**The Kent Community Toolkit**

**for Resilience and Emotional Wellbeing**

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| Organisation: | X Organisation |
| Lead contact name and role: | X name and X role |
| Email address: | X@X.com |
| Instructions: | 1. Complete the Assess and Plan stages 2. Implement any actions 3. Complete the Outcome and Review stage 4. Save your toolkit, and email it to [headstart@kent.gov.uk](mailto:headstart@kent.gov.uk) 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? |
| As a young person focused charity all of our staff and volunteers take lead on promoting resilience and wellbeing to those they support. This works in practise through 1:1 supervisions, sessions and group work, where both staff members and volunteers promote these skillsets gained through training and experience and where young people are empowered to build their own. | Feedback from volunteers and young people Internal and external training opportunities  All staff are MHFA trained  Safeguarding protocols and support  Supervisions |
| **Plan** – are there any gaps? How will you fill them? | |
| We do not have a ‘champion’ specifically leading on promoting resilience and wellbeing which could be useful as a point of contact for signposting, knowledge, additional information etc. This could be discussed with our Senior Management Team and suggested to all staff and volunteers for nominations. | |

# **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? |
| 1:1 sessions and group work, providing support to emotional wellbeing and regulation, mental health and introducing techniques to be able to better cope and manage. Safe spaces are provided every week for identified young people to access with a trusted adult where they can discuss their struggles and build on skillset. Providing opportunities in social settings, for example through weekly youth groups and community mentoring arrangements, forming friendships and support networks for vulnerable young people. | Session plans, group work, photos, social media posts, case studies, success of contracts and new commissioning, young people’s feedback. |
| **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? |
| Partnerships are developed between staff and volunteers from the first stage of application to be part of X organisation and are continued throughout and during their active time with us.  Relationships are made with the young person from first visits, ensuring that access to the service is their choice and that their needs are heard first and foremost. We talk, share ideas, explain the service and engage the young person, who is then asked for feedback throughout their time experiencing the service  Input and influence is encouraged, obtained and developed across all of X organisation’s services to help shape delivery and content, ensuring we stay a young person focused organisation. | Youth inclusion groups, feedback forms.  Fun Days, photos, case studies, direct feedback or quotes from young people, success stories, reports. |
| **Plan** – are there any gaps? How will you fill them? | |
| Promote and obtain feedback even more so as an organisation and consistently across all services, encouraging both change and improvement factors. | |

# **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? |
| All staff are mental health first aid trained and have a range of training resources available to access, with designated First Aiders for the staff team.  An Employee Assistance Programme is in place for staff to anonymously access should they require additional confidential support as well as monthly themes that information can be accessed on.  We have staff away days which promote wellbeing with feedback collected from staff and department are supported by allocated managers who provide supervisions.  Individual team meetings are also held to ensure colleagues are supporting each other internally and work load is shared. | Training and CPD opportunities.  Better Impact profiles, supervision, support and resources offered. Policies.  Feedback from team away days, surveys and arrangements. |
| **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?  The needs of our young people are assessed by initially receiving referrals and resilience conversations, followed by an initial visit to the family home to ensure we have factual information and the young person’s wishes.  Referrals are taking to supervision and discussed with other members of the teams when needed and when we are unable to support due to higher needs the young person is signposted to an alternative service.  Initial assessments enable us to highlight the needs of the young person and best match a volunteer. We monitor young people’s feedback and complete WEMWBS to monitor impact.  Assessing young people’s needs then allows insight and influence to themes and patterns which can then be fed back to other staff for personalised training plans. | Staff discussions, supervisions and support.  Assessment tools such as Resilience Conversations and WEMWBS collected on initial and review.  Initial visits and success of match relationships.  Providing specific training to match the needs of the young people – for example sexual health, mental health, emotional wellbeing. |
| **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? |
| The parents and are carers involved during the initial phone call and initial meetings, with discussions around the young person’s needs and the positive impact of our mentors during both times.  We request the parents/careers to complete feedback forms midway through the arrangement and at the end.  Parents and carers have our contact details and are able to call us with concerns or for support and signposting knowledge, however unless specific to safeguarding information regarding the young person is not shared.  We do not have offer support for parents personally through any kind of programme or offer advice and guidance around their child, however may signpost if the appropriate information is known. | Parent/Carer feedback and inclusion at certain stages  Case Studies |
| **Plan** – are there any gaps? How will you fill them? | |
| We do not have a service available for parents and this is something we have discussed exploring to promote the consistency of the support to young people, improving home situations in between service interventions. | |

# **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? |
| All referrals are scrutinised upon receipt, and are explored with the referrer should we require further information. We gauge suitability of the referral based on complexity of the YP needs, and if we feel it is outside of the skillset of even our most experienced X role, we refer to X organisation in the main who provide Intensive Mentoring. Likewise, if X organisation receive a referral that is better suited to us, they signpost accordingly. | Regular communication with other organisations, regular internal review of referrals received and on our waiting list. |
| **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? |
| We have regular staff meetings, supervisions, and away days to develop skills and align our team with our values that encapsulate wellbeing, respect and diversity. We share these values with our young people both in 1-2-1 and in our youth group settings, and these form part of the agreement to work with X organisation upon acceptance into our services. | Our staff plan all such sessions in advance and share responsibility to promote these values, and this is backed up by the efforts of our communications team and their social media outputs. |
| **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/).

