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1.0 Introduction

Purpose of this report: A public record of the Resilient Rutland Project, including resources used, relationships developed, benefits gained, our learnings and the lasting impact on Young People of Rutland.

Objective of the Resilient Rutland Project: *to tackle the main mental health concerns of Young People in the County by building resilience through early intervention.*

Funding – The Resilient Funding Project has been funded by the Big Lottery Community Fund in the amount of £484,700.

Period of operation – January 2019 to July 2023

Stakeholders – 18 primary schools, three secondary schools and a 6th form college, a military primary school, public schools at Oakham and Uppingham, Rutland County Council, Leicestershire Partnership Trust (LPT) and Leicester, Leicestershire and Rutland Clinical Commissioning Group (LLR CCG), young people of Rutland and their parents/guardians

Governance structure – the project was delivered through a part-time Project Manager and a part-time Schools Liaison Officer. Supervision was provided by a steering group consisting of Board Members and representatives of schools, Rutland County Council and Health Partners. Ultimate financial control and strategic direction was executed by the Board of Rutland First with frequent reviews with Big Lottery Fund

2.0 Executive Summary

The Resilient Rutland project has delivered support to Young People of Rutland through an evidence based programme comprising:

- Direct support to schools including:
 - Funding the training of teachers and support staff
 - Providing the resources and training to enable the embedding of a whole school approach to supporting mental health of young people including templates for self-assessment
 - Funding the provision of Emotional Literacy Support Assistants (ELSA)
- Direct support to young people including:
 - Funding for resources specifically chosen by young people
 - Funding of creative and sports activities (CASA)
 - Funding of activities to support the transition through key stages
 - Establishing an interschool forum with young people taking the lead
 - Funding of counselling for those young people assessed to benefit from early intervention, who would otherwise be referred to Children and Adolescents' Mental Health Services (CAMHS) with a lengthy wait.
- Support to parents, through funding of a series of videos available online covering the most common triggers of problems with mental health for young people and provision of signposting to available public resources for parents and young people.
- Wider sharing of resources and experience of mental health professionals through regular online open access discussions.

Key to the success of the project included the following:

- Engagement of a dedicated project manager and a schools liaison officer
- Detailed research and planning including surveying young people to directly understand their needs and wants
 - Developing and maintaining communication channels with key decision makers in schools, Rutland County Council LPT and the CCG
 - A governance structure that encompassed regular project and financial review as well as consultation with interested parties, responsive enough to manage the challenges faced by such a project in a timely manner
 - Focus on the legacy, the sustainability of the project.

Spending Profile

Account	Jan-Aug 2023	Jan- Dec 2022	Jan- Dec 2021	Jan- Dec 2020	to Dec 2019	Total
Lottery Funding	0	97,083	147,567	89,050	151,000	484,700
Direct Project Costs	45,060	122,349	85,213	65,583	24,750	342,955
Project Management Costs	0	19,332	36,895	37,539	34,328	128,094
Administrative Costs	2,832	5,522	5,010	7,039	5,783	26,185
Other Income	14,280	0	0	0	0	14,280
Income less expenses paid	(33,612)	(50,119)	20,448	(21,111)	86,139	1,745

Rutland First seeks the agreement of the National Lottery to retain the remaining £1,745 to provide seed corn funding to continue the programme of Young Leaders in Mental Health and Wellbeing inter-school conferences.

This report goes on to discuss in more detail the project management, services provided, the successes and challenges faced, as well as the lasting legacy. We aim to provide a record of what we have done that may be useful in guiding other projects of a similar nature.

The whole team at Rutland First is grateful to National Lottery that we should be entrusted as custodians of such a significant and important project. Primary concern for us has always been to secure mental health benefits for the young people of Rutland and we believe this report

demonstrates our achievements in this respect. We are also grateful for the professional support we received especially from those who participated in the steering group.

3.0 Project Management, Research and Planning

The Project has been managed by a part-time Project Manager (25hrs per week) and a Schools Liaison Officer (15hrs per week). Together they have:

- Managed the project planning, the budgets, liaison with the project sponsor, reporting to the Board
- The procurement of materials and services as well as, crucially,
- Coordinating delivery with the various stakeholders/agencies involved in provision of young people's mental health services. This coordinating role includes constantly reassessing the needs of young people through consultation with education and health professionals as well as young people themselves.
- Managing the relationships with key stakeholders, influencing the development of Young People's Wellbeing and Mental Health (YPWMH) services in LLR
- Adopting a flexible approach, especially during the pandemic, e.g. providing services at short notice to match availability of teachers, adjusting to the extreme limitations presented by the COVID pandemic.

It is clear that a project of this scale could not be managed without dedicated project management and credit is due to the initiators of the project that took this decision. The dedication and professionalism of our project team is formally commended. Using part-time volunteers would have materially limited the possible scope of such a project.

We faced challenging circumstances, including the impact of the Covid pandemic, engaging with parents that most needed support and influencing and coordinating the various agencies involved in YPWMH. Each time there was a restructuring, change in process or personnel in mental health provision raised particular frustrations.

Delivery of such a project in isolation is not practicable. It needs to be integrated and or dovetailed with existing available services. Key to the success of our project was research and planning that took place prior to implementation. This included:

- Surveying the existing mental health services available for young people and assessing their effectiveness, identifying gaps and recording the pathways to accessing mental health services, getting invitations to join policy committees to influence outcomes.
- Identifying and connecting with the key decision makers and budget holders in YPWMH and inviting them to participate in our supervisory committee. We also identified those committees/working groups where we could best influence policy and pushed hard to get invitations to participate. This included schools, Rutland County Council and the providers of mental health services at LLR CCG and LPT.
- Surveying young people themselves to identify their needs and wants.
- Connecting with other organisations providing similar services in the charity sector to learn and share best practice.
- Generating feedback loops with our beneficiaries critically allowed us to continue and develop those workstreams that were most beneficial and to quickly stop those that weren't.

4.0 Implementation

Implementation of the project began in earnest at the beginning of 2020 but was immediately severely and adversely impacted by the Covid Pandemic.

The main impacts of Covid were as follows:

- School closures – our main access route to young people was shut down almost overnight. Only opening again to all children permanently in March 2021.
- School engagement constrained and continued uncertainty. Significant staff and pupil absences have continued until only very recently.
- Cost/content/availability of training, Providers were no longer able to visit schools and online offers were not always available. In some cases, online training costs were higher than a face-to-face offer.
- New channels for reaching young people, school staff and parents/carers were needed.
- Furlough and redundancy meant that not all our providers could continue delivering in the timescales which we had originally agreed.
- Priorities changed and there was a need for immediate resources and signposting to practical support.
- Motivation and morale were a constant challenge. With continued fear over the pandemic, fatigue and an unknown future ahead, it was difficult to stay optimistic.

Nevertheless, the project management team responded admirably, keeping the project going, without furlough, without losing momentum, generating new ideas and adopting a flexible approach. The detail of each workstream is covered later in this report.

The contracts of our two employees expired at the end of the summer term in 2022. At this point, there was an expectation that all funds would have been committed; however, this was not the case with about £35,000 still to be spent. The Board set up process to continue with Counselling for Young People until January 2023 and then with further funding organised by RCC, until July 2023. The Board also invited schools to submit further bids for creative and sports activities, and the young people nominated activities which continued until July 2023.

