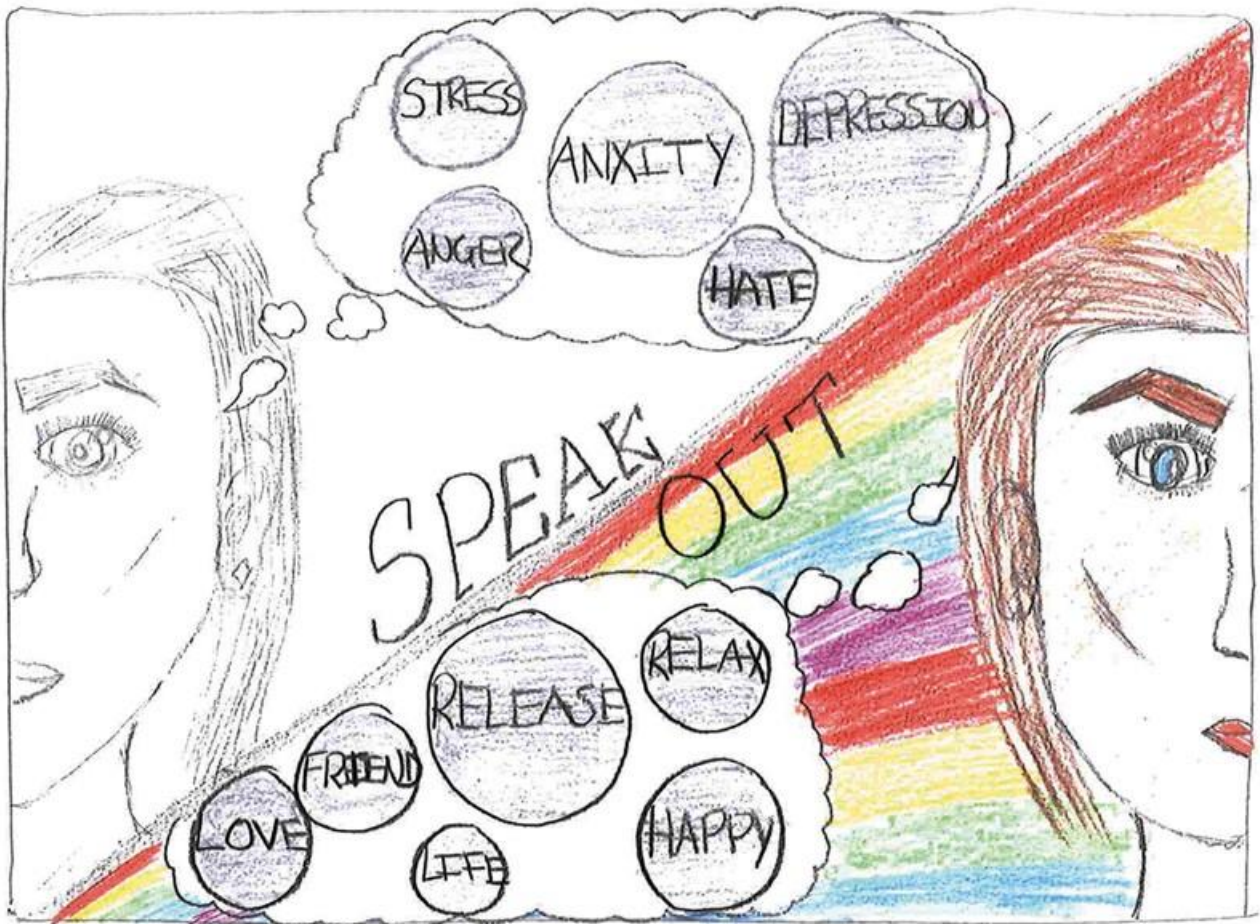


# HEADSTART

HEADSTART SOUTHAMPTON STAGE 3 STRATEGY



Strengthening emotional health and wellbeing for children and young people

Front cover designed by Harry

## Contents

	Page
Our Vision	4
Introduction from Naomi Cain, Young Apprentice	4
Executive Summary and Summary of HeadStart Journey	5
Political Context of Children’s Mental Health in Southampton	9
History of HeadStart in Southampton	10
Description of Southampton	11
• Geography and infrastructure	11
• Demography	12
• Deprivation	13
• Diversity	13
• Schools	14
• Voluntary Sector	15
Target population	16
• Educational Engagement and Achievement	17
• Youth justice system	17
• Domestic Violence	18
Overview of Stage 2	19
• Partnership composition:	19
• Stage 2 - Shaping phase 3	20
• Evaluation	21
• Effective Programmes	22
• School Ownership	25
• Engagement with Young People	26
• Governance and Strategic Direction	30
• Co-ordination of the Model	31
HeadStart Phase 3	32
Mission	32

Delivery Model	<b>33</b>
Target population	<b>33</b>
Mechanism for Referral	<b>35</b>
Referral Criteria	<b>37</b>
Safeguarding, Joint Working and Information Sharing Procedures	<b>41</b>
<ul style="list-style-type: none"> <li>The Multi-Agency Safeguarding Hub</li> </ul>	<b>41</b>
<ul style="list-style-type: none"> <li>Principles of Practice</li> </ul>	<b>41</b>
Demand Modelling	<b>41</b>
Outcomes	<b>47</b>
<ul style="list-style-type: none"> <li>Quantitative evaluation</li> </ul>	<b>47</b>
<ul style="list-style-type: none"> <li>Qualitative evaluation</li> </ul>	<b>49</b>
<ul style="list-style-type: none"> <li>Assessing performance of HeadStart Southampton programme components</li> </ul>	<b>50</b>
<ul style="list-style-type: none"> <li>Data protection</li> </ul>	<b>50</b>
Programme design – Our model	<b>50</b>
Whole School Approach to Mental Wellbeing and Resilience	<b>53</b>
Anti-stigma Campaign and Raising Awareness	<b>60</b>
Emotional Wellbeing Development	<b>64</b>
Safe Places to Talk	<b>68</b>
Safe Places to be Involved	<b>72</b>
Peer to Peer support	<b>77</b>
Transition Support	<b>81</b>
Group work to support Parents	<b>85</b>
Group work to support Young People	<b>89</b>
Client Journeys	<b>92</b>
<ul style="list-style-type: none"> <li>Client journey – 1 – Emma</li> </ul>	<b>92</b>
<ul style="list-style-type: none"> <li>Client journey – 2 – J</li> </ul>	<b>95</b>
Digital Strategy	<b>97</b>
Governance	<b>102</b>
<ul style="list-style-type: none"> <li>Team Structure</li> </ul>	<b>103</b>
Youth Engagement	<b>104</b>
Sustainability	<b>108</b>
<ul style="list-style-type: none"> <li>HeadStart Southampton and the wider strategic context</li> </ul>	<b>109</b>

• Sustainability safeguards	<b>110</b>
Implementation	<b>112</b>
Budget	<b>114</b>
References	<b>116</b>
Glossary	<b>117</b>
Acknowledgements	<b>119</b>
Appendices	
Appendix 1 – Needs Analysis	
Appendix 2a – Needs intelligence	
Appendix 2b – bullying consultation data	
Appendix 3 – Phase 2 evaluation report	
Appendix 4 – Co-production Case Studies	
Appendix 5 – Principles of Practice	
Appendix 6 – Outcomes	
Appendix 7a – Schools Parents Offer November 2015	
Appendix 7b – Consulting Parents in Southampton Overall Report	
Appendix 8 – Children and young people participation and engagement	
Appendix 9a – SCC Children and young people engagement and participation strategy	
Appendix 10 – ICU Contract Life Cycle	
Appendix 11 – Secondary School Heads Conference Minutes	
Appendix 12 – Sustainable Delivery Model Options Appraisal	
Appendix 13 – Final Budget Stage 3 bid with contribution	

## Our Vision

***HeadStart will increase happiness and mental wellbeing for children in Southampton. Communities, families and schools will work together to help children to cope with difficulty, and to thrive in life.***



Designed by Naomi Cain, Young Apprentice

## Introduction from Naomi Cain, Young Apprentice

‘HeadStart is one of the best things that has happened to me. It has opened up opportunities that I never thought I would have especially at the age of 19’

When I first started out as an apprentice for HeadStart I had no idea what resilience meant, what HeadStart meant and what I’d signed up for.

I am able to teach other people what resilience means, what HeadStart is all about and promote all of the wonderful things it has to offer. Now that I know the meaning of resilience, I understand more about myself as an individual and how I have built resilience during difficult parts of my own life. I want to be able to help other people who are experiencing tough parts in their life, so that they can see there is a way forward and that it won’t stay that way forever.

HeadStart can make people more aware of mental health and understand the emotions they are feeling, why they are feeling them and how they can learn to accept their emotions, and then accept themselves and become stronger.

Being able to get involved with all of the things HeadStart is doing has been amazing. I am able to learn from partners involved and communicate well with young people taking part, and share their views and my views on what affects young people.

## Executive Summary

Southampton's children and young people deserve better. City life can be tough; poverty and crime are on the increase and health and wellbeing is declining. Young people have told us that they want the skills to bounce back when times get tough and they want to be happy. School teachers and nurses have told us that mental health and behavioural problems are increasing and the 'system' isn't supporting them enough.

HeadStart offers young people a chance to build their resilience, raise their wellbeing and prepare them for life's journey, as members of their community and potentially future parents. Our ambition is that children and young people feel supported and thrive, are empowered to make good life choices, have a sense of belonging, are confident and ambitious and can pursue their aspirations. We want everyone in Southampton to talk supportively about mental health and for communities, schools, parents and children and young people to work seamlessly to give children and young people the support they need.

We will achieve our ambition through HeadStart. Our proposal is for a school based programme that involves every one of our 12 secondary schools. It has a universal offer; all 10 to 16 year olds in Southampton will benefit from school leadership and programmes that focus on building resilience and confronting problems at the very earliest stage. They will also benefit from an anti-stigma campaign and awareness raising. Most importantly, they will benefit from a community of practice; a community of their peers, teachers, parents and community workers who have been trained to understand and facilitate support.

Our programme also has a universal plus offer for those children and young people at a higher level of need. These are children and young people with reduced school engagement, who are potential first time entrants to the youth justice system and/or are living with current or historic domestic abuse. Working through a trusted worker, these young people will be offered additional support. Young people with higher needs told us they need safe places to be and safe places to talk to help them get through difficult times. We will offer counselling in schools and online, safe places, peer to peer support, support in transition from primary to secondary school and group work for children and parents. Decisions on what is provided will be made with rather than for young people and will be adapted to their changing needs.

Our programme has been developed through co-production with young people, school leaders, service providers and leaders from the voluntary sector. It has also been informed by a qualitative evaluation of our phase two HeadStart programme and shared learning from successful pilot projects within the City. In phase two we developed young apprentices and trained trainers in emotional wellbeing. We tested various approaches to raising well-being and have taken forward those initiatives that worked best for our young people. We learnt that we needed to better join up what is available to support each individual child and young person on their mental well-being continuum. To this end, we seek investment for this system wide approach.

Our programme strongly aligns with our City's strategic intent to ensure children and young people have a good start in life. HeadStart will ensure 1. Capacity to train our community of practice and provision of services, 2. Sustainability through development of a school focused locality team infrastructure and 3.

Opportunity to strengthen the voice of children and young people and the ability to flex the programme to their changing needs.

To provide a flavour of our approach the next two pages summarise the HeadStart Southampton journey for two young people; Emma and J. Both deserve better and could achieve this through HeadStart. Subsequent pages detail our strategy.



Dr Debbie Chase – Consultant in Public Health and HeadStart Strategic Lead

Hi my name is Emma, and this is my HeadStart journey!



1 I am 13 years old and go to Redbridge School. Things at home had been pretty hard. Mum was really sad and I wasn't enjoying school much.



2 I was going to my schools Nurture Group which was ok, but I found it hard to join in and speak to others.



3 One day, a young HeadStart Apprentice came into school to talk about HeadStart and mental health. I asked her how I might be able to get some help from HeadStart as I would like to speak to someone at school without everyone knowing.



4 Soon after, I met with my schools HeadStart emotional wellbeing Assistant (HEWA for short). We had a chat about how I was feeling and went through the HeadStart toolkit (including MyStar).



5 My HEWA listened to me as I told her what I liked doing, what I found difficult and why I was feeling sad.



6 My HEWA told me about the types of activities I could take part in which may help to make me feel happier. Together we made my HeadStart action plan.



7 I started speaking to a counsellor who was friendly and listened to me, we met for 6 weeks. She told me about a Young Carers project where I could meet other young people in similar situations to me



8 HeadStart helped mum too! She started going to a parent group where she met other mums and dads who were going through similar things to her.



9 I even started playing football. It was a bit scary at first, meeting new people and trying something new, but I have now made some really good friends and have fun!



10 After half a school term, I met with my HEWA to catch up on how I was feeling and to tell them about the activities I was taking part in and whether I wanted to continue with them



11 Thanks to HeadStart I feel much happier. I still get days where I feel sad or worried but I know I can speak to my HEWA if I need to.





Hi my name is J, and this is my HeadStart journey!



1 I am 14 and live at home in Southampton with my mum and her boyfriend Dave who I don't like. He's horrible to mum, shouts all the time and has been in trouble with the police.



2 School was rubbish and I was always in trouble. I found the lessons boring and got in to fights because I felt angry all the time



3 People from the council have been round my house lots over the years. Because of this I've now got something called an Education, Health & Care Plan



4 When I was 12 I was sent to the Willard School which is a Special School for kids with emotional and behavioural problems. I was really angry at first, I didn't think I needed to go there but it's actually the best thing ever.



5

Miss B is my teacher, she is really cool. She told me about HeadStart and how I could get involved.



6

Miss B told me about the types of activities I could take part in which may help to make me feel happier. Together we went through the HeadStart toolkit (including MyStar).



7 Me and Miss B met with my schools Inclusion Officer where I found out about the activities I could take part in which may help to make me feel happier. Together we made my HeadStart action plan.



8 I joined the HeadStart Shadow board which is awesome. We do lots of fun things people always like my ideas. There's free pizza at the meetings too!



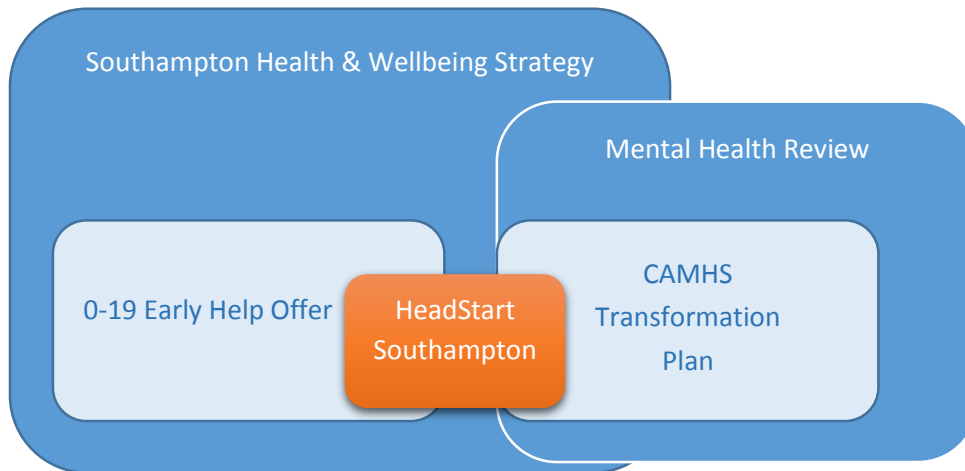
9 Thanks to HeadStart, I go to music workshops and have become well good at guitar! Mum also goes to some HeadStart parent group, she seems much happier these days.



10 Thanks to HeadStart I feel so much better. Some days are a bit crap but I can always talk about my problems at my termly reviews. There is more support out there than I thought!



## Political context of Children’s Mental Health in Southampton



There has been a fundamental shift of focus in Southampton, within the context of diminishing public sector resources, from a significant reliance on specialist help to a much greater emphasis on and accountability for primary prevention and early help. This shift ties in very well with HeadStart’s priorities and aims and will make it easier for us to imbed and integrate the HeadStart model within the wider initiatives being developed within the city.

In April 2014, Southampton published its Early Intervention Strategy which set out its vision to become an *"Early Intervention City with multiagency service provision that works to ensure children’s needs are met at the earliest stage. Where possible, and children’s welfare is assured, these needs will be met within their family and community resources."*

The case for early intervention is well documented, it is proven to reap positive social and financial benefits for individuals and society as a whole and it is unarguably the right thing to do. Southampton is on a journey to develop an integrated 0-19 prevention and early intervention service offer based around three geographical localities, which in turn align to the clusters identified in the city’s Better Care programme. The HeadStart programme fits perfectly with the early intervention and prevention agenda in Southampton. It provides a huge benefit to the city and allows us to embed this approach within schools, where existing resources would have had a more limited scope and reach. Through phase one and two HeadStart has allowed us to test out and identify models that work within schools settings and Phase three will allow us to embed these arrangements and make them sustainable.

The Southampton Healthy Ambition Service is the name of the 5-19 Public Health Nursing service commissioned for Southampton schools. The service started with a new specification in April 2015, and in addition to traditional school nursing activities, the service was expanded to improve specific access to emotional wellbeing services and to improve links between schools and GPs and other health and early help services, including social care. The new model is working well, and forms another essential link with our HeadStart programme, through the key links between the roles developed in this team and those in our HeadStart team. This will be addressed in more detail later on in the bid, but forms part of our strategy to align our HeadStart offer to other core services and developments across the city. It gives us a platform for an enhanced offer to priority groups in the HeadStart Southampton Stage 3 programme and offers a basis for the sustainability of the programme.

Through the CAMHS Transformation plan and the larger whole age span Mental Health Matters review there will be additional investment to improve the links between CAMHS, schools and primary care, with an

identified CAMHS link in all schools. This will be achieved through the extension of the primary care mental health worker role. It will be essential that these link workers are aligned with HeadStart so that they can provide support, advice and guidance when there are concerns that a young person may have reached the criteria for CAMHS. The primary care mental health workers are also commissioned to deliver mental health awareness training in schools and so they will form an essential part of the delivery team for such training alongside the HeadStart team.

The Integrated Commissioning Unit (ICU), established in January 2014, brings together senior leaders, commissioners and budgets from Southampton City CCG, Southampton City Council and Public Health to commission in ways that support a more holistic approach to meeting needs and improving outcomes. This working arrangement has enabled commissioners to support the development of more joined up services for children, young people and adults, enabling new models of provision for young people, including 0-25 services, to be commissioned in future. From April 2016, this will also include delegated commissioning responsibility for primary care which will support joined up commissioning priorities at the local level. The Southampton Commissioning approach has also made it easier to ensure that Public Health expertise in relation to the evidence base for interventions and local needs identified in the Joint Strategic Needs Assessment (JSNA) inform our service development and commissioning. The ICU is also intrinsically linked to children's services within the City Council which in turn provides the links to schools. The whole systems approach to early intervention and prevention, Better Care and integration is fundamental to the success of HeadStart and has helped shape our stage 3 programme. The strength of this growing relationship is ultimately what will ensure that HeadStart has the profile and ability to become sustainable long past the end of the Big Lottery funding.

## History of HeadStart in Southampton

Quote from Cllr Daniel Jeffery, Cabinet Member for Children's Services

*"As Cabinet Member for Children's Services I have overall political responsibility for the outcomes for children in Southampton. A big priority in Southampton is to raise our young people's A-C grades as these are below the national average. We also recognise that emotional wellbeing and happiness in its many forms are not only key to success at school but also in life more generally. Helping to halt the development of mental health problems in our city is one of the most important things we can ever do, and I am absolutely committed to partnership working with Big Lottery to make that to happen.*

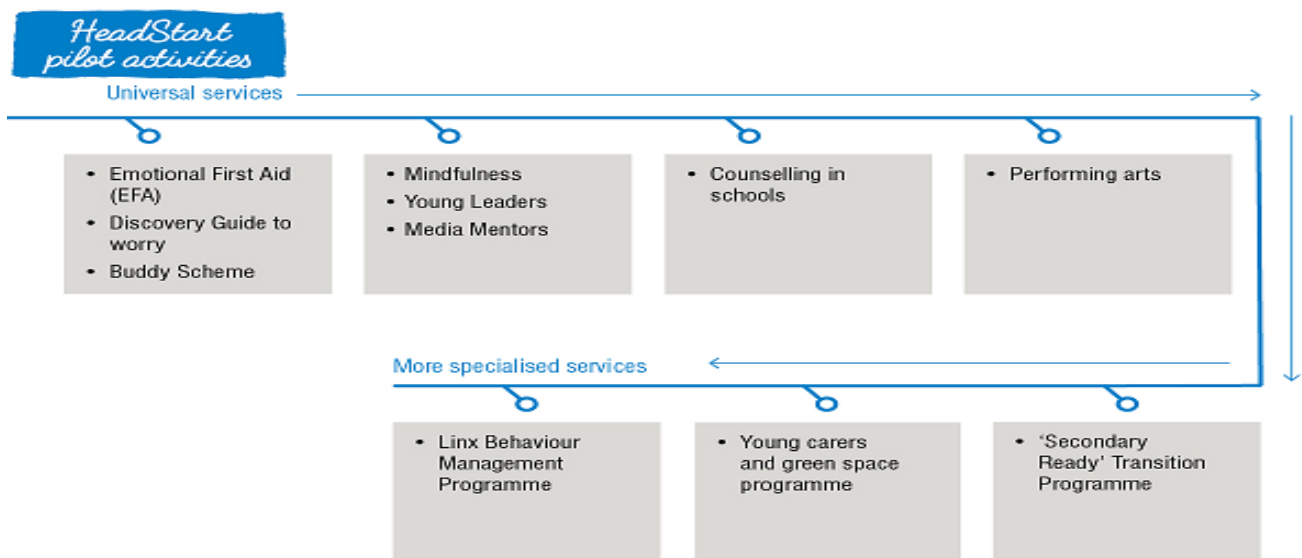
*There are almost 60,000 children and young people living in Southampton and we know that one in four are living in poverty. That's 15,000 children and young people whose health, wellbeing and life-long chances are at risk as a result of their social circumstances. One important way of keeping children health, happy and improving their success at school is through building mental resilience and emotional wellbeing".*

We saw HeadStart as being so relevant for Southampton and in-line with our aspirations for children and young people in the City and at that stage our developing focus on early intervention and prevention. It gave us the opportunity to focus our work in schools, which we otherwise would not have had the resources to do, so that we could design and test a programme for providing the tools to help children and young people develop. It also gave us the opportunity to work with our partners across the City to align all of our thinking and the opportunity to re-shape the mental health and well-being services we provide so they are centred round children and young people.

The HeadStart programme was attractive also in its design as it allowed us to develop a programme, test out the elements that work and to continually learn before designing the final model that you will find in this bid. It is the journey that we have been on as much as the original concepts and passion that shaped our original bid that have taken us to the point we are at today. Having young people involved in every

stage of HeadStart has been a wonderful experience and also a challenge to the conventional ways that commissioning and services develop, this focus on young people was another core element of HeadStart that led to our original bid.

In phase two we developed a programme of pilot activities that spanned from universal to targeted services and piloted it in three secondary schools, two alternative provisions (special education) schools and the feeder primary schools. A key element of our overall programme was a whole school approach teaching both young people and adults about mental health and wellbeing and providing them with training in emotional first aid and mindfulness through a sustainable ‘train-the-trainer’ model. It also included providing a range of individual and group opportunities to access therapy/extra help and to develop skills through attending activities such as drama, dance and sports activities.



We achieved a great deal from the phase two pilot and extension period of HeadStart, finding out which of the elements of the programme worked best, which achieved the best outcomes, what young people wanted to be involved in all the way through to how the project needed to be organised going forward. An example of this is feedback from the providers of individual elements of HeadStart, they did not feel that they were all linked in to each other well enough and this led to a disjointed journey for young people, this has led to a core HeadStart team being developed in our bid that will ensure that all the elements are coordinated and flow, young people, providers and other people involved with those young people should see and experience a joined up journey.

## Description of Southampton

### Geography and infrastructure

Whilst Southampton has enormous growth potential associated with the affluent south, the city's characteristics relating to poverty and deprivation present challenges more in common with other urban areas across the country with high levels of deprivation. The Index of Multiple Deprivation 2015 (IMD 2015) illustrates how Southampton has become relatively and absolutely more deprived since 2010. Based on average deprivation score, Southampton is now ranked 67th (where 1 is the most deprived) out of 326 local authorities, compared to its previous position of 81st in 2010. Southampton now has 19 Lower Super

Output Areas (previously 10) within the 10% most deprived in England and zero in the 10% least deprived (previously 1). We have a higher percentage of residents claiming key out of work benefits than the regional average (9.1% compared to 6.8% for the South East) and in-work poverty is a growing issue with 20% of households receiving housing or council tax benefit; well above the national average. It is recognised that deprivation and poverty are indicators of mental health need; HeadStart will aim to provide the essential building blocks to early intervention and prevention that will be essential to making sure that the young people in Southampton are thriving.

