

# HeadStart Kent

## Knowledge Seminar Three Report

**Evidence Based Approaches: What is Happening in Kent**

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Report by: Alex Hassett, Mark Kerr and Grace Dennis



## **WHERE WE'VE BEEN**

### **1. Key Messages in Defining Resilience**

There is a need to develop an overarching framework for resilience so staff/agencies can 'sign up' to this. A long term, holistic approach should be provided for young people, which is evidence based.

- Resilience is not a trait but an interaction between risk and protective factors
- We need to ensure we take an ecological and developmental view of resilience
- It is useful to focus on resilience in terms of the areas or 'domains' of a person's life that can be changed.
- Negotiation and navigation
- We need to consider what resources are available and how accessible are they

### **2. Key themes to consider when thinking about an outcomes framework for resilience work in Kent:**

There is a need for a county-wide holistic approach that takes a long term view on how resilience is measured

Need to ensure that we think about measurement at a county level (what does this tell us about Kent's progress in terms of improving resilience in young people), a service level (how does the service know it's contribution to the overall picture is effective) and an individual level (how do we ensure that outcomes are meaningful for the work with individual young people).

Domains could be used as an assessment tool, for measuring outcomes and informing practice.

An evidence matrix / outcomes framework is key to measuring resilience in its varying forms across services.

### **Broader Strategic Issues for HeadStart Project**

The following are the long term issues that need to be addressed:

- Developing an overarching framework of resilience that the range of agencies can sign up to
- Encouraging a long term interdependency between individuals, services, agencies on providing an holistic approach to young people
- Providing a coherent system for evidence based evaluation ensuring that each element of the system is clear on how they evidence outcomes and impact

## **SEMINAR 3: EVIDENCE BASED APPROACHES: WHAT IS HAPPENING IN KENT**

The aims of this session were:

- An opportunity for the various projects from Headstart to talk about their work and progress.
- An activity building on the previous 2 seminars around mapping where the projects fit on the domains and letting people identify the gaps.
- Reading materials sent to participants prior to the seminar on ecological systemic approaches to understanding and developing resilience to guide discussions

## **PRESENTATIONS**

### **Thanet:**

There are four projects currently running in Thanet:

1. Success Curriculum.
2. Resilience training for staff.
3. Restorative approaches training for staff.
4. Restorative approaches peer to peer training for young people (Restorative Ambassadors).

The presentation emphasised the context surrounding young people's resilience and wellbeing, saying it is important we build resilience for young people and their families. Thanet is leading a restorative partnership. The outcome aims are school focussed i.e. Attendance and attainment.

The Success Curriculum is a bespoke programme, focussing on the 7 P's (Place, Passion, Purpose, People, Planning, Positive Mindset, and Physical Action). The question of assessing impact was highlighted. They are making use of a KCC resilience questionnaire based on the Sterling well-being tool. Looked at other methods of demonstrating impact e.g. case studies.

The Thanet HeadStart project has been very school focussed and there is an awareness of the need to begin focusing on parents and families too. It has also been very secondary school focused plans are underway to begin a focus on primary schools. They are also planning to focus on more vulnerable groups. Teachers who have received training have evaluated the training. The project emphasises co-production which needs building on. They feel that teachers and Early Help teams

modelling resilience themselves would be ideal; training on resilience is key. Thanet has started working in the community setting i.e. Youth clubs. Overall, they feel they are offering a whole package on resilience (leadership, staff, students, parents).

Restorative Ambassadors (Thanet): Project Salus is leading on RAPT (Restorative Approaches Practitioner Training) which has been taking place in Thanet schools, adapted for young people. Young people have made good progress and there has been anecdotal positive feedback from young people around family dynamics and school communities. In primary schools the ambassadors are known as 'Restorative buddies' and provide a peer to peer mentoring role. This training has been given to all young people, not just 'cream of the crop'. Some primary schools have combined the training with visual aids and some have said how well it's worked with young people whose first language is not English. A whole school approach is emphasised; if young people and staff are trained this builds a consistent language which enhances relationships.

### **North West Kent:**

HeadStart project in North West Kent's original aim was that young people can navigate and negotiate what services or support they access and when. The North West Kent project has seen Safe Spaces established in primary and secondary schools and youth centres, which offer help, advice and coping packs. Staff have been trained in Youth Mental Health First Aid. Young people have been trained by Family Action as Active Listeners (10-14 year olds) and trained as Peer Mentors by Laura from London Counselling and Consultancy (15-19 year olds). Young people have been offered targeted support from Family Focus (referrals from schools) and from the Resilience Mentors (referrals through Early Help). The Safe Spaces are up and running with equipment and activities for young people to relax and take time out.