Implementation involved various forms of interaction with many agencies, giving us a chance to influence policy going forward. These included:

- **Rutland Education Inclusion Partnership (EIP) Provider Network** – led by Rutland County Council (RCC). It is a best practice model of partnership working and brings together key providers in Rutland.
- **LLR CCG Young People’s (YP) Mental Health Emotional Well-being (MHEWB) Strategy Group.** Led by LLR CCG. We are the only Voluntary and Community Sector (VCS) representative.
- **LLR Anna Freud Link Group.** Coordinated by Leicestershire County Council. This is a national initiative, and our group comprises representatives from across LLR
- **LLR CCG Provider Meeting.** Currently not running.
- **Rutland and Melton Mental Health Support Team (MHST) Partnership Group.**

5.0 Successes and Challenges

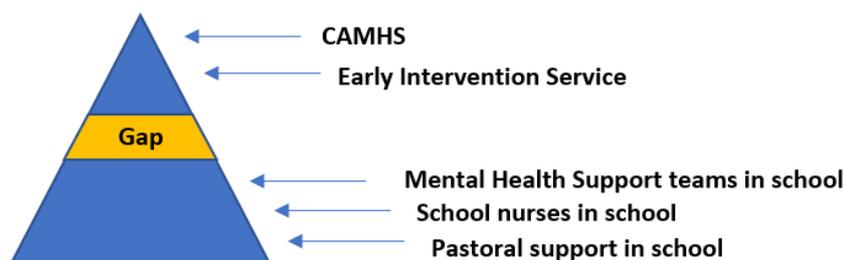
In this section, we have selected a few examples of how our interventions have benefitted the young people of Rutland. The full catalogue of our workstreams is included in the Appendix.

5.1 In-school counselling

Identification of gap in provision and solution

Following research into existing services and co-production work with schools it was determined that, in Rutland, there was a gap in provision of evidence-based therapeutic interventions. This gap was

above the support that Pastoral Teams and School Nurses could deliver, and below the threshold for referrals into the Early Intervention Service.



Primary and secondary research was undertaken into alternative solutions, and it was agreed to pilot an in-school counselling provision into which direct referrals could be made. The robust referral route into the service was coproduced with pastoral teams and school nurses.

In Sept 2019, the pilot service delivered by Relate Leicestershire started in our three state secondaries and ran for six months. The outcomes were overwhelmingly positive, and the decision was made to roll out the service for the remaining three years of the project.

In-school counselling offer

- School nurses, pastoral teams and Relate work together to identify young people who are suitable for this intervention. Parents and GPs cannot refer into this service.
- A young person receives an initial assessment and if the intervention is appropriate, they then have six one-hour counselling sessions.
- Our three state secondaries receive five counselling sessions per week.
- If a waiting list goes over five, extra sessions are made available to ensure the wait to receive support is never longer than six weeks.
- Relate Leicestershire delivers support during the school day, on school premises and in term time only. Virtual sessions have been delivered throughout the pandemic.
- Unlike the Early Intervention Service, referrals are accepted for those on the CAMHS waiting list.

Cost

To deliver an initial assessment and six one-hour sessions costs £245. Relate deliver 5 sessions per week (term time) in each school costing £6,825 pa. This equates to 27 young people receiving support per school. We are funding three schools, and our annual commitment is £20,475.

Outcomes

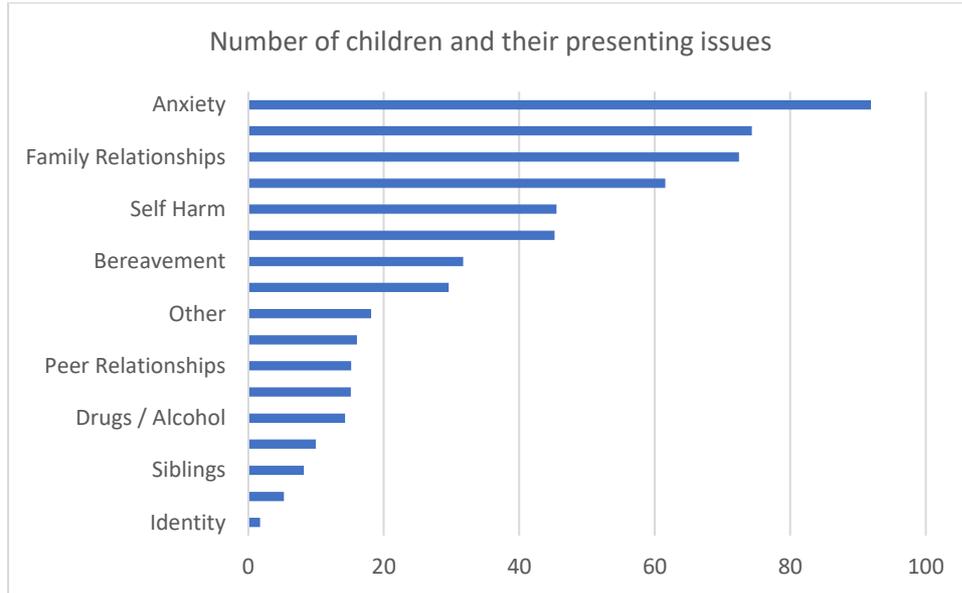
- Referrals are simple and support is delivered in the right environment and at a convenient time.
- The wait to access this service is never longer than six weeks.
- On average, schools report that 82% of young people do not require further professional interventions following completion of the sessions.
- School staff and parents are extremely positive. The provision is proving invaluable in avoiding further escalations.
- Addressing issues early avoids more costly referrals into the Early Intervention Service or CAMHS.
- The service complements and works closely with School Nurses and other providers.

Funding from the Resilient Rutland project ended in Dec 2022.

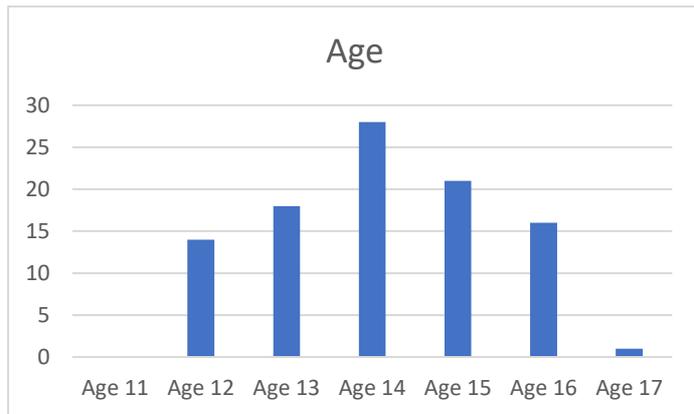
Data

The following data is from Jan 2020 onwards and represents 98 young people who have attended sessions.

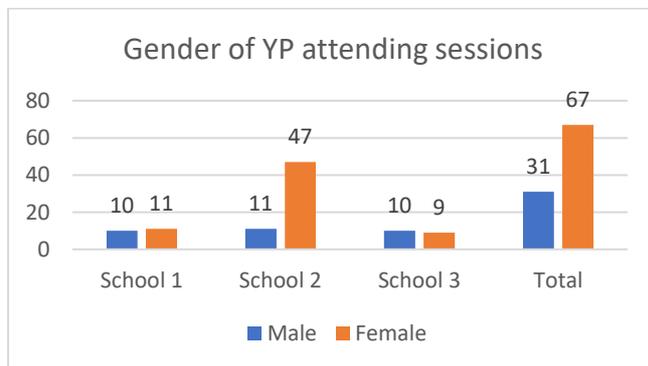
Issues presenting



Age of young person



Young people by gender



5.2 Creative Arts and Sports Activities

The positive effects of creative, arts and sports to support mental health and well-being are well documented. We were delighted to be able to support our 18 primary schools with a range of activities to build resilience and share the language of the Academic Resilience Approach (ARA) framework that underpins our whole school approach.



With help from stakeholders, we shortlisted ten providers who offer a range of activities. The offer included yoga, rock music, theatre, mindfulness, physical activity, dance, problem solving, Forest School and more! We briefed the providers on our requirement and a straightforward process for schools to select and book their activities was implemented.

Over 51 amazing activities have now taken place across the county and hundreds of children have had the opportunity to get involved. This has been a real success story and this workstream has created a positive chain reaction of resilience for young people, staff and families.

“This support has come at just the right time. It has given our pupils and staff the chance to be together again and have fun trying new and exciting activities. We are considering how to fund this ourselves in the future” (Primary Head Teacher).

“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” (Primary Head Teacher).

Dear Mary and Rachel,

Thankyou, for coming in and teaching us about 'Macbeth', I really enjoyed it. You helped me build my confidence to the point where I was comfortable saying lines.

