ul style="list-style-type: none"> <li>There is significant involvement with the project throughout the school and if the key contact were to leave, the project would be able to continue with minimal impact.</li> </ul>	<ul style="list-style-type: none"> <li>If key staff were to leave then there would be no impact on the implementation of the WSA.</li> </ul>
<b>Measurement of young people's well-being</b>	<ul style="list-style-type: none"> <li>There is no process for collecting data on the mental health of young people within school.</li> </ul>	<ul style="list-style-type: none"> <li>There is a process for collecting data on the mental health of young people within school however it is sporadic and no action is taken on the data.</li> <li>Perhaps it is only undertaken in certain year groups.</li> </ul>	<ul style="list-style-type: none"> <li>There is a process for collecting data on the mental health of young people which is undertaken regularly but nothing is done with the data.</li> </ul>	<ul style="list-style-type: none"> <li>There is an evidence based process for collecting data on the mental health of young people which is undertaken regularly and the data is reviewed and acted upon.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence based process for collecting data on the mental health of young people and staff which is undertaken regularly</li> <li>Data is reviewed and acted upon.</li> </ul>
<b>Confidence in MHWB provision</b>	Low	Satisfactory	Good	Very good	Outstanding
<b>Methodologies of continuous improvement (CI)</b>	<ul style="list-style-type: none"> <li>No formalised improvement methods for MHWB exist.</li> <li>No evidence of employees, or leadership team concerned about CI in MHWB.</li> </ul>	<ul style="list-style-type: none"> <li>Improvements in MHWB provision reactive – usually come from leadership team or in response to a problem occurring.</li> <li>Some training started in MHWB - identification of issues and preventative methods.</li> </ul>	<ul style="list-style-type: none"> <li>Some improvement methodology for MHWB evident; teams or focus groups sometimes used to develop solutions.</li> <li>CI training in MHWB supported by leadership.</li> </ul>	<ul style="list-style-type: none"> <li>CI used to advance MHWB in the school.</li> <li>All colleagues trained.</li> <li>Open documentation used to track improvements and next steps.</li> </ul>	<ul style="list-style-type: none"> <li>CI is part of school culture</li> </ul>

