**HeadStart Kent**

March 2015 Update Report

1 An Executive Group has been formed which will:
   - Set the strategic direction of the programme for approval ahead of the programme board
   - Align and integrate the work of HeadStart with other programmes
   - Ensure HeadStart is embedded in the emotional wellbeing strategy and subsequent delivery and commissioning plans
   - Prepare phase 3 submission and integrate this into the 3 year plan which create system change
   - Ensure HeadStart outcomes are included in commissioning intentions


   HeadStart’s contribution will include:

2.1.1 Positive emotional wellbeing is promoted at all levels of need
   - Whole school approaches which will sit within a wider offer
   - Review, identify and promote best practice in Peer support schemes
   - Remove stigma of mental health
   - The programme will provide learning to decisions for ongoing practitioner skills and confidence in dealing with and promoting wellbeing

**Action:** for the board to agree the contribution of HeadStart

3 Project Updates:

3.1 Social Marketing (SM) and Coproduction

   - The Social Marketing group has 18 members which has met 8 times since November.
   - These have included Shadow Board, Big Lottery meetings, an Evaluator’s day at Swattenden and generic social marketing meetings.
   - A meeting with 13 peer mentors has taken place in North West Kent, and in total there were 23 young people in attendance at the Swattenden Evaluation day with young people joining in from the SM Group, NWK and KYCC.
• 14 young people have signed up to be part of the young person’s evaluation team.
• The SM Group have been responsible for the building of 500 coping packs which have now been distributed. They have selected and tested resources for the pop up safe space. They have selected resources for all HeadStart Ambassadors. The SM Group have also designed the questions to be asked as part of the tender process which they will be part of. They have begun the design of the wheel of wellbeing (WOW) top trumps game, the WOW ‘Fortune teller’ and have requested a WOW parachute.
• 24 people attended the Swattenden family day exploring ideal communities, and what enables them to cope. SM Group will develop these discussions into a simple graphic.

3.2 Widening coproduction plan:

• We will create a feedback form for YP involved in HS that are unable to attend meetings but wish to have a voice.
• It is hoped that vox pops/short films will come through as young people learn more about the project.
• The development of a young people’s fund for voluntary engagement and generation of creative curriculums building resilience.
• Official launch of blog – primarily young people they will lead on content creation. It is hoped that this will also be a useful tool for families as well and we will encourage their participation in creation of content.
• Creation of an animated film with HSK Ambassadors to develop their skills and confidence to help progress with their own ways to promote HSK and YP wellbeing.

3.3 Thanet:

• The project lead, Alex Holmes, presented HeadStart Thanet to the Restorative Approaches Conference in February. The delegates were very enthused by the schools and community efforts around Restorative approaches.
• 40 community based staff have been trained on Restorative approaches and managers.
• Restorative Approach training has taken place in all HeadStart schools and a restorative approach lead has been identified.
• Phase 1 training has seen pastoral staff trained in the intensive model. The second phase of training is now happening with teaching staff trained in both the 1 day model and 3 day intensive. So far 22 staff have been trained at Hartsdown Academy.
• Restorative materials such as posters, stickers and badges are being produced to promote the approach in each school. A restorative approach display board is to be constructed in each school over the spring term.
• The next phase is to monitor practice and ensure it becomes embedded across the school. It would be beneficial that Hartsdown becomes a lead school in the approach by completing the RA accreditation. This is currently being investigated.
• Restorative Ambassadors are being trained in each school. At Hartsdown Academy 15 young people are now trained. Heads of Houses are now booking in the restorative ambassadors to conduct restorative conferencing between students in younger year groups. This program has made a huge impact already in supporting conflict between students and hopefully evidence will see a reduction in these smaller incidents that can often lead to serious incidents and a reduction in emotional resilience by the young people if left unchallenged. The next phase is to monitor this practice and create a district restorative council for young people to share good practice and lead the approach into community settings.
• All HeadStart Secondary Thanet schools are now running the emotional resilience curriculum, provided by Mark Solomons. Each school is running a bespoke model in their context. Hartsdown Academy are delivering the curriculum to all year 9 students. Garlinge Primary school is investigating the curriculum and are differentiating the resources for a primary focus before potential delivery. This work by Garlinge can then be shared to the other Primaries provided the curriculum is evaluated successfully on impact and ease of delivery

3.4 North West Kent

• 6 Safe Spaces open, 2 schools and four youth and community settings.
• Orchards have 5 students who are identified as needing additional time out who use the Safe Space. There are plans to move to a bigger space as they will be gaining additional pupils.
• Northfleet for Girls (NfG) young people feedback: "Gives you peace of mind", "Takes things off your mind", "It’s a calm space and environment", If you’re depressed there are always people there for you", "If you need extra help there is always someone to help".