I really enjoyed the acting in the play, even if I wasn't doing it I still liked watching. My favourite bits were when we made the cauldron and when the guards fell asleep.

I think other schools would really enjoy the experience. Thankyou very much.

Many regards
Matilda.

4/3/22

To Mary and Rachel

I really enjoyed the play Macbeth, My favourite bit was when we ran and went into battle, My second favourite bit was when we got the red fabric and we made a cauldron and we got to stand around it.

I am really glad that Mary and Rachel came it was one of the best weeks I've ever had. The Shakespearean school was really fun to see over the play, everybody thought the play was amazing.

5.3 ELSA

When we spoke to the schools about what they needed to support MHEWB, a requirement was identified for additional practical support in the classroom and for staff who have professional training and ongoing supervision.

Following research into alternative provisions, it was agreed that ELSA training and supervision would be the appropriate evidence-based solution to meet our objectives. Emotional Literacy Support Assistants (ELSAs)- are Teaching Assistants trained to provide emotional and social skills support to children.

In conjunction with RCC, our project part funded 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. After September 2020, ELSA supervision has been added to our offer.

We have been overwhelmed by the positive response regarding this workstream and the feedback we have from primaries is that ELSAs are an invaluable resource.

A very successful Rutland ELSA network has been established by one of the trained ELSAs. This includes a closed Facebook page and, during the lockdowns, a virtual get together every month for a 'cuppa and chat'.

To ensure we maximise the sustainability, there has been a gradual move towards schools paying more for supervision and additional training places. Schools also now book places themselves. We are already aware of one school that is going to pay for a new member of staff to be trained. It is also hoped that RCC will be able to continue to part fund this initiative.

"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."

"I can't tell you how much the Resilient Rutland project has done for myself and the students I have worked with. They have funded resources for our ELSA room, such as books, sensory toys, and games and encouraged me to start the Rutland ELSA where local ELSAs can support each other and share best practice or resources. 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."

5.4 Young Leaders in Mental Health and Wellbeing



Our original aim was for Resilient Rutland to facilitate three young people's conferences per year for the duration of the project. This was an opportunity to allow young people to receive leadership training, and to collectively plan, shape and drive MHEWB initiatives in their own schools. This would create an established network of pupils and staff, with content being driven by young people and colleagues of Rutland schools.

After months of being unable to progress this element of our project, in March 2021 we launched our first Young Leaders in Mental Health and Well-being conference.

Over 70 individuals from across the county attended including students and colleagues from Uppingham School, Casterton College, Uppingham Community College, Oakham School, and Harington School. Representatives from Rutland County Council and partnership groups also attended.

It is expected that a conference will be held once each term and hosting will be rotated around the schools. We are delighted that Casterton College volunteered to host a session on 23rd June 2022.

“I just wanted to say a massive thank you to Lyn, Morag, and the team from Uppingham School who put together yesterday's Student Wellbeing Leadership Conference. It was a really well organised event, and our students and staff were made exceptionally welcome and well catered for. We learned an awful lot, and the students are now all suitably fired up for the next stage - we are meeting on Monday to pull things together and decide next steps to move forward.” It was great too to be collaborating with the wider Rutland community once more (Dave Anderson UCC).



5.5 Whole School Approach

A fundamental element of our project has been to support schools embed a Whole School Approach to mental health and wellbeing. This is important because it helps each school to maintain a commitment to supporting MHEWB in the long term. After significant research, we chose the Academic Resilience Approach (ARA) which is a whole-school-based community development model.

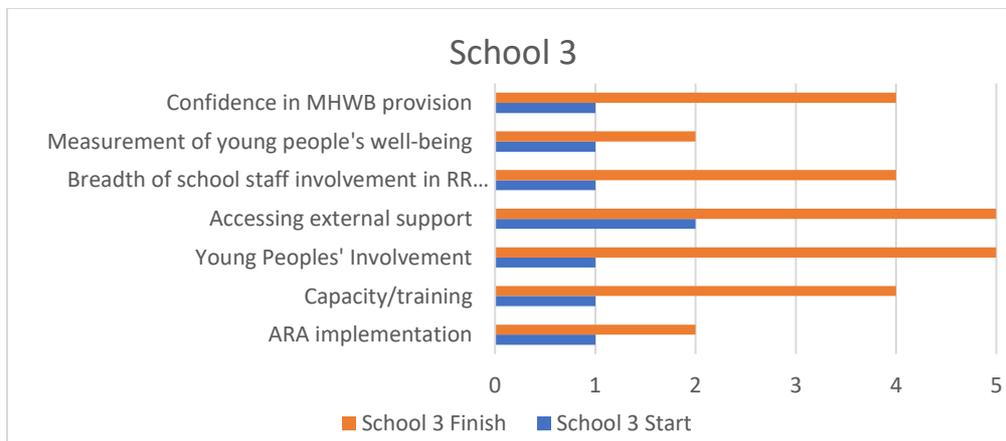
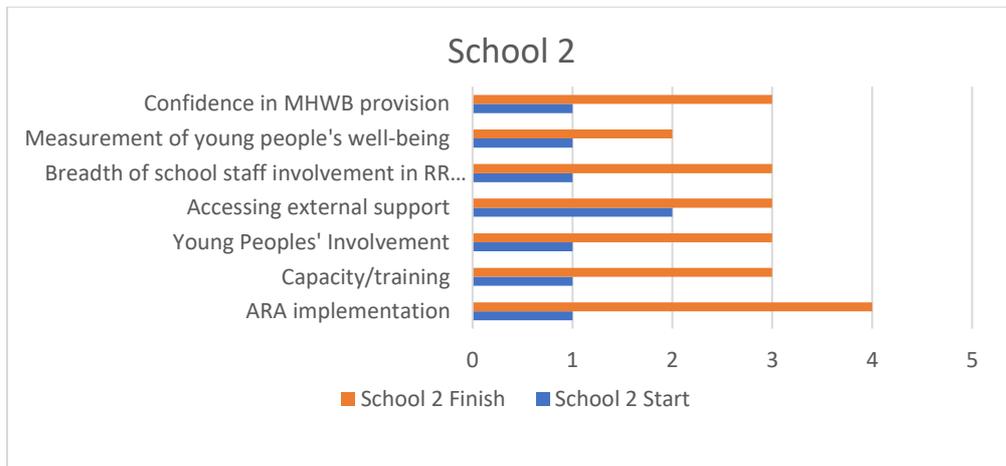
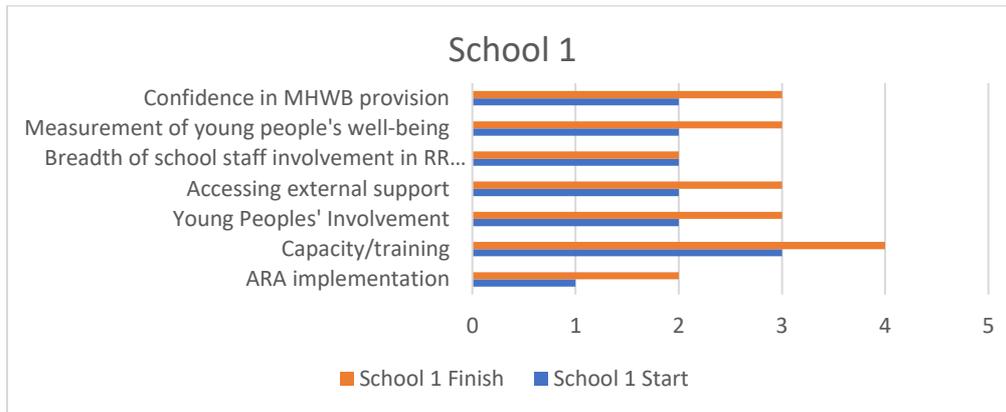
5.5.1 Secondary