North West Kent is now looking at measuring the impact of the work that has been going on and to see what works. This means working with KCC and providers on an evaluation framework to capture the impact. There was presentation of what has been working well; focussing on developing and enhancing young people, allowing young people to work together and working for themselves, and doing things differently in the community.

Some challenges have been to ensure young people know what HeadStart is and engaging them with coproduction. Also ensuring schools are committed to HeadStart despite timetabling demands. Keeping mentors engaged if they have no mentees is a challenge, as is the evaluation and measuring the impact of HeadStart in North West Kent.

There is now a local HeadStart young people's board established, and schools are on board with the HeadStart programme as well as youth centres, so good progress is being made.

### **Canterbury:**

How to Thrive discussed the Penn State Resilience Programme which has been facilitated in Canterbury. How to Thrive focusses on building resilience and wellbeing in young people, but this impacts adults too. How to Thrive have been involved with HeadStart through training staff in resilience skills, resulting in authentic and engaging teaching. Resilience was described as 'everyday muddling through' and an acceptance that we should expect setbacks, challenges and failure, resilience is developing the skills, resources and capacity to overcome these challenges, this results in growth and development. Connecting is very important, forming relationships, relating to and relying on people. Stillness is essential to allow quality time to think, resilience is sometimes doing nothing. We need to be realistic, think about our capacity and our strengths.

Healthy Minds offers a four year curriculum to years 7 to 10, each element is evidence based or informed, i.e. modules on sex education, mental illness, mindfulness, relationships. The impact is evidenced through tests and questionnaires, it is a big research project. Three Canterbury primary schools received the 5-day PRP training and 36 Canterbury practitioners were trained on the 3-day PRP training. This training is being evaluated to assess the impact. Challenges faced include whether the right staff attended the training, as roles and structures have subsequently changed. A challenge is building the training into work throughout the year so teachers and practitioners can train young people in PRP.

### **Social Marketing and the Digital World:**

The digital world and social marketing aspect of the HeadStart campaign delivers three resilience messages; self-awareness, helping others and building life skills. They are planning to measure how they are impacting young people by the numbers of young people engaged at events and through conversations taking place afterwards. They plan to measure the 0-25 website access (numbers of young people and their journey); the site still requires work however as time progresses they want to record quality engagement.

They have designed a campaign on resilience focussing on young people's difficulties they may face and what helps them overcome these. The Rise Above day will use drama to focus on self-awareness. For Canterbury black out day we will work with Amelix to go camping with families. The Skills Roadshow will focus on building life skills. The pop up Safe Space is supported by the HeadStart social marketing group of young people and will visit local events. The coping packs include coping strategies to support self-awareness messages.

The website progress has been slow, however the release of the Emotional Health and Wellbeing delivery plan will mean they can now get to grips with the development of the site. It is best to slow the process down so we know what works. They are working with communications on information sharing and meeting corporate needs.

Co-production – The Shadow Board is well attended, the challenge is ensuring a wider range of young people attend, and need to ensure new faces are familiar with HeadStart. There have also been logistical travel challenges for young people to attend the Board. The Shadow Board has developed the Pay It Forward idea. They emphasised the need to consistently ensure a broad range of young people and parents are involved with the social marketing and digital world campaign.

### **Resilience Mentors:**

Project Salus was commissioned by HeadStart to provide Resilience Mentors in the three pilot areas. The Resilience Mentors work to a three-strand model:

1. A Highly structured FRIENDS model.
2. Practice – looking for opportunities to support young people to practice skills they have learnt.
3. Parents – are influential and the Resilience Mentors work with them so they understand the role they play in young people's resilience. Project Salus will offer parents an Emotional Health First Aid course.

The Resilience Mentors are oversubscribed; the first cohort of young people are just finishing the programme. From these young people a full impact study can be undertaken. The initial feedback has been positive. In terms of measuring their impact Project Salus have robust tools and assessments (pre-assessment, during, post-assessment and a later follow up). They use the Strengths and Difficulties Questionnaire for young people and parents, Stirling and Belonging scales, as well as feedback from young people and parents.

Challenges include the capacity of the Resilience Mentors within school settings, as well as the integration with existing referral mechanisms with changes in structures etc. There has been disengagement with some schools on the whole HeadStart school approach; Resilience Mentors had started working with young people and then schools pulled out of the HeadStart programme resulting in ethical problems.