• NfG lead says that the Resilience Mentor commissioned by Project Salus is proving to be invaluable and is already showing an impact on improved attendance and behaviour with the students that have been referred.

• Discovery Centre youth centre at Ebbsfleet have been combining there opening with a Porchlight group, very good feedback from the young people and some felt confident enough to attend peer mentor training and the Swattenden day.

• Coping packs Feedback so far from YP that have had packs from SM group is that play dough is popular, stress balls would be good and more information leaflets. Some comments; helped when stressed, to calm down and fun to play with.

• Family Focus Wave one 6 at Orchards and 6 at St Johns completed. One parent is about to become a volunteer for the service as she has gained confidence from the programme. Wave two has 4 families at Orchards and 4 families at St Johns.

• HeadStart with a Headteacher met with parents and young people from waves 1 and 2 to get their feedback on programme. They said: parent “seen a difference in behaviour and confidence from the beginning to the end” parent “look forward to it, missed it in the holidays” YP “would recommend to others” YP “didn’t want it to end.

• Family Action Active Listeners peer mentors St Marys primary training booked for 25 March for year 5. NfG and Orchards are being contacted to book training dates.

• Peer Mentoring training by LCC, 13 YP attended peer mentor training at Ebbsfleet youth centre, 8 from Ebbsfleet, 3 from The Bridge and 2 from Northfleet.

• LCC booking first supervision with original MindFull peer mentors from NfG and Orchards, then timetabling future supervisions and training. St Johns training to be booked for April.

3.5 Canterbury

• Both secondary and primary schools are reporting how engaging the Penn State Resilience Programme (PRP) and CBT being an opportunity for further development across the schools.

• 40 staff were trained on the PRP approach during November and December. Young people from Grovesnor house were involved in designing the resource for “Setbacks Sorted".
• We are working with How to Thrive, who are evaluating the impact of the training on community based staff (how it is being used). The evaluation on the initial training was positive with the following recommendations:

1. Run the training days closer together.
2. Withdraw the section in Day 2 on Detecting Icebergs and spend more time practising the module delivery.
3. Recruit explicitly to ensure those attending are clear and have their managers support to facilitate the 5 modules.

The schools would like to redo Stirling at the end of the 18 week PRP session, to see what difference it has made. They want to use this evidence to illustrate how useful the programme is.

3.6 Resilience mentors

The FRIENDS model of resilience is supported by the World Health Organisation (decision made to move away from the Rochester model). This involves one to one, group and family work.

The resilience mentors provide a bespoke programme of support which includes

• a highly structured, evidence based programme that teaches the skills necessary to develop resilience (e.g. improved communication, social skills, self-esteem, peer relationships, problem solving)
• the opportunity to practice these skills in a supported way in their school or social environment
• support to develop effective networks and support mechanisms in home, school and community
• support to parents to understand resilience and their role in ensuring this develops for their children
• referral to other agencies to offer family support as required

For identified parents, Project Salus are offering the Emotional First Aid programme. This enables parents to develop their own emotional resilience and better understand the emotional needs of their children. This highly successful programme works most effectively with those parents who recognise that they want to be better able to support their children. These will be identified and targeted through the programme.

All HeadStart schools have been contacted, introductory meetings and follow up meetings held with the majority

• Information has been circulated to Early Help teams to support the triage process
A meeting has been held with the Head of Fair Access, Admissions and Transport, Tuition Co-ordinator and Access to Education Manager to ensure access for Children Educated at Home, receiving tuition or reintegrating back into school.

78 referrals have been made to date (40 from Canterbury, 9 from NWK, 29 from Thanet)

52 children and young people are currently receiving support (35 in Canterbury, 9 from NWK, 8 from Thanet)

26 are ‘flagged’ for future intervention and are currently receiving support through school or alternative.