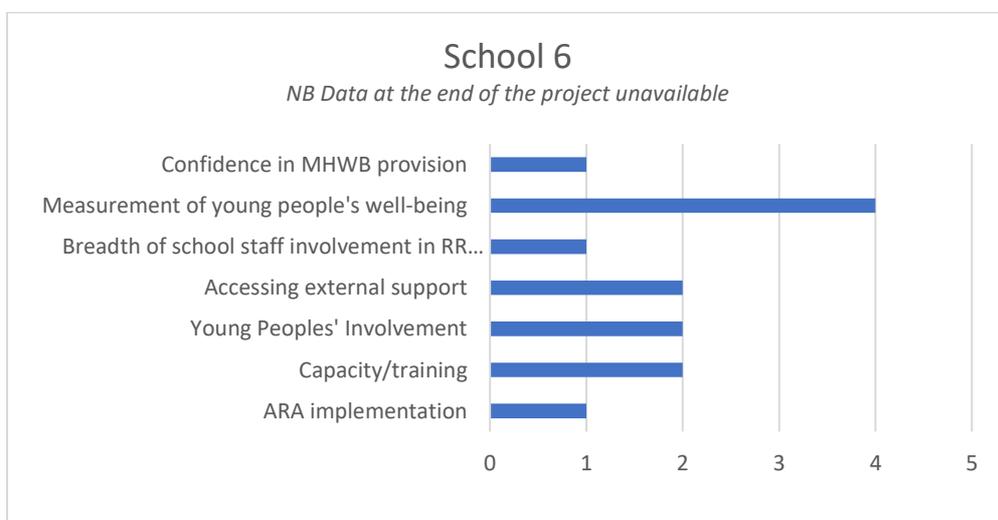
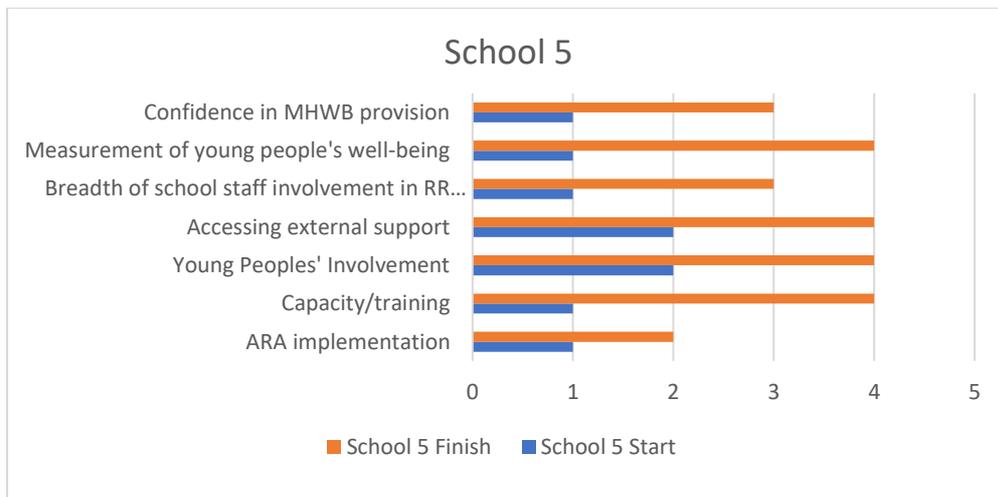
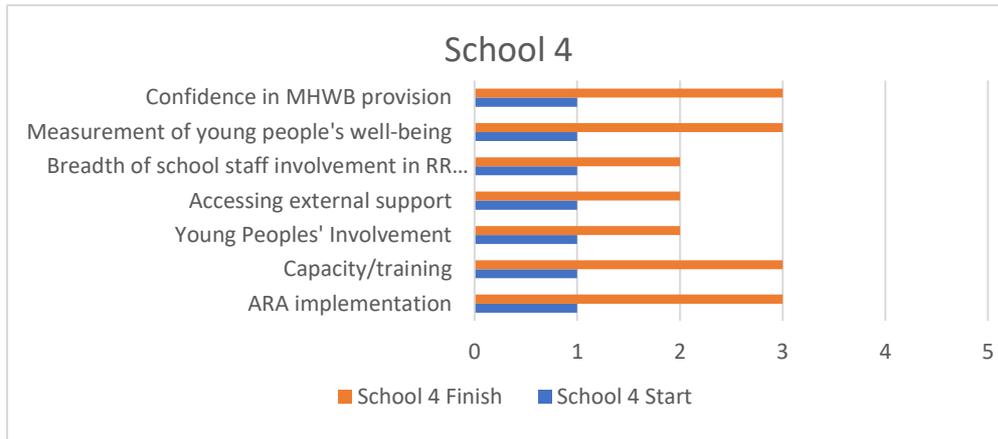
In Secondaries this workstream has not progressed as well as we had hoped. We have had success with some schools embracing elements of the framework, however only one school is using it close to what we anticipated. A combination of staff changes, existing school initiatives, commitment from senior management, 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 momentum, Lyn and Morag continued to offer new/existing school staff presentations on the value of the ARA and why it is so important. The lessons learned were used to shape the primary programme.

Using our evaluation tool, the Mental Health and Wellbeing Health check, we have been tracking schools' success in implementing the whole school approach. The anonymised results in our agreed categories are as follows:



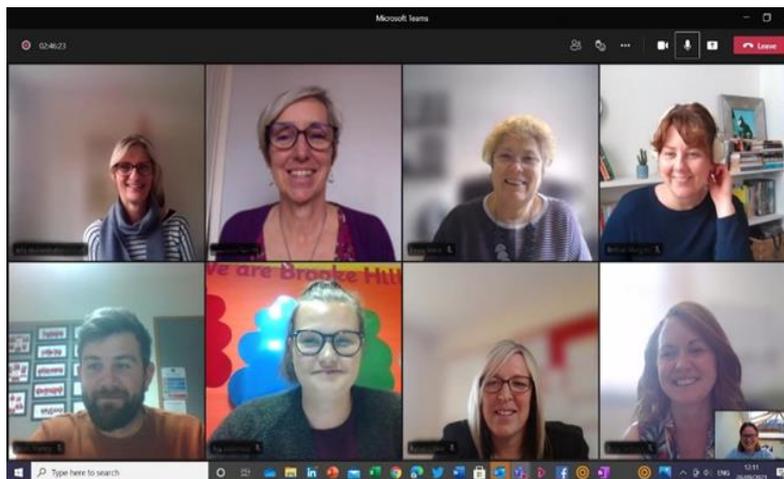


“The academic framework guided our approach during lockdown, allowing us to reach out to pupils and colleagues and unite our community. The UCC road trip was central to connecting our community and maintaining that feeling of belonging. We are developing the use of the framework language in our planning and delivery of PDE and curriculum lessons. It has become a central way to look at resilience and well-being” (Paul Rhodes, UCC).

5.5.2 Primary

When we spoke to our primaries in 2019, the Heads were all interested in being involved with this whole school approach initiative. Having worked with a sample of our schools to agree the support required, we went out to tender for the work. Boing Boing was selected as our provider of choice.

Following delays due to Covid, in April 2021 we approached representatives of our primaries again 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. Disappointingly, 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.



It was agreed that this comprehensive programme of delivery would proceed and that we would make some of the more general sessions open to all schools.

The sessions began on 28th Sept 2021 and initial attendance was good. However, as schools struggled to meet the demands of the recovery curriculum, their ability to commit to attending and embedding the ARA has been challenged. This has been further exacerbated by staff leaving and illness. We have revisited the programme on several occasions with schools to determine if there was a better way or time to deliver the support. Even after having these conversations, attendance was low and apologies for not attending not often received. This was very disappointing for the project team, as we were trying our best to be flexible and accommodating. Attendance may have been better if schools had been investing some of their own funds towards the support.

Lyn has however been able to run several sessions with young people which have been extremely well received and the focus on the Boing Boing consultancy sessions is on how to plan and launch the ARA next academic year.

“Thank you so much for another amazing resilience session. The children were incredibly articulate, vocal and spoke from the heart. What they said made me incredibly proud and also quite emotional! Thank you for the way you conducted it, as you were the one who put them at ease to speak openly and honestly. I know we spoke about it, but I would love you to join our next Well-being Ambassador meeting. We are keen to develop this and take it forward” (Rachel Sennett, ELSA BHA).