## DOMAINS MAPPING

Using the resilience domains described by Daniel and Wassell (2002) (see Figure below) groups worked with each HeadStart Project to map where their project’s activities and interventions were being targeted. Appendix 1 offers a full description of the mapping exercise.

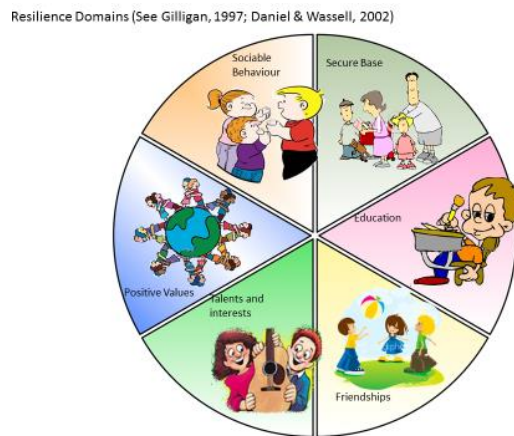


Table 1 offers an overview of the number of projects that felt they were impacting on a particular domain and the number of activities or interventions they report happening in that domain.

**Table 1: Projects Activity/Intervention in Each Domain**

Domain	Projects	Activities / Interventions described
Secure Base	5	22
Social Competencies	5	31
Education	5	45
Friendship	5	40
Positive Value	4	39
Talents and Interests	3	23

## **Summary of the exercise**

- There is a very strong focus on provision within education and this seems to be focused at a universal level. There does seem to be a gap in terms of any targeted approaches focusing on children and young people who would benefit the most - i.e. those at serious risk of adversity.
- It seems that the domain of Talents and Interests is perceived as not being that well attended to.
- Projects seemed to find it hard to describe in any detail what the work actually involves and the link between the intervention and the domain outcome.
- There are a lot of positive activities taking place that will potentially improve emotional wellbeing, however the question is whether this was the point of the HeadStart Programme.
- Projects may feel a need to portray their project / intervention / service as mapping onto all the domains. However it is not clear that they actually are impacting on all aspect and they need to consider how realistic that is and are they really clear about how they are actually doing that.

## **OBSERVATIONS AND REFLECTIONS**

Based on the presentations and the mapping exercise the following section offers a critical friend perspective on where the HeadStart Project is. Before going into detail it is important to contextualise the programme's start. We are aware that the original programme was initiated without a clear sense of how resilience was being defined or conceptualised in Kent. Linked to this was the fact that there was no clarity on the theory of change that would underpin the services/interventions/ activities that would be provided. The Big Lottery also had a very specific agenda around how they defined resilience and were also unclear about how they would be assessing impact. It is with this understanding in mind that we offer the following observations and reflections on the projects. The reflections will be offered about each project and then our perceptions about the impact of the seminars (which is seen as the sixth project in the current HeadStart package).

### **Canterbury**

From the presentation it appeared that one of the partner organisations has made a decision to redefine what resilience is. While it is accepted that there are varying nuances when looking at the definitions that are given to resilience, they are fairly consistent. However, the Canterbury organisational partner who are using the Penn State programme have defined resilience as 'everyday muddling through', a definition that is very different to that given by members of the Penn State research team who state:



The term resilience has many definitions, but the one that guides the work of the research team that we are part of is: a set of processes that enables good outcomes in spite of serious threats (Masten, 2001) Resilience will only exist when the protective factors interact with adversity they experience. In nontechnical language, resilience is the ability to persist in the face of challenges and bounce back from adversity (Reivich and Gillham, 2010)

In any pilot exercise there are always challenges in trying to maintain fidelity to evidence based interventions or practice models, but currently it appears that Canterbury is not demonstrating fidelity with the construct.

The presentation referenced the significant evidence base to the work being done and of the Penn State Programme per se; also mentioning random controlled trials. However there is little in the way of evidence for these assertions which are not supported by independent evaluations of the programme, particularly in the UK context.

## **Thanet**

Hartsdown has implemented a 'Success Curriculum', a commercially developed product that has no discernable evidence base, evaluation, or development team with any demonstrable knowledge of resilience theory.

In terms of evaluation of the project they stated they are using the Stirling measure - as initially requested by the Big Lottery. However, it seems in fact that they are using a 'KCC Resilience Questionnaire' based on the Sterling measure. It is important for projects to realise that if a measure has been changed / adapted it will have lost any reliability and validity it previously had. Any measure of change must go through a predefined process to ascertain this through extensive piloting and statistical analysis.

A further positive feature is that some of the activities within the restorative approach being used will teach children and young people communication skills that will be valuable. The skills that the children and young people will develop will be useful in a variety of contexts including conflict resolution that is integral to the restorative approach.