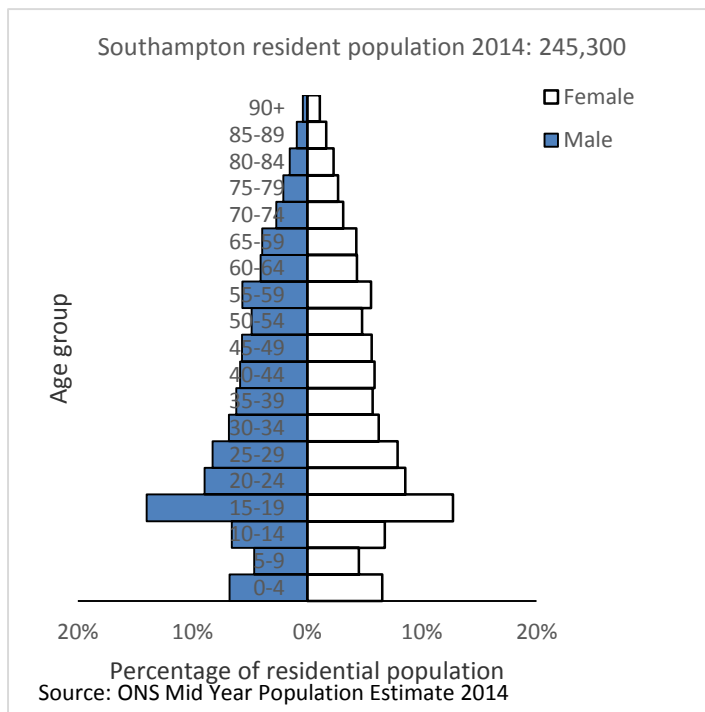
The potential for economic growth and thriving retail sector should provide a backdrop of opportunity for young people leaving school and yet unemployment is high in Southampton. Headstart will give young people in our target groups improved employability by raising aspirations, increasing their educational outcomes and by focusing on their wellbeing and mental health. There are key elements of the programme that will help to further develop the skills and training of young people, for example the peer to peer support programme will involve young people undertaking an OCR Award at Entry Level 3.

## Demography

### Age

Southampton has a young demographic; with 24% of our population under the age of 20 years. The city has a population of 245,300 comprising 98,300 households, 57,600 children and young people aged (0-19 years), 53,000 residents who are not white British (22.3%) and approximately 43,000 students.

Fig 1



In 2016, there are an estimated 16,582 children and young people aged 10 – 16 years old living in Southampton. We know that population numbers are going to increase, this will be significant for 10-16 year olds at the end of 5 year HeadStart funded programme, it will be important for HeadStart to ensure that the model is sufficient to cope with a rising population of children in the city and that a sustainable model is developed based on projected future population size. Roughly half of all lifetime mental disorders start by the mid-teens, with the high proportion of young people in Southampton it is essential that we focus our approach to mental health on young people and disrupting the pathway to mental health problems through early intervention and prevention. HeadStart gives us the opportunity to work in

Southampton with three groups of young people who are at the most risk of developing mental health problems. More detail on our target populations is covered shortly in the section titled 'Target Population'.

The HeadStart model in Southampton will not only provide targeted support to some young people but also affect whole school change in the way they approach mental health and developing emotional wellbeing.

This will be achieved through whole school approaches to mental health awareness and destigmatisation and by providing all of the adults within the school, children and parents/carers with resilience skills via opportunities to attend training, develop support networks and gain access to information and advice through the development of a digital strategy. This will all serve to extend the reach of HeadStart and to provide sustainable changes that are embedded within local systems.

## Diversity

There is increasing ethnic diversity within the school aged population with 33% of school pupils in Southampton from an Ethnic Group other than White British<sup>1</sup> (compared to 26.3% in 2010) and 25.7% of pupils language is other than English. Young black people have an increased prevalence of mental disorder (14% compared to 11.5% average) and 822 (2.8%) of the school aged population stated they are from a black ethnic background. The HeadStart programme in Southampton will have a community development worker embedded in the core HeadStart team who will work with young people to ensure that all of our programmes are sensitive to the equality and diversity needs of our young people from different racial and cultural backgrounds and also gender, sexual orientations, disabilities and religious beliefs. Part of the role of the community development worker will be to engage young people to co-produce a variety of safe places to be involved, ensuring this reflects local populations. This will include developing social groups and helping young people to access new and existing activities in school and in the community.

## Deprivation

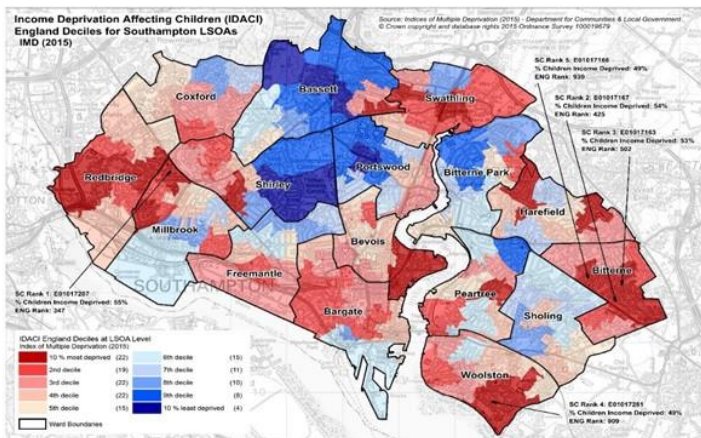
Deprivation is an indicator of risk for mental health problems with a three fold increased risk between highest and lowest socioeconomic groups (15% vs 5%). One in three aged 10 – 16 year olds within Southampton reside within the most deprived quintile nationally for IMD, this equates to approximately 5,673 young people with a further third being in the second most deprived quintile, a further 5,512 young people aged 10-16.

There is significant evidence of the effect income has on children's mental health, for example 'Children From the New Century' found children from low income families are four times more likely to experience mental health problems than children from higher income families. The median gross annual pay for residents of Southampton is £24,913 based on the 2014 Annual Survey of Hours and Earnings, this is lower compared to the England median gross pay of £27,500. In 2013, 22.7% (9,645) children aged under 16 in Southampton were living in 'relative' poverty, this is significantly worse than the national average of 18.6%. Southampton City is a patchwork of deprivation and pockets of affluence. The map below shows income deprivation affecting children by the 148 lower super output areas (LSOAs) in Southampton. Red LSOAs denote more deprivation (where 505 or more children live in poverty), blue areas more affluence.

---

<sup>1</sup> Based on those with an ethnicity recorded

Fig 2



Southampton is a relatively small City and analysis at a LSOA, School and Ward level for a range of 15 child-related indicators across schools, ward & LSOA (small areas) in the City (see appendix 1 – Needs Analysis) highlight that there is high comparative needs across Wards, Schools & Neighbourhoods. The indicators linked to emotional well-being are diversely represented across the City with the majority of areas and schools displaying similar levels of need, this is particularly so across secondary schools.

This analysis supports a ‘One (whole) City’ approach reaching all schools, but particularly Secondary schools, covering the 10-16 age range, to address the emotional health and wellbeing needs of all young people. Headstart will therefore be available in all of our mainstream secondary school and two of our specialist schools. Our transition programme and restorative practice will extend to the feeder primary schools of these secondary schools in Southampton.

Alongside areas of deprivation, a large and diverse population of young people Southampton also has a large proportion of children from single-parent families. In the 2011 census, there were 6,918 lone parent families in Southampton with dependent children; of these, 46.8% were not in employment (compared to 40.5% nationally). Children from single-parent families are twice as likely to suffer from mental health problems as those living with married parents and Children From the New Century found significant difference in the prevalence of Mental Health problems between different family compositions.

The health and wellbeing of children and young people in Southampton is generally worse than the England average, the latest child health profile (2015), showed that Southampton was significantly worse than England for 15 of 32 indicators.

## Schools

Southampton’s maintained and public funded school provision includes 1 nursery school, 10 infant schools, 8 junior schools, 36 primary schools, 12 secondary schools, 6 special schools, one Pupil Referral Unit (PRU) and one Hospital school based at University Hospital Southampton (Tremona Road). In addition there are also 5 independent schools. These form the heart of the universal education provision every child is entitled to.

The core focus of our Southampton HeadStart programme will be within the 12 secondary schools, Compass School (PRU) and Polygon (Emotional and Behavioural Difficulties School). The transition programme and Restorative Practice element will include the feeder primary and junior schools situated in Southampton, as the transition element of our phase 1 and 2 programme was very successful.

In order to take a whole city approach we will phase the roll out of HeadStart in three Tranches over three years, this will be explained in more detail in the section on demand modelling.

Southampton schools have a longstanding relationship with Emotional Literacy work, supported by Southampton Educational Psychology Service and Southampton was the birthplace of the Emotional

Literacy Support Assistants (ELSAs). This helps front line educationalists to work with local children in relation to the emotional difficulties that they may have in managing their emotional state. This is hugely important for the success of HeadStart as we already have a history of emotional wellbeing focus in schools which will provide an essential platform for HeadStart to build on.

School governance in Southampton is complex. There are still a large number of schools which are maintained by the local authority, though the majority of secondary schools are now academies following national trends and government plans for improving school standards. Despite the autonomy of schools in Southampton, there exists a positive and collegiate spirit between education leaders in the City towards its children as a whole, and a shared commitment to the collective attainment of all pupils. The Council works with schools through:

- Secondary Head teachers Conference
- Primary Head teachers Conference
- Special Head teachers Conference
- Southampton Education Leadership Forum
- Southampton Governors Forum
- Southampton PSHE Network
- Secondary inclusion Network

## Voluntary Sector

Southampton has a long and successful history of partnership working. The Council and CCG have strong links with local voluntary organisations and faith groups across the city. Commissioners and service providers are operating in a challenging environment with increasing demand for health and social care services and reducing or limited resources. In line with HeadStart, the Better Care plans promote increased focus on self-management to empower individuals and families to gain greater control and adopt healthier behaviour and lifestyles. Communities have a vital role to play in supporting individuals and in ensuring whole city culture change to emotional wellbeing and resilience that will ensure HeadStart is embedded in a sustainable way. We have a thriving voluntary sector in Southampton which is already very engaged and will provide the hub to develop strategies.

A community solutions group has been set up under the Better Care programme to explore and promote the development of community options, harnessing the knowledge, experience and creativity of the community and voluntary sector. This piece of work is in the very early stages of planning but will be an essential link for HeadStart and the sustainability of parts of our model. Using the backdrop of the community solutions group the HeadStart community development officer will set up a HeadStart Network Group. This will include bringing together organisations in the voluntary and community sector to work with young people, alongside the young people and parents that will make up our youth forum. The Network will provide 'peer support' between organisations and, through the input of young people, develop the community based offer and 'safe places to be involved', in the community element of our programme.

The wider community solutions work is unlikely to come in to the fore for another few years and HeadStart gives us the opportunity to test this model within schools and make sure that it is embedded within this workstream moving forward to ensure the sustainability. Work with schools is also an area that historically has been harder to achieve especially with the voluntary sector and so the HeadStart project really does give the City the opportunity to work differently with schools and to have a greater impact with young



people that without HeadStart we almost certainly would not have been able to achieve so easily or quickly, if at all.

Southampton currently commission services from over 100 Voluntary and Community sector organisations, 61 of which work with children and young people. This number does not take into account other organisations that we do not currently commission from but who are providing valuable services to young people. Healthwatch in Southampton are committed to supporting HeadStart and will play a key role in the future of HeadStart's promotion and development in the community and voluntary sector.

## Target population

We have taken the decision to adopt a whole school approach and not to restrict the criteria of HeadStart so as not to dilute the impact of the programme and given our population need and profile. We have also decided to provide extra support for those children and young people at high risk.

In depth analysis of our local population identified a number of 'high risk' groups in Southampton including;

- First time entrants into the youth justice system
- Low academic attainment and attendance figures
- High numbers of children in care
- High number of hospital admissions for substance misuse and self-harm
- High levels of domestic violence and abuse
- Numbers of children in poverty
- Under 18 conception rates

Further information on the needs assessment can be found in Appendix 2a – Needs Intelligence.

The decision on where to target HeadStart was taken following a series of engagement and feedback from young people and in conjunction with our schools and other key stakeholders. As a City we have strong strategic focus on children in care and so it was decided not to focus on this group of young people for HeadStart. It should be noted however that 53% of looked after children (LAC) in Southampton had domestic violence (DV) as a contributory factor so although we may not be screening specifically for LAC, by focusing on DV we will still be working with a large proportion of young people that are looked after or on the edge of care.

Similarly we have targeted work for young people with substance misuse through our newly commissioned 0-25 substance misuse services. Through the CAMHS Transformation Plan there is a focus on providing more support to young people who self-harm through our crisis pathways in the community and in hospitals. As above, we would expect a high proportion of those children that are self-harming and/or using drugs or alcohol problematically to also be within one or more of our target groups.

The decision was therefore taken to focus on young people with decreasing educational engagement and attainment, those at risk of entering the youth justice system and those who were experiencing or had experienced domestic abuse. This enables us to have clearer screening and criteria mechanisms rather than to try to include any vulnerable young person. It is essential that we are therefore able to develop clear criteria to strike the balance between reaching the widest possible cohort versus ensuring the quality of

interventions. This meant narrowing the referral criteria to achieve the best outcomes for those young people meeting our criteria.

## Educational Engagement and Achievement

In terms of educational outcomes, children in Southampton are not performing as well in GCSE attainment compared with national figures. The latest exam results show that 49.6% of Southampton pupils achieved 5+ A\*-Cs at GCSE including English and Maths in 2015, compared to 56.3% nationally. This is a fall of 1.4 percentage points from 2014 and the city is now ranked 23rd worst achieving out of 151 Local Authorities.

Southampton is also one of the worst performing areas in the country with regard to school absences and exclusions. A review of absence data for the secondary schools in Southampton found that year 8 and year 9 were the years that had the highest school absences and exclusions. For this reason it was decided that the focus of Headstart would be on young people in year 8 and 9 that met one of our three criteria, alongside those transitioning to year 7 that also fall into our three criteria groups.

With the strong links between mental health and educational attainment and the obvious links between educational achievement and absences/exclusions this makes this target group very relevant for inclusion in HeadStart. Increased engagement in schools and improved academic attainment is also a clear outcome for the HeadStart project and so it was important for Southampton that this had a particular focus.

Of note, young people in Southampton are more likely to be attending a school judged to be good or outstanding than the England average. This means that the factors holding back attainment may not be as strongly related to what schools are doing as might be assumed if the majority of schools were rated as requires improvement or inadequate. Therefore HeadStart will not be held back by a significant number of schools having their own performance challenges. In fact the improvement in Southampton in our Ofsted results means the timing is very good for the HeadStart programme to achieve the outcomes that are associated with the changes in emotional wellbeing and resilience across the school.

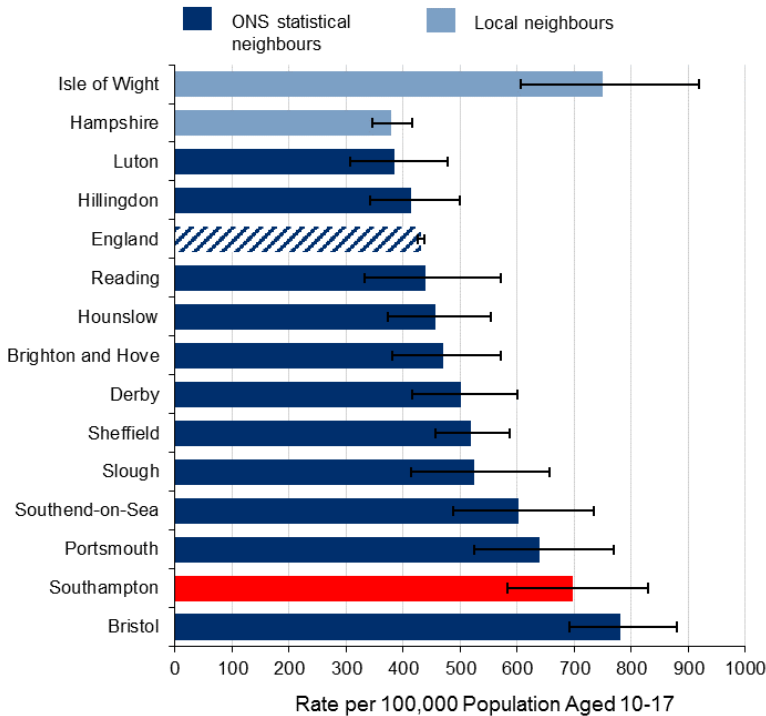
## Youth justice system

Children in Southampton are more likely to come into contact with the criminal justice system and are more likely to reoffend. Our rate of first time entrants to the youth justice system is one of the highest in the Country. The figure below (Fig 3) shows Southampton's first time entrants rate is significantly higher than the England average and higher than all but one of our statistical neighbours. The rate of young offenders in custody shows similar trends to first time entrants and is 3<sup>rd</sup> highest amongst comparators (see appendix 2a).

Analysis in Southampton shows that over a third of offenders were aged under 24 and 10% were under 18. This percentage is higher for prolific offenders with 61% of offenders committing 15+ offences aged under 24.

Fig 3

**First Time Entrants: 2013/14  
Southampton & Comparator Local Authorities:  
Persons aged 10-17**



Sources: Youth Justice Management Information System

The high rate of young offenders is another indicator that the mental health needs in Southampton are high as young offenders have a 3 fold increased risk of mental disorders and men aged 15 – 17 years in custody have an 18 fold risk of suicide and females a 40 fold increased risk.

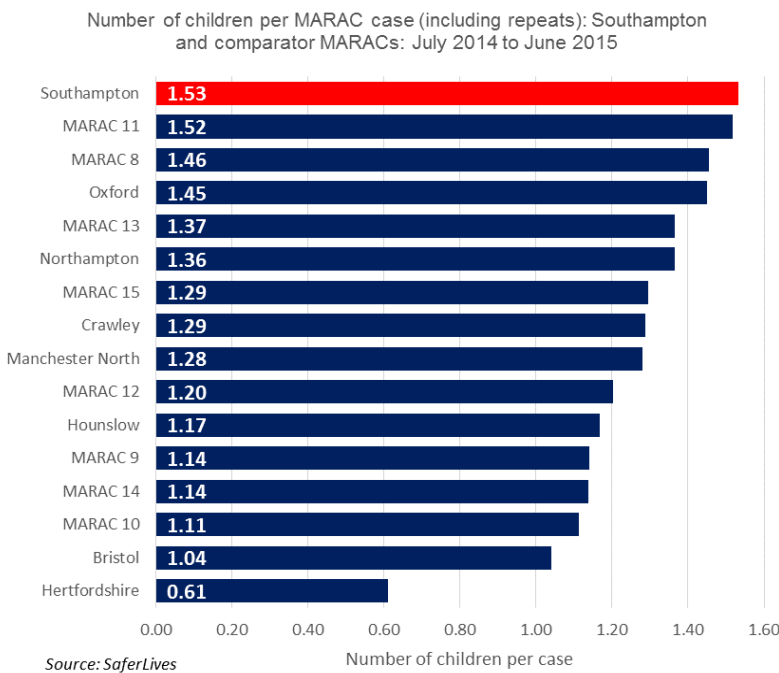
Southampton’s Youth Offending Service (YOS) focus on young people once they have reached a certain level of involvement with the youth justice system, there is a large gap in intervening earlier and offering support to help reduce engagement in ‘risky’ behaviours such as criminality.

## Domestic Violence

Violent crimes in Southampton are increasing. Tackling domestic violence is a strategic priority for the city, it accounts for 20% of violent crimes. Over 500 cases of domestic violence were presented to the Multi agency Risk Assessment Conference in Southampton between July 1<sup>st</sup> 2012 and June 2013.

The impact of domestic violence and abuse (DVA) on children in Southampton is significant. Southampton has the highest number of children per MARAC case (Multi Agency Risk Assessment Conference) compared to statistical neighbours (see fig x below). Analysis of Child Protection Conferences show that DVA was noted in approximately 80% of cases. Furthermore DVA has been noted as a contributory factor for 53% of looked after children in Southampton.

Fig 4



Exposure to domestic violence has a significant negative repercussions for children’s social, emotional and academic functioning. Furthermore it has long-term consequences for well-being and mental health into adulthood. Mental health professionals have developed treatment programmes and approaches aimed at mitigating these effects but they are often hampered by difficulty identifying and gaining access to the target population. HeadStart Southampton being provided in schools is a key to us helping to engage with young people experiencing domestic abuse or who have experienced domestic abuse by giving them a safe place to talk and a safe place to engage in activities. An

essential part of our HeadStart programme is raising the awareness of what HeadStart can offer and providing young people with the opportunity to self-refer to our programmes. Through our digital element we will also offer counselling on-line. Group work for young people has also been found to be effective and so also forms part of our HeadStart offer, alongside offering groups specifically for parents of those young people.

## Overview of Stage 2

### Partnership composition:

“  
 Young people tell us they want people to notice when they are unhappy and someone to talk to. They also want things to do and places to go with other young people  
 ”

Melissa,  
 HeadStart Young Apprentice

The Partnership for phase two has consisted of the following establishments which are all local to Southampton: two charities, a higher education provider, a voluntary sector organisation, a health provider, a sports provider and a local school. The wide range of learning from a variety of sectors has benefitted the programme enormously.

Phase two focused on a whole school universal and targeted approach to building resilience and emotional wellbeing in three secondary schools, two alternative provision schools - one for Emotional and behavioural difficulties (EBD) and one Pupil Referral Unit (PRU), and the 16 cluster primary schools. The programme provided the following:

- Whole school (Universal) approach to emotional wellbeing and resilience through workforce development and training:
  - Emotional First Aid (EFA) – Training and developing the adult workforce that works alongside the young person including school staff, parents and community staff, children and young people (as part of peer mentoring programme) and developing a train the trainer model.
  - Mindfulness training to teachers and students in the principles of mindfulness through meditation techniques and developing skills to pay more attention to the present moment to improve mental well-being.
  - Media mentors – Working with secondary schools to develop and deliver e-safety skills and messages
- Targeted (Universal Plus) provision in schools and in the community for those young people and their families who require extra support:
  - School counselling – One-to-one counselling by trained workers to explore and resolve issues – school based delivery
  - Young leaders – sports-based leadership programme in secondary schools
  - Saint foundation performing arts, drama, choir and dance activities
  - Young carers – Green space project with fun activities for young carers designed to encourage outdoor use of green spaces
  - LINX – Positive and respectful behaviour programme for children experiencing adversity.
  - Cantell transition – holiday scheme for children in transition to secondary school.

Children and Young People were at the heart of phase two with two HeadStart young apprentices working with young people to co-produce new materials in schools, co-deliver programmes such as peer mentors and co-designing programmes for phase 3.

### Stage 2 - Shaping phase 3:



**For Southampton, phase 2 of the HeadStart Programme has been an essential part of the journey to developing our phase 3 model. The successes of phase 2 and the learning where things did not go according to plan have all contributed to our final offer.**

The main themes from the phase 2 evaluation focus around the following core areas:

- Evaluation
- Effective programmes
- School ownership
- Engagement with young people
- Governance and strategic direction
- Coordination of the model

## Evaluation

Phase 2 benefitted from a comprehensive qualitative evaluation (full report attached – Appendix 3) which consisted of 26 semi-structured interviews and 3 focus groups from key stakeholders at different levels – strategic leads and councillors, providers and recipients of interventions including children and young people (CYP) - to gather as wide a perspective as possible. The feedback from this evaluation has provided a wealth of information and has been instrumental in shaping Phase 3. The themes of this feedback will be addressed in the coming sections. We are keen to continue with this element of our evaluation in Stage 3 and ensure that this feedback is shared with young people and providers to ensure that we are continually evaluating the programme and designing/shaping the programme moving forward.

Four superordinate themes were evident across all of the findings. These were the:

- notion of a safe place for children and young people - both a physical and mental or emotional space
- complexity of the programme and the requirement for clear governance and strategic direction to develop a complete and meaningful overview of all the components of the programme and their inter-connections
- value-added nature of HeadStart to support the city's strategy for children and young people
- need to gather robust and reliable evidence of the processes and outcomes of the programme to demonstrate impact



We encourage children at Redbridge to be resilient in dealing with problems, and HeadStart has provided us with practical resources to help children with their worries. We now have a No Limits Counsellor in the school for a day a week and have found that children are very open to talking about their worries.

Jason Ashley, Head Teacher at Redbridge Community School



The quantitative side of the evaluation did not go as well as we would have hoped. There were difficulties in getting data returns in from providers and a lack of dedicated resource within the City Council to facilitate this.

HeadStart phase 3 has given us the opportunity to put in place a robust structure for data management and evaluation from having a clearer set of outcomes nationally to ensuring that we are resourcing the development of a bespoke data capture system that all the providers can use. Dedicated in house support from information analysts embedded within the information team at the City Council allow both sustainability and corporate ownership. We will also continue to provide dedicated support from the local university to undertake the qualitative side of the evaluation but also undertake a complex analysis of the quantitative data to identify the emerging themes and long term outcomes. Issues with the evaluation also highlighted for us the importance of getting the programme management structure right so that there was someone with the appropriate skills and competencies to performance manage each element of the programme/provider and also have an overview of the programme as whole.

## Effective Programmes

**“Peer support has been overwhelmingly more helpful and effective than professional support in my parenting journey”**



Throughout Phase 2 it is increasingly apparent which elements of Phase 2 have gone well and which ones have struggled. In order to establish which individual elements we wanted to continue we looked at the general uptake of the different programmes moving through Phase 2.

Of particular note the Peer to Peer programme, Emotional First Aid (EFA), Young Apprentices, School Counselling, Positive Activities and Transition Programme were really successful and will continue into Programme 3. EFA provided the training to parents, staff in schools and partnership organisations alongside the peer to peer programme. The Young Apprentices have been key to the success of Phase 2 and provide a key link to young people that will be essential to Phase 3 and increasing our co-production with young people.

The peer to peer support has had a huge amount of support from both the schools and the pupils both as the mentors and those that received support from a mentor – specifically as part of the transition programme.