7 secondary schools, 4 primary schools and 1 PRU are currently receiving support

1 child electively receiving home education is engaged in the programme

All children and young people receiving support are fully engaged in the FRIENDS programme either on an individual or small group basis

Mentors are working to engage parents

All children and young people have undertaken The Belonging Scale and The Stirling Well-Being Scale as a pre measure. This will be repeated to obtain a post measure following intervention

SDQ’s have been requested from parents and teachers/tutors for all those offered support. This will also be repeated following intervention

Anecdotal feedback from schools, parents and children/young people has been very positive

More detailed evaluation will be available following completion of the programme for individual children and young people. For some children and young people, this is likely to be mid-April 2015.

Good practice is happening in Whitstable Juniors where the PRP is being delivered and then referrals to the resilience mentors are made if it has been recognised the universal and school support services are not enough. There are some issues where referrals have been made to the resilience mentors, where schools are not fully adopting the HeadStart approach (across the board, not just Canterbury).

The mentors have reported that they need to be more creative with the FRIENDS workbook, and have engaged families around some of the activities creatively.
4 Knowledge Seminar 2: Measuring Outcomes

This seminar focused on how we evaluate and measure outcomes related to Resilience. It included:

* Theoretical and practical issues in measuring resilience
* Measures of resilience
* A domains approach to measuring resilience
* Mapping where services/interventions fit and what you measure.

Four key themes need to be considered when thinking about outcomes framework for resilient work in Kent:

- Needs to be a county wide holistic approach that takes a long term view on how resilience since 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), service level (how does the service know it contribution to the overall picture is effective) and an individual level (how do we ensure that outcomes are meaningful for young people).
- Domain could be used as an assessment tool, for measuring outcomes and information practice.
- Am evidence matrix outcomes framework is key to measuring resilience in its varying forms across services.

Seminar 3: Evidence Based Approaches will explore

- Opportunity for various projects from Head Start to talk about work
- Continuation of building on mapping and domains, and where projects fit into the domains and identifying gaps
- Evidence based approaches e.g. Daniels and Walsall models Scotland
- Offer participants resources to take away.

5 Evaluation and Evidence Update

A survey has been sent to the school, who have a 3 month period to complete, every child in HS school, and they will redo next year same time next year. There is a form for parents to complete is they do not want their child to complete survey.

There will be a visit to Thanet on the 1st April where a field evaluator will meet a programme lead, service delivery strategic lead, a representative from a school where a HS intervention is being run (such as a Head or Teacher involved in HS) and a young person involved in the governance/decision making of HS. They will also visit a site, where a HS intervention is being delivered.

The proposed date for North West Kent will be is the 23rd April, and subsequent dates will be arranged for Canterbury and knowledge seminars.
6 National Lottery Update

A two day conference brought together all the local partnerships with an opportunity to hear Dr Michael Ungar talk about resilience.

Support and Development

There was feedback on the progress and challenges that the partnerships are facing in light of recent review workshops held between November to December. Notable areas for development identified by the Support and Development consortium are:

- Developing a shared understanding of ecological approaches to resilience within the partnerships to ensure more people ‘get it’ - understanding their role in building resilience and what that means in practice.
- Sustainability - will the programme lead to sustainable, whole system change?

This focused system re-design and sustainability

Key discussion points were around:
- Ensuring young people’s voices are heard to inform the change that is needed.
- The opportunity for learning amongst each other
- Engaging CCGs and getting support from Public Health
- Getting CAMHS involved and engaged

There was an update on the evaluation framework.
The three main questions for the framework are:
- What have partnerships done to increase resilience?
- Has resilience increased among children at partnership sites?
- How do this change relate to what partnerships have done?

Action: there is a need to ensure local and national evaluations teams in contact with each other re. Timelines.

- It was announced that the competitive element of the programme will be removed to facilitate greater sharing and learning.
- Local area partnerships to send BIG the costings and rationale for a proposed extension for January - July 2016 by Friday 13th February.

Soon to be available on Kelsi

- Social marketing animation
- Family Day findings
- Restorative Approaches Thanet
- Knowledge Seminar Report
- Staying on Track HeadStart Webinar
- BLF conference summary report.