The final concern was the mention of a 'roll out' that indicates that there are plans to expand the programme. If the purpose of this pilot period is to gather evidence to guide the way forward we would strongly urge those with responsibility for the programme to seek independent evaluation of the work from a resilience expert before doing so.

## **North West Kent**

North West Kent has done well in keeping its focus on working with children and young people to help them 'navigate and negotiate' support. In providing 'safe spaces' they offer the opportunity for the children and young people to reduce perceived environmental risks around them.

There is a significant focus on mentors that, although potentially beneficial, is a very new area in terms of providing protective factors or enabling processes that enhance resilience. The evidence base for mentoring is generally quite weak but does vary depending on the model used. In terms of the Head Start Programme it will be important to be clear about the models being used and their empirical basis. It would help to get a better understanding about what makes a 'resilience mentor' different to just a mentor.

The work being carried out by Project Salus seems to be sticking with the HeadStart brief, but there seems little information about referral pathways / criteria. Such a resource should really be targeted toward children and families who are known to have high adversity / risk in their lives. This would certainly provide an opportunity to evaluate the effectiveness of youth mentoring against a comparison group with similar levels of risk / adversity. Project Salus seems to have the best grip on capturing relevant data to evidence their impact making use of an evaluation framework and several validated measuring tools.

## **Social Marketing and Digital**

In terms of the digital element there appears to be a range of activities however it is not clear how this is aligned with resilience. It may have been useful for them to have been specific and targeted risk of exploitation / bullying / making themselves vulnerable e.g. sexting, being pressurised in to taking sexual images of themselves; this is a big problem. Some of the interventions could have just been about reducing risk. By all of the partners trying to do everything we end up with a scatter approach.

## **Knowledge Seminars**

This was the first opportunity to gain insight in to the way partner organisations have synthesised the knowledge transfer provided in previous seminars, evidence from the literature and their own practice.

Despite the literature circulated to the organisations, and the presentations given at the seminars, there is still a lack of understanding of the construct of resilience. Consistently the presentations framed resilience as something that can be universally learned by children and young people, or something that can be given to them. The reality is the various programmes are seeking to 'promote resilience' by:

- helping children and young people develop skills that can act as protective factors
- facilitating protective environments or sources of support
- reducing the level of adversity, risk or vulnerability in their lives
- educating professionals who work with children and their families about how they can increase the protective factors associated with resilience

The current understanding in the literature is that resilience is **enabled** through ordinary processes, many of which are teachable (Masten, 2001; Reivich and Shatté, 2002; Seligman, 1990).

What is interesting is that despite the learning offered in the previous seminars, and the literature circulated, not one of the presentations mentioned any of the domains in the context of the work they are doing. Equally despite having been introduced to a number of core factors that are evidenced to enhance the resilience process e.g. improving self-esteem, sense of belonging, self-efficacy, secure base, they are not mentioned once in any of the slides from the presentation. Two of the projects did mention these concepts in the mapping activity.

## Summary

Overall there are a lot of new projects in place throughout Kent. There is certainly an increase in the number of environments conducive with positive wellbeing for children and young people. Professionals from a number of different agencies are clearly moving toward a strengths based approach (rather than deficit) that is conducive with enhancing resilience processes. A number of the projects are clearly embracing principles of co-production with the young people.

There does seem to be a gap in terms of any targeted approaches focusing on children and young people who would benefit the most - i.e. those at serious risk of adversity. For example a focus could have been on children living in complex families where there are mental health problems, drug and alcohol misuse and many more. It is these families where the parents have multiple needs, experiencing risk and adversity that we have strong evidence base on how to intervene and promote resilience. Instead it seems the money has just been adsorbed in to mopping up gaps in what should be universal provision.

There also appeared to be very few examples where the children and young people were offered any opportunity to develop new talents or interests, a critical domain. This highlights a consistent problem throughout Headstart Kent in that it is not linking back the activities and services they are providing to a resilience framework and certainly not covering many domains. Throughout the knowledge seminars we have used the resilience wheel as an example that could have been used as an anchor, or adopted a different evidence based framework to anchor activities to.

In terms of demonstrating impact or demonstrating outcomes with any of the programmes this is going to be extremely problematic. There was very little (if any) baseline data collected at the beginning of Headstart and where projects are collecting data this is not consistent between the partner organisations preventing any meaningful comparison.