***“Pilot activity in HeadStart Southampton phase II has worked well, with peer mentoring in particular being a success in schools with demonstrable impact upon educational outcomes such as attendance and exclusions” – Quote from Ewan Scott, Head of Chamberlayne College for the Arts***

### Help from a buddy

***“Well, pretty much like ....they [peer mentors] helped didn’t they ... I don't know, they just help you and stuff. And like, the first week I was here I was like lost all the time; but then I had my, I was paired with a buddy, and that’s pretty much someone who will become your friend, and she is my best friend now.”***

### Being a buddy

***“Yeah, we kind of have like a buddy system; someone’s who’s on the same-ish timetable, so like to make sure they don’t get lost, and to make sure they get friends, and kind of like ... say I was buddied to the new person, they’d like meet all of my friends, and we’d kind of like get along, and it would make sure that like everyone did better I think.”***

The intensive Transition programme developed by Cantell School had a similar level of positive impact and the links between this programme and the peer to peer programme were apparent and will be replicated within Phase 3. It included holiday activities at Cantell such as team building, confidence building and geographical familiarisation with the School.

From the feedback from young people that you will see throughout this section, found in quotes and excerpts from documents produced following consultations, both positive activities and counselling have been mentioned regularly and form some of the most popular interventions. The learning from Phase 2 was also that these programmes were used and had good outcomes for young people and so form a core part of Phase 3. Feedback from young people about the use of digital as both a way to gain information and also a way to engage in programmes has led to the development of a stronger digital strategy and the introduction in Phase 3 of using a digital platform for counselling delivery. This will be explained in more detail in the Phase 3 chapter.

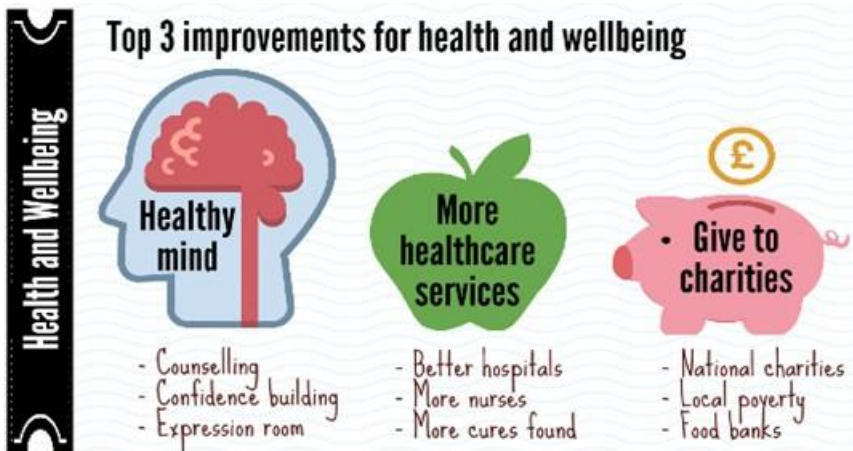
The model Positive activities – extension enabled Saints Foundation to continue with a range of sporting and creative activities, as well as developing closer working relationships with other HeadStart partners and schools by match funding their new ‘Community Champions’ posts to enable them to be based in the three HeadStart secondary schools to engage children who face greater adversity. Phase 3 community solutions approach will allow innovative, inclusive co-produced and YP led positive activity to be extended and accessed more easily by those that require it most.

The group work delivered at Phase 2 has allowed us to understand the model of group work that is successful in schools and we will extend this in Phase 3 to include access to more groups and to extend it for parents as well as young people.

Those elements that were not working often showed a lack of numbers moving through the programme. One such programme is the Mindfulness Programme, feedback from schools was that the time requirements for this was too great and they were not able to dedicate enough resource. There is currently a national evaluation of mindfulness to look at the most effective approach of delivery.



We have therefore not included Mindfulness in its current form within Phase 3. We have however looked to other best practice options to help us to shape the Universal offer within schools, for a whole school approach to increasing not only awareness of mental wellbeing and resilience but also giving adults the necessary skills to develop their own wellbeing and resilience.



Another programme that was not successful was our media mentors programme, having this as a standalone programme did not work for YP or schools. We have therefore incorporated the digital element throughout our programme and will have a digital coordinator role to ensure that it works across the whole programme.

We have carefully considered qualitative feedback from both the formal evaluation described above and feedback from young people, parents and schools from a variety of events across the city and excerpts of some of this feedback can be seen in this section.

Quotes from parents – See Appendix 7b for further information gathered from parents and schools parenting offer.

“  
I want... Support for me too not just with regard to parenting. My personal wellbeing.  
”

“  
I feel there should be more external (not from school personnel) support for children and parents within schools to discuss problems such as difficulties with parenting at home, bullying, anxiety etc.. In group and 1:1 sessions.  
”

# Headstart transition programme



“Last week helped me to get to know more people and I got to know the school better. I liked going to Woodmill and doing the crates activity.”

Robert aged 10



“It was really helpful last week at Cantell because we got to do search puzzles and got to know the building really well.”


Abdullah aged 10




“I thought it was really good because I met lots of new friends so I feel happy about going to Cantell.”

Nicole age 10


## What you would like to see in Southampton to help you be happy and cope with life's difficulties...



Police to educate people about bullying in schools



More quiet places where I can go to discuss mental health problems. Would be good to speak to others who are feeling the same way



Better tests to find out if someone has a learning difficulty

## School Ownership

The qualitative feedback from Phase 2 highlighted that there was a real belief in the project and its aims. Participants were proud of the achievements and saw the potential of developing a wider like-minded community of practice. None more so than through improved relationships with schools, both for the City Council but also for the providers of the individual programmes.

The role of the HeadStart programme manager has been essential in ensuring that the relationships with phase 2 schools has been so positive, ensuring that they are able to attend meetings and forums with Head Teachers and engage in two way conversations with schools is a key part of the HeadStart programme.



We know that students and their families are put under an awful lot of pressure for a whole variety of issues. Headstart is beginning to allow them all to deal with them constructively. This in turn, is making it possible for positive outcomes to happen, changing futures for the better.



Ewan Scott, Head Teacher at Chamberlayne College for the Arts

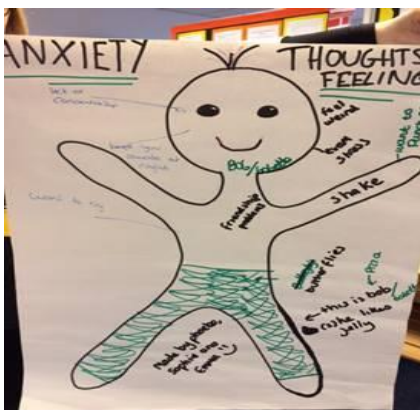
## Engagement with Young People

Children and Young People were at the Heart of HeadStart Phase 2 and will remain at the heart of Phase 3. Throughout Phase 2 we engaged with many young people through a variety of settings gaining many insights into what was important to them.

The employment of two young Apprentices in Phase 2 was an essential part in ensuring that

the voices of Young People were present throughout the planning stage of phase 3 and their influence is evident throughout the programmes. We have identified that the co-production element at the beginning of Phase 2 did not go as well as hoped and are taking steps to improve this.

Throughout Phase 2, we engaged with many young people through a variety of activities which all focused on building confidence and resilience which in turn, helps contribute to positive emotional well-being. Three key examples include:

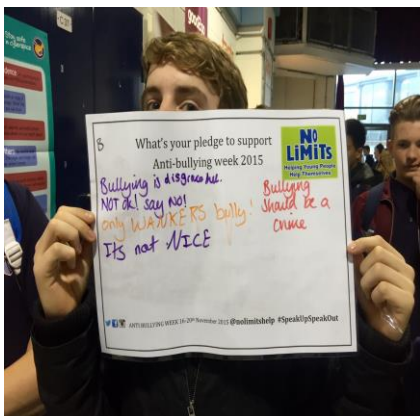


**Raising awareness of mental health and wellbeing** through information-giving, campaigns, events and training

**Building resilience and emotional wellbeing** through physical, creative (drama, choir and dance) and therapeutic activities (Mindfulness, LINX and the Young Carers Green Spaces project).

**Co-producing, co-delivering and co-designing** through sitting on the interview panel for HeadStart staff, producing new materials to use in schools, peer-mentoring, consultation processes and reviewing commissioning proposals

*Please see the 'you said we did' spreadsheet (Appendix 8) for a greater understanding as to the types of activities young people have engaged with, the quality of participation, what young people said and what we did as a result.*



It is important to add, that while we have done a great deal of consultation with young people, there has been far less high level co-production. Going forward, we want to make sure that our co-production approach is much stronger throughout the delivery of the project.



The 'Imagine the Future' boat trip saw 250 young people from across Southampton take part in a series of workshops to look at what was important to them in Southampton. Feedback from them highlighted their willingness to engage more meaningfully in co-production and a desire to be part of developing their own solutions.



An incredibly powerful day for our students. It is hard to put into words what this meant to many of the students who assembled on the boat but there were definite feelings of co-operation, collaboration, community, wow we are all part of Southampton...



This experience opened eyes, raised sights and needs to be repeated in other ways to keep the momentum going



It's nice to discuss something I've never thought was important, now I think it is



I'd enjoy more opportunities to take part in days like this in the future, it's nice to think about my future and Southampton from a young age



Quotes from a teacher and pupils.

During the latter part of Phase 2 and in the months following this bid submission there have been and will

continue to be a number of events designed to truly co-produce with young people. This will be explained in more detail in the chapter on Engagement which describes the details including the development of a Youth Forum. For case studies of some of the great co-production work that did happen in Phase 2 please see Appendix 4.

## A Voice and a Choice for Southampton

50 pupils aged 10 - 18 years from 8 schools and 1 college in Southampton

Your top 3 for a healthy mind, home and environment...

**Myself**

1. Healthy and balanced diet
2. Active lifestyle choices
3. Sleep and relaxation

**Home**

1. Positive family relationships
2. Safety and Security
3. Clean and Comfortable

**Environment**

1. No litter/ recycle
2. Green Spaces
3. Youth Clubs

Healthy Conversations



The recent co-production events with 37 young people have begun to help shape our offer, 27 of these young people said that they would be interested in future HeadStart opportunities such as volunteering as a HeadStart Champion, helping to raise mental health awareness, attending events or delivering workshops. When asked which of the elements of the Phase 3 model they felt were most important for helping children and young people in Southampton, top responses included:




- **More mental health awareness in schools for children young people and staff**
- **More awareness about HeadStart**
- **More safe spaces to do fun things**

When asked where young people would like to see information about HeadStart and the support it offers. The top three responses were:

1. **Social Media**
2. **Digital Apps**
3. **Activities in schools**

The majority of young people were in agreement that digital media is the most useful form of youth engagement. The digital element will form an important part of our Phase 3 programme and include a HeadStart website, better use of our HeadStart Twitter account and the setting up of a Facebook page. It was interesting to note however that they some young people felt social media and digital apps might not be accessible to younger children and recommended fun activities at school, letters and posters.

## A selection of comments taken from this discussion

- 
 There should be a website which an online counselling service within it. That way young people could speak to an advisor and remain anonymous if they wanted to”
- 
 Everyone uses their phones. If they can access Facebook or Twitter, HeadStart should make the most of these sites!”
- 
 HeadStart should put it online and they could email young people with information and advice to get help”

Feedback from young people about the language used by HeadStart in our promotional materials highlights the importance in making sure that moving forwards all of our material is co-produced to ensure that it is accessible to our target audience. Below is feedback from young people about some of the language used to portray our priority groups for inclusion in HeadStart, even after we had tried to make it more young person friendly using our Young Apprentices help (some examples are shown below, see Appendix 8 for the full report).

Original Drafted Wording	Young People’s Suggestions
Those who are not enjoying school and finding it really hard to concentrate (this can mean going to school less or just taking part in lessons less) and not doing as well as you used to in class	<p>“Do not use the word <b>those</b>, instead you could say, <b>are you someone who...</b>”</p> <p>“Use <b>are you</b> and <b>do you</b> to make it more direct”</p> <p>“Ask questions to make it more direct?”</p> <p>“Get rid of the brackets”</p>
Those who are breaking the law and getting in trouble with the police	<p>“You need to expand on this”</p> <p>“<b>Breaking the law</b> might not be clear to the younger ones”</p> <p>“Give examples of crimes, such as stealing or selling drugs”</p> <p>“Not just people who are <b>breaking the law</b>, but also those on the verge or at risk”</p> <p>“It could say, people who are getting in trouble and doing things that they are not allowed. Also may be getting involved with the police”</p> <p>“Comes across unwelcoming”</p>

	<p><i>“Needs to be clear”</i></p>
<p>Those who are witnessing violence or upsetting behaviour at home on a regular basis. (Maybe you’re worried about your own actions to your family and friends and need some advice or support)</p>	<p><i>“Replace <b>those</b> with young person/ young people”</i></p> <p><i>“<b>Witnessing</b>- could also be experiencing or knowing someone who is going through this”</i></p> <p><i>“Should be those who are seeing or experiencing”</i></p> <p><i>“Doesn’t have to be at home”</i></p> <p><i>“May confuse people, there is a difference between brothers and sisters play fighting and domestic abuse”</i></p> <p><i>“You do not need the bracket, the first bit is enough”</i></p> <p><i>“You could use pictures”</i></p> <p><i>“The way its worded currently is intimidating language for younger ones”</i></p> <p><i>“Be more direct, are you, or do you know someone who is”</i></p> <p><i>“Doesn’t have to be on a regular basis, once is too much”</i></p> <p><i>“Needs to be clearer”</i></p> <p><i>“What if they are the ones being hurt themselves?”</i></p> <p><i>“Young people may struggle to admit they have these problems”</i></p> <p><i>“If they are being threatened, may want to write this”</i></p>

## Governance and Strategic Direction

One of the strengths in Southampton is the strategic direction of the City in early intervention and prevention and our model of collaborative commissioning. The governance of HeadStart has been one of the major challenges in Phase 2 but we now feel we have a robust structure for future delivery that is underpinned by high level senior engagement and ownership. As a project we struggled to place HeadStart in the right place within the organisation that would give us a strong strategic lead and links into the wider strategic governance for children and young people. The journey to where we are now has really highlighted the importance of having the strength of good strategic leadership with someone that has the capacity to dedicate to HeadStart.

The development of a dedicated HeadStart Programme Board that is again chaired by the senior strategic lead has been an essential part of our learning. The process that we went through in moving the position and strategic management of HeadStart had the effect of raising the profile of HeadStart within the City Council, this alongside our current positioning means that Southampton is now in a very strong place to move into Phase 3 with HeadStart linked in to our wider vision for young people. This will also support the planning for sustainability. Further details of the governance model will be found later on in the bid.

## Co-ordination of the Model

In Phase 2, feedback from the qualitative surveys and general feedback from providers was that the different elements of the model were not well coordinated and more needed to be done to ensure that each element worked together and that young people, schools and providers were able to navigate HeadStart with ease. This has led us to consider the need to have an operational HeadStart manager to address this. Another core element developed from Phase 2 learning is the development of core HeadStart teams and locality teams to ensure that each young person and their family is able to navigate through an interconnected set of programmes rather than being part of different programmes that do not link. Again this model will be explained further in the next section of the bid.





And....

- **Everyone in Southampton can talk supportively about mental health**
- **Communities, schools, parents & young people work seamlessly to give young people the support they need**

There will be an underlying theme of the use of digital technologies that flows throughout all the programmes from improving young people and family's access to information, support and services through to safe use of technology.

### Delivery Model

The delivery model for HeadStart includes two core elements, Universal and Universal Plus (targeted):

- *Universal* – whole school approaches to mental wellbeing and resilience that focus on the workforce development of adults in the school and the community to create a community of practice. The universal approach not only looks to increase the understanding and awareness of all adults but also to ensure adults (professional and parents) and young people are empowered with knowledge and skills about their own emotional wellbeing and resilience, are signposted to support that is joined up and offered within the community. The final strand to our universal offer is that there is a whole school approach to mental health promotion raising awareness of emotional wellbeing and an anti-stigma campaign.

Having a comprehensive whole school approach to mental health promotion and embedded whole school strategies has been found to be a protective factor of children's mental health and forms an essential part of our HeadStart programme. It will also be essential for ensuring that young people know about and want to engage with our Universal Plus (targeted) programmes.

- *Universal Plus* – targeted provision in schools and in the community for those young people and their families who require extra support above that of the universal whole school approach. This will take a variety of forms including 1:1 support for young people, providing safe spaces to be involved in the school or community, peer to peer support, transition support and group work for young people and parents.

The current bid and financial model has been developed using a bottom up approach. In depth needs assessment, analysis of phase 2 and engagement with young people have enabled us to design a programme of support that is holistic in its approach, reflects the individual needs of young people and has the breadth to offer support tailored to their individual needs and preferred ways to be engaged. We have opted for a whole city approach which requires an agreed target population.

### Target population

#### Universal Programme:

The Universal programme is for children & young people in Southampton aged 10-16 years old attending one of the 12 secondary schools (excluding private schools), Compass school, a pupil referral unit (PRU) and The Polygon School which is a school for emotional and behavioural difficulties (EBD). The Universal programme also targets all adults within the schools, parents and community organisations that come into contact with young people.

## Universal Plus Programmes:

The Universal Plus programme is for children in years 8 and 9 at secondary school or in transition from year 6 (Primary School) to Year 7 (Secondary school) that meet with one or more of the three target population groups:

- Young people with decreasing educational engagement and/or progress
- Young people at risk of entering the youth justice system
- Young people who are experiencing or have experienced domestic abuse

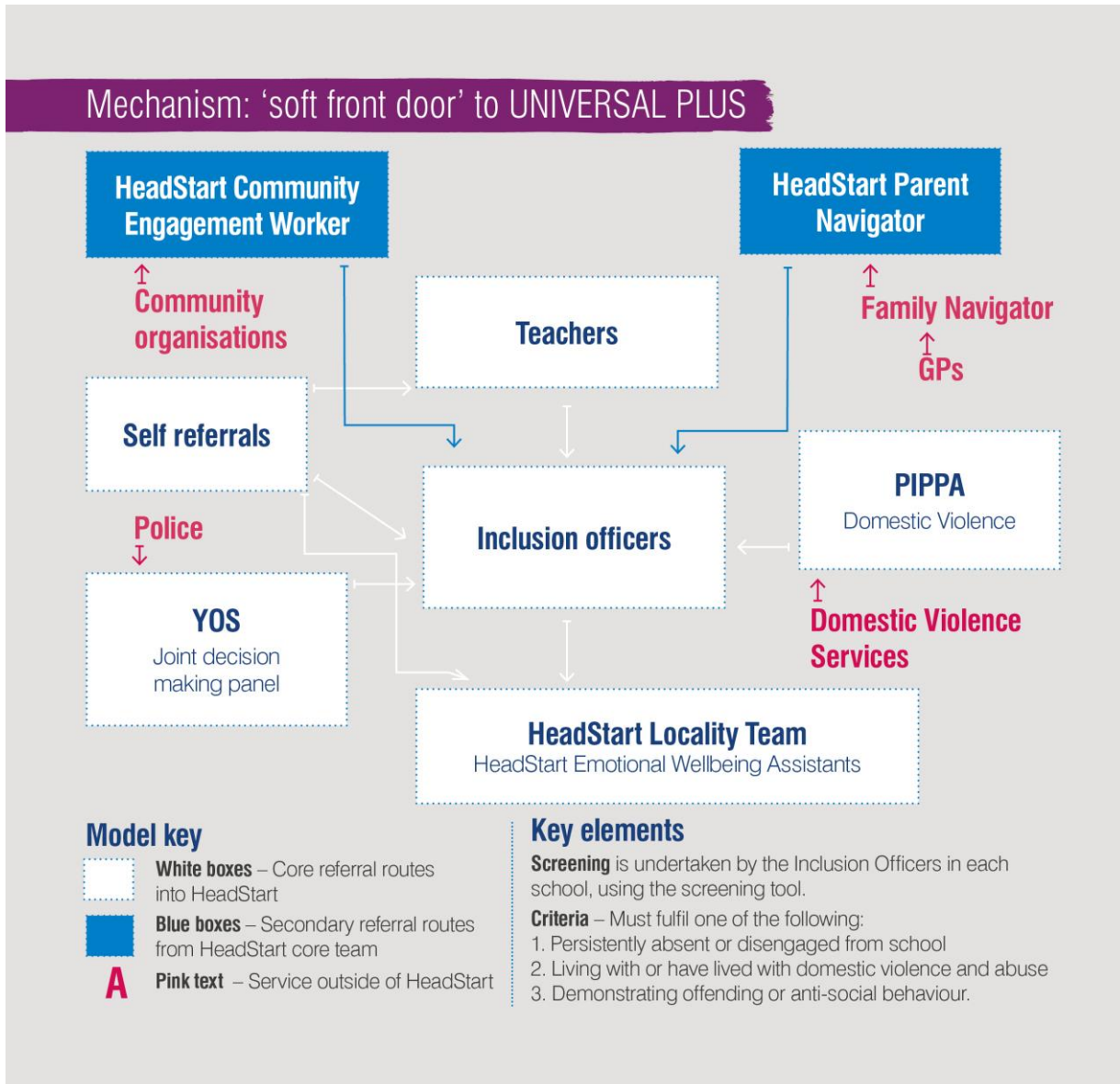
The population groups were considered to fit with the key strategic priorities for Southampton and allow us to enhance our existing approach and significantly enhance services currently available. Within existing resources most support focuses around statutory services. HeadStart allows us to provide an early intervention, holistic approach to young people in their schools which is an area that has remained largely under resourced or tested in Southampton, even with the new approach to early intervention and prevention it would be unlikely that we would have been able to have the joined up programmes that HeadStart is allowing us to implement.

HeadStart is allowing us the valuable chance to test out a joined up approach with schools and build the evidence base to support this approach in the long term, both for the schools and the City Council. It is also allowing us to implement these changes at a greater pace. We believe that it is the sum total of the whole model that will have the biggest impact and without HeadStart we would have implemented small changes at a slower pace that might not have been so joined up or supported. This has been the usual approach to piloting initiatives and without being able to see a whole school/system impact they have not been able to be sustained in the long term.

We already know from Phase 2 learning that schools and young people have seen the impact of some of these individual programmes, having the opportunity to test a whole joined up model in phase 3 will be the next step to ensuring that we have the right model with the right elements and to measure the short and longer term impacts. This is a huge added value of the HeadStart model that might not be able to be achieved and certainly not at the same scale and pace without it.

## Mechanism for referral

Fig 5



The above diagram (Fig 5) reflects the referral routes for the Universal Plus element of HeadStart. The diagram reflects the referral routes for each of the three target population groups (teachers/inclusion officers, YOS and PIPPA) but also allows for referrals to come from self-referrals and other members of the core HeadStart team that reach out into the wider community.

The inclusion officers within the schools will be responsible for gathering and screening referrals with the support of the HeadStart Emotional Wellbeing Assistants, who form part of the core HeadStart team. They are also the control point to manage demand and with the Emotional Wellbeing Assistants will ensure consistency in referrals. Using the screening tool with young people, they will jointly assess suitability into the universal plus programme.

- 1) Young people with decreasing educational engagement and/or attainment – the main referral route will come from Teachers and Inclusion officers within the school. At the beginning of the term teachers and inclusion officers will identify anyone that meets the criteria at any point thereafter, where a teacher or the inclusion officer become worried about an individual, they can use the screening tool and discuss suitability at the weekly meetings between the inclusion officer and the HeadStart Emotional Wellbeing Assistant within each school.
- 2) Young people at risk of entering the youth justice system – the main referral route will come from the youth offending service (YOS) joint decision making panel. This will also be done at the beginning of the year by the YOS and shared with the schools inclusion officers. If at any point during the year the YOS identify any other young people then these will be discussed at the monthly joint decision making panel and shared with the inclusion officers. It will be the responsibility of the inclusion officer and/or HeadStart emotional wellbeing assistant to check with the YOS anyone outside of this referral route who is suitable for inclusion in the programme.
- 3) Young people who are experiencing or have experienced domestic abuse – the main referral route will come from PIPPA which is the newly commissioned service for domestic abuse within the City. As before this will be done at the beginning of the year by PIPPA and shared with the schools inclusion officers. At the monthly PIPPA meetings any new young people identified will also be shared with the schools. It is expected that in this area there will also be a number of self-referrals from young people that are not currently involved with any formal services. It will be the responsibility of the schools inclusion officers and HeadStart emotional wellbeing assistants to check with PIPPA to make sure that they are not currently receiving any other services.
- 4) Self-referrals – As part of the HeadStart Universal Programmes we expect to receive self-referrals. It will be the responsibility of the school inclusion officers and/or the emotional wellbeing assistants to check whether the young person is known either to YOS or PIPPA but also to other statutory services such as (but not exclusive to) CAMHS, the Looked After Children service or MASH. Most young people that are actively being seen by CAMHS or other tertiary (Universal Partnership Plus) services will not be eligible to HeadStart.
- 5) Other referrals – other referrals from the community or families will flow in to the inclusion officers and HeadStart emotional wellbeing assistants but are likely to be facilitated by the wider HeadStart locality team – the HeadStart Community Engagement Officer may refer a young person themselves or they may do so on behalf of someone else in the community. They will have links with the voluntary sector organisation, community groups such as church groups, youth sports groups etc., and hard to reach communities in Southampton. The HeadStart Parent Navigator will be offering emotional wellbeing development support and advice to parents at the Universal (whole school) level of HeadStart and so may have referrals from parents. They are also linked to the Family Navigators that are part of the wider children’s services – these navigators are commissioned to improve links with GP’s, families and schools.
- 6) Referrals that do not meet the criteria – There will be referrals that do not meet the criteria for inclusion in HeadStart and so the inclusion officers and HeadStart emotional wellbeing officers will signpost and refer to appropriate provision in Southampton, this could include referral to the school nurses, CAMHS, educational psychology services, GPs, community provision or other locally commissioned services. As part of their role the Community Engagement Officer will develop a network of support in the community and will be knowledgeable about local services including a working knowledge of SID, the Southampton Information Directory.