“It is a great programme of support that is being offered, we just wish that there weren’t so many other nationally driven priorities that we currently have to meet. Ideally the support would be postponed until things have settled down” (Head Teacher).

5.6 Parent/carer support

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.

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

We have had mixed results with our parent support offer. We have experienced familiar problems: people who need the support the most don't come forward, how to reach parents, and busy lives get in the way of taking time to access support.

Professional webinars

We have 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.

<p>How to Build a Positive Relationship with Your Child's School 32:31</p> <p>How to build a positive relationship with your child's school... 5 views • 1 week ago</p>	<p>Supporting Your Child When They Start a New School 33:54</p> <p>Supporting your child when they start a new school 2 views • 1 week ago</p>	<p>What To Do When Your Child is Being Bullied 24:48</p> <p>What to do when your child is being bullied No views • 1 week ago</p>	<p>Self-Care for Carers 46:02</p> <p>Self-care for parents and carers 32 views • 1 month ago</p>	<p>Exams: 10 Things Parents & Carers Need to Know 38:03</p> <p>Exams: 10 things parents and carers need to know 17 views • 1 month ago</p>
<p>Resilient Rutland - Dr Tina Rae. Practical strategies to... 49:08</p> <p>34 views • 1 month ago</p>	<p>Supporting Children with Friendship Issues 25:15</p> <p>Supporting children with friendship issues - primary 60 views • 1 month ago</p>	<p>Navigating Frenemies, Cliques & Bants with Your Teen 18:02</p> <p>Navigating Frenemies, Cliques & Bants with your... 28 views • 1 month ago</p>	<p>Self-Esteem: Helping Young People Find Purpose & Belonging 52:50</p> <p>Self-Esteem: helping young people find purpose &... 59 views • 1 month ago</p>	<p>Primary - helping your anxious child feel calm and in control 35:49</p> <p>Primary - helping your anxious child feel calm and ... 71 views • 2 months ago</p>
<p>10 Ideas to Help Your Teen be Happy Online 45:11</p> <p>10 Ideas to help your teen be happy online 21 views • 2 months ago</p>	<p>10 Ideas to Boost Family Wellbeing 51:03</p> <p>10 Ideas to boost family wellbeing 37 views • 2 months ago</p>	<p>Anxiety: supporting teens to support themselves 46:26</p> <p>Anxiety: supporting teens to support themselves 72 views • 2 months ago</p>		

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.



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.

5.7 Anna Freud – Wellbeing Measurement Survey

In our initial bid document it was proposed that the main method of project evaluation would be the Anna Freud Child Outcomes Research Consortium (CORC) Wellbeing Measurement Survey.

The first cohort of CORC tests in 2018 had a low uptake due to the parental opt-in system, and also some schools already undertook their own surveys, and it was viewed as unnecessary duplication of effort. This meant data gathered for some schools was only 10% of the population and therefore not statistically significant. One school failed to test a whole year group and didn't advise us of this.

Dr Carole East was subsequently tasked with reviewing the methodology of project evaluation and produced a comprehensive report of findings and recommendations. A summary follows.

Discussions 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, but neither of these additions were available to Resilient Rutland.

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 additionality. 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 yet.

We therefore recommended changing our evaluation methodology and proposed:

- 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 a mental health wellbeing community
- Use of supplementary evidence to provide further confirmation of the achievement of Resilient Rutland’s stated aims and objectives. This included direct feedback from a variety of sources, including participants who attended training and received our interventions.
- To monitor the uptake of our interventions by schools.
- Additional individual evaluation by each school at the end of the project

6.0 Impact

This section will give an overview of what our impact has been on young people, the landscape and what our legacy will be.

6.1 Impact on the resilience and well-being of the young people

- CASA gave hundreds of children the opportunity to take part in creative, arts and sports events that they wouldn’t have normally had access to.
- Leadership conference encouraged young people’s voice and empowered them to deliver real change within their schools.
- Young people’s initiatives gave pupils the opportunity to see their ideas become a reality and be part of the implementation process.
- Arts and crafts packs gave vulnerable families the opportunity to ‘get creative’ and receive a special gift during lockdown.
- Counselling supported over 100 students with evidence-based interventions delivered in a timely and accessible manner.
- The training provided to staff ensured that young people had access to better informed and more confident support networks.
- The parent webinars and access to the Creative Education Parent portal offered professional advice and support to parents, who in turn felt more confident in supporting young people.
- Bereavement counselling meant that timely and professional support was available when young people needed it.
- Boxall profiling allows schools to independently assess a young person and develop plans for individual/whole class interventions. This fits in with wider county objectives around using Boxall first to then access further support.
- The MHEWB resources mean that staff had appropriate tools to offer enhanced support to young people and to create a more relaxed/calm environment in which to deliver support.

6.2 Impact on the “landscape” in schools around supporting young people

- Raised the profile of MHEWB in our schools and delivered practical tools for planning, delivering and evaluating interventions.
- Wider understanding of mental health first aid (MHFA) through training courses already attended and training prerecords available for parents and staff.
- Showed the value of training staff, not only to support young people, but also to support staff wellbeing. ELSAs in primaries are a great example of this.
- We have supported the development of safe spaces and welcoming areas which can be used to take a moment out of the busy school day or deliver interventions.
- Showed the importance and cost effectiveness of coming together and funding joint initiatives e.g. SENDCO and ELSA training/supervision.

6.3 The legacy of the programme – what will be left in place

- Encouraged partnership working and shown the value of collaboration, positive relationships and supporting each other. EIP provider meeting will continue.
- Rutland became part of the LLR pilot MHST offer because of the involvement of Resilient Rutland.
- Young People’s Leadership conference will continue three times a year and solid relationships have been built amongst pastoral leaders.
- Evidence that co-production, although time consuming, delivers a programme of support that everyone believes in.
- Training knowledge and associated documentation remains in place and can be cascaded and shared amongst staff.
- The transition programme for Year 3 and Year 5 has now been developed and it will just be the cost of delivery going forward.
- Understanding of Whole School Approach (WSA – what it is and what it is not). Practical tools to take this forward in line with school capacity.
- The Health Checker document is a ready-made tool to enable schools to plan and track their MHEWB provision and offer evidence of plans and progress to inspecting bodies.
- Understanding of free resources, available to schools, on the Boing Boing and other websites.
- Proof that in-school counselling is a successful and cost-effective intervention, with 82% of young people not needing to be escalated to further support.
- Our practical resources, including the calendars and our Getting Help information, has been moved to the Rutland First website so they can continue to be accessed by schools.
- The SENDCO and ELSA networks are ensuring that strong ties remain amongst schools and not just within MATs.
- We have pre-recorded a number of webinars which can support parents and staff induction. These will remain available on our YouTube channel.

Whilst our focus has always been on enhancing the resilience of Young People in Rutland, we are gratified to learn that many teachers, who have participated in our training have had their own mental wellbeing enhanced.

7.0 Financial Control and Governance

As with all big project expenditure there is always a huge benefit to be had from detailed planning before rushing into implementation and this project was no exception. Following this detailed planning, it was clear that fulfilling objectives in a three-year time span would be too ambitious. Therefore, in January 2019 we sought and obtained agreement with the National Lottery that spending should take place over a four year period.

Financial control and risk management were at the forefront of our governance structure. Financial authorities were set at levels that allowed operations to progress without being overburdened by bureaucratic levels of authority. This was achieved through:

- Clear and relevant levels of financial authorities and financial delegations
- Regular reviews of financial and operational risk by the Steering Group and the Board of Directors supervised by a dedicated Audit and Risk Committee
- Regular reviews of operations and financial performance by the Board of Directors
- Preparation of annual accounts supervised by a professional firm of accountants.
- Regular review of banking operations by the Audit and Risk Committee, as well as limits on daily cash outflow.
- An independent check of internal controls by a financial consultant.

