**The Kent Community Toolkit**

**for Resilience and Emotional Wellbeing**

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| Community organisation: |  |
| Lead contact name and role: |  |
| Email address: |  |
| Instructions: | 1. Complete the Assess and Plan stages 2. Save your toolkit, and email it to [headstart@kent.gov.uk](mailto:headstart@kent.gov.uk) 3. Apply for the [HeadStart community grant](https://kentresiliencehub.org.uk/community/community-resilience-toolkit/grants-for-community-organisations/) to support you with any key actions 4. Complete the Outcome and Review stage 5. Apply for the [Kent Award for Resilience and Emotional Wellbeing](https://kentresiliencehub.org.uk/community/community-resilience-toolkit/kent-community-award/) |

# **Leadership and Management**

Can you say… “our organisation has staff members who lead on promoting resilience and wellbeing”?

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| **Assess** - this works in practice by… | **Assess** – what is the evidence? |
| Who is your staff member who leads and/or champions resilience and wellbeing? What is their role?  How do they champion resilience and wellbeing in your setting? | *Examples could include…*  Team meeting notes. Sessions delivered and/or plans. Feedback and evaluation. Policies. |
| **Plan** – are there any gaps? How will you fill them? | |
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# **Activities and Learning Opportunities**

Can you say… “our organisation provides activities and learning opportunities which focus on resilience, wellbeing and the development of social/emotional skills”?

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| **Assess** - this works in practice by… | **Assess** – what is the evidence? |
| What is your programme of activity? Does it include resilience and wellbeing? Do you give space and time to discuss wellbeing in group work / sessions? What key topics do you discuss and cover? | *Examples could include…*  Session plans. Timetables. Group work. Activities in action. Photos. Noticeboards/displays. Arts/crafts. Case studies. Young people’s feedback. National campaigns. |
| **Plan** – are there any gaps? How will you fill them? | |
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# **Young People’s Voice**

Can you say… “our organisation enables young people to influence decisions and express their views”?

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| **Assess** - this works in practice by… | **Assess** – what is the evidence? |
| How do you develop partnerships between young people, staff and volunteers? How do young people contribute and feedback? Do you have a youth voice group / forum / young people’s council? Do young people have the opportunity to develop and lead sessions / group work? Do you adhere to and promote the [Kent Youth Charter](https://kentresiliencehub.org.uk/community/participation-opportunities-for-young-people-c/the-kent-youth-charter-c/) principles? | *Examples could include…*  Youth inclusion groups, feedback boxes/boards, surveys, meeting notes, session plans produced by young people, photos, case studies, direct feedback or quotes from young people, Kent Youth Charter displayed. |
| **Plan** – are there any gaps? How will you fill them? | |
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# **Staff Development and Wellbeing**

Can you say… “our staff team are supported with their own health and wellbeing, and are able to support young people's wellbeing”?

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| **Assess** - this works in practice by… | **Assess** – what is the evidence? |
| Do you include wellbeing, resilience and mental health within team training? Does your team have access to supervision and support with their wellbeing? How is work/life balance addressed? How is team wellbeing promoted? What training opportunities and CPD opportunities do your team have access to? | *Examples could include…*  Training and CPD record/programme. Training attended. Supervision, support and resources offered. Policies. Feedback from team (direct, surveys). Team days. |
| **Plan** – are there any gaps? How will you fill them? | |
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# **Identifying Need and Monitoring Impact**

Can you say… “our organisation understands the needs of young people. Our organisation monitors the impact of interventions with young people”?

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| **Assess** - this works in practice by… | **Assess** – what is the evidence? |
| How do you assess the needs of young people? How do you use this as a basis for planning your activities and provision? How do you respond to young people’s identified needs? How do you monitor impact and outcomes? | *Examples could include…*  Demographic overview of your organisation. Staff discussions/briefs. Assessment tool/template. Resilience Conversation tool. Monitoring impact template. Activities which meet the needs of all young people. |
| **Plan** – are there any gaps? How will you fill them? | |
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# **Working with Parents and Carers**

Can you say… “our organisation works with, and involves, parents and carers”?

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| **Assess** - this works in practice by… | **Assess** – what is the evidence? |
| How do you involve parents/carers? What activities/sessions/opportunities do you provide for parents/carers? How do you make parents/carers aware of resilience, wellbeing and mental health sessions/resources? | *Examples could include…*  Events/activities. Surveys. Feedback. Photos. Communications (newsletter, website, social media). Parent/carer forum. Signposting to resources. |
| **Plan** – are there any gaps? How will you fill them? | |
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# **Targeted Support and Appropriate Referral**

Can you say… “our organisation provides targeted support and appropriate referrals when necessary”?

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| **Assess** - this works in practice by… | **Assess** – what is the evidence? |
| How do you identify young people who would benefit from targeted support and referrals to specialist services? How do you enable them to access support? What support/services do you offer? What external/partner agencies or organisations do you refer to and/or work with? How do you monitor the referral to an external organisation? | *Examples could include…*  Pathways. Staff team meetings. External meetings. Organisations you work with and refer to. Communication channels with organisations/partners. Case study. Communications (newsletter, website, noticeboard) with services available. |
| **Plan** – are there any gaps? How will you fill them? | |
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# **Ethos and Environment**

Can you say… “our organisation has an ethos and environment which promotes wellbeing, respect and diversity at its heart”?

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| **Assess** - this works in practice by… | **Assess** – what is the evidence? |
| How do you promote and support a culture of wellbeing, respect and diversity? Is there a culture of talking about resilience, wellbeing and mental health? Is it a safe environment which promotes positive behaviours? How do you ensure young people, your team, parents/carers and the wider community understand the importance of wellbeing? | *Examples could include…*  Session plans. Group work. Activities and events. Noticeboards/displays. National campaigns. Communications (website, newsletter, social media). A designated safe space for young people. Photos. Policies. Case studies. Feedback from young people, your team, parents/carers and visitors. |
| **Plan** – are there any gaps? How will you fill them? | |
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**Outcome and Review**

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| **\*Do not start the outcome and review stage until you have had time to implement any actions\*** | |
| **Outcome and Review** – we can evidence we have filled the gaps through… | **Outcome and Review –** we know this now works because… |
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| Date completed: | |

**You are now ready to apply for the Kent Award for Resilience and Emotional Wellbeing!**

The Award is a recognition of all your hard work. Find out how to apply on the [Kent Resilience Hub website](https://kentresiliencehub.org.uk/community/community-resilience-toolkit/kent-community-award/).