To summarise referrals will occur for pupils in years 8 and 9 in the following ways:

- At the **beginning of each year** the YOS, schools/Inclusion Officers and PIPPA will share a list of the YP within year 8 and 9 that fit the criteria above.
- At the **monthly** YOS and PIPPA meetings, which would be attended by a HeadStart Emotional Wellbeing Officer, any new cases would be discussed and referred to the Inclusion Officers if appropriate
- Teachers would undertake screening every term based on the **termly** school reports on attainment
- Teachers and other staff at the school could refer any time they felt necessary
- Self-referrals would be accepted at any point during the year for year 8 and 9 pupils
- Inclusion officers and HeadStart Emotional Wellbeing Assistants can discuss new referrals at their **weekly** catch-up meetings

Primary schools would identify year 6 pupils that meet the above criteria after the half term of the Spring Term and complete the screening tool below with the young person, contacting parents and gaining consent to be part of the transition programme for the secondary school once secondary school placements are confirmed.

## Referral Criteria

Below is the criteria for the three target populations:

### **1. Children with decreasing educational engagement and progress:**

- Attendance (less than 90%)
- Fixed term exclusions (one or more per year)
- Internal truancy (where measured in school but not attending some lessons for a sustained period of longer than 2 weeks)
- Internal exclusion (spending at least 30% of their day in the inclusion/pastoral/SEND department)
- Children with sudden or sustained drop in attainment (measured through termly progress reports)
- On a part time or reduced timetable
- On report (or school equivalent) for 2 weeks or more

### **2. Children at risk of or low level offending:**

- Youth Community Resolution – The police have a range of options to deal with an offence committed by a child or young person; no further action, Youth Community Resolution, Youth Caution, Youth Conditional Caution or charge. For any youth conditional caution; and second or subsequent youth caution there is a statutory duty to assess the child or YP's needs and arrange an intervention programme aimed at preventing re-offending. HeadStart will include YP who have a Youth Community Resolution before they are at risk of reaching the criteria for YOS engagement. Those that meet the criteria for YOS will not meet the criteria for HeadStart programmes.

### **3. Children living with current or historic domestic abuse**

- Self-reported current or historic experience of domestic abuse or referral from PIPPA. To include young people directly being affected by domestic abuse or living in families where domestic abuse is happening

Following on from being identified as meeting the criteria for one of the above target populations, referral screening will also need to be undertaken. This screening tool has three purposes:

1. Further screening for eligibility – including identifying other services already involved and using My Star as a further screening tool to assess need
2. Identifying what is going well in a young person’s life - and what needs to get better to help set goals and decide on the pathway through HeadStart (My Star)
3. Outcome measure - My Star will provide an outcome measure that can chart the progress of the young person through HeadStart

Alongside basic information about the young person including name, date of birth, sex, ethnicity, Year Group, Pupil reference number, referrer, consent, parents, family status, accommodation status the referral form will include the information shown below.

Clear guidance and training will be provided to the key referrers identified above as to the criteria above for the three target groups, alongside this there should be **two scores of three or below** on the My Star chart to indicate a level of need alongside meeting the three target populations. The My Star chart will be completed with the young person and the inclusion officer and/or HeadStart Emotional Wellbeing Assistant.

The My Star tool helps to identify what life looks like for the young person on 8 domains:

1. **Physical Health** – how others look after you and keeping yourself healthy
2. **Where you live** – feeling at home and liking where you live
3. **Being safe** – how safe are you
4. **Relationships** – your relationship with your parents
5. **Feelings and behaviours** – how you deal with difficult feelings
6. **Friends** – how you make and keep friends
7. **Confidence and self-esteem** – feeling at ease, knowing you matter
8. **Education and learning** – doing well at school and enjoying learning

Each step of My Star has a colour and a number:

1. **Red** - things are bad and they are not changing
2. **Orange** – means things are bad but it looks like they could change
3. **Yellow** - means you and other people are working on it
4. **Green** – means things are mostly ok
5. **Blue** – is where we want to get to – things are working well for you

The My Star tool will also help to inform the inclusion officers and HeadStart Emotional Wellbeing Assistant as to which elements of the Universal Plus programme to offer the young person. A score of 1-3 on Relationships would indicate that group work to support parents might be appropriate, whereas a score of 1-3 on friends might indicate being involved in safe places within the school or community might be helpful or being involved in the peer to peer support programme.

All parents will be informed of HeadStart starting within their schools at the beginning of each Tranche and will be asked to inform the school if they do not give consent for their children to be involved. Within the individual young person’s journey at the point of filling in the My Star the inclusion and/or HeadStart lead will make a judgement in discussion with the young person of what intervention and or support is offered to the parents and whether they are informed about their child’s involvement in the project. This judgement however will be considered in line with safeguarding procedures that will govern all of the programmes.

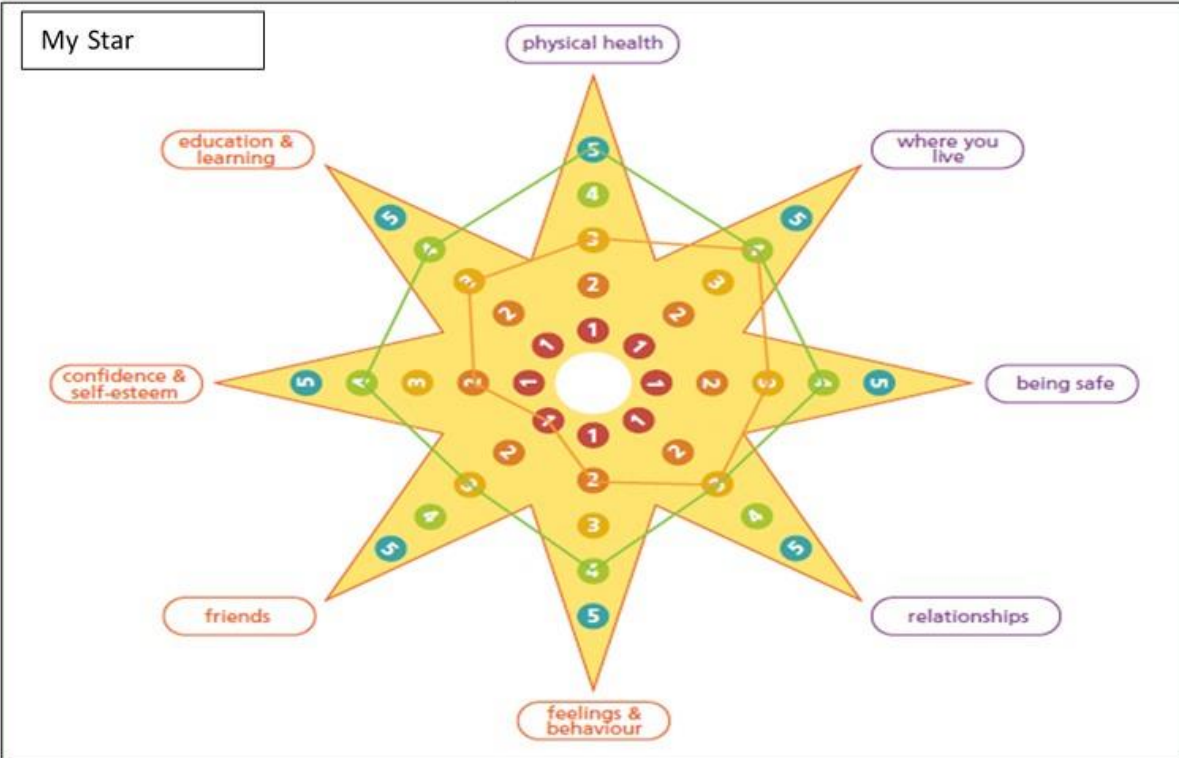


Guidance on which programmes might be helpful to focus on different identified needs will be given but more importantly will be engaging with the young person and finding out which of the programmes they would like to be involved in.

Southampton City Council currently hold a licence for My Star and so would provide training and support to inclusion officers and the HeadStart locality teams.



Target Group	Yes	No	Current Services being accessed	
<u>Education</u>	<input type="checkbox"/>	<input type="checkbox"/>	CAMHS	<input type="checkbox"/> YOS <input type="checkbox"/>
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	PIPPA	<input type="checkbox"/> Substance Misuse <input type="checkbox"/>
Fixed Term Exclusions	<input type="checkbox"/>	<input type="checkbox"/>	MASH	<input type="checkbox"/> Early Help <input type="checkbox"/>
Internal truancy	<input type="checkbox"/>	<input type="checkbox"/>	<b>Complexity Factors</b>	
Internal exclusion	<input type="checkbox"/>	<input type="checkbox"/>	Learning Difficulties	<input type="checkbox"/>
Attainment change	<input type="checkbox"/>	<input type="checkbox"/>	Young Carer	<input type="checkbox"/>
Part time timetable	<input type="checkbox"/>	<input type="checkbox"/>	Looked After	<input type="checkbox"/>
On report	<input type="checkbox"/>	<input type="checkbox"/>		
<u>Youth Offending</u>	<input type="checkbox"/>	<input type="checkbox"/>		
<u>Domestic Abuse</u>	<input type="checkbox"/>	<input type="checkbox"/>		



- HeadStart Universal Plus Options to be Offered**
- Safe Places to Talk ..... Face to face – school/community, online
  - Safe Place to be involved
    - a) School ..... activities in breaks/after school groups
    - b) Community ..... type of activity
  - Peer to peer support .....
  - Transition ..... For year 6 only
  - Group work Parents ..... DV/behaviour/self-management/parenting
  - Group work YP ..... Self-esteem/resilience/DV/behaviour/other

## Safeguarding, joint working and information sharing procedures

The effective sharing of information between agencies and professionals is vital for early intervention to ensure that children and young people get the services they require, at the right time and without the need for children and families to tell and re-tell their story to more than one agency.

Failure to share information can both limit the effectiveness of the support and services a child or young person receives and has the potential to put them at risk. The programme and all of the schools and commissioned providers will adhere with the *Southampton, Hampshire, Isle of Wight, Portsmouth (4LSCB) Safeguarding Children Procedures*. Each school and individual agency will be required to have its own safeguarding policy and procedures.

Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Joint working extends across the assessment, planning, management, provision and delivery of services. This principle underpins the *Southampton Child and Family Early Intervention Model 2014* which sets the standard for multi-agency and multi-disciplinary procedures and arrangements which ensure effective inter-agency working.

### The Multi-Agency Safeguarding Hub

The Multi agency safeguarding hub (MASH) is the single point of contact for all safeguarding concerns regarding children and young people in Southampton. It includes representation from Children's Social Care, Police, Health, Probation, Education, Youth Offending Service, Housing, Family matters, IDVA service, voluntary services and Adult Services.

MASH acts as a front door to manage all safeguarding referrals and determines the level of response that is offered to contacts and referrals.

### Principles of Practice

The programme and all its managers, employees, professionals, volunteers, carers, independent contractors and service providers must ensure that their practice reflects the 4LSCB principles of being child centred, focused on outcomes and holistic in approach (see appendix 5).

### Demand Modelling

There are 54 primary schools (infant, junior and primary schools) and 14 secondary schools that are in scope for HeadStart within the City. The 54 primary schools will be involved in the Restorative Practice and HeadStart Framework for promoting social and emotional well-being and responding to mental health problems, alongside the 14 secondary schools. They will also be involved in the Transition Programme for Year 6 pupils.

There are currently 19,291 pupils on roll within these primary schools, who will be influenced by the HeadStart programme. Within the 54 primary schools and 14 secondary schools there are 12,526 10-16 in year olds who will be involved in the Universal level of the HeadStart Programme.

Table 1 below shows the 14 secondary schools involved in HeadStart and shows the pupil numbers by Year Group and the total number of pupils in year 8 and 9 - 3,790. Modelling with schools from Phase 2 showed that approximately 15% of young people in each year fulfilled the criteria for our first target population of decreasing educational engagement and progress. The figures for current year 8 and 9 classes can be found in the table, 299 and 296 respectively.

Information from the Youth Offending Team regarding our second target population of children at risk of or with low level offending showed that there are currently 40 young people in years 8 and 9 on Youth Community Resolutions. Similarly information from PIPPA highlighted 132 young people known to services and currently in year 8 or 9. National estimations suggest that 1 in 7 children and young people have been exposed to domestic violence. We also know that around 40% of domestic abuse is known about and for the data on young people (based on the estimate of one in seven) we appear to have identified only 25%. The target for HeadStart therefore is to identify 50% of young people giving a target of 269 as opposed to the 132 identified. The difference here is anticipated to be made up of self-referrals and referrals from parents and communities.

The final column is for transition and these numbers are again based on the 15% identified by attendance and academic progress and modelled on the current year 7 figures. It should be noted that for Compass and Polygon school we have assumed that all of the 31 pupils in year 8 and 9 would be eligible for the programme by the nature of the young people in those schools (the pupil referral unit and the emotional and behavioural difficulties schools) and so they have been included in the first target population and not in the others.

The next assumption we have made is that a proportion of young people identified in one of the target populations will also be identified in one or both of the other target populations. The modelling here is a little harder to guarantee as accurate as these target populations are not the same as in Phase 2 and we have built in the assumption of a proportion of young people self-referring that we cannot currently identify and check to see if they are already known. Using some modelling from two schools in Phase 2 the assumption was made that half of those young people identified from YOS and PIPPA will have been identified from the decreasing educational engagement and progress criteria.

Table 3, 4 and 5 show the schools that are proposed to be within each tranche and the projected numbers of young people that we will expect to be engaged with HeadStart. As before these are based on current pupil numbers and the assumptions discussed above. From the assumptions above the estimated total number of young people each year from each tranche is as follows:

	<b>Universal Plus (exc Transition)</b>	<b>Transition</b>	<b>Total</b>
<b>Tranche 1</b>	314	125	<b>439</b>
<b>Tranche 2</b>	240	95	<b>335</b>
<b>Tranche 3</b>	181	83	<b>264</b>
<b>Total</b>	<b>735</b>	<b>303</b>	<b>1038</b>

HeadStart will be implemented in 3 tranches with 4 schools in each tranche except tranche 1 which will also include the two alternative schools. Once all the schools have begun we would expect to see 1,038 young people accessing the HeadStart Universal Plus programmes per year and 12,526 10-16 year olds accessing the Universal HeadStart services.

Further numbers accessing the individual Universal Plus programmes can be found within the chapter on finances.

In line with our locality model each tranche will have a least one school from each of the three localities (East, Central and West) to ensure that locality staff can implement in a phased approach in schools within their locality. Schools have been selected into each tranche based on their readiness to begin implementing HeadStart but also factoring in their localities so that the HeadStart locality teams can focus on no more

than two schools at once for the implementation phase. The three tranches will be phased in over a two year period to allow enough time for recruitment and training but also to ensure full roll out as early on as possible to maximise impact for HeadStart.

Alongside numbers of young people accessing HeadStart we also know about the numbers of staff and teachers within each of the secondary schools and can be found in table 6, this table not only gives us the staff in each school but also highlights the characteristics of each school including percentage having free school meals, on the SEND register, with English as an additional language and BME pupils. Parents will also be offered support and guidance within the HeadStart programme both at a Universal and Universal Plus level.

**Table 2 – Demand modelling - (HeadStart stage 2 schools in bold)**

Cluster	School Name	Pupil Numbers						Schools		YOS	Domestic Abuse			
		Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total	Attendance - 15%		YOS Known	PIPPA	DV	Aim 50% of 1/7	Transition
		<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>		Year 8	Year 9	n = 40	n= 132	estimated prev 1 in 7	n = 269	n = 15%
<b>Central</b>	<b>Cantell Maths and Computing College</b>	<b>171</b>	<b>178</b>	<b>164</b>	<b>190</b>	<b>155</b>	<b>858</b>	<b>26.7</b>	<b>24.6</b>	<b>3.6</b>	11.9	48.9	<b>24.4</b>	<b>25.7</b>
Central	Saint George VA Catholic School for Boys	146	130	114	112	82	584	19.5	17.1	2.6	8.5	34.9	<b>17.4</b>	<b>21.9</b>
Central	St Anne's Catholic School	193	179	196	194	195	957	26.9	29.4	4.0	13.1	53.6	<b>26.8</b>	<b>29.0</b>
East	The Sholing Technology College	210	203	204	208	204	1029	30.5	30.6	4.3	14.2	58.1	<b>29.1</b>	<b>31.5</b>
<b>East</b>	<b>Chamberlayne College for the Arts</b>	<b>98</b>	<b>63</b>	<b>91</b>	<b>111</b>	<b>125</b>	<b>488</b>	9.5	13.7	1.6	5.4	22.0	<b>11.0</b>	<b>14.7</b>
East	Bitterne Park School	300	300	301	297	291	1489	45.0	45.2	6.3	20.9	85.9	<b>42.9</b>	<b>45.0</b>
East	Woodlands Community College	102	103	105	122	123	555	15.5	15.8	2.2	7.2	29.7	<b>14.9</b>	<b>15.3</b>
East	Oasis Academy Mayfield	156	170	107	110	121	664	25.5	16.1	2.9	9.6	39.6	<b>19.8</b>	<b>23.4</b>
West	Regents Park Community College	119	134	134	145	132	664	20.1	20.1	2.8	9.3	38.3	<b>19.1</b>	<b>17.9</b>
<b>West</b>	<b>Redbridge Community School</b>	<b>206</b>	<b>199</b>	<b>187</b>	<b>207</b>	<b>201</b>	<b>1000</b>	29.9	28.1	4.1	13.4	55.1	<b>27.6</b>	<b>30.9</b>
West	Upper Shirley High School	150	153	149	151	150	753	23.0	22.4	3.2	10.5	43.1	<b>21.6</b>	<b>22.5</b>
West	Oasis Academy Lord's Hill	113	101	94	106	89	503	15.2	14.1	2.1	6.8	27.9	<b>13.9</b>	<b>17.0</b>
City-wide	Compass School		1	10	7	59	77	1.0	10.0	0.0	0.0	0.0	<b>0.0</b>	<b>1.0</b>
<b>City-wide</b>	<b>Polygon School</b>	<b>8</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>15</b>	<b>53</b>	11.0	9.0	0.0	0.0	0.0	<b>0.0</b>	<b>8.0</b>
	<b>Totals</b>		<b>3790</b>				9674	299	296			537	269	304

Table 3

Tranche 1	Attendance		YOS	DV	Transition
Cantell	26.7	24.6	3.6	24.4	25.7
Chamberlayne	9.5	13.7	1.6	11.0	14.7
Redbridge	29.9	28.1	4.1	27.6	30.9
Bitterne	45.0	45.2	6.3	42.9	45.0
Compass	1.0	10.0	0.0	0.0	1.0
Polygon	11.0	9.0	0.0	0.0	8.0
<b>Total</b>	<b>253.5</b>		<b>15.7</b>	<b>105.9</b>	<b>125.3</b>
Universal Plus Assumption half YOS/DV identified in Attendance	<b>314</b>				
Transition	<b>125</b>				

Table 4

Tranche 2	Attendance		YOS	DV	Transition
Sholing	30.5	30.6	4.3	<b>29.1</b>	<b>31.5</b>
Oasis Mayfield	25.5	16.1	2.9	19.8	23.4
Upper Shirley	23.0	22.4	3.2	21.6	22.5
Regents Park	20.1	20.1	2.8	19.1	17.9
<b>Total</b>	<b>188.1</b>		<b>13.2</b>	<b>89.6</b>	<b>95.3</b>
Universal Plus Assumption half YOS/DV identified in Attendance	<b>240</b>				
Transition	<b>95</b>				

Table 5

Tranche 3	Attendance		YOS	DV	Transition
St Annes	26.9	29.4	4.0	26.8	29.0
St George	19.5	17.1	2.6	17.4	21.9
Woodlands	15.5	15.8	2.2	14.9	15.3
Oasis Lord's Hill	15.2	14.1	2.1	13.9	17.0
<b>Total</b>	<b>153.3</b>		<b>10.8</b>	<b>73.0</b>	<b>83.1</b>
Universal Plus Assumption 2/3 YOS/DV identified in Attendance	<b>181</b>				
Transition	<b>83</b>				

**Table 6 – Overview of Education provision for secondary age children in Southampton - Autumn 2015 – (HeadStart stage 2 schools in bold)**

Cluster	School Name	Pupil Numbers					Total	Pupil Characteristics				School Workforce Characteristics		
		Yr. 7	Yr. 8	Yr. 9	Yr. 10	Yr. 11		% Free School Meals	% on SEND Register	% English Additional Language	% Pupils BME	Total School Workforce (Headcount)	Total Number of Classroom Teachers (Headcount)	Total School Workforce (Full-Time Equivalent)
		11	12	13	14	15								
City	Compass School		1	10	7	59	77	N/A	N/A	N/A	N/A	76	27	70.3
West	Regents Park	119	134	134	145	132	664	17.9%	23.0%	28.4%	36.4%	108	46	87.6
East	The Sholing	210	203	204	208	204	1029	13.3%	18.5%	4.3%	11.5%	151	70	118.6
<b>West</b>	<b>Redbridge</b>	<b>206</b>	<b>199</b>	<b>187</b>	<b>207</b>	<b>201</b>	<b>1000</b>	<b>26.9%</b>	<b>24.8%</b>	<b>4.1%</b>	<b>9.6%</b>	<b>140</b>	<b>78</b>	<b>125.6</b>
<b>East</b>	<b>Chamberlayne</b>	<b>98</b>	<b>63</b>	<b>91</b>	<b>111</b>	<b>125</b>	<b>488</b>	<b>28.1%</b>	<b>22.7%</b>	<b>6.0%</b>	<b>11.7%</b>	<b>76</b>	<b>29</b>	<b>70.4</b>
West	Upper Shirley	150	153	149	151	150	753	8.2%	10.1%	18.3%	25.9%	96	46	88.7
East	Bitterne Park School	300	300	301	297	291	1489	12.5%	27.6%	11.0%	20.1%	244	116	205.1
East	Woodlands	102	103	105	122	123	555	28.8%	16.0%	9.4%	13.9%	87	38	75.5
<b>Central</b>	<b>Cantell</b>	<b>171</b>	<b>178</b>	<b>164</b>	<b>190</b>	<b>155</b>	<b>858</b>	<b>24.3%</b>	<b>13.7%</b>	<b>50.9%</b>	<b>59.0%</b>	<b>137</b>	<b>64</b>	<b>125.6</b>
Central	Saint George	146	130	114	112	82	584	12.1%	13.3%	39.8%	50.5%	81	37	73.2
Central	St Anne's	193	179	196	194	195	957	16.0%	6.5%	50.6%	64.1%	150	81	128.1
West	Oasis Acad Lords Hill	113	101	94	106	89	503	27.4%	28.9%	9.8%	15.4%	95	34	80.0
East	Oasis Academy Mayfield	156	170	107	110	121	664	19.1%	20.1%	8.0%	24.6%	100	36	80.5
<b>City</b>	<b>Polygon School</b>	<b>8</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>15</b>	<b>53</b>	<b>57.4%</b>	<b>100.0%</b>	<b>3.7%</b>	<b>14.8%</b>	<b>65</b>	<b>12</b>	<b>43.6</b>

## Outcomes

The outcomes we are seeking to achieve link to our mission and the common measurement framework. The HeadStart Southampton logic model is shown on page 53. To evaluate whether the HeadStart Southampton programme both achieves the outcomes shown within the logic model and those described within the common measurement framework, the following research questions shown in box 1 will be addressed:

1. Does the HeadStart Southampton programme raise happiness and mental wellbeing for children and young people aged 10-16 years of age living in Southampton City?

Linked subsidiary questions:

- a. Are children and young people better able to cope with difficulty?
- b. Are children and young people thriving?
- c. Has there been a reduction in risky behaviour?
- d. Has there been a reduction in the onset of diagnosable mental health disorders?

2. Are the change mechanisms within the HeadStart Southampton programme enabling children and young people to cope better with difficulty and thrive?

Linked subsidiary questions:

- a. Has a community of practice been developed?
- b. Are young people strongly involved? Will this develop further and become a strategic approach?
- c. Are the most appropriate children and young people being referred on to more intensive support (universal plus)?
- d. Is the programme sustainable after July 2021 – What factors are required to achieve this? Is the programme strongly aligned to current systems (and commissioning intentions) and opportunities to draw on community assets?
- e. What cultural change has been achieved? – Are communities more supportive about mental health? Are policies/ethos within schools changing?
- f. How does the HeadStart Southampton Programme seeks to achieve a systemic change in the way we all, children and adults alike, react to mental health issues, when and how we respond to issues and what we do about those issues?

Both quantitative and qualitative methods will be utilised to answer these questions. These are described below.

## Quantitative evaluation

Key sources of quantitative data to assess outcomes for HeadStart Southampton, and information on whether these data will be available on each individual or at school level is shown in the table below.