The lack of evidence supporting a number of the projects is concerning, particularly in Canterbury and Thanet. It is of concern that a school is implementing such a large scale new curriculum that has no empirical evidence base. The lack of fidelity to the definition of the resilience as a construct also poses significant challenges, particularly when so much has already taken place (including by the shadow board) to define what resilience is for them.

There is a need to consider the role of the Knowledge Seminars. It appears that despite them proving valuable information to the project team, in their current format they are having limited impact on the projects views and understanding of resilience.

## **Way Forward**

1. There is a need to develop an overarching framework for resilience so staff/agencies can 'sign up' to this. This needs a clear conceptualisation of resilience i.e. how is it defined and what is the theory of change.
2. Based on this evidence based approaches can be mapped onto this conceptualisation and projects commissioned based on this.
3. There needs to be a coherent system for evidence based evaluation ensuring that each element of the system is clear on how they evidence outcomes and impact
4. An evidence matrix / outcomes framework is key to measuring resilience in its varying forms across services.

The co-construction of a definition of resilience across Kent and a coherent theory of change that projects can be commissioned reviewed against are key. Kent does need to acknowledge the challenge that poses in a market driven economy where projects are competing for commissions and where some of the stakeholders have a level of autonomy that will allow them to go in their direction in spite of a county-wide view.

The critique offered here in no way reflects a sense that this is the responsibility of any group of people but rather due to systemic and strategic issues about how the programme was initiated. The ground work needed to ensure a coherent model and evaluation framework were implemented was not undertaken. This has led to a scattered approach that may impact on well-being but possibly not resilience

## **References**

Daniel, B. & Wassell, S. (2002). *The school years; assessing and promoting resilience in vulnerable children (2)* London, Jessica Kingsley

Gillham, J. & Reivich, K. (2010). *Building resilience in youth: the Penn Resiliency Program. Communique 38*

Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56, 227–238

Reivich, K.; Shatte´, A. (2002). *The resilience factor: Seven essential skills for overcoming life’s inevitable obstacles*. New York, NY: Broadway Books

Seligman, M. E. P. (1990). *Learned optimism*. New York, NY: Knopf.

## **Appendix 1: Mapping the Kent HeadStart Project to the Domains of Resilience**

### **SECURE BASE**

#### Resilience Mentors

Helping forge links between schools and wider community; Wide ecology i.e. family, community rolls;

Develop a secure relationship with a key worker;

Ensuring a safe space;

Young person and family 6 months relationships.

#### Thanet

Helping to understand achieved by identifying role models;

Leadership to focus on their staff being resilient which creates a 'safe environment';

Secure base for staffing both in Early Help and School Settings;

Emotional base – attachment theory, active listening to a young person not blame or shouting;

Training on staff resilience to build a sense of community so 'schools and community centres' are safe.

#### North West Kent

Parents: Stronger relationship with children and community.

Community: 24/7 Support; safe space.

Homed School: Divergent alternative; safe space.

#### Penn Resilience Programme

Is it for young people a secure base?

Does it create it?

Suggested that relationship with the teacher, teaching PENN RESILIENCE PROGRAMME enables a significant, reliable relationship

#### Social Marketing

Blackout day – Building time with the family developing quality time through activities and encouraging conversation free from distraction (TV, internet, etc.).

Website – Secure place to find useful and relevant local information without getting ‘unexpected results’.

**Other comments**

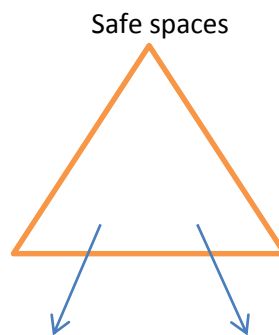
Resources

Offers space to engage young person;  
Look forward to the lesson.

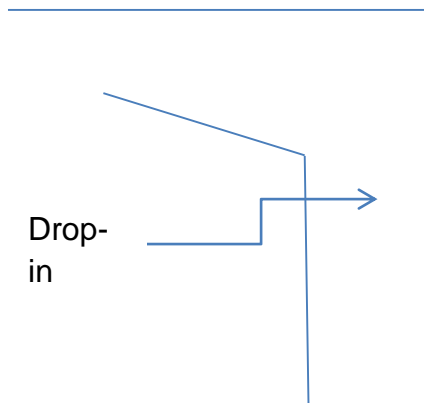
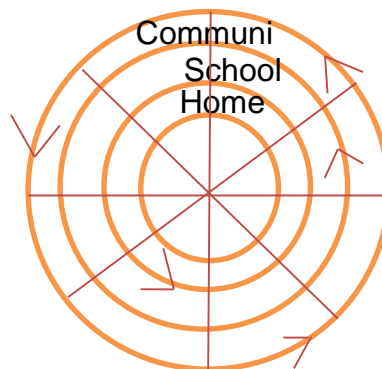
Theory of Change

Core aspect /checklists.