Appendix 4 provides a detailed analysis of the project expenditure over what turned out to be an almost five year period. Project Management costs and administration costs have been consistent over the project, with the most significant sums spent of insurance and accounting support as well as IT, which required a material upgrade to our website in 2020. Direct project expenditure was slowed down by the Covid pandemic in 2020, catching up in 2021 and 2022.

8.0 Closing Remarks

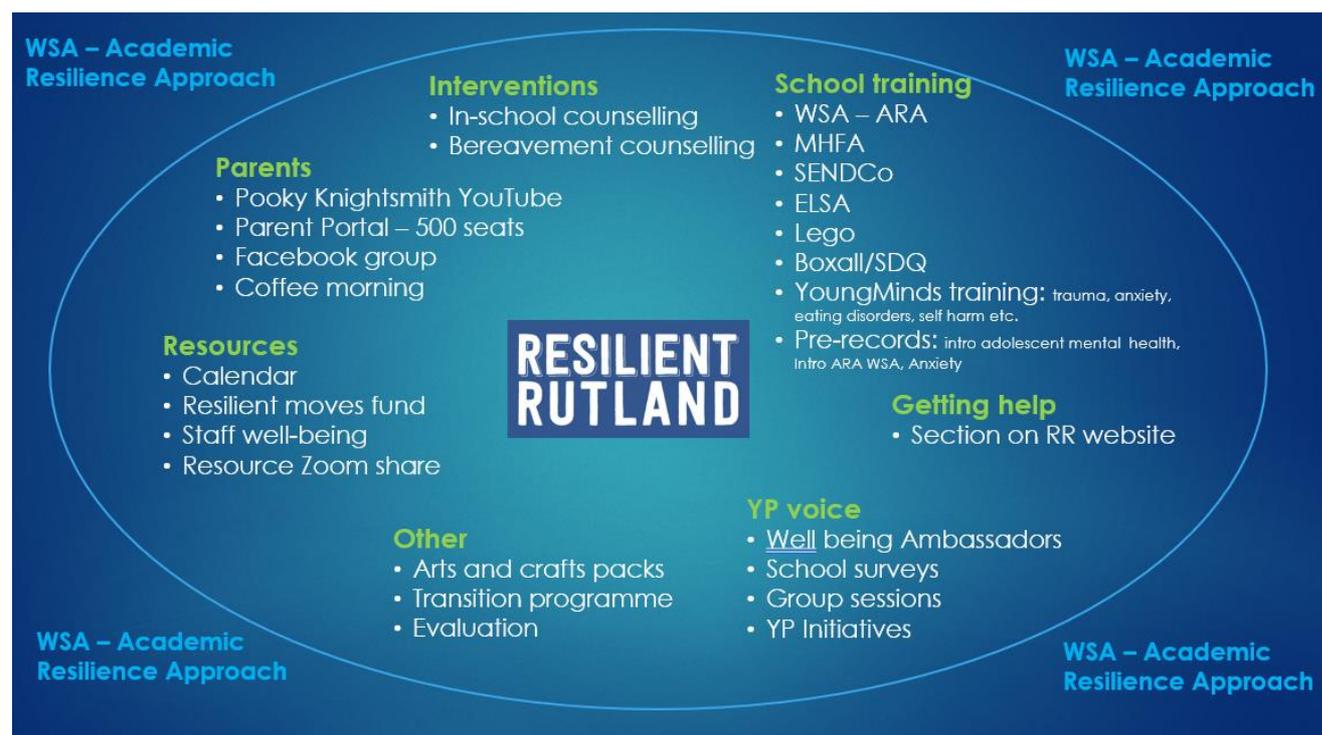
The whole team at Rutland First is grateful to the National Lottery that we were entrusted as custodians of such a significant and important project. Primary concern for us has always been to secure mental health benefits for the young people of Rutland and we believe this report demonstrates our achievements in this respect. We are also grateful for the professional support we received especially from those who participated in the steering group.

Rutland First seeks the agreement of the National Lottery to retain the remaining £1,745 to provide seed corn funding to continue the programme of Young Leaders in Mental Health and Wellbeing inter-school conferences.

Appendices

Appendix 1

Workstream overview



Appendix 2

Details of each workstream and their evaluation

At a time of increased pressure on the mental health and wellbeing of the nation, the project has allowed for a growth in understanding about mental health and the ways in which this can be supported and sustained.

Feedback has been positive overall, particularly the impact of the in-school counselling, creative and practical activities (such as CASA) and training and awareness opportunities (such as MHFA) enabling staff to improve their confidence and skills and cascade information to colleagues.

The Resilient Rutland project has utilised the Academic Resilience Framework (ARA) to embed its core aim, a Whole School Approach (WSA), within all the participating primary and secondary schools in Rutland. The ARA consists of 5 main areas:

- Basics is about the fundamental needs that we all have for a healthy life, including play and leisure, which must be satisfied before further growth and learning can take place.
- Belonging builds on this and reminds us about healthy relationships
- Learning involves finding a place where you feel you belong and understanding our place in the world and includes relationships and responsibilities.
- Coping is about the things that we do to get by every day, fostering interests and problem solving

- Core Self instils a sense of responsibility, empathy and problem solving (more detailed information is available at www.boingboing.org.uk).

These headings are underpinned by four noble truths: Acceptance (empathy, a sense of belonging), Commitment (enhancing trust, reliability, and predictability), Consistency (using past positive and negative experiences to make resilient decisions in the future) and Enlisting (being supported by others).

This section provides details of each workstream delivered.

COUNSELLING Please see section 5.1 for a detailed report.

ELSA Please see section 5.3 for a detailed report.

Whole School Approach Please see section 5.5 for a detailed report.

YOUNG PEOPLE’S CONFERENCE Please see section 5.4 for a detailed report.

BOXALL

Schools expressed a need for an evidence-based method of assessing and identifying interventions for individuals and developing whole class solutions.

OUTREACH

Following research into alternatives and discussions with other agencies, the introduction of the Boxall profile was agreed. This resource allows schools to independently assess a young person and develop plans for individual/whole class interventions.

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. We were

delighted to join 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.

All 18 of our primary schools opted in and feedback to-date is excellent.



IMPACT

Feedback shows that many of our schools are actively using Boxall and intend to use it going forward. The supporting literature is highly regarded and being used to support the online assessments.

“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.”

SUGGESTIONS FOR IMPLEMENTATION GOING FORWARD

Other agencies in Rutland are able to offer free ongoing CPD into schools to help them use this resource effectively.

LEGO

During our planning phase many of our primaries expressed a desire to attend Lego therapy training to offer evidence-based support to 'nurture groups' of young people.

OUTREACH

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.

EVALUATION

Actual outcome: 60% agreed the course added to understanding of use of Lego Therapy and added to confidence in supporting children and young people.

IMPACT

At least one individual has been trained in each school. Those who have attended, using their supporting material, can cascade to fellow staff.

“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.”

CRISIS FUND

Short term support for crisis situations £1000 (in total) per year to support young people following a crisis e.g. where trauma experienced, and immediate professional intervention needed.

OUTREACH

2020 - The devastating events of 26th 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.

EVALUATION

Feedback from staff, young people and parents has been fantastic.

IMPACT

The event had a great all-round impact on both staff and the new year 7s. UCC young people chose to have another teambuilding event the following year due the positives outcomes that were created.

UCC have found this activity to be so successful that they have now budgeted for it to take place for all new year 7s and have incorporated into their annual transition programme.

Mental Health and Well-being Health Checker

Evaluation is a fundamental element of our project and we needed to identify/create a tool to support schools to monitor progress of implementing their whole school approach.

OUTREACH

We observed that it is challenging to monitor mental health and well-being activities as it is difficult to measure progress against what are often qualitative rather than quantitative criteria. There are many surveys which ask students, staff, and parents about their challenges and support requirement, however, we struggled to find a good tool which would allow schools to meaningfully monitor progress of their whole school approach.