**Table 7**



Outcome	Data source	Individual level data	Comments	Timeframe for outcomes
School attainment	Local Authority	Y	Key stage 4 GCSE (A*-C)	Year 11 only
School attendance	Local Authority	Y	Absence by academic year	Annual
Youth offending	Youth Offending Service Child View LA	Y	First time entrants, re-offending	Quarterly
CAMHs referral	NHS Solent	Y	First referral to CAMHs service, Discharge from CAMHs service	Quarterly
Mental well-being	WEMWBS, SDQ, SRS, SSIS self-control subscale  SDQ pre and post UP intervention  WEMBS pre- and post-parenting prog and wellbeing workforce training	Y	School survey – population level for year 7 cohort over 5 years and year 9 each year.  Only link data for UP individuals	Annual school survey (Year 9)  Pre and post UP intervention
Goal setting progress	My star	Y	Locality team	Termly
Teenage pregnancy	SUHT maternity service	N	School level data	Quarterly
A&E attendance for substance misuse	SUHT A&E ED discharge summaries	N	School level	Quarterly

Given interventions are being provided at school level, the many components of the programme, the staggered approach to school inclusion within the programme and the long timeframe for data collection, the most appropriate method for the evaluation of quantitative data is multi-level modelling.

Multi-level modelling takes account of the hierarchical nature of the data. Pupils are nested within a year group (dependent on their age) then within a school (see Pallan et al and Littlecott et al). So any individual based outcome such as WEMBS score at year 9 pooled over the years of the scheme can be modelled as a function of the individual pupil (e.g. gender, SES, family background, self-reported health issues), their school (specified by factors such as % free school meals, and years of exposure to the intervention [0 1 2 3 years depending on when their school entered the scheme], and year of data collection (for period effects). Such an analysis can address whether the HeadStart Southampton programme independently affects the mental health wellbeing score of year 9 pupils. This approach can be used for any of the year 9 data individual survey data (SDQ, resilience, SSIS). It can also be used to assess the impact of the programme on all of the individual level outcomes described in the table above. The exact form the multi-level model

depends on the nature of the outcome variable (it can be linear for continuous or logistic regression for binary outcomes). If we link school survey data to identification for Universal Plus referral, we can assess the added value of the Universal Plus component of the programme.

The cohort design following year 7 pupils through to 11 is complex; in 4 schools we assume the pupils will have the intervention throughout the 5 years (if schools continue to support it after 2 years) in 4 schools only from year 8 and in 4 only from year 9. We can assess the change from year 9 to 11 or final year 11 status for any of the survey outcomes as a function of individual and school level factors, including the age the intervention was first introduced (which also influences duration of exposure). If we link the school survey data to end of year 11 educational attainment we can model such attainment too to address if the intervention had an independent effect.

Alongside this multi-level modelling we will track routine data on teenage pregnancy and A&E attendance due to substance misuse. Although we will not be able to attribute a change in these data to the Southampton HeadStart Programme, these data serve as indicators of potential impact.

## Qualitative

The qualitative evaluation will draw on a number of theoretical perspectives that are relevant to the evaluation of the project, its aims and outcomes including:

- Interprofessional working , networking, education and communities of practice ( e.g. Barr et al, 2005; Payler et al., 2008; Lave and Wenger, 1991);
- Change theory and behaviour change theories (e.g. Clark, 2012; Michie et al., 2011);
- Social ecology (e.g. Bronfenbrenner, 1979);
- Social capital at an individual level (e.g. Bourdieu, 1997) and at community level (e.g. Coleman, 1988).
- Collaborative capital and collaborative advantage (e.g. Barrett, Sellman and Thomas, 2005; Huxham and Vangin, 2005)

A qualitative evaluation will be undertaken to support the quantitative evaluation findings by adding depth through thick description (Geertz, 1973) to provide a detailed account of the experiences, especially those of young people, in engaging with Southampton HeadStart. The complexity of the programme and its various interventions means that an embedded single case study design is most appropriate (see Simons, 2009; Yin, 2014). The overall programme is the single case and each intervention is a sub-unit or embedded case in the overall programme. This design will provide an in-depth exploration of HeadStart Southampton from multiple perspectives whilst incrementally adding to the development of the single case.

The phased approach of the HeadStart programme will allow qualitative data to be gathered at specific points in time (18 months, 3 years and 5 years) from different groups of young people and other stakeholders. We will adopt a multi-faceted approach to data collection in order to gather a range of perspectives that will contribute to the evaluation of each intervention as well as providing a holistic picture of Southampton HeadStart. This will include purposive sampling of young people in receipt of the universal programme from different age groups, Head teachers, other teaching staff e.g. PSHE leads in different schools to gauge the effect of HeadStart over time and at a whole school level including the facilitators and barriers to its implementation, its sustainability and the development of a community of practice.

Evaluations at an individual level will focus on those young people in receipt of universal plus. Purposive sampling will be employed to track specific individuals through their HeadStart journey over time alongside key stakeholders including counsellors, young apprentices, and parents to gauge the effect of the specific interventions of Universal Plus including the facilitators and barriers to their implementation and sustainability. Data collection methods for both levels of the qualitative evaluation will vary according to their appropriateness for each group of participants and will include focus groups, semi-structured interviews and video/ reflective diaries and blogs.

The data analysis will be informed by the theoretical perspectives highlighted above but will adopt an inductive/ grounded phenomenological approach that will enable data to be gathered over time and explore the narratives of stakeholder's in order to understand the outcomes and processes of the HeadStart project and the meaning this has for them in making a difference (or not) to their lives and aspirations.

### Assessing performance of HeadStart Southampton programme components

Performance indicators will be used to assess outputs from each HeadStart Southampton programme component. These are shown in appendix 6. Data will be reviewed on a quarterly basis. Outcomes will be collated at 18 months, 3 years and 5 years. Adjustments will be made to the programme on the basis of ongoing monitoring to continually improve performance.

### Data protection

Data collection and analysis will comply with Local Authority data protection requirements. The Cauldicott Guardian for the Local Authority and CCG, Stephanie Ramsey, will be consulted to ensure compliance. Data will be collected for the sole purpose of evaluating the HeadStart Programme. It will not be used for any other purpose. Data sharing permission will be sought from schools and all agencies contributing, with data sharing agreements put in place. Youth Offending data information governance will comply with the Crime and Disorder Act. University Medical School Ethical approval will be sought for both PhD projects.

### Programme design – Our model

Phase 3 development utilised a Theory of Change methodology supported by our Big Lottery Relationship Manager and Deloitte and Young Minds support and development consultants. Three 'decision-making' workshops were held on 13 and 30 November and 14 January. An additional stakeholder event was held on 25 November with existing and potential providers and other interested parties (32 participants) which sense checked our developing model and generated further ideas.

A Children and Young People's Engagement and Participation sub group was established with support from a Young Minds consultant. HeadStart 'took charge' of the city's second new Youth Forum event on 7 December and 45 young people from 8 schools and 1 college attended. No Limits, Saints Community and the Council ran mental well-being workshops on key issues of bullying, primary to secondary transition and healthy lifestyles. Further work to test the child's journey through the model was undertaken by the HeadStart young people's 'shadow board', supported by the Council's newly appointed Children's and Families Participation Worker, with children that are vulnerable and/or at potential risk of emerging mental health issues.

An education focused workshop was held on 8 January 2016 with school inclusion leaders to test the model with case studies to clarify the mechanisms to be used to ensure the right children receive the right

intervention at the right time within the programme and how this will relate and add value to the wider 'early help' system. Our resulting phase 3 model is shown below and in the logic model overleaf

## Universal

### 1. Whole school approach to mental wellbeing and resilience

#### a) Academic Resilience Framework    b) Restorative Practice

- Workforce development for adults in school and community – Community of Practice.
- All secondary schools use Academic Resilience Framework to identify strengths and gaps for children.
- Restorative Practice principals and language are used to engage in positive conversations and give children continuity from Primary to Secondary school.

### 2. Anti-stigma campaign and raising awareness

- Co-produced awareness campaign on mental health and anti-stigma, plus promotion of the HeadStart programme.
- Children feel able to talk without stigma and judgement whilst adults feel confident to talk to CYP about mental health.
- Everyone and especially young people know how they can get involved in HeadStart.
- Restorative Practice principals and language are used to engage in positive conversations and give children continuity from Primary to Secondary school.

### 3. Emotional wellbeing development

- Children are empowered with knowledge about mental health via the PSHE curriculum and know where to go for help.
- Adults (parents, school staff and community) are empowered with knowledge and skills about their own and children's emotional wellbeing and resilience to engage in positive conversations and give children continuity from Primary to Secondary school.

## HeadStart Southampton referral tool Universal Plus criteria met

## Universal plus

### 4. Safe places to talk

1:1 counselling in school, online and in the community enabling CYP can talk about worries to qualified counsellor within a confidential, convenient environment.

### 5. Safe places to be involved

- a) Safe places in school to participate, have fun, make friends, relax and find talents.
- b) Safe places in the community (positive, diversionary activities) delivered by trusted adults, trained in emotional wellbeing.

### 6. Peer to peer support

Older students support younger students. A caring, supportive network and informal 'community of practice' amongst young people is developed.

### 7. Transition support

Older students support younger students. A caring, supportive network and informal 'community of practice' amongst young people is developed.

### 8. Group work to support parents

Parent's courses to help parents; develop confidence and self-esteem, increase parenting skills, building own resilience and self-management, topic specific groups e.g. DV and youth offending.

### 9. Group work to support children and young people

Specialist group work to help children; develop confidence and self-esteem, build their own resilience and self-management and topic specific groups e.g. exhibiting disruptive behaviour and/or those living with domestic abuse.

**TARGET**  
*Who is the intervention for?*

Our whole City approach means Universal HeadStart services will target all young people attending the 12 Secondary schools and two special schools within the city. Our restorative practice and transition programmes will also extend into feeder primary schools.

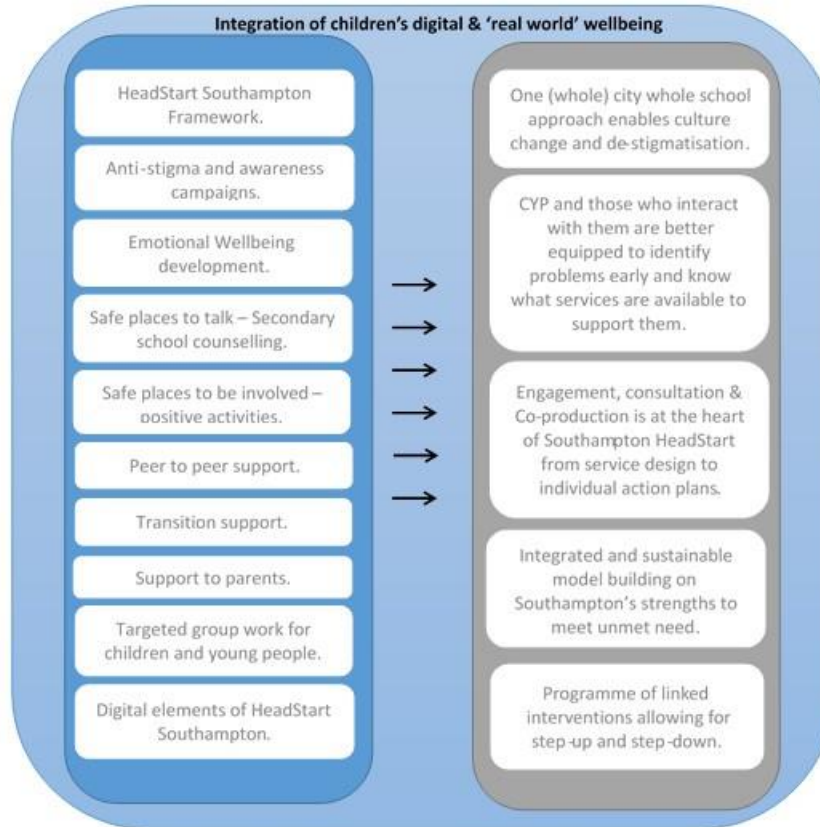
Universal Plus services will target CYP in years 8 & 9 or in transition from year 6 to Year 7 that meet our My Star criteria and one or more of the three target population groups:

- Young people with decreasing educational engagement and/or progress
- Young people at risk of entering the youth justice system
- Young people who are experiencing or have experienced domestic abuse.

Children who fall below the level for CAMHS and other statutory services.

**MODERATORS**  
*Will it affect everyone the same?*

**ELEMENTS**  
*What makes up the programme?*



**CHANGE MECHANISMS**  
*Why does the intervention work?*

**OUTCOMES**  
*What difference will it make?*

Everyone in Southampton can talk supportively about mental health (increased awareness and destigmatised) and the workforce is upskilled to identify and support children in regards to their emotional wellbeing and mental health.

Children have an increased sense of belonging within their schools and communities.

Children are confident and ambitious and can pursue their aspirations.

Increased attendance and attainment across schools.

Children feel happy and supported and are able to thrive.

Reduction in referrals to CAMHS services within Southampton.

Improved emotional wellbeing of Southampton population as a whole.

Other interventions in schools & community

Staff training and culture

School environment and demographics

CYP & family ecology

## 1. Whole School Approach to Mental Wellbeing and Resilience

### Tidier – Whole school approach

#### Developing and implementing a school HeadStart Framework to enable systemic change.

##### a) HeadStart Southampton Framework

#### Why

Schools play a key role in the development of young people. After parents, friends and social media they provide the strongest influence on our young people. Recent education initiatives have been successful in raising educational attainment but emotional and social problems continue to exist, being demonstrated through continuing high exclusion rates, low attendance rates and increasing levels of violence in schools. It is because of school's continuing influence and impact on young people's lives that we see schools as central to our Headstart framework. Teachers and support staff often feel disempowered or deskilled to deal with young people who are showing signs of distress or mental wellbeing issues. They believe the answer lies beyond the school premises, with someone better skilled and equipped to deal with these issues. However schools can provide some of the protective factors identified to develop resilience in young people and ensure they grow up to be healthy and happy adults.

Therefore we aim

- to provide schools with the confidence to focus on well-being, resilience and mental health so that not only will it enable them to provide healthy and happy school environments developing pupils with sound character and values, but also directly supports them in their primary mission of promoting effective learning.
- To support schools to identify young people at the earliest possible stage to promote their well-being and support their mental health by promoting systemic change by using two inter dependent whole school approaches in the implementation of the HeadStart model:
  1. Good practice for schools in effective approaches in promoting social and emotional well-being.
  2. Restorative Practice in schools project

In order to support schools in developing resilience amongst young people, Benard in his 1991 academic paper "Fostering Resiliency in Kids: Protective factors in the Family, School and Community" identified that protective (resiliency) can be fostered in schools in 3 main ways;

1. Giving young people caring support and helping them build a relationship with at least one adult and with each other.
2. Setting and having high expectations for the child both academically and morally.
3. Creating opportunities for them to participate positively within their school community.

#### What (materials)

The Framework deals with two overlapping areas of central importance in schools, which need to be integrated to be effective:

- Social and emotional well-being - we understand psychological wellbeing to be summarised as, "feeling happy and functioning well" (Huppert, 2009; BPS, 2013). It 'refers to a state of positive mental health and wellness, involving a sense optimism, confidence, happiness, clarity, vitality, self-

worth, achievement, having a meaning and purpose, engagement, having supportive and satisfying relationships with others and understanding oneself, and responding effectively to one's own emotions.' (Weare, Partnership for Well-being and Mental Health in schools NCB 2015). The framework will outline proactive and practical ways in which the school can promote the social and emotional well-being and resilience of all pupils – our 'universal' approach.

- Mental health problems refers to a wide range of mental health, emotional and social challenges, difficulties, conditions and illnesses, including stress, anxiety, depression, attachment difficulties and behavioural problems. The framework will outline actions and provide the 'scaffolding' for staff and pupils themselves to prevent, identify and respond effectively to their and others mental health problems – our 'universal plus' approach.

Our Framework is based upon the work of Professor Katherine Weare; 'What works in promoting social and emotional well-being and responding to mental health problems in schools?' It was published by the National Children's Bureau in 2015. You can access the document by clicking [here](#).

In the summer 2015 Dr Chloe Allen (Specialist Educational Psychologist for Systems and Behaviour) developed an audit tool based upon the evidence-based framework developed by Professor Weare, for our Educational Psychology service.

A pilot project is currently underway using this tool with schools to promote systems work. So far this has facilitated the development of a number of projects with twelve participating schools (focusing on areas of need identified by the school including staff wellbeing, community engagement, and behaviour).

The Educational Psychology service will adapt this audit to reflect the HeadStart model and use this approach to determine a baseline and school and community strengths prior to implementing activity. It will also be used as an evaluation tool as it can provide pre and post feedback. A consultation would be held with the senior leadership of each school at the start of the project aimed at developing an action plan (based upon current strengths and needs) which identifies how the HeadStart model will best work in their school.

Workforce development is a critical component of implementing the framework and we will build upon the phase 2 Emotional First Aid 'train the trainers' courses and existing Emotional Support (Emotional Literacy Support Assistant) Learning Assistant school expertise (approximately x2 employed directly in each secondary school) to ensure sustainability and support the delivery of high quality learning and development. We will also add school capacity by joining up with the Restorative Practice in schools programme. This is a complimentary resilience-based model that empowers individuals and promotes problem-solving, builds positive relationships whilst enabling individuals to resolve conflict.

Who provides;

- With the support of the HeadStart team the psychology team will continue to support and cascade training across the school workforce to equip staff with the knowledge and skills to produce and confidently apply generally within the school and specifically working with our school's Emotional Support Learning Assistants and within the Personal Social Health and Economic (PSHE) curriculum.

**Who (recipient);**

- direct – Universal - whole school - organisational and workforce;
- indirect – CYP who are at risk of developing mental health problems will have a consistent approach to social and emotional well-being, resilience and mental health across the whole school environment.

Our framework is designed to support school leaders and their staff to deliver, initially with the HeadStart team and thereafter themselves, well-designed and implemented, interventions and approaches, drawing upon the latest evidence and good practice. The benefit is the development of understanding, commitment and buy in from the school leadership team using an evidence based framework.

## How

The programme will commence with the school undertaking an audit using the Framework, this comprises of a staff audit (for all staff), a separate senior leadership team (SLT) audit, a staff resilience survey and pupil focus groups. This work will be overseen by the HeadStart Manager and the school's named Educational Psychologist. It will be delivered by the HeadStart Emotional Wellbeing Worker in conjunction with the school's named inclusion officer and an individual school HeadStart action plan will be developed. Alongside this secondary schools and their feeder primary schools will join the Restorative Practice in schools programme (please see separate TIDieR).

It will be multi component (utilises tools and approach from an original model with some bespoke adaptations based on original principles and approach).

Mode of delivery:

- audit
- training (to all staff in schools including support staff, volunteers etc.)
- coaching (adults in school especially senior leads, pastoral, SENCO)
- group (focus groups, meetings with staff e.g. Head/SLT)
- whole school assessment including audit tools which engage staff and pupils, surveys,
- support for school planning and development.

## Where

- in school
- community of practice

## When and how much

- audit
- initial ½ day workshop facilitated by HeadStart Team and EP
- group – whole staff inset (or part of), x1 initial training workshop (whole day) for each tranche of x4 schools delivered by HeadStart team and EP with minimum of x2 staff from each school (named inclusion lead and front line practitioner), focus groups (numbers depend on bespoke planning but minimum of 2 x focus groups with pupils; 2 x focus groups with staff; 2 x inset/workshops; min. 4 meetings with SLT members; plus additional min. 2 x themed training sessions depending on needs in school)
- school – whole school assessment and planning – insight from above activity plus 1x staff survey; 1 x whole school audit completed by members of staff; 1 x action plan
- community - Community of Practices meeting 4 times a year involving other local organisations



- parents (because parents can be involved through focus groups and surveys depending on what school does) e.g. min. of 2 x focus groups with parents as part of insight gathering; possible 1 x survey of parents
- direct to senior leaders in school – consultancy style support with a minimum of 1 initial meeting with SLT; further min. 1 x action planning meeting; x 1 per term ongoing meetings to review progress, reflect and plan with senior lead/s; telephone support
- peer support– core school staff and locality HeadStart team, ½ day per month per school provided by EP to reflect and support supervision and learning priorities and EP service to deliver specialist training as identified
- Once a fortnight support from the Emotional Wellbeing Worker for half a day
- length – a year

### Tailoring

- We feel that working with the schools individually to identify their strengths and developmental needs is the best way of securing change that is both meaningful for the schools and sustainable. Our whole school Framework approach of training school staff and leaders in mental well-being, resilience and restorative practice and then inviting leads to attend in Community of Practice events such as the Restorative Practice Network provides schools with the knowledge, experience and support to deliver effective mental well-being, resilience and restorative practice.

### b) Restorative Practice

Alongside the HeadStart Framework we will also be using Restorative Practice as a whole school approach.

### Why

An evidence base for Restorative practice in Schools in Southampton was identified through the Youth Offending Service Management Board commissioning a report to explore the benefits and opportunities of implementing restorative approaches in schools. This report identified examples in Hull, Bristol and London and also tested out the local capacity in Southampton for a project.

Subsequently, Southampton have developed its own evidence base, through evaluation completed by Southampton University Department of Psychology. This included nearly 500 children (core and control schools) participating in baseline and review questionnaires.

In addition, detailed qualitative interviews with key participants in the project (school leads and restorative practice lead) were commissioned and analysis of anonymized questionnaires in a school that had already implemented Restorative Practice.

Our local findings include:

- More students self-reporting that they feel safer in school, are less likely to be asked to leave lessons on repeat occasions, are less likely to be bullied; are more likely to feel that their mental health has improved.
- The university evaluators concluding that a potential benefit to implementing restorative approaches is as an effective response to bullying behavior.
- The university evaluators concluding that a potential benefit to implementing restorative approaches is as a way to increase young people’s participation and sense of autonomy in school.

- Staff feedback that young people understand and see the benefits of the approach.
- Staff feedback that a ‘cultural’ shift is needed in their organization’s to fully embed restorative practice and the benefits of the Restorative Practice Network Model in this context.
- Practical feedback from schools identifying how best to engage with establishments, when factoring observations and restorative practice training into their work plans.

## Who

A whole school approach to restorative practice in both primary and secondary schools; with a particular focus on years 6 to 9 to support transitions.

Within our model, all pupils should benefit from restorative approaches in schools. But, there are ‘tiered’ levels of intervention; including formal restorative conferencing for young people exhibiting the most risky behaviours. The Youth Offending Service supports the schools across the levels of work.

## What

The programme will work with schools to identify and train staff in a number of different types of Restorative Practice which staff can employ in their work with pupils:

- Whole school
- Circle time
- Peer mediation
- Facilitated meeting
- Informal conference
- Formal conference

Work will be carried out with the schools to identify the best methodology for their individual needs. The programme will train ‘practice leads’ – staff who are identified by each school. In this way ‘skilling up’ schools and developing a sustainable model that is supported through our Restorative Practice Network.

## What (procedures)

Work with the school leaders to discuss model and agree a delivery plan

- A Youth Offending Service Restorative Justice Worker spends time (usually a week) in the school working with a practice lead and observing school practices.
- The Restorative Justice Worker completes a report recommending strengths and areas for development for the school.
- Train school staff. This comprises of four day training for school practice leads; one day overview for school management and leaders; wider school briefings.
- The Restorative Justice Worker works with the school to develop a review report and action plan; showing how restorative practice is going to be implemented by the school.
- The school leads are invited to attend the Southampton Restorative Practice Network. This is chaired by Restorative Justice Worker. Its purpose is to give school leads a chance to share best practice and problem solve challenges to effective implementation of restorative practice.

## Who (provider)

Southampton Youth Offending Service has a long history of using restorative approaches in its work with young people and victims of crime. The service achieved its Restorative Service Quality Mark through the

Restorative Justice Council in 2016. They set evidence-based standards to ensure the quality of restorative service delivery and assess agencies and individuals against those standards, providing accreditation and quality assurance for the public.

More information can be found at: <https://www.restorativejustice.org.uk/restorative-service-quality-mark>

In addition, two Southampton YOS Restorative Justice Workers hold accredited Restorative Practitioner status and are further accredited to deliver the RANE restorative justice training model.

## **How**

In sections four and five we describe how and what we deliver. We promote a whole school approach to restorative practice by training staff to use restorative language. The example below is a card that all staff in the schools we work with now carry. We recommend that the five restorative questions are used actively in dialogue with children.

We also recommend to schools that they review their Statement of Behaviour Principles and Behaviour Management policies to actively promote a restorative culture within school.

## **Where**

The service will be delivered into primary and secondary schools across the city. We also invite the local authority early help staff linked to schools to our training so that there are consistent approaches to work with children that have been referred into the City's early help provision.

## **When and how much**

This depends on the profile of the school (see below, Tailoring). For example, our evaluation work has shown us that the primary schools may be less likely to require the use of formal restorative justice conferences; but, may see the use of circle time as a benefit. In all cases, we work with the schools to identify the right approach for them.

