**The Kent Community Toolkit**

**for Resilience and Emotional Wellbeing**

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| Community organisation: | The Zone Youth Club / The Pavilion Community Cafe |
| Lead contact name and role: | Victoria Suchak – Project Manager |
| Email address: | [toria1107@aol.com](about:blank) |
| Instructions: | 1. Complete the Assess and Plan stages 2. Save your toolkit, and email it to [headstart@kent.gov.uk](about:blank) 3. Apply for the [HeadStart community grant](about:blank) 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](about:blank) |

# **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?  Trustees of the project have oversight of all activities, staffing and programme delivery. Victoria is the founder and project manager, she leads on all youth and children’s work, has oversight of all activity and line management. She is supported by Ellie, Kane, Benjamin, Harry, Gem & David. Whilst each of these people have a specialist skill they bring to the organisation, wellbeing is very much at the heart of their responsibilities. They champion wellbeing by:   * Welcoming new members * Regular team meetings for volunteers and staff including an informal WhatsApp group * Having well established positive relationships as a staff team * CPD training for staff that includes Resilience & Trauma, Resilience Conversations, How to set up and run a Wellbeing Group, Youth Mental Health 1st Aid, Mental Health Awareness as well as mandatory safeguarding, child protection, food hygiene and First Aid * Used HeadStart resources including training, grants and materials available on the Kent Resilience Hub * Providing a range of resources (books) available for young people to borrow. * Provide signposting to counselling services where necessary, and also have a small grant to pay for group well-being workshops. * Resilience and well-being conversations via Zoom sessions and our Whatsapp Youth Club groups are given priority at all times, and we are now working on face to face support the now that the club has re-opened. We are planning to use some session planning resources from KRH, as well as developing our own, and listening to suggestions and ideas from our young people. * Resilience and well-being conversations via Zoom sessions during the pandemic but now back face-to-face this is central to our work * We are planning to use some session planning resources from KRH, as well as developing our own, and listening to suggestions and ideas from our young people. * We try to ensure staff and volunteers have a good work/life balance but there are peak times during the holidays when things can be very busy. * The team is very supportive of each other and there is a real camaraderie between us. * We also have social activities including going out for lunch together. * We are working on a big fundraiser for the project and that is a real ‘team’ effort. * We debrief after each session and have weekly reflections on what has worked well and what we need to put in place for the following week. * We use activities as the vehicle to engage young people but always focus on wellbeing and resilience as young people come to us. | *Examples could include…*  Team meeting notes. Sessions delivered and/or plans. Feedback and evaluation. Policies.   * CPD file * The Education People certificates * Staff Meeting notes |
| **Plan** – are there any gaps? How will you fill them? | |
| Given the impact of the Covid pandemic, the project has adapted to meet the needs of the local community. We have expanded our services to meet the increasing demand of the local community. We have pivoted and diversified to meet the immediate needs of the community at this time. This has resulted in us recruiting new staff and volunteers and starting new projects. Fundraising is an ongoing challenge and we are currently focussed on a Crowd Funder to raise £5000 to continue our work. It’s a massive team effort. If successful, we’d like to have time and space to consider our inclusive offer where we develop a programme of activity that is more sustainable including re-visit our Policy on Equality and Diversity, to include a wider ranging statement on supporting and promoting mental health and well-being amongst our users and staff. Plan and deliver mental health, resilience, and well-being workshops as part of our regular programme delivery. It would be good to have a formal staff team meeting each term to plan for the holiday activities. We are often in the moment with delivery so it would be good to have the space and time to hold the meeting when the club is closed so we can take the time to reflect, plan and debrief more formally. | |