Our objectives were to:

- To create a simple tool which was meaningful and the schools could quickly complete.
- An approach which could be easily understood by all levels of staff
- Something which would easily be integrated into existing school processes
- To set quantitative criteria to effectively monitor progression
- Set predetermined criteria for monitoring core objectives set by Ofsted
- A flexible tool which could be tailored to meet the specific needs of a school
- A tool which would support long term strategic and short/medium terms actions that are needed to progress forward.

Therefore, using our knowledge of standard models which are used in the business world, we developed our own approach, the 'MHEWB Health Checker' which is now being used in our six secondary schools.

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 wellbeing
- Confidence in MHEWB provision

EVALUATION

This document has allowed schools and us to track progress and identify actions required to move forward.

Motivation for schools to complete the Health Checker was driven by us at our half termly meetings. Having discussed future use of this by schools they have indicated they will adapt the model to fit with their internal planning documents. Given the effort required on our part to achieve completion by schools, we are not optimistic that this will be implemented.

IMPACT

During the lifetime of the project it has allowed us to monitor progress of the whole school approach. We have approached the CCG to share our model for use by the MHSTs.

Mental Health First Aid accredited training

Supporting schools and other groups improve their understanding of young people's mental health has always been a key objective of Resilient Rutland.

OUTREACH

Working closely with provider MindShift we have trained over 250 delegates from schools and Rutland community groups including Scouts, Brownies, Military and the Church, in Mental Health First Aid. Delegates could choose to attend either the half day introductory training, or the more advanced two day programme.

EVALUATION

All delegates were sent the MindShift evaluation to complete. The response was overwhelmingly positive regarding the quality of delivery, the course content and the increase in confidence that was achieved.

"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."

IMPACT

- UCC used allocated funds to purchase yellow lanyards to enable those who have been trained to be easily identified.
- Each delegate received a comprehensive manual which they can use for reference and share within their workplace.

SUGGESTIONS FOR IMPLEMENTATION GOING FORWARD

- Some of our schools have mentioned continuing with training and funding this themselves.
- We have teamed up with YoungMinds to prerecord three webinars to support Resilience, Mental Health and Wellbeing (MHEWB). Each webinar is approximately 50 minutes long and can be accessed via our YouTube channel.

RESOURCES

As we progressed with training within our schools, a need for resources to support their implementation was identified.

Actual outcome: A far-reaching CPD programme with an international outreach. Some prominent speakers stepping forward to lead sessions for no cost. Expertise was cascaded and friendships developed.

IMPACT

Sessions were extremely well received and valuable CPD was shared. There was a true feeling of community which continued through and beyond the Covid-19 pandemic. This group genuinely valued the support structure that had been created.

“Fascinating webinar hosted by @ResRutland featuring Dr Kirstie Lawton, her expertise in nutrition and mental health and well-being” (Jo Harley).

“Reflecting back to where my relationship with @ResRutland began just over two years ago. I can’t thank them enough” #mentalhealth #well-being (Paula Reeves, Rutland ELSA).

SUGGESTIONS FOR IMPLEMENTATION GOING FORWARD

A group of volunteers is now looking at how these monthly live webinars can continue.

ARTS AND CRAFT PACKS

In response to the first lockdown we also funded Arts and craft packs for vulnerable families.

OUTREACH



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. We worked with our primaries to identify the most appropriate delivery method, and packs were delivered directly to schools who then distributed to the families directly. This was welcomed by schools as it gave them an additional reason to ‘touch base’ with their pupils.

EVALUATION AND IMPACT

The messages and photos received from parents who received the packs were overwhelming. “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. We had so many messages from parents of these children who were very grateful for the kits and the creativity that followed.”

SENDCO

The existing SENDCO network in Rutland was poorly attended and there were breakaway groups organising their own support. It was agreed with schools and RCC that a new support network was required.

OUTREACH

Working with the Rutland Teaching Alliance (RTA) and RCC, a new structured and professionally supported SENDCO network was launched in Nov 2020. A comprehensive supervision offer is now available which will support SENDCOs 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 (supported by Resilient Rutland, Rutland Learning Trust and RCC), all meetings will include updates on local and national issues and an information exchange.



EVALUATION

Expected outcome: to provide support for SENDCOs to enable them to develop confidence in managing support for CYP. Actual outcome: participants strongly agreed that the SENDCO Network is extremely helpful and has added to confidence to support CYP. One participant commented that it would have been helpful for providers to have greater knowledge of individual schools.

“It is useful for professional development. Futures in mind always provide us with new information and a really make us think about our practise. The afternoon sessions provide a useful opportunity to bounce and share information / ideas with other SENDCOs to develop and improve.”

SUGGESTIONS FOR IMPLEMENTATION GOING FORWARD

This workstream is already being part funded by other groups this academic year - our part in funding has dropped from £3000 to £1500. This is now being taken forward very successfully by RCC.

YOUNG PEOPLE’S INITIATIVES A key part of our project has been to give young people the opportunity to shape and develop their own initiatives to support MHEWB in their schools.

OUTREACH

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.

Schools were asked to survey their young people to determine what was important to them regarding improving their MHEWB.



Each school came back with some wonderful ideas and has resulted in the design and development of a well-being garden, an outdoor recreational space, a team building/transition day to support Y7, and pottery sessions to create long lasting memories to display.

For this academic year we have included military families in our offer. We have been working with staff at Kendrew Barracks to offer activities that their young people would not normally be able to take part in. This includes sailing and art initiatives.

EVALUATION

As the initiatives were all pupil led, events were well attended and received very positive feedback from young people.

The outdoor spaces provided space in which to relax and engage in a range of games and activities. They were not only used by young people but also staff found them very welcome. “at a time when we needed support and fresh air after being in isolation this area was perfect in getting people to come together and as a result hugely impacted peoples well-being positively”

The teambuilding days were particularly successful in helping to develop confidence, alleviate transition worries and provide a sense of belonging following school closures. “We haven’t been at school for so long and I was worried about going back. This was so much fun I can’t wait to go now.” “I was less scared about starting”.

The pottery sessions were also very well attended with a staff member commenting “the project has offered a calm safe and welcoming place for all students at the college”.

IMPACT

Following the success of the Teambuilding activity for year 7s at UCC, the school has now committed to self-funding this to extend their existing transition programme.

Many children have had the opportunity to take part in activities that wouldn’t normally have been open to them.

Long lasting well-being spaces for young people and staff to relax amidst a busy school day.

BEREAVEMENT COUNSELLING

The existing offer for a young person in Rutland to receive bereavement counselling is 7-9 months.

OUTREACH

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 the waiting list at the Laura Centre is significant and the impact of Covid continues to increase referrals.

IMPACT

12 young people have attended counselling sessions to support them with bereavement.

SUGGESTIONS FOR IMPLEMENTATION GOING FORWARD

We successfully secured funding from the Wellbeing for Education Recovery Fund for the academic year 22/23.

TRANSITION PROGRAMME - PRIMARY

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.

OUTREACH

We have always been mindful that we need to work with existing initiatives and not duplicate activities. The Wellbeing for Education Return Project was set up by the Department for Education (DfE) and Department of Health and Social Care (DHSC) to better equip schools and colleges to promote children and young people’s wellbeing, resilience, and recovery in response to Covid-19. Transitions are key events and processes occurring at specific periods or turning points during the life course. They often involve significant psychosocial and cultural adjustments with cognitive, social, and emotional dimensions, depending on the nature and causes of the transition, the vulnerability or resilience of those affected and the degrees of change and continuity of experiences involved.

The RCC Thriving Through Change Project is designed to support the education sector in further developing sustainable systems and practices which minimise the impact of transitions on children and young people's emotional well-being and educational success. With the support of Resilient Rutland the support could be developed and delivered quickly to all schools in line with their immediate need for help.

All 18 of our primary schools signed up to take part.

SUGGESTIONS FOR IMPLEMENTATION GOING FORWARD

The programmes of delivery have now been developed and therefore this initiative can be rolled out in the future with only the cost of delivery being a requirement.

COMMUNICATION

Ensuring our stakeholders and wider area community are aware of our activities and our offer communication has been important.