## **Tailoring**

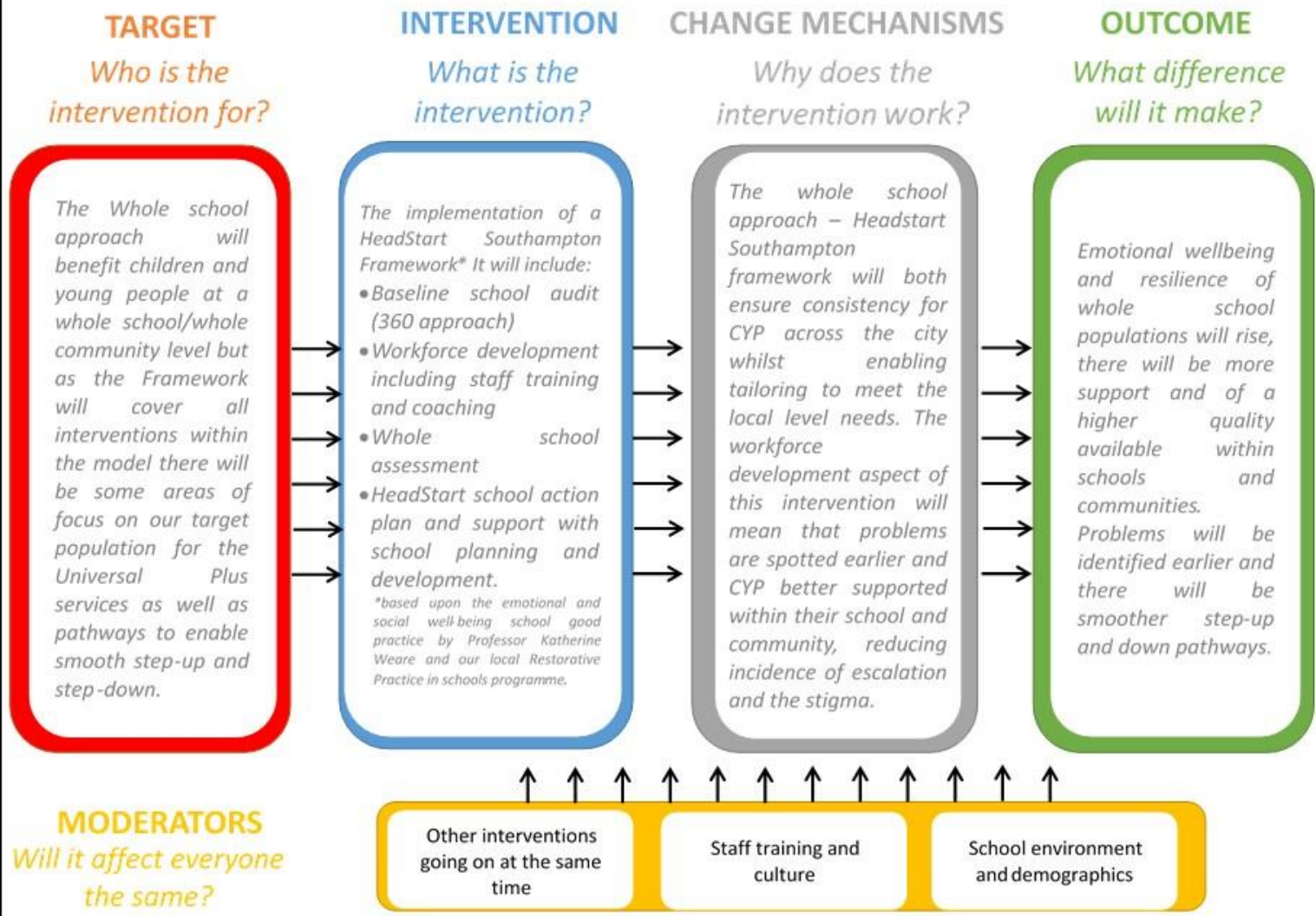
We feel that working with the schools individually to identify their strengths and developmental needs is the best way of securing change that is both meaningful for the schools and sustainable. Our approach of training school staff and leaders in restorative practice and then inviting leads to attend the Restorative Practice Network provides schools with the knowledge, experience and support to deliver effective restorative practice.

## **How well (planned)**

Southampton Youth Offending Service have learned from their evaluation work that it is important to plan with the schools well in advance of the new academic year and the proposed action plan reflects this learning.

## Whole School Approach – HeadStart Southampton Framework

UNDERSTANDING YOUR MODEL – Whole School Approach – HeadStart Southampton Framework



## 2. Anti-stigma Campaign and Raising Awareness

### Why

The attitudes people have towards those of us with mental health problems mean it is harder for them to live a normal life. Stigma and discrimination:

- prevents people seeking help
- delays treatment
- impairs recovery
- isolates people
- excludes people from day-to-day activities
- stops people getting and keeping jobs
- Has a negative impact on physical health

Time to Change's Stigma Shout survey confirmed that stigma and discrimination is all-pervasive, with close to 9 out of 10 service users (87%) reporting its negative impact on their lives. Two-thirds had stopped doing things because of stigma and two-thirds have stopped doing things because of the fear of stigma and discrimination.

Southampton's Time to Change campaign in 2015 was very successful and developing the programme to engage with and appeal to more young people in future years is a real opportunity to reduce stigma and discrimination towards young people.

Having a rolling programme of anti-stigma and awareness campaigns that focus on children and young people's emotional and mental health and well-being will be crucial to HeadStart success. Comments like the ones below from Southampton Secondary school pupils when asked what they thought about mental health and what would support them highlight where campaigns can support and contribute to the Headstart agenda in Southampton.

"I have no idea about mental health, who tells you about it?"

"Make people more aware and able to spot problem earlier"

"More people to talk to about the problem"

### What (materials):

- A range of materials will be used including a selection from the "Resources for youth professionals" section of the Time to change website <https://www.time-to-change.org.uk/get-involved/resources-youth-professionals>.
- The HeadStart website and other digital media will be used for dissemination of information and this will be developed through co-production with children and young people.
- Co-production work will help inform the materials used for each individual campaign and may vary between schools/localities.

### **What (procedures):**

In 2015 there were some great events incorporated into Southampton Time to Change campaign including a special park run, Dementia Friends sessions and theatre performances at the Civic Centre. There was also a Time to Change pop-up village hosted in Southampton Guildhall Square which resulted in over 420 individual conversations about mental health with members of the public. HeadStart will enable us to build on the elements of this campaign with ad campaigns directed at children and young people in future years, through work with schools to host activities and events linked into the wider campaign as well as ensuring that any campaigns appeal to and engages with children and young people.

The HeadStart Locality teams working with co-production groups will help to select the resources and plan activities, sessions and assemblies that can be carried out during the Time to Change week and during other national campaigns such as Mental health awareness week and anti-bullying week that are bespoke to individual schools but feed into citywide concepts.

The HeadStart Locality teams will also provide materials and facilitate activities, working with schools and communities, which raise awareness of the HeadStart programme and mental health more generally.

### **Who provides**

This work will be carried out by the Locality teams, led by the HeadStart Community Engagement worker and supported by the young apprentices, who will co-produce the campaigns with children and young people. Some elements may be co-delivered with school staff or voluntary sector staff within community settings. We will explore options to increase the involvement of children and young people in delivering aspects of this work through YouTube channels etc.

### **Who receives**

This universal service will benefit children at a whole school/whole community level however we will be working with children and young people through co-production groups to ensure that it is particularly engaging to children in our target population age bracket (years 8-9).

### **How**

The digital element of this intervention is key to reaching large numbers of children as is group work including school assemblies. Activities will be set up to work with smaller groups of children and there will be mechanisms in place to refer children on to other elements of the HeadStart programme if during the work they are identified as meeting the Universal Plus criteria.

### **Where**

Some elements of this intervention will be delivered within schools, much work will be done through on-line delivery mechanisms and there will be activities within the community, for instance it is planned to expand upon the special parkrun of 2015 which is held at Southampton Common.

### **When and how much**

The anti-stigma and awareness work will be on-going however there will be campaigns that will be developed locally as part of this work, those will include (but not exclusively):

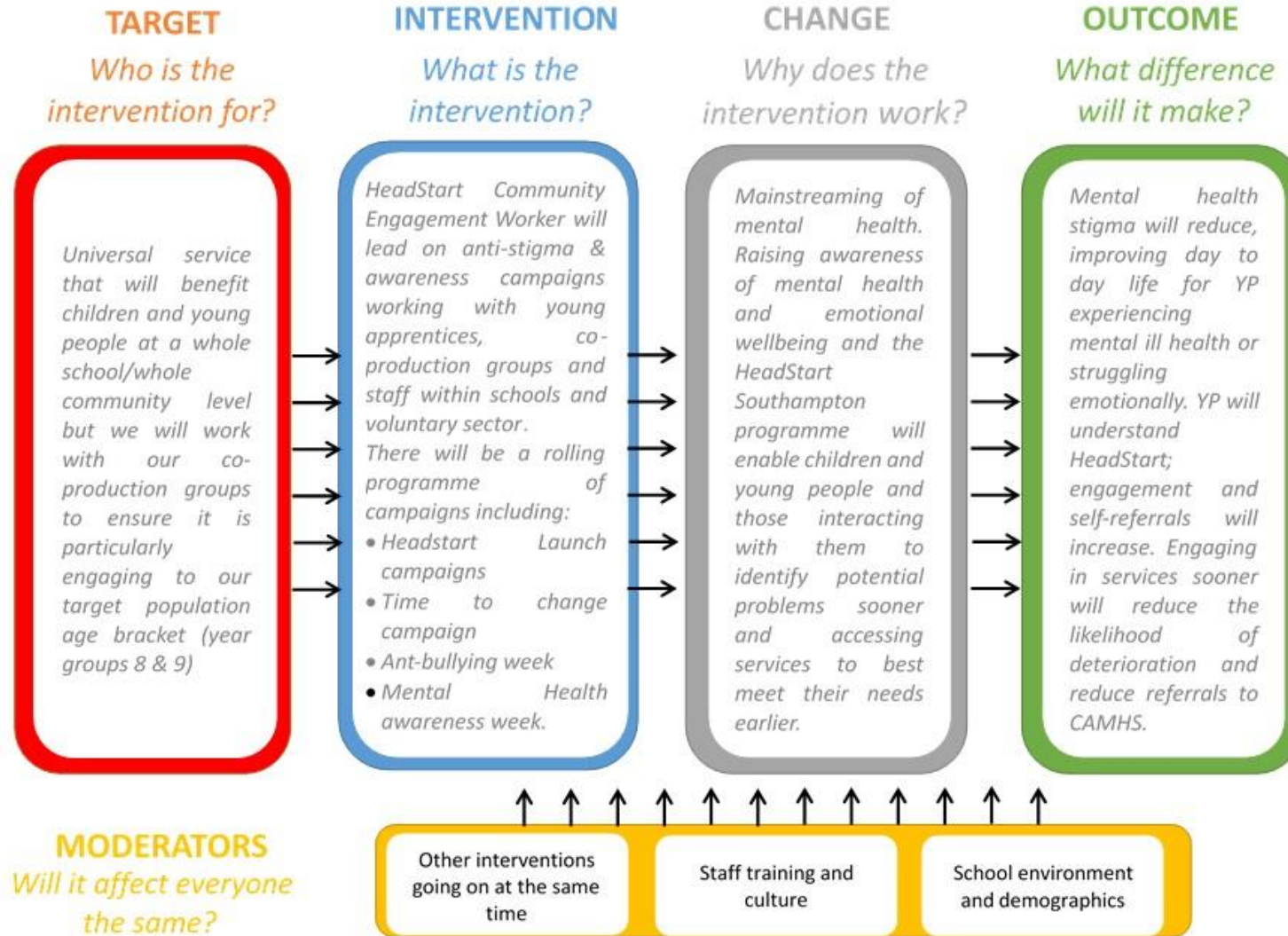
- HeadStart launch campaigns for each tranche.
- Time to change
- Anti-bullying week
- Mental health awareness week

### **Tailoring**

This is a universal level service planned to impact at a whole-school/whole community level and will build and customise national and local campaigns however the HeadStart locality teams will work with schools and local communities to respond to local needs.

## Anti-Stigma and Awareness campaign

UNDERSTANDING YOUR MODEL – Anti-Stigma and awareness Campaign





### 3. Emotional Wellbeing Development

#### **Why**

By working to raise the emotional wellbeing of not just children and young people but also the adults who work and interact with them we will be creating an environment and community which enable children and young people to thrive. Mainstreaming emotional wellbeing development through a whole school approach will help children to help themselves and to support one another resulting in a reduction in the number of children who need more specialised or targeted interventions.

We know from engagement work that many children in Southampton feel they are not taught about mental health and well-being *“I have no idea about mental health, who tells you about it?”* and that many of them feel it should be more integrated within universal services *“Mental Health Support needs to become mainstream like a dentist or GP”*.

Raising awareness of mental health and emotional wellbeing and the HeadStart agenda through this development work, in conjunction with the campaigns, will make accessing all services (provided through HeadStart but also mainstream CAMHS services when required) much easier for children due to earlier identification of any problems, a better understanding of what may be the best type of intervention/support and a reduction in the stigma which sometimes comes with accessing these services.

PSHE lessons can be used in order to:

- Create an atmosphere where there is open dialogue about mental health
- Tackle derogatory language
- Promote awareness and demonstrate the impact of knowledge, attitudes and behaviours
- Help children tell their story to friends
- Prevent further alienation

The PSHE Education agenda is based on three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Mental health and emotional wellbeing run through all three core themes. (PSHE Association, 2015. Teacher guidance: Preparing to teach about mental health and emotional wellbeing).

The impact of mental health and emotional wellbeing can play a vital role in keeping pupils safe and is a good opportunity to promote pupils' wellbeing through the development of healthy coping strategies and an understanding of pupils' own emotions as well as those of other people. Additionally, lessons can be produced as a vehicle for providing pupils who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting pupils to support any of their friends who are facing challenges.

#### **What (materials)**

- We will work with our co-production groups to ensure that resources selected and developed are engaging to our target population.

- There will be resource packs for parents, school staff and other professionals who attend emotional wellbeing training.
- Resources that can be used for PSHE lessons will be compiled and developed along with curriculum planning resources (PSHE leads from schools will be able to access these through the HeadStart website but the locality teams and specifically the HeadStart Emotional Wellbeing Assistants will support PSHE leads during both lesson planning and sessions as appropriate).
- Children and young people will use paper handout resources both in lessons and during interventions with the HeadStart Emotional Wellbeing Assistants, there will also be digital resources made available through the HeadStart website.

The local PSHE network has identified a need and demand for mental health and emotional well-being specialist/expert support to provide regular communication channels (digital and real) to support good practice and the development of a Southampton PSHE curriculum with high quality standards and robust quality assurance.

- MindEd is a free educational resource on children and young people's mental health for all adults. <https://www.minded.org.uk/index.php>
- We will utilise MindEd to support the PSHE network and work with their programme manager to build a learning Pathway for HeadStart Southampton.

### **What (procedures)**

Adults trained in EFA training during the pilot phase of HeadStart Southampton will deliver training to school staff, parents, staff in community settings (the EFA training for parents has a focus on building support, resilience and well-being in the home environment whilst the training for staff focuses on increasing confidence and skill set in regard to emotional well-being) and children and young people.

A developed PSHE programme will be delivered in schools in Southampton to support the development of children and young people's emotional wellbeing. PSHE lessons will continue to be delivered by school staff but the HeadStart Emotional Wellbeing Assistants will support school staff when appropriate.

The HeadStart Emotional Wellbeing Assistants will also provide group work and one to one sessions with children and young people to further supplement the training and PSHE lessons.

### **Who provides**

This work will be carried out by the staff trained during the pilot, schools PSHE and other staff and the HeadStart Emotional Wellbeing Assistants.

### **Who receives**

This universal service will benefit children at a whole school/whole community level however we will be working with children and young people on co-production groups to ensure that it is particularly engaging to children in our target population age bracket (years 8-9).

### **How**

This intervention will largely be delivered face to face in groups (EFA training, PSHE lessons, interventions led by HeadStart Emotional Wellbeing Assistants) however there will be opportunities for there to be some one-to-one delivery and there will be on-line and printable resources which will be available through the HeadStart website.

### **Where**

Most elements of this intervention will be delivered within schools, but there will be some EFA training within the community and there will also be an on-line element of delivery.

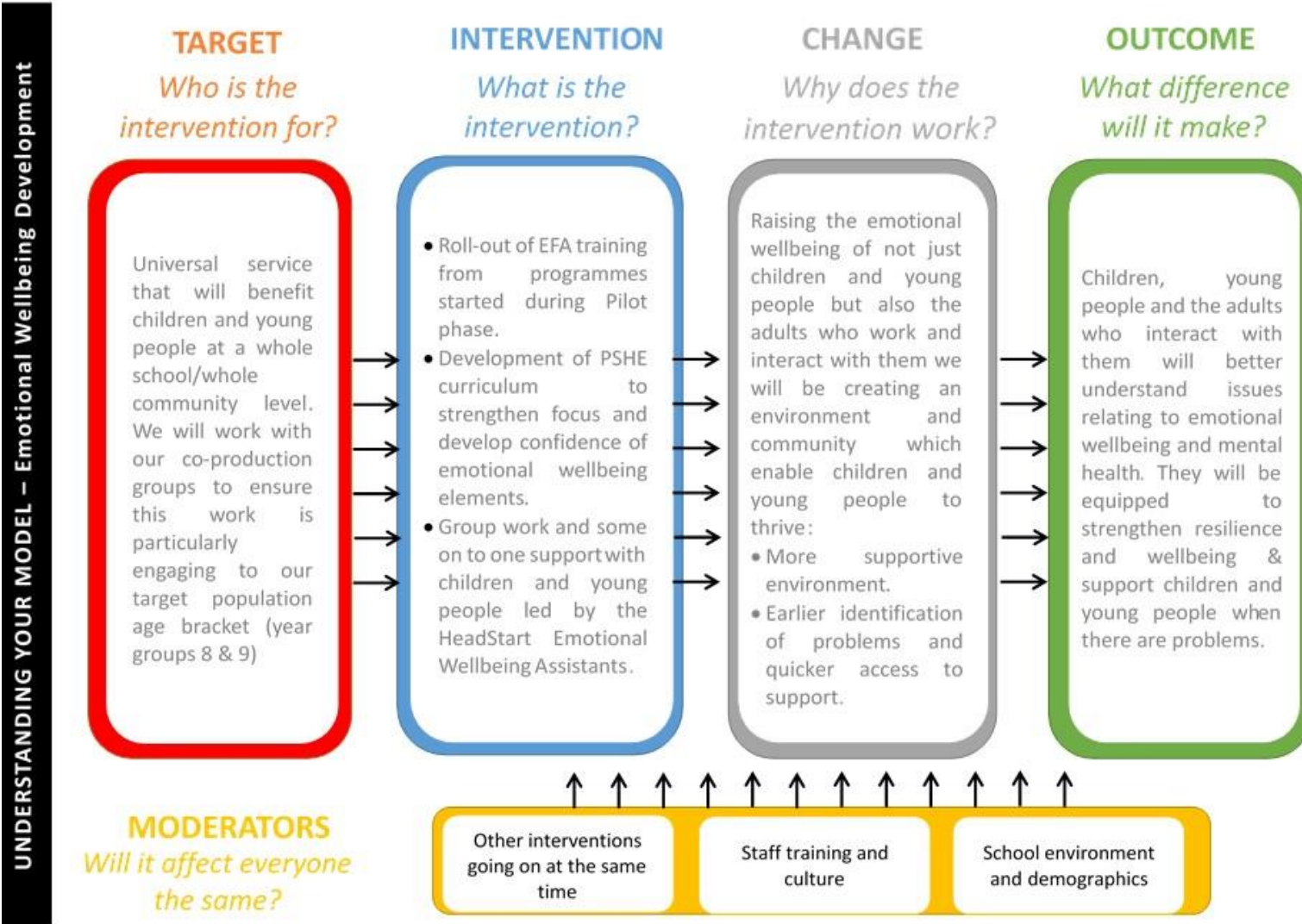
### **When and how much**

EFA Training will be on a rolling programme, Sessions are delivered over 6 days by qualified and accredited emotional first aid trainers. The PSHE element of delivery will be built in to lessons as a rolling programme. Interventions delivered by the HeadStart Emotional Wellbeing Assistants will be delivered on an ad-hoc basis.

### **Tailoring**

This is a universal level service planned to impact at a whole-school/whole community level however the HeadStart locality teams will work with schools and local communities to respond to local needs.

## Emotional Wellbeing Development





#### 4. Safe Places to Talk

##### **Why**

Schools counselling is recognised as an early intervention / lower tier support mechanism for huge numbers of young people in the UK every year, many of whom have psychological difficulties exceeding what would be considered 'normal' for their age group. As an intervention, school-based counselling is viewed by many young people and school staff as being an effective way of supporting students with emotional difficulties. It is often a service which is easy to access, and allows young people to speak to an independent professional.

A review of secondary school-based counselling undertaken by the BACP (British Association for Counselling and Psychotherapy) in 2013 concluded that the intervention as part of a broader offer of psychological support for young people, including access to specialist CAMHS, was worth investing in.

Counselling is a very popular option with young people, 94.2% of the children and young people who responded to engagement through Mental Health Matters in Southampton on 2015 thought one to one counselling should be offered as a form of support for CYP mental health, the most popular response by some way.

There has been good engagement and feedback for the service during the pilot of HeadStart.

School counsellors will work with their supervisors to agree appropriate interventions for individual young people, which may include referrals to the No Limits counselling service for ongoing, longer-term therapy, or access to other specialist services, including CAMHS.

School-based counselling has been shown to significantly contribute to a reduction in psychological distress in young people; using appropriate Routine Outcomes Measures (ROMS) to demonstrate this effectiveness is key and an area to develop in the extension period. Seeking feedback from young people about their experience of the service is also a key area for development.

##### **What (materials)**

Counsellors practice from a variety of theoretical approaches / modalities, and whilst some may use creative methodologies, most just need a quiet and private space within the school where their time with young people will not be disturbed for the face to face counselling or on-line counselling.

##### **What (procedures)**



Young people in Years 8 and 9 can be referred by school, HeadStart locality team or by the CYP themselves to the counselling service.

Counsellors will screen self-referrals using the HeadStart screening tool and assess each referred young person for suitability for the intervention. If the YP meets the criteria they will inform the inclusion officer and Emotional Wellbeing Assistant and offer a total of 6 sessions (this will be flexible to meet individual CYP needs) to each individual over the course of a half term. If the YP doesn't meet the criteria for HeadStart they will be offered access to existing community counselling as appropriate (as will children who do meet the criteria but would prefer not to access the service within school). If they do not meet with HeadStart or counselling criteria they will be signposted, offered advice and information as appropriate to other services available outside of HeadStart.

The interventions are aimed at increasing self-esteem, increasing understanding of situations and others (empathy), improving relationships for young people, whether in the school, with friends or at home, giving young people strategies to understand and manage problematic behavior, especially anger, offering strategies for other unhelpful behavior e.g. self-harm, and supporting young people to safely explore other problems. The aim of the intervention is to equip young people to deal with issues both immediately, and in the long-term. Access / referrals to other services can be facilitated, e.g. long-term counselling at No Limits or access to specialist services e.g. DASH substance service.

### **Who Provides**

The service will be delivered by qualified counsellors following procurement.

### **Who receives:**

The school counselling service will be open to young people in Year 8 and 9 at one of the 13 HeadStart Secondary schools (12 Mainstream and Polygon) in Southampton. Referrals will be made directly by the school through their inclusion officer, via the HeadStart Locality team or through self-referral. Referrals will be screened using the HeadStart screening tool.

### **How**

**Face to Face:** Young people are seen during the school day, during a lesson period. The rotation of young people accessing the service is managed by the school, ensuring that no young person misses out on critical lesson time.

Each young person is offered an intervention of 6 weeks; flexibility around this is key and is supported by the school, the counsellor and the supervision process.



**On-line:** Young people will have two on-line options but both require initial assessment and linking with own counsellor and agreement of times etc.:

1. Asynchronous – CYP can email throughout week and then once a week their counsellor will read through and respond.
2. Synchronous – On-line live chat (not skype) at appointment time each week

### **Where**

**Face to Face:** Counselling is offered on-site in participating schools. The opportunity to refer out to a community setting can be considered on a client-by-client basis.

**On-line:** Young people will be able to access the on-line counselling from anywhere they have internet access.

### **When and how much**

Young people are seen for between 35 and 50 minutes (depending on school lesson times and the young person's own ability to engage fully with the service). 6 weeks are offered as standard.

### **Tailoring**

Although the service is defined within certain parameters, e.g. session length, number of sessions available etc. flexibility is key. The counsellor and school work together to come up with suitable interventions for each individual young person. Each counsellor has a link staff member either the inclusion officer or HeadStart Emotional Wellbeing Assistant, and between them, and in conjunction with supervision, decisions are made about how to best support each individual young person. The addition of on-line counselling will offer an even more tailored approach and be particularly aimed at children with high levels of anxiety for instance.

### **How well (planned)**

Referrals to the service are received at the start of the half-term with a view to seeing a cohort of young people in that period. Some young people are 'carried over' from previous terms, whilst others will only have a short intervention – perhaps a session or two.



Schools manage the slots in rotation.