# **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? * After school open access sessions for 7-16 years olds * Holiday club as part of the ‘Fit & Fed’ initiative, we also provide a hot meal and snacks every day to over 30 young people. * A safe space for support or to make new friends, learn new skills and connect with trusted adults * 121 and group support for wellbeing * A wide range of sport, arts & crafts and game related activities * Specialist projects e.g. skateboarding, Warhammer, Yoga, youth led arts, crafts and textiles * Duke of Edinburgh awards * Arts Awards * Bikeability Courses * In the day, the community café is a safe space with a quality food offer. There are sessions for Parents & Carers, Knitters & Natters as well as being open access so it is always very busy and a hub of activity with different user groups and community customers. * Informally we support members of the local community by offering guidance and advice on such things as strategies for coping, anxiety, finance, job seeking, etc * Programme planning is done on a termly basis, and evaluated after each session verbally between staff members, and with feedback from users. We sometimes use the sessions plans provided on the KRH website, and have found these very useful. Our main focus is art, and we use this whilst encouraging topical conversations during activities, such as stress, self-worth, bullying and being resilient. * Staff have received training on managing challenging behaviour, bullying, mental health, stress and resilience/coping strategies. * We promote the Kooth service to young people, and also signpost to professional counselling and support services. We have a range of resources including workbooks, games, and a small library of informative self-help books which are freely available to young people visiting. We led a project on self-empowerment and role models, which culminated in an Art Trail through Broadstairs in March 2021 as part of the POW! (Power of Women) Festival. The young people involved created a number of powerful posters which demonstrated their feelings, opinions and portray of their core beliefs. | *Examples could include…*  Session plans. Timetables. Group work. Activities in action. Photos. Noticeboards/displays. Arts/crafts. Case studies. Young people’s feedback. National campaigns.   * Photographs * CrowdFunder page * Feedback from participants |
| **Plan** – are there any gaps? How will you fill them? | |
| There has been 18 months of updating our offer and changing groups as the need arises. It means we are often having to react to situations and crisis rather than being able to plan. It would be so good to have the opportunity to take time out and celebrate all of that we have delivered on in the last 18 months through the pandemic, but also to think strategically about what we focus on in the future e.g. updating feedback forms and collecting more evidence of activities and their impact. | |

# **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](about:blank) principles?   * Young people co-plan activities for the term with staff through conversations * Young Leaders/Helpers and Peer Mentors are trained to be part of the decision making and planning processes and actively participate in this as well as helping out with designated responsibilities * Every session starts with discussion on what young people want to do each time, and we then plan accordingly, demonstrating flexibility and understanding of need. * We ensure we have a wide range of resources available to meet those needs, from art and craft to sporting equipment, and a safe space for one-to-one conversations. * Staff demonstrate supportive yet professional relationships with young people as well as each other. * Staff refer to the Resilience Conversation Tools to ensure positive and supportive conversations are achieved. * An example of "You said, We did" is that we now deliver all activities outside and have recruited additional staff to develop our sport / games offer as many young people expressed an interest in multi-sports and team games. * Some of our older club members help us in liaising with younger club members, expanding their support network, advising on school issues such as bullying and dealing with stressful situations at home and school. This in turn helps with older ones gaining respect, confidence, and trust in themselves. * We have the Arts Awards that we deliver too. There are theatre workshops and drama sessions we have through our partnership with UCA. | *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.   * Feedback forms * Staffing meeting notes * Termly plans * Photos * Quotes from young people |
| **Plan** – are there any gaps? How will you fill them? | |
| Ideally, we’d like to develop a ‘forum’ of all ages to have oversight of what we deliver and help develop our strategies going forward. We’d also like to sign up to the Kent Youth Charter principles and look to develop a youth voice through HeadStart including the Co-Production training.  We have been talking to the group about developing a Talking Heads programme. We have applied for a funding grant to deliver this. It arose from talking to the young people during the pandemic and over the school holidays (see Pay it Forward grant bid for details).  We will also need to be doing more re: session evaluations as just developed a formalised survey / form for young people to complete as well as more ‘You said, we did’. | |

# **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?  Please see 1. | *Examples could include…*  Training and CPD record/programme. Training attended. Supervision, support and resources offered. Policies. Feedback from team (direct, surveys). Team days.  Please see 1. |
| **Plan** – are there any gaps? How will you fill them? | |
| Please see 1. | |

# **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?   * There isn’t a formal referral policy as we are open access but the connections through schools, organisations and word of mouth is how people access us as well as Facebook and other social media platforms. We have a long-established positive relationship that has been developed over time with the community, so we feel we are a trusted provider. * We meet with young people informally and as part of our groupwork we listen to what young people tell us in a supportive environment. * The surveys and evaluations also help us shape what we deliver. * Lots of reporting mechanisms and some of our funding has specific targets for us to meet. We draft regular reports that identify the impact and outcomes. * Our staff team meetings help us shape our offer collaboratively and of course we listen to our young people. * Good news stories are shared in the community via noticeboards and on social media. * Most recently we noticed that given our space, the young people needed some more activities that used the outside space. With that we recruited more staff that has specialisms around sport coaching and skateboarding. Our offer now is music and arts and sports focused. * Networking opportunties with youth club colleagues via LCPG / YPPC and Pie Factory and Youth Hub Team, as well as statutory services as required | *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.   * Resilience conversations * Signposting materials * Planned mental health workshops * Staff discussion and meeting notes |
| **Plan** – are there any gaps? How will you fill them? | |
| Better ways of evidencing our work through more formal feedback from our users in creatives ways. This would be for our own benefit / celebration and reflection but also to support future funding applications. We could also have formal from our termly plans, staff supervision, talents and interests initiatives but now also looking at resilience conversations with young people, survey evaluations and being creative about recording young people’s experience with us and the impact we have. | |