School is a secure base – classes are considered to be ‘families’. The children feel comfortable to talk freely.



Looks at each section with all core areas...



Self-referral form.

## **POSITIVE VALUE**

### Thanet 1

Where do you want to be? Who is your role model? What skills do you need?

Value of listening to each other and to coach not tell;

To help a young person to understand for themselves what they want to do in life;

Positive value of career and skills for the right person;

Teachers that have had resilience training can teach students about positive values.

### Thanet 2

Curriculum: Section 1, Challenging role models success map;

Using role model stories – successful people – tracking their life and showing how many challenges they overcame;

‘Circle time’ – Restorative;

‘Check in/out’ – learning about each other’s aspirations / ideas;

Facilitator – develops language and listening skills to talk about emotions and actions;

Pay it forward: someone does a good deed;

Restorative Ambassadors, Sixth formers to act as positive role models.

### North West Kent

Caring for others, spreading love!;

Building a sense of agency;

People skills;

Volunteering and promoting conservation and animal welfare;

Sacrificing your time! (Peer monitors);

Building awareness and perceptions. Promoting broader vision;

Citizenship;

Youth are empowered to value their own skills.

### Penn Resilience Programme 1

Teach skills at an adult level, so model then;

Teach skills to enable value;



Curriculum;

Developing an ethos in the classroom;

Teaching skills to develop positive value;

Develop benefits;

Train staff to use skills with parents.

### Penn Resilience Programme 2

Skills that inform / facilitate conversations;

Set backs;

Built into curriculum: specific content allows discussion in 'safe zones';

Pop-up safe - enables apps for 'health champs' to support young people;

Skills roadshow – enables development of own skills;

Co-pro in SM and pay it forward – responsibilities and roles;

Coping pack enables expressing of emotion through 'lists, fidget toys, etc.';

Creating an agreement through Rise Above gives accountability to a situation;

Rise above – recognising how to positively interact and understand effects on others;

Awareness of impact of actions both rise above to facilitate a discussion.

### Resilience Mentors

Structured activities;

Skills practice in school

## TALENTS AND INTERESTS

North West Kent

Safe space activities;

Animals / Animal centre;

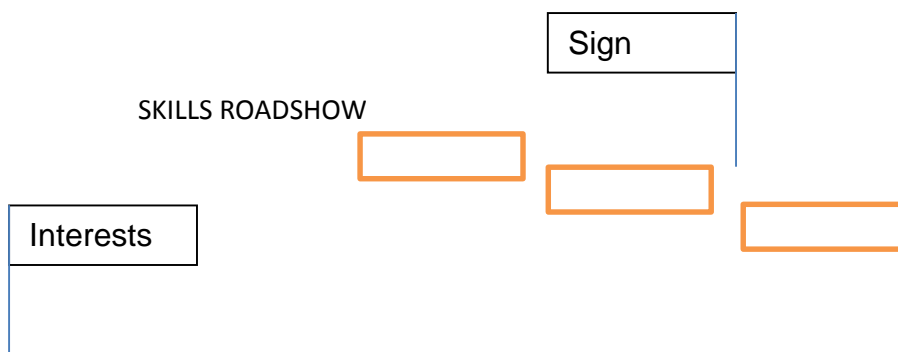
Youth Centre – peer mentoring, socialisation and life skills;

Digital? Only blogging? What about kids who do not want to 'write'?

Teacher monitor – Discussions to develop talents and interests;

Award for Talent and Interests;

Sign parting



Family Group Activity

- Rounders
- Five-a-side;

Taster days at different venues e.g. through different 'channels'

- socials
- camping evening
- BBQ
- Rounders
- 'Black-out' night

New opportunities: Taster days to try something new;

Include ability for young people to search what to do and locations (not in place yet);

Curriculum – Teaching around realism and expectation;

Elevating exposure risk in a safe way.

#### Resilience Mentors

Supported access to in school activities;

Social media and resilience is missing from the curriculum;

Pushing a young person to take the risks, to stand and present, to take ownership (curriculum);

Supported access to clubs;

Overcoming all barriers: Self-esteem, financial;

Direct support to children and young people and being able to practice;

Working to identify skills and talents;

On-going assessment by mentor on talents and skills.