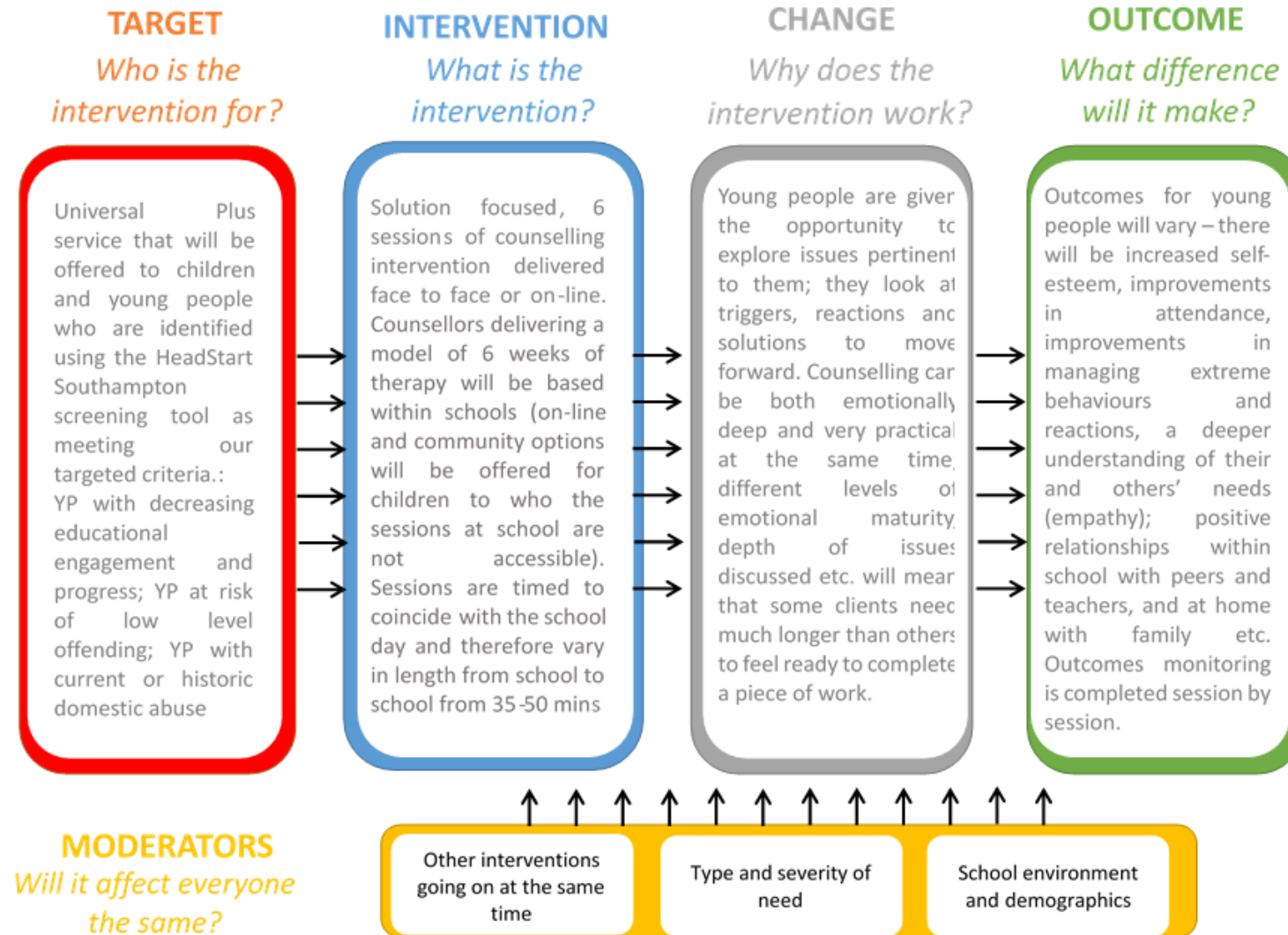
All work is monitored using HeadStart data systems. All young people's outcomes are currently measured by CORE, and were also measured by CORS.

All counsellors attend regular fortnightly supervision to discuss their client work and any issues arising from it, in line with professional guidance from the BACP.



## Counselling in Secondary Schools

UNDERSTANDING YOUR MODEL – Counselling in Secondary Schools



## 5. Safe Places to be Involved

### Why

Consultation and engagement work with children and young people has highlighted the need for development of “Safe Places”. We also know a significant proportion of our target population find it hard to access the mainstream services provided within the city for a variety of reasons. The aim of Positive Activities – Safe Places to be involved is to reach out to children and young people (CYP) who have become disengaged from other mainstream services and either help them re-engage in universal services across the city or offer additional support in specially tailored groups giving them a feeling of belonging, to support them, encourage them to interact socially and develop peer support/friendships.

Positive Activities will also provide a platform for young people to access support and confide in positive roles models widening the scope of the support services.

There will be various elements to this intervention:

- Additional support and supervision at existing ‘safe places’ within school during break and lunchtimes to make them more accessible to our target groups.
- New commissioned groups hosted in the community or schools after school hours.
- Various level of support for on-going development of new groups in the community through co-production with CYP (this will include identifying gaps, funding, start-up costs, training support etc.)

All positive activities will create secure environments for children and young people to develop and grow their self-esteem and confidence and for them to feel safe and able to come forward with any issues that they may be encountering at home, school or outside.

Engagement work with 70 CYP in Southampton in October 2015 found over 75% said Youth groups (including sports and music groups) should be available to help support children and young people’s mental health.

On 7th December 2015 there was a *Youth Forum Southampton* event hosted by Southampton City Council and in partnership with HeadStart, No Limits and the Saints Foundation at Southampton Football Club. Around 50 young people from Southampton schools and colleges in Years 6-13 (aged 10-18 years) participated in a series of health and wellbeing workshops to give their views on what changes are needed in the city, to improve the health and emotional wellbeing of children, young people and their families.

Examples of comments from the young people on the need for improved mental health support included:

*“Quiet places to discuss it with adults but also people who are feeling the same way”*

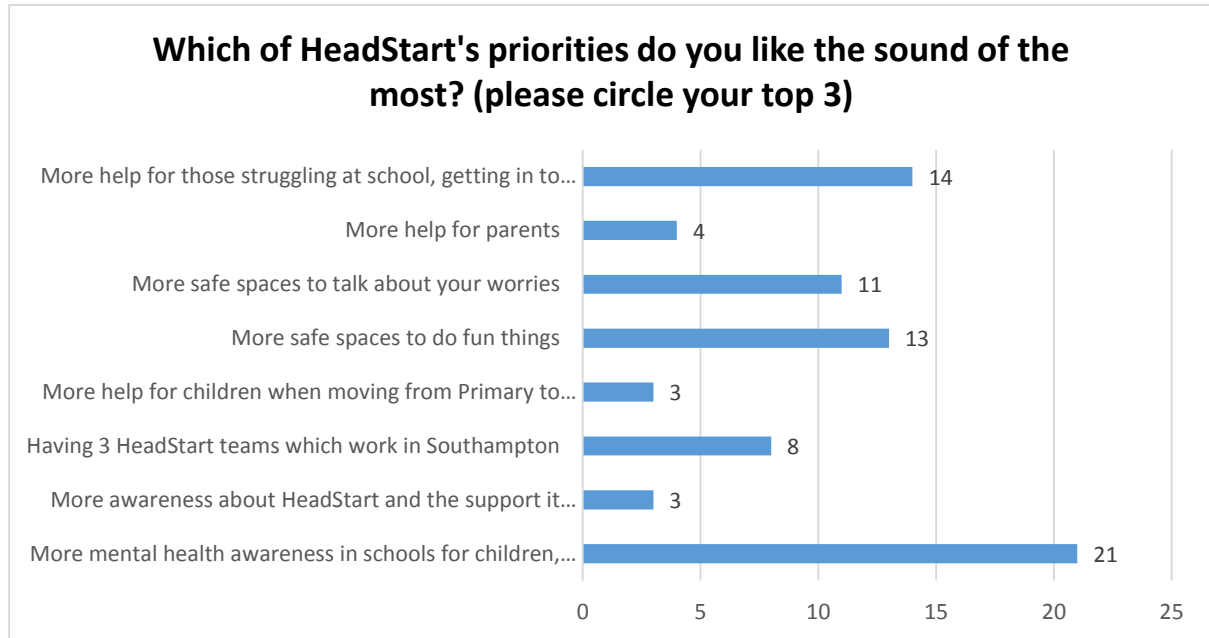
*“Someone to talk to without worrying about what people think”*

The top responses which young people felt would help if they were being bullied were:

- a. A responsible adult who will listen

- b. A safe quiet space to go to if needed

Consultation work at the beginning of 2016 highlighted safe places both to talk about worries and to take part in fun activities as appealing to children and young people within the context of HeadStart.



### What (materials)

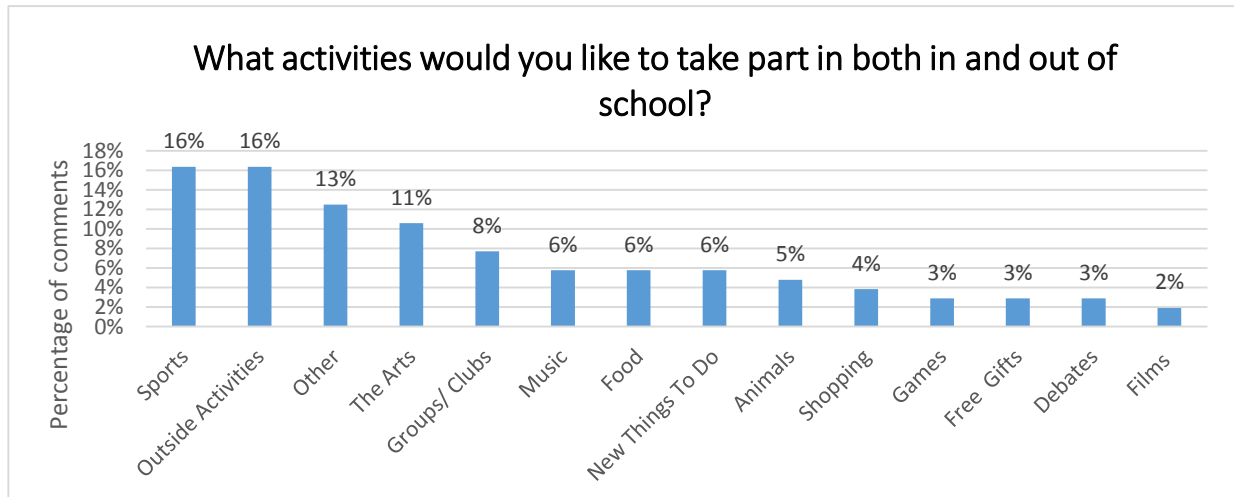
- Additional support and supervision at existing 'safe places' within school during break and lunchtimes to make them more accessible to our target groups. – The Headstart Emotional Wellbeing Assistants will support the young apprentices to develop the schools 'safe places' with a long term goal of the peer mentors within schools having a role of support within these settings.
- New commissioned groups hosted in the community or schools after school hours. Group activities/sessions based around sport/music/recreational activities etc. materials used would vary between groups and sessions.
- Various level of support for on-going development of new groups in the community through co-production with CYP (this will include identifying gaps, funding, start-up costs, training support etc.)
  - Match funded community development workers
  - Community solutions fund
  - Headstart Community Engagement worker time dedicated to co-production, training to new providers of Positive Activities within the community.

### What (procedures)

Supervision/staffing will be provided into 'safe places' already established within Southampton's secondary schools, initially young apprentices supported by Headstart Emotional Wellbeing Assistants moving towards young apprentices supported by peer mentors within the school.

Positive activities run after school will be group activities/sessions based around sport/music/recreational activities which will engage the child/young person to enable them to gain a feeling of belonging, develop self-esteem and confidence and offer a supportive and trained role model they can confide in.

*When we asked children at our consultation workshops at the beginning of 2016 what activities they would like to take part in there was a real range of responses highlighting the need for us to offer children the opportunity to engage with a wide range of activities and to co-produce this intervention going forward.*



The top 3 responses were:

1. Sports
2. Outside Activities
3. Other (e.g. fun bus and more fairs)

The HeadStart community engagement worker will work with children and young people to identify gaps in the market for positive activities and work with them to develop solutions. The will also hold a community fund to help with running/start-up costs of new initiatives that will meet gaps identified and work with providers of positive activities in the community with regards to training of delivery staff around emotional and mental health identification and support.

Each programme will vary slightly and so will the procedures and activities/processes but in general terms positive role models will be available to support children and young people to gain confidence, self-esteem and positive relationships with peers and universal services.

### **Who provides**

HeadStart locality teams will support the 'safe places' within school settings.

We will commission a selection of providers (we envisage largely from the local voluntary sector market) under a framework agreement to enable the city to offer variety and a range of activities which will appeal to as many individual children within our target population as possible.

The HeadStart community engagement worker will work with organisations and people from the community on new initiatives.

## **Who receives**

The target population for positive activities will be 10-16 year olds living in Southampton meeting the HeadStart UNIVERSAL PLUS criteria (My Star criteria plus at least one of three target groups).

## **How**

Face to face group-work, some options may also offer some one-to-one time and a digital element.

## **Where**

Safe places within schools will be located in existing communal rooms. Interventions will be commissioned to take place at schools and other convenient locations within the community after school hours – we would like to offer variety to make this element as accessible as possible to disengaged children.

## **When and how much**

Our framework will allow for variation between schemes and also flexibility to meet the needs of individual children and young people. There will be sessions delivered in school during lunch hours and also sessions delivered after school and in school holidays. Children will be able to continue attending whilst they remain in the target age bracket and it is useful and positive for them to do so however it is envisaged that that the goal will be that between 6 weeks and a year children will be ready to be signposted to more mainstream activities.

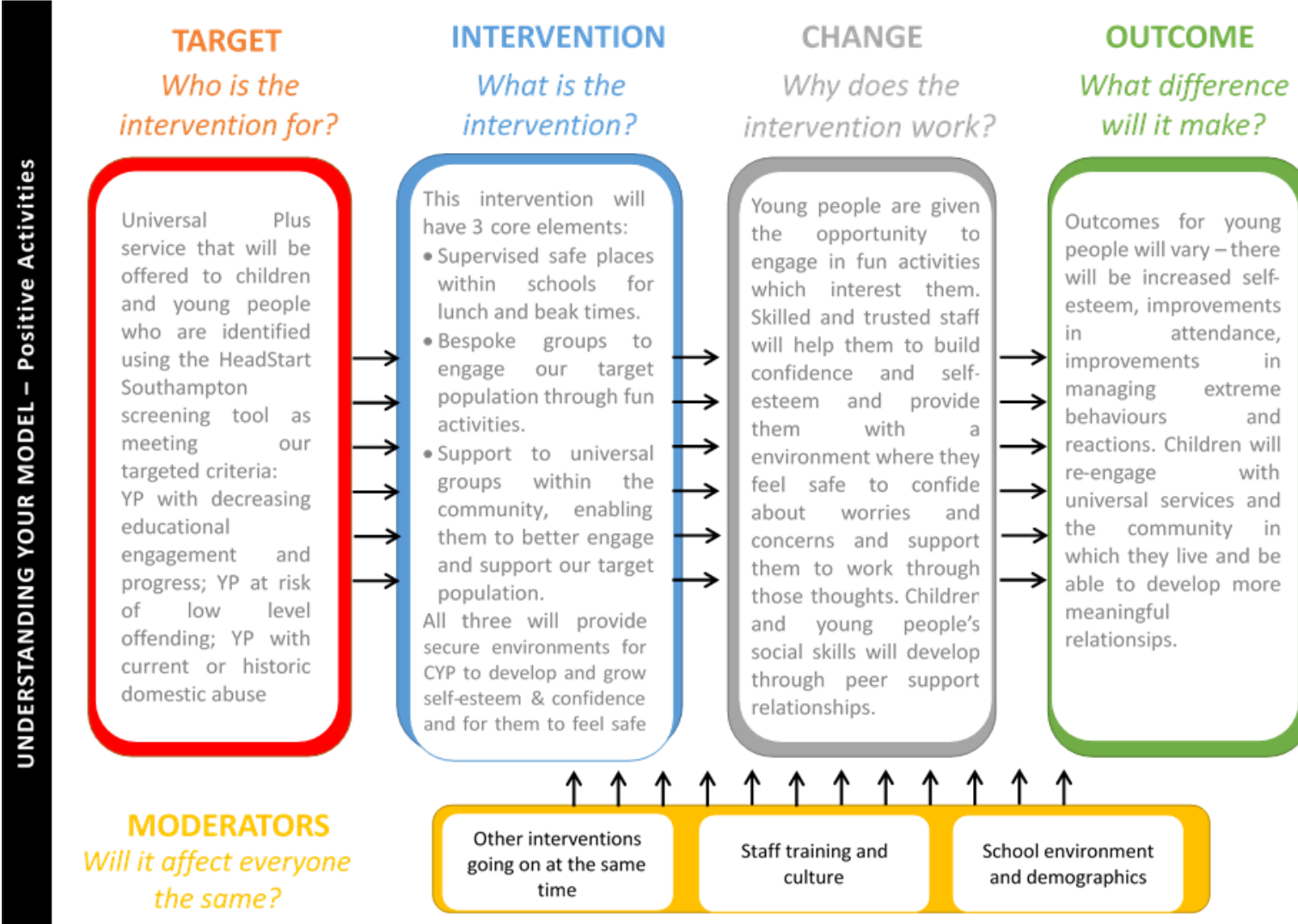
## **Tailoring**

We plan to have a selection of options under the intervention header “Positive Activities” which will be based upon the co-production work currently being done with CYP but expected to include at least one provider and programme with a focus on Sport, at least one with a focus on music and at least one based around traditional youth recreational activities.

By going out to the market with a framework tender we will be able to adjust the volume of different aspects on an on-going basis to reflect the needs at any time. We would like to see the positive activities “called-off” the framework agreement in response to need at a locality or even school level. So for example if the East of the city has a group of children within the target population who all enjoy music but have disengaged from service delivered in their community the HeadStart Locality Team could call-off a twelve week intervention from a provider on the framework who offered a music based programme.

There will also be a community solution fund which will allow for ongoing identification of localised need with children and young people and the development of solutions to meet these identified gaps. This will be co-ordinated by the HeadStart Community Engagement worker and the match funded post.

## Positive Activities – safe places to be involved



## 6. Peer to Peer support

### **Why**

We know that young people are often the first to spot when something is wrong with their friends and often confide in each other first - whether that's a friend who is suffering from cyber bullying or someone not coping with stress at school. That's why we must train them in how to spot the signs so they can then get the help they need.

Young people have told us they would like to see more peer support as a way of supporting mental wellbeing. We have learned from our successful delivery of Emotional First Aid Peer Mentor Programme in phase 2.

We define 'peers' to mean friends or other young people, including those who may be older. For example in our pilot secondary schools we provide accredited Emotional First Aid peer training for pupils in Year 9 who then volunteer as mentors to provide support to Year 7 pupils as they come up from primary school. In one of the schools they wear a badge so they can be easily identified by other pupils who might need someone to talk to about issues they are facing.

Peer support networks can mean anything from informal buddying schemes to one-on-one and group sessions with trained support, and can happen face-to-face or online.

They can help young people show solidarity with their classmates and friends; tackle the isolation and insecurity that often accompany mental illness; and help take the stigma out of mental health by improving young people's understanding.

Launching a Department of Education call for evidence announced on 17 February 2016, Education Secretary Nicky Morgan said:

"The truth is that the people who best understand the pressures that young people face are their classmates and friends - they're the ones that spot the telltale signs that their friends are experiencing problems, and the people to whom children are most likely to turn for support.'

Many schools already provide peer support schemes on a wide range of topics such as friendships, bullying and transition. Many voluntary and community organisations outside of schools, including online organisations, have also developed schemes for peer support.

The goal is to increase the confidence, capability and capacity of young people to support each other and younger children experiencing emotional distress, to help them talk safely and helpfully to each and stop problems growing.

We want to create an environment, in schools, community groups and online, which promotes good mental wellbeing and helps young people to have the knowledge and confidence to be able to support one another.

### **Who**

The target population are students in Year 8 and 9 and newly transitioned Year 7's.

Year 9 students who will be trained to act as mentors to their peers and support potentially vulnerable Year 6-7 students going through transition into secondary school and thereafter Year 7-8 students. As Year 9 students progress to Year 11 they will be provided the opportunity to remain a mentor if they so wish and so build all year group peer to peer support school capacity.

Young people will be a combination of school staff recommended, plus self-nominations. Each student attending the intervention will first learn about looking after their own emotional well-being, and then learn how to support other students within the school in a peer mentoring capacity, and feed into the pastoral support offered by the school.

## **What**

Group training will be run in each school annually for a duration of 2 hours over 6- 8 weeks, such as every week or every other week for half a term or over a term.

It is important for young people to have some key messages about looking after themselves before they take on the role of peer to peer support and potentially looking after others. Therefore the peer to peer support training will highlight common forms of emotional distress and concepts of self-esteem, confidence building and common reactions to stressful situations and identifying strategies to overcome them. Training will then focus on developing students' empathy, listening skills and understanding their role in identifying risk and knowing what to do to support other students. This will include defining confidentiality, child protection and safeguarding but highlighting the limit of the peer to peer support role and when and how to pass issues on to staff using case studies on scenarios and group discussions.

The peer supporters will then offer younger students within their school and community one-to-one support offered face-to-face, in a safe space, sharing experiences, emotional support and befriending.

Online platforms such as discussion forums will be explored and co-produced with young people and schools. These have been found to be particularly useful for improving knowledge and reducing anxiety, though students may use them for a limited time.

## **Who**

Commissioning of the programmes will be to providers with specialist experience of providing recognised and evidence-based peer to peer programmes. Trainers will deliver the peer to peer package in schools to train Year 9 students. Sessions to be delivered by qualified provider staff who will work alongside school staff and from the organisations who work with children and young people from the HeadStart localities such as Pastoral Staff, Progress Leaders, and Secondary School Educational staff, and other staff from Statutory and Voluntary Sector Services.

## **Where**

Courses will be delivered within the Schools by the trained staff based in those locations.



### **When & how much**

Peer to peer support programme will be delivered to each secondary school with a minimum of x1 accredited training course delivered annually for each school per tranche roll out for a group of up to 15 Year 9 students.

Funding will be provided to gain accreditation for each peer support student to achieve an Entry Level 3 Award in Life & Living Skills from the OCR or equivalent awarding body. Trainers will develop portfolios of students work to send to awarding body for moderation and accreditation.

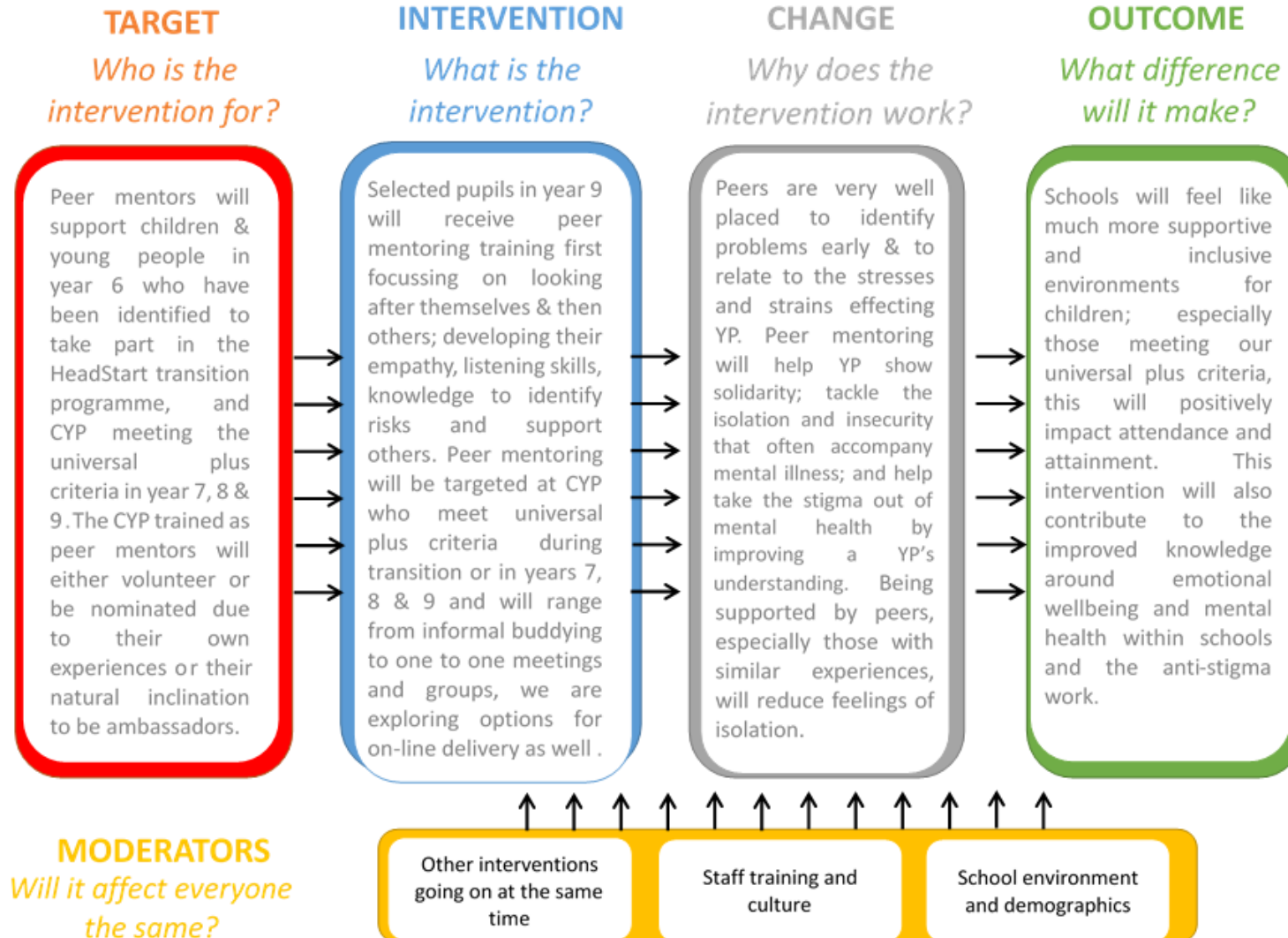
An annual celebration event will be held to recognise students' achievement.

Mode of delivery is group based, creating a forum for best evidence based practice and peer support.

Students will continue to access peer support within school alongside informal supervision by a responsible member of staff so that they know how and when to flag up issues and are able to keep themselves safe and well.

## Peer to Peer Support

UNDERSTANDING YOUR MODEL – Peer to Peer Support



## 7. Transition Support

### **Why**

We know that the transition from Primary to Secondary school can be a particularly difficult time for children and if not adequately supported this can have long term knock on effects on their emotional well-being and mental health and their engagement and attainment.