OUTREACH

Some of our activities are listed below:

- School offer document
- Launch event attended by over 100 people and hosted by our Patron the Lord-Lieutenant.
- Launched Resilient Rutland website, Facebook and Twitter accounts.
- Created a recognisable logo with input from our young people.
- Launched Resilient Rutland YouTube channel
- BBC Radio Leicester – Geoff Thompson was interviewed.
- Rutland Radio – covered a number of our stories.
- Monthly Resilient Rutland newsletter
- Rutland Youth Council Awards 2019 - our Youth Team won joint first prize in the 'Super Group' category.

EVALUATION

- Resilient Rutland visibility amongst our schools is very high. We regularly communicate with them directly and our offer and support packages are well known. Our school offer documents remain a simple and effective way of sharing information on our services and links to appropriate forms to access support. They have been invaluable in getting new staff and agencies up to speed with the project. 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, Harington, Oakham/Uppingham](#) and [Casterton, Catmose and UCC](#)
- We use existing channels of communication where possible and also share other providers' offers where applicable.
- We have also directly reached out to community groups who work with young people e.g. Church, Scouts, Guides, Brownies, Military youth club.
- The introduction of our monthly newsletter was an important milestone. With over 400 recipients, this regular and comprehensive communication allowed us to reach not only to our key audience but also to the wider community. Rutland has 52 villages and the newsletter is sent to each parish council clerk for distribution.
- Throughout 2020 we continued to grow our social media presence through Facebook and Twitter and 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. Twitter, in particular, has been a huge success for our project, playing a key role in the development of our webinar sessions and networking. With over 700 followers, we have a significant following – sharing resources and links to support mental health and well-being. Our colleague support group has grown through our Twitter presence, and we lead a Twitter chat for colleagues for primary and secondary colleagues: 80 members of this chat group feed into our monthly resource share on Zoom.

IMPACT

- Our limited resources have meant that we have not created a county-wide presence amongst other groups/individuals. It would have been wonderful to have been able to create our own Rutland Resilience Revolution, (like the Blackpool 'Resilience Revolution' programme) however this was not our remit and was unachievable with the management resources available to us.
- Covid also created a communication environment which was difficult to cut through.

SUGGESTIONS FOR IMPLEMENTATION GOING FORWARD

A robust solution will be put in place and implemented by a Rutland First Board member.

Appendix 3 – 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.

Kelly Jackson, Head of School, 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.

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

Young person who has attended our in-school counselling

In-school counselling was offered to me as part of my school support offer. I have always been anxious but had never sought support. It was so good to be supported by someone who did not judge and provided me with practical strategies to help with my anxiety.

It has had a huge impact on all aspects of my life and my family's life. It was the right support for me and being in-school really helped. If such a

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.

Katy Walker, Head Teacher, 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 focused 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.

Rachel Sennett and Paula Reeves ELSAs, Brooke Hill Academy Trust

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.

Jane Gamble, Lead Counsellor, 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.

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.

Richard Westley, previous Head, 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.

Michelle Blackford, SENDCO, 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 support 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.

Paul Rhodes, 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 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.

Megan Davis, Headteacher, Exton and 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.

Carly Latham, Senior Housemistress, 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!

Vicki Craven, ELSA, Leighfield Primary School

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.

Steve Lambert, Teacher/SEND/CO/Deputy DSL, Whissendine CE Primary School

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.

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.

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.

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.

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.

Joana, English Martyrs - Thank you!

Doing the training to be a Forest School Leader was one of the best things I have done in my life.

It was so good all the things I have learned but the most important was the connection I had with nature. I was that person that didn't like to spend a lot of time outside and now it is where I feel good.

Been in the woods make me feel so happy and so relax and see all the kid's development it is a bonus.

When I have finished my training, I knew it that at least I was giving Forest School to the school where I work but I had the best luck to work with Root and Brunch Out. I can't thank enough all the opportunities that they are giving me since I have completed my training.

In addition to all of these opportunities, they also supported me with all the material that I need, they help me with ideas when I am struggling and they always ask me how I am, how is the things going on and if I need anything from them every week.

It is so important for me working in different schools, with different kids (years) and in different environment because I can develop even more my learning, I can put everything that I have learned in my training in practice and also, I can see all the kid's development.

And ... all this happened because Root and Brunch Out (Claire and Alex) trust in me and believe in me and that makes me feel so so happy.

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.

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 - children also came up with 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

Appendix 4.

Detailed Funding and Spending Profile

Funding and Spending profile

Rutland First CIC

Resilient Rutland Project

Account	Jan-Aug 2023	Jan-Dec 2022	Jan-Dec 2021	Jan-Dec 2020	to Dec 2019	Total
Turnover						
Lottery Funding	0	97,083	147,567	89,050	151,000	484,700
Total Lottery Funding	0	97,083	147,567	89,050	151,000	484,700
Direct Project Costs						
ALL - Bereavement Counselling	700	3,220	0	0	0	3,920
ALL - Communication / Parent Support	0	0	11,858	328	0	12,186
ALL - Crisis funds	0	0	0	2,640	0	2,640
ALL - MHFA - all schools	0	2,310	6,168	37,680	0	46,158
ALL - Transition y6 to y7	0	14,400	0	0	0	14,400
PRM - £400 per school contribution - Primary	0	0	324	7,359	0	7,683
PRM - Acad Res Appr - Primary	0	15,695	6,726	0	0	22,421
PRM - Arts and Craft kits - Primary	0	0	0	2,480	0	2,480

PRM - Creative and Sports - Primary	13,397	46,082	21,752	5,505	0	86,735
PRM - EIP training and evaluation - Primary	1,377	0	1,310	4,751	0	7,437
PRM - Elsa Training & Supervision - Primary	0	0	5,250	(525)	3,675	8,400
PRM - Misc Training - Primary	0	0	0	135	0	135
PRM - Sp Ed Needs Coordination - Primary	0	500	1,640	0	0	2,140
SEC - Academic Res Appr - Secondary	0	6,147	5,040	1,140	9,975	22,302
SEC - CORC - Secondary	0	0	0	(4,040)	8,435	4,395
SEC - Counselling - Secondary	14,930	21,470	14,525	7,450	2,665	61,040
SEC - Other Training - Secondary	0	0	0	680	0	680
SEC - Safe spaces and belonging - Secondary	238	1,156	1,020	0	0	2,414
SEC - Young People led initiatives - Secondary	14,418	11,369	9,602	0	0	35,389
Total Direct Project Costs	37,434	122,349	85,213	65,583	24,750	342,955

Project Management Costs						
Wages	0	18,532	35,577	35,173	31,755	121,037
Pension	0	347	680	697	616	2,340
Travel	0	366	44	1,150	1,936	3,496
Telephone	0	88	594	519	20	1,221
Total Project Management Costs	0	19,332	36,895	37,539	34,328	128,094

Administrative Costs

Advertising & Marketing	0	534	0	0	615	1,148
Audit & Accountancy fees	1,050	1,231	1,105	1,340	1,295	6,021
Bank Fees	119	207	208	105	60	698
Charitable and Political Donations	0	0	0	0	(25)	(25)
Depreciation Expense	0	(174)	656	656	459	1,597
General Expenses	(22)	573	184	111	936	1,781
Insurance	598	1,691	1,530	1,032	1,373	6,224
IT Software and Consumables	921	1,179	1,115	3,096	177	6,489
Legal Expenses	15	48	68	15	117	263
Postage, Freight & Courier	0	96	96	0	0	192
Printing & Stationery	14	0	0	289	97	400
RF Meeting	137	137	48	334	681	1,336
Staff Training	0	0	0	60	0	60
Total Administrative Costs	2,832	5,522	5,010	7,039	5,783	26,185

Other Income

Non lottery funding for counselling	14,280					14,280
Total Other Income	14,280	0	0	0	0	14,280

Income less expenses paid	(33,612)	(50,119)	20,448	(21,111)	86,139	1,745
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Appendix 5.

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
MHEWB – 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