#### Penn Resilience Programme

Lays the foundation and maybe belief sets but does not necessarily engage and promote talents and skills

## **SOCIAL COMPETENCIES**

### Resilience Mentors

Identifying talent and skills support into clubs;

Group intervention –team building and social skills (tools = games programme);

Low level conflict resolution – peers and families;

Restorative conversation;

Identifying some practical strategies and competencies (telling the times)

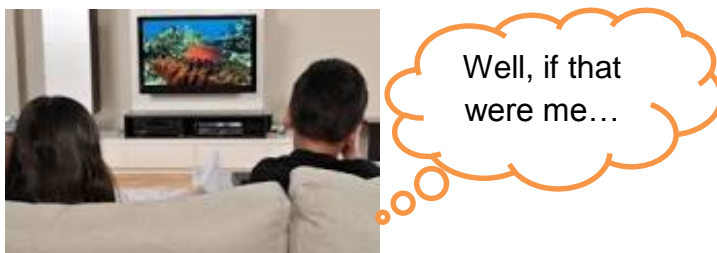
Developing peer networking.

### Social Marketing

'Black Out Day' – families agree to turn off all media (computer, phone, TV) so they can spend time with and talk to each other;

Positive use of social media – incorporating this into learning app;

Rise Above Day



Role Play (and reflection / discussion);

Young people will be more inclined to try Blackout when they know adults and advantages:



Use of social media to communicate;

Young people share experiences, this opens up conversations that other young people can identify with (space to sit and talk with young people while doing a simple activity).

### North West Kent

Animal Care – safe space: community work, charity;

Family Focus – Second Chance, Bonding of points in common;

Respecting others opinions – tolerant of others;

Citizenship and volunteering.

### Thanet

Restorative norms – coaching and agreement, class training individual;

Curriculum: class values, empathy, peer-to-peer: huge impact!!;

Use of role model examples;

Shared responsibility – self regulation in the community – curriculum exploration, restorative, peer-to-peer;

Sixth form teaching the curriculum for success;

Working with students that have low resilience and/or poor behaviour when training RA – not just the students without significant issues;

Curriculum: Section on managing differences, tolerance and diversity. Class discussion/ class work;

Setbacks sorted, introducing the idea of Gremlins (our thoughts) and how to manage and challenge our thinking – Skills.

### Penn Resilience Programme

Creating an opportunity for better understanding as we're going to have a discussion on Curriculum;

Deal – describe, explain, ask for a change, list;

Skills for communicating, designed social competencies of children;

Negotiation skills – recalling for different aspects;

Idea for Stoppy and Showy table;

Change the channel.

## **EDUCATION**

### North West Kent

Family Focus Groups;

Peer monitors;

School setting, youth setting;

Community Centres;

Marketing skills to encourage use of safe spaces;

Educating young people in social skills – self-awareness of their behaviour, listening skills, communication;

Peer mentors – transferable skills for real life;

E-Safety – peers in school helping/delivering e-safety to teachers, peers, parents;

Network at school: Us the kid who can, to test the computer system and write a report on how safe it is;

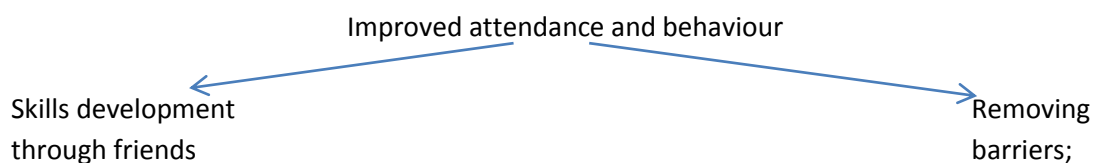
Reflective self-awareness facilitating communication skills.

### Social Marketing

How to understand expectations around the world of work;

Sharing the wheel of wellbeing. Message through resources developed by young people underpins social marketing development.

### Resilience Mentors



Willingness to engage in education, removing barriers to engagement;

Building relationship (improving) between teacher and child;

Celebrating success and opportunities to belong (Measured belonging scale);

Enable children to experience success.

### Penn Resilience Programme

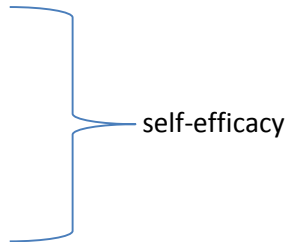
Positive emotion? Think laterally, more creative;

Theory: Canterbury approach would improve attendance and attainment;

Ability and opportunity to express themselves;  
Emotional intelligence being approved, relevant;  
Shared experience.