This intervention will support Children to ensure they are as ready as possible for secondary school – emotionally resilient, equipped with skills and strategies to be independent, confident to engage positively in secondary education and equipped with social skills and emotional resilience to make the best progress possible in year 7 and beyond.

### **What (materials)**

Materials will include tangible rewards e.g. stickers, arts and crafts supplies, data forms for recording and monitoring progress, maps of school buildings and other information about the school and support that can be accessed.

### **What (procedures)**

Year 9 pupils (who have been identified and trained in Peer Supports through the peer Support intervention) will be taken to engage with the identified year 6 pupils in Primary school visits during the spring term (and continue to work with/support them over the coming months) The Year 6 pupils will have a minimum of 11 days support on top of any whole school transition work as part of a pre-set programme. Children and young people will help finalise the programmes through co-production activities during the autumn term using the Cantell model as a starting point and are expected to include:

- Team building
- Sports activities
- Raising aspirations
- Emotional First Aid
- IT workshop
- Drama
- Literacy workshops
- Numeracy workshops
- Cooking
- Art
- Workshops
- Peer Mentoring

We will use information from the programmes feedback from the CYP accessing it and wider co-production as well as evaluation information to help further develop this element throughout the 5 year programme and beyond. Ideas we will be exploring with our initial co-production groups include (but not exclusively):

- The use of peer support during transition
- Frequency and content of move up days
- Topics to cover

- Meet the teacher

At youth Forum event in December when asked what helped them most when they moved from Primary to Secondary school the top three responses were:

1. Transition days
2. Maps
3. Knowing people at the school

When asked what they thought there should be to support children through transition the top answers were:

1. More taster days and transition weeks: The majority of young people felt that *“transition weeks”* would be *“much more beneficial than a one day example”*.
2. More support from teachers and older students: comments included *“there should be assemblies on bullying and what it does to your physical and mental health”*, *“there should be more support to make friends”* and *“meeting teachers before you start so you can get to know them”*.
3. Improved maps and inductions to help you get around: comments included *“students could help those who look lost”*, *“better designed maps around the whole school in case you lose the handheld one”* and *“existing students showing year 7s around”*.

### **Who provides**

We will be commissioning the transition programme from the open market and anticipate interest from several local voluntary sector organisations as well as some of the Secondary schools. Our contracts will ensure that staff delivering the service are appropriately trained to do so and that the provider liaises with the schools (where they are not providing internally) to ensure all the peer mentors have had the appropriate training and are receiving appropriate support.

### **Who receives**

Children in year 6 who meet our Universal Plus target population criteria and are identified as likely to struggle with the transition to secondary school will be identified by their primary schools in conjunction with the inclusion officer from the Secondary school or the HeadStart Locality team using the HeadStart Southampton assessment tool.

Each transition programme will support up to 30 children.

### **How**

Face to face group-work and additional one to one support from peer mentors and staff as required. We will also be exploring potential of on-line support in conjunction with the core face to face support.

### **Where**

Some elements of this intervention will be based at the feeder Primary schools and receiving Secondary schools but we envisage service providers may wish to make use of community settings for at least part of the intervention, this will be determined by their individual bids.

### **When and how much**

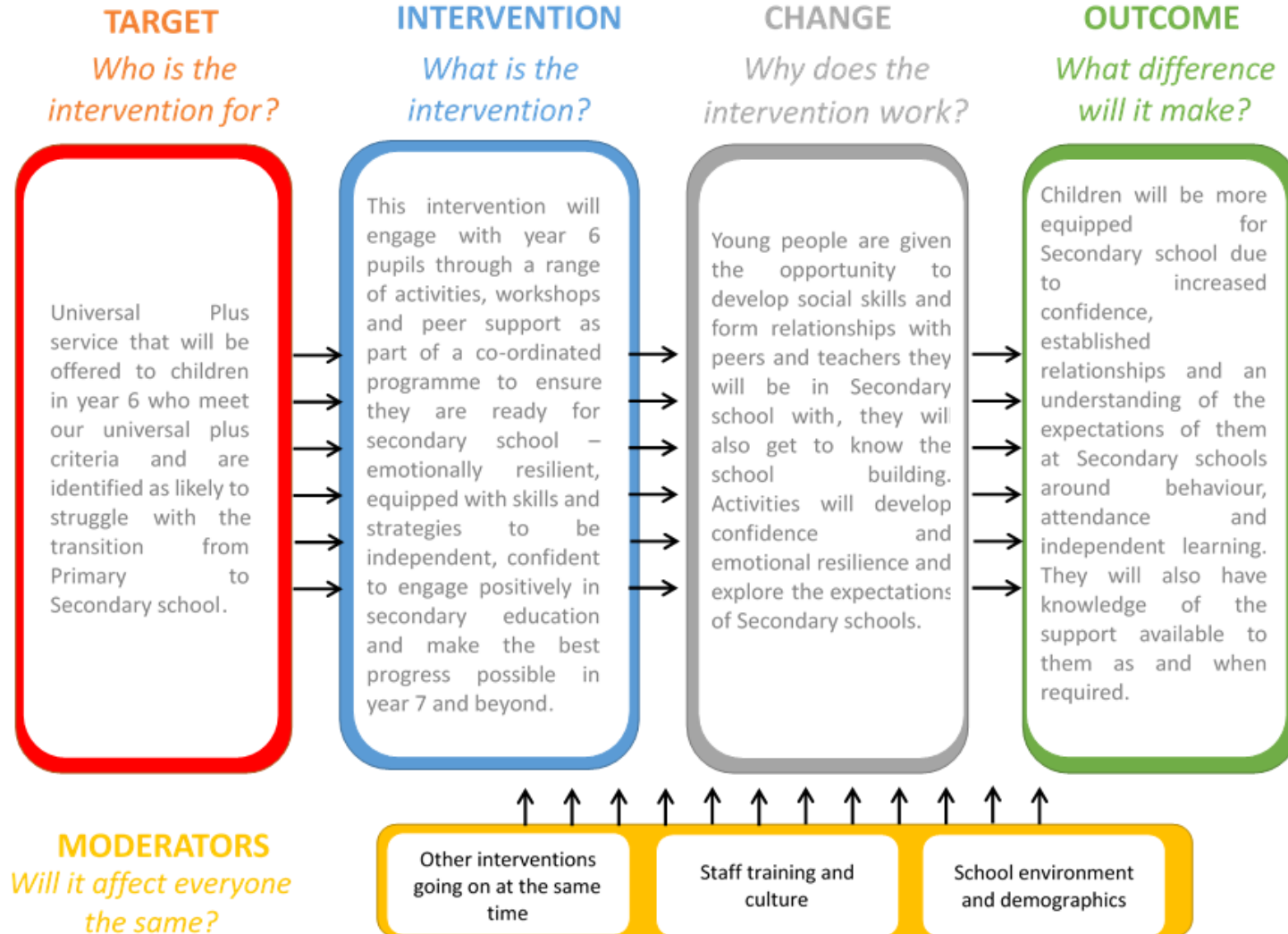
Our commissioning process will stipulate that the programme starts in the spring term before children move up to Secondary school and that there is some level of support through until at least the Christmas break once in year 7. We will also stipulate a minimum of 11 days support for each child as well as Primary school visits but some providers may submit bids which exceed this.

### **Tailoring**

We will be looking for providers who can assure us within their bids of their ability to tailor their programmes to meet the needs of the individual children accessing them. We will also be looking for providers who can evidence that they adapt service in response to CYP feedback (which they actively seek) and will work with us as part of our on-going co-production.

## Transition Support

UNDERSTANDING YOUR MODEL – Transition Support



## 8. Group work to support Parents

This includes Parenting Programmes; Peer Support and Parent/Carer Navigator

### **Why**

For children and young people to develop and maintain good emotional resilience and wellbeing; it is essential that their parents and carers have the understanding, skills and confidence to provide a nurturing environment with age appropriate boundaries.

In Southampton we will use HeadStart funding to provide support to parents using evidence based interventions based on a number of theories including social learning theory, attachment theory, self-efficacy theory and cognitive behaviour therapy.

Group interventions will focus on:

- Building high levels of parental self-esteem and self-awareness, so that parents can learn effective parenting skills.
- Learning effective strategies for dealing with unwanted behaviour; reducing harsh and ineffective discipline and building through praise, play and effective coaching.
- Providing environments where parents can access information and guidance from subject experts, and build networks of peer support to gain confidence and enable them to make informed choices.

We also plan to share information with all parents to enable them to know where to find good quality online, phone and text support services that would support them in their role as parents.

(NB: The term 'parent' is used to describe any adult with parental responsibility or with significant day to day involvement in the child's life; so may include step parents, partners, grandparents or carers.)

The rationale for providing parenting support within the HeadStart programme is based on the wealth of evidence that demonstrates the impact of parenting and family circumstances on the emotional well-being, development and outcomes for CYP. Evidence (example: JRF 2007; Sailor 2011; Troubled Families Programme findings and reports) has found differences in CYP outcomes have been shown to emerge early in life and be linked to both family circumstances such as social disadvantage, and parenting behaviours such as parenting style and actions. A child's environment is important for early cognitive and emotional development. It is therefore vital for a whole system approach that those people closest to CYP, peers, families, schools, extended family and community links etc. are included in HeadStart provision to maximise the benefits and impact of improved resilience and well-being of those CYP involved. Feedback from schools including in the Southampton HeadStart school survey, identified support to parents and families where there are clear identified needs such as chaotic or dysfunctional behaviour, or adult mental health or Domestic Abuse as a top priority.

The evidence base for parenting programmes is also extensive. The Dfe report (2011) showed effective and improving outcomes for parents and CYP arising from participation of parents in evidence-based programmes such as Strengthening Families. The positive effect on parent's mental well-being, and their style of parenting as well as the child's behaviour were found to be effective and positive change derived from parenting programmes. It is recognised in the HeadStart offer that the target parents should be those of CYP involved in HeadStart, especially those CYP receiving Universal Plus support. Moreover, as the targeted group support for CYP includes children living with or having experienced Domestic Abuse it is important to ensure some of the parenting offer is appropriate to those parents. Where DA is a factor

(historical or current) in family-life evidence also shows specialist programmes need to be tailored to address abusive behaviours. In addition, research such as the EIF (Early Intervention Foundation report on DA) and DA specialist reports (Safelives) clearly identify the value of working with both victims and perpetrators of abuse. Hence, Headstart parenting programmes should include some specialist work with fathers who have history of perpetrating or living with DA, as well as mothers who may have been victims of DA.

Experience locally and nationally shows the value of following-up interventions, with peer support and broadly the value of wider support groups for individuals with common interest or experience. This was evident from all the HeadStart pilot activities where feedback from workers and participants was that some on-going support was required after the intense or core intervention was complete. Therefore, some of the resources in this area will support and enable self-help groups and peer support within local communities. This will include developing 'champions' or volunteers from parents who have completed the training programmes to support other parental or family work.

The third part of this element is the development of a parent/carer navigator role, to be based in localities to build a bridge between parents and schools, plus access to HeadStart and other opportunities.

### **Who (recipients)**

Parents of CYP engaged in HeadStart, including those with additional or complex needs and/or those who have lived with Domestic Abuse. Parents will be identified and referred via their children's involvement in the programme using the HeadStart toolkit. Referrers will be schools, HeadStart workers, specialist services such as DA services and other professionals working with children & families. There will also be capacity for self-referral. Some parents may also have a family worker, or other lead professional involved, who would be able to invite, motivate and help the parents to stay engaged with an intervention.

### **What**

There will be a minimum 4 parenting programmes offered annually through HeadStart based in localities. Of these at least 1 will be tailored to meet the needs of parents who have lived with or have lived with DA. At least 1 of the programmes will specifically be for fathers during the first two years of each tranche roll out. In addition the parent/carer navigator will deliver a minimum of 6 short courses (half day) annually in localities to support and enable self-help groups and peer support within local communities. This will include developing 'champions' or volunteers from parents who have completed the training programmes to support other parental or family work.

### **Who**

Commissioning of the programmes will be to providers with specialist experience of providing recognised and evidence-based parenting programmes. Those targeted programmes will be delivered by experts in DA and specifically working with fathers or perpetrators of DA.



## **Where**

Parenting programmes will be delivered in each of the three localities in school and community-based settings. Schools will be key partners in the delivery of interventions with an expectation that they will provide free venues and refreshments for parents attending courses. It is not planned that school or cluster's staff's time to attend facilitator training or to deliver courses is backfilled - this would be the school's contribution to being able to be trained and resourced to run the provision in their setting. This will enable parents to attend a known, local venue, with the space, parking and facilities to accommodate them. Other venues such as community meeting spaces and places of worship can also be made available free or at low cost in some locations.

## **When & how much**

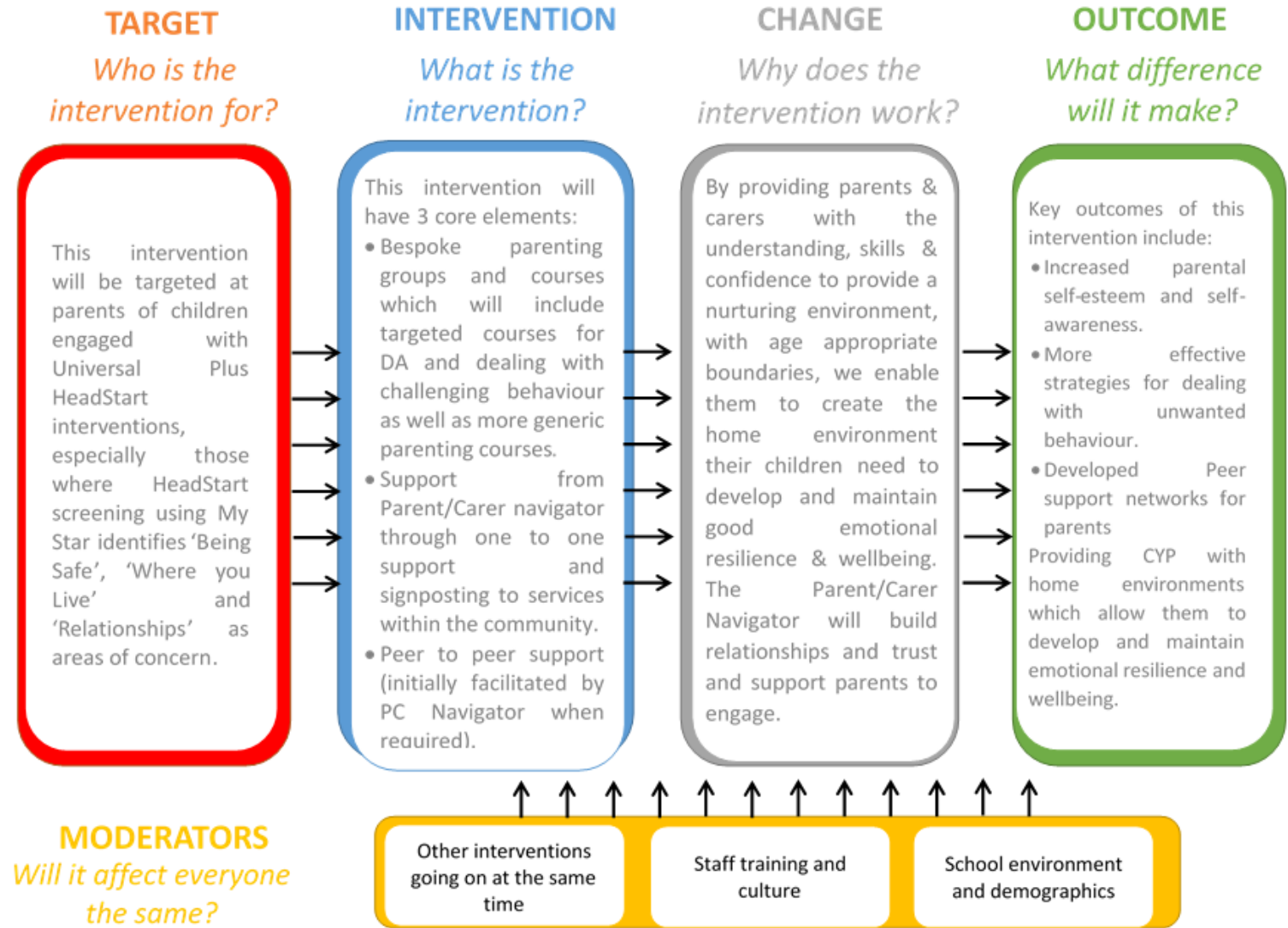
Programmes will run across term-times and evenings to enable easy access for parents while CYP are at school and to accommodate those who work.

It is estimated the parenting programmes could be commissioned within a single framework but allowing for collaborative bids or smaller bids for parents of the programme. This will facilitate specialist and more generic parenting providers in the delivery.

Details from consultation with parents and schools (on their perception of parent's needs) can be found in Appendix 7b.

## Positive Activities – Support for Parents

UNDERSTANDING YOUR MODEL – Support for Parents



## 9. Group work to support Young People

### **Why**

The HeadStart programme recognises the impact of adverse life experiences, such as domestic abuse (DA) and potentially other experiences such as bereavement or parental mental health problems on YP emotional well-being and resilience. The SCE (Social Care for Excellence) report suggests resilience and the capacity to cope will vary with each child and their circumstances, thus even with an experience of DA or another adverse life event the impact on CYP will vary. It is suggested that up to a third of CYP will cope despite an experience of DA. However, some YP with adverse life experiences may struggle to cope and it is this smaller number of YP that will benefit from additional focused support.

The targeted group work will provide a vehicle for CYP to access additional support from experts, within a school setting, to address the particular issues impacting on their life.

Consultation work with CYP in Southampton has identified group work as a form of intervention which young people feel would be useful, during consultation with 70 CYP through our Mental Health Matters Engagement work in September 2015 over 75% told us they thought group work should be available to support CYP's mental health needs.

The Early Intervention Foundation report on DA suggests early help for CYP with a DA background is very likely to be beneficial and although this is an emerging area and evidence of what works is patchy they found group interventions with a targeted cohort and expertise in the issue (DA) is likely to produce positive outcomes.

Young people who had lived with DA said themselves, in the big national research project (JRF 2014) what they wanted most was age-related help to enable them to understand their situation and someone they trust to talk to.

### **Who (recipients)**

The target population for this intervention is year 8 and 9's who meet the HeadStart UNIVERSAL PLUS criteria (My Star criteria plus at least one of three target groups).

### **What**

An evidence-based programme providing a framework of group work with varying intensity and scope. There will be a smaller number or very targeted and intense groups that focus on the core criteria of domestic abuse and disruptive behaviours. These will be based around the group work from Phase 2 that provide positive and respectful behaviour programme for YP experiencing adversity. There will also be a number of less intense courses, the providers will deliver age-appropriate programmes that aim to build resilience, empathy and pro-social behaviour. The groups will provide a safe setting to

explore and understand common experiences. Through all the groups young people will explore the links between their personal experiences and behaviours. They will also develop skills to manage risk and learn how to communicate in a safe and constructive manner, in turn helping them to build healthy relationships, social skills and emotional literacy. The courses will include areas such as building self-esteem; improving well-being; promoting a positive personal identity; improving relationships; promoting rights, respect and responsibility.

### **Who (provider)**

HeadStart will commission provider/s with expertise in working with CYP and in the issues relating to the targeted groups on a framework agreement. This will allow courses each year to be undertaken that relate to the specific needs of the cohort. Providers will be accredited trainers in their field and deliver an evidence- based programme in school and community settings.

### **Where**

This is primarily a school-based programme, although consideration must be given to delivering programmes to groups of CYP who are disengaged with the education system and to diverse communities that are finding services harder to reach. Therefore it is anticipated that a proportion of delivery will specifically target harder to reach groups of CYP.

Initially the courses will be offered by Tranches so the needs of the YP in each Tranche will dictate the courses that are pulled off the framework each year and offered. As some of the courses are very specialist in nature they will be delivered to YO from all of the schools in the Tranche. The HeadStart Operational Manager will work with the Emotional Wellbeing Assistants to look at the needs of each Tranche and locations for courses.

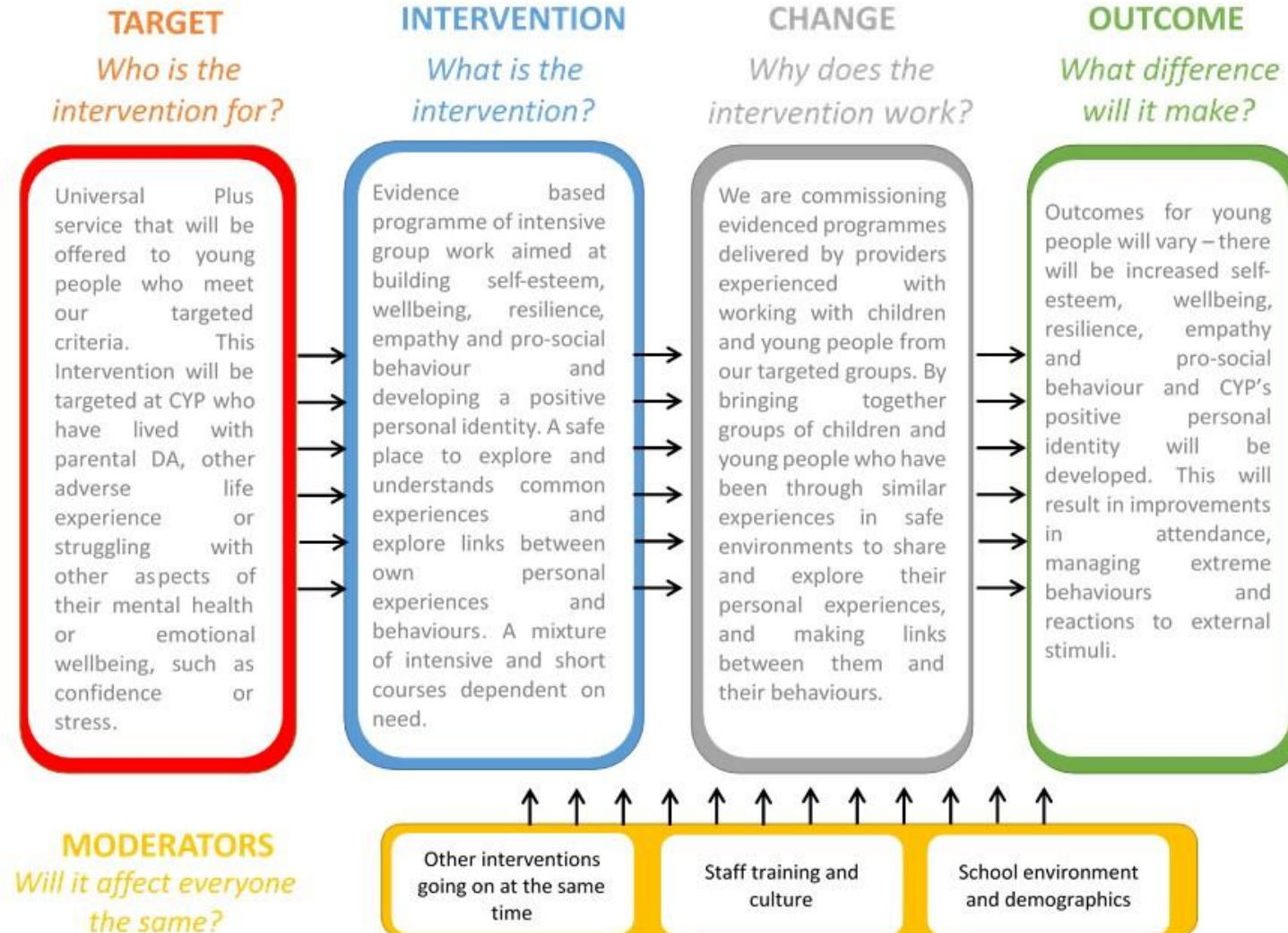
Once all the Tranches have commenced (Year 3) then this will move to locality based commissioning for the courses.

### **When & how much**

Initially there will be 6 intensive courses per year delivered to Tranche 2 and 3 and 8 for Tranche 1 and 12 and 14 short courses respectively. The intensive courses are 12 week courses and the short ones are 4 hours (delivery timescales dependent on individual course). Schools receiving the group work will be prioritised by need based on levels of local reports of anti-social behaviour, DA and school audits of CYP behaviour including exclusions and attendance.

## Targeted Group Work

UNDERSTANDING YOUR MODEL – Targeted Group Work



## Client Journeys

A number of events and workshops were held with children and young people themselves and key stakeholders such as school inclusion leads to test the model and that it would deliver the correct activity to the right child at the right time. We walked through various case studies to test our model, the referral processes and links between different elements within the model and how the process would look from the child or young person's point of view. Two example of the case studies and the client journey's we identified for them are below

Client journey – 1 – Emma for Disengagement of educational engagement. N.B. All names, photos & locations are fictitious but based on elements of real case studies

### **Emma**

I am 13 years old and I go to Redbridge School in Southampton. I live at home in Millbrook with my mum and my brother who is 19 and my little sister who is 4.

My mum used to go out and about but doesn't so much these days. The doctor says she's depressed and she is on tablets. I haven't seen that they've made much difference. More and more often these days mum asks me to do the food shopping and collect my little sister from school.

School is OK. I am in a nurture group at Redbridge as I am not doing as well in my lessons as I used to be doing. I like the class and the teachers. I am quite shy and sometimes feel a bit lonely. I don't like speaking in groups and I'm not sure of what I wanted to say so I tend to just agree with other people or keep quiet.

At school lately it seems like people talk a lot more about mental health. It's become a lot more normal, especially since we have done it in our PSHE lessons. It was in one of these lessons that I wondered whether I would like to talk to someone confidentially.