# **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?   * Parenting courses offered * Family friendly café is a safe environment to talk and meet new people * The noticeboards, magazine and social media help promote what we do * Open Days in the holidays for the community – lots of parents and carers coming along and engaging in positive activities. * Toddlers group, Knitters & Natters group, specialist groups for neuro diverse – there’s so much we provide to meet the needs of the local community * There are Facebook pages for each group, and our website. * Often asked by parents and carers for advice about issues with young people re: behaviour and issues. * We have a table display of useful information for people to take away. * Our Baby group that started a few years ago have developed and advanced with participants making friends for life, sharing advice and support each other beyond the group. | *Examples could include…*  Events/activities. Surveys. Feedback. Photos. Communications (newsletter, website, social media). Parent/carer forum. Signposting to resources.   * Toddler group parents; Facebook group for Pavilion; communication via email/messenger/website. * Parents volunteering during school holidays. * Share resources via social media, and some books and leaflets at the cafe |
| **Plan** – are there any gaps? How will you fill them? | |
| We’re open access so don’t always connect with parents and carers. This has some pros and cons. Perhaps we should consider surveying parents and carers on what they feel about our work?  We also really like the idea of a celebration day – something intergenerational as a project – where the community shares stories, skills and integrate more. | |

# **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?   * Through regular contact, 121 or group work we can identify where young people might need some extra support and offer mentoring or signpost to specialists support e.g. CAMHS * Parents and carers contact us to provide emotional support for young people * Deliver wellbeing sessions to groups alongside our sport, art and craft activities * A wide and varied list of connections with local agencies * Positive relationships with organisations and our continued connections with local people help us see progress * Identifying needs, monitoring impact, referrals to Front Door/social services; ask for advice from youth work colleagues * We have devised new groups to meet the needs of young people including – our Warhammer Group. * We look to be inclusive and ensure diversity as well as offer a safe space for all and provide emotional support | *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.   * Staff notes * Social media * Photos * Display table * Programme of activities |
| **Plan** – are there any gaps? How will you fill them? | |
| We will look to streamline our core offer and use specialist services and providers as well as training for staff on neurodiversity and working with young people with additional needs. Of course, we’ll continue to use other agencies more e.g. HeadStart Kent Resilience Hub, Kooth, etc | |

# **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?   * The café and youth club is at the heart of our building and is a clear example of how we see wellbeing as being important * We redecorated the building during lockdown to make it more appealing * Welcome all user groups and young people * We really get to know our participants. * Wellbeing is woven into general conversations, focus on the positives, include the negatives but always bring it back to positives at the end. * Noticeboard with posters, added to regularly. * 121 safe space. * All sessions start with how are you, how are you feeling, is there anything you'd like to share today? Offering 1:1 sessions for anyone who wants a private discussion. * Trained staff in MHFA. * Staff and YP can access. * Advice and signposting. * Coping strategies, tools, talking about how they're feeling, sharing things with us. * Positive posters everywhere with info. * Policies in place * Lots of new groups being developed to meet the needs of our young people including: Head Girl of CDS gave talks to incoming Yr 7s and there’s a new group of Occupational student volunteers that will support delivery of a new project | *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.   * Staff notes * Social media * Photos * Display table * Programme of activities * Walls of young people’s work |
| **Plan** – are there any gaps? How will you fill them? | |
| Many staff are part-time, ensuring communication of activities and participants is a key thing to better develop. We’d like to start this with a planning / teambuilding day.  Ensuring YP learn skills to help each other, as well as staff being able to help them. Plans to revisit policies to ensure diversity and inclusion including consulting with young people on these policies.  Young people learn the skills to cope and help each other e.g. Talking Heads project and act as mentors and helpers to others. | |

**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… |
|  |  |
| 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](about:blank).