### Penn Resilience Programme

Teaches competencies;  
Impulse control;  
Flexible and accurate thinking;  
Connecting and reaching out;  
Emotional Intelligence;  
Optimism.  
Teaching skills, setback sorted;



ABC – link between thoughts and feelings;

Managing our emotions;

Understanding Gremlins;

Challenging the Gremlins.

### Thanet

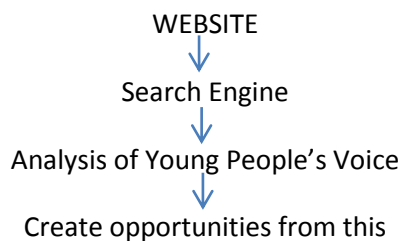
Curriculum forces teachers to consider what their pupils enjoy doing – explores what activities the child likes / doesn't like;

Restorative approaches – understanding how your actions affect others, developing self-awareness;

Curriculum – helps identify things they enjoy, strengths, competencies e.g. communication, querying, listening, leadership skills, EQ;

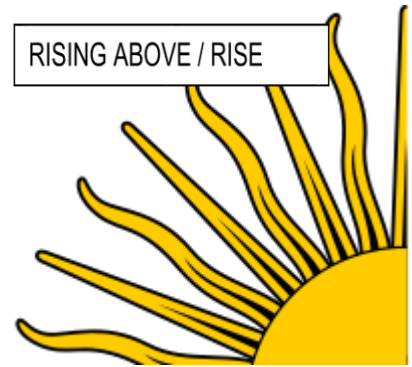
Curriculum – Develops self-awareness, teaches coaching skills;

Curriculum – Covers Physical and Emotional Health.



Opportunity to celebrate what young people do well;

Opportunity to share this with peers



Idea card included;

Coping packs Stressball, Post-its = positive thoughts, Bubbles...breathe...., Play doh.



Doing something forward for others...positive

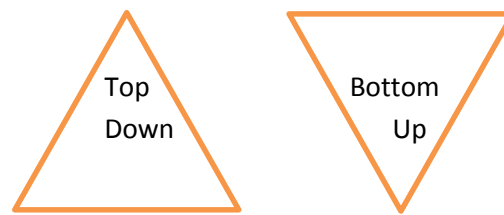
£ Pay it forward.



process;

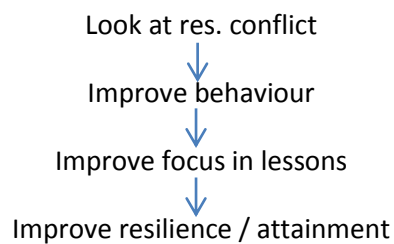


## FRIENDSHIPS



This could be

approaches.



Embedding restorative language into the school environment to give the young people the tools to resolve conflict themselves. Challenging the Gremlins;

Pay It forward – building friendships through development and delivery, supporting friendships to develop by building wider connections and understanding, new friendships, too;

Pop-up safe spaces – encouraging to make friendships and try out new things in these spaces, etc.;

Rise Above;

Black out;

Skills Roadshow;

Shared experiences to build up.

Penn Resilience Programme

Teaching children how to resolve conflict using ‘appropriate’ language;

Not judging – being more open;

Seeing different perspectives – opening them up to people they wouldn’t usually associate with;

Opportunity to share ideas;

Get to know others – either those that you don’t know or those you wouldn’t usually talk to;

Competency taught; Connecting and reading;

Flexible and accurate thinking.

Resilience Mentors

Supporting getting to know new people in group environment;  
Forging new friendships, clubs;  
Celebration days – doing something fun with friends;  
Supporting transition through peer networks;  
Explicit about expectations of friends;  
Supporting friendships through vulnerable periods (e.g. dinnertime).

### Thanet

Curriculum: Emotional Intelligence, Questioning, Listening, Chose values for self/class;  
Resilience Mentors: Relationship work, Parents/Friends, Repair friendships, Tools/Strategies;  
Questioning: Language, Repair, “Words that hurt, words that heal”.

### Restorative Approaches

Beliefs and Values – Behaviour;  
Curriculum: Values, Coaching, Building Relationships, Leadership;  
Active listening;  
Communication;  
Relationships;  
Empathy;  
Group Support;  
1:1 Support

### Resilience Mentors

Parent Support Network – I can talk to you as I have the same issues!;  
After school safe space? (Topic based)

### North West Kent

Supporting each other: shared knowledge, parent support;  
Family focus groups: Young people and parents making friends;  
Peer Mentors: make new friends and meet like-minded people;  
Video Forum: Google hangour, Vidyo \*Share collectively\*;

Parent groups (family focused group);

Training: young people and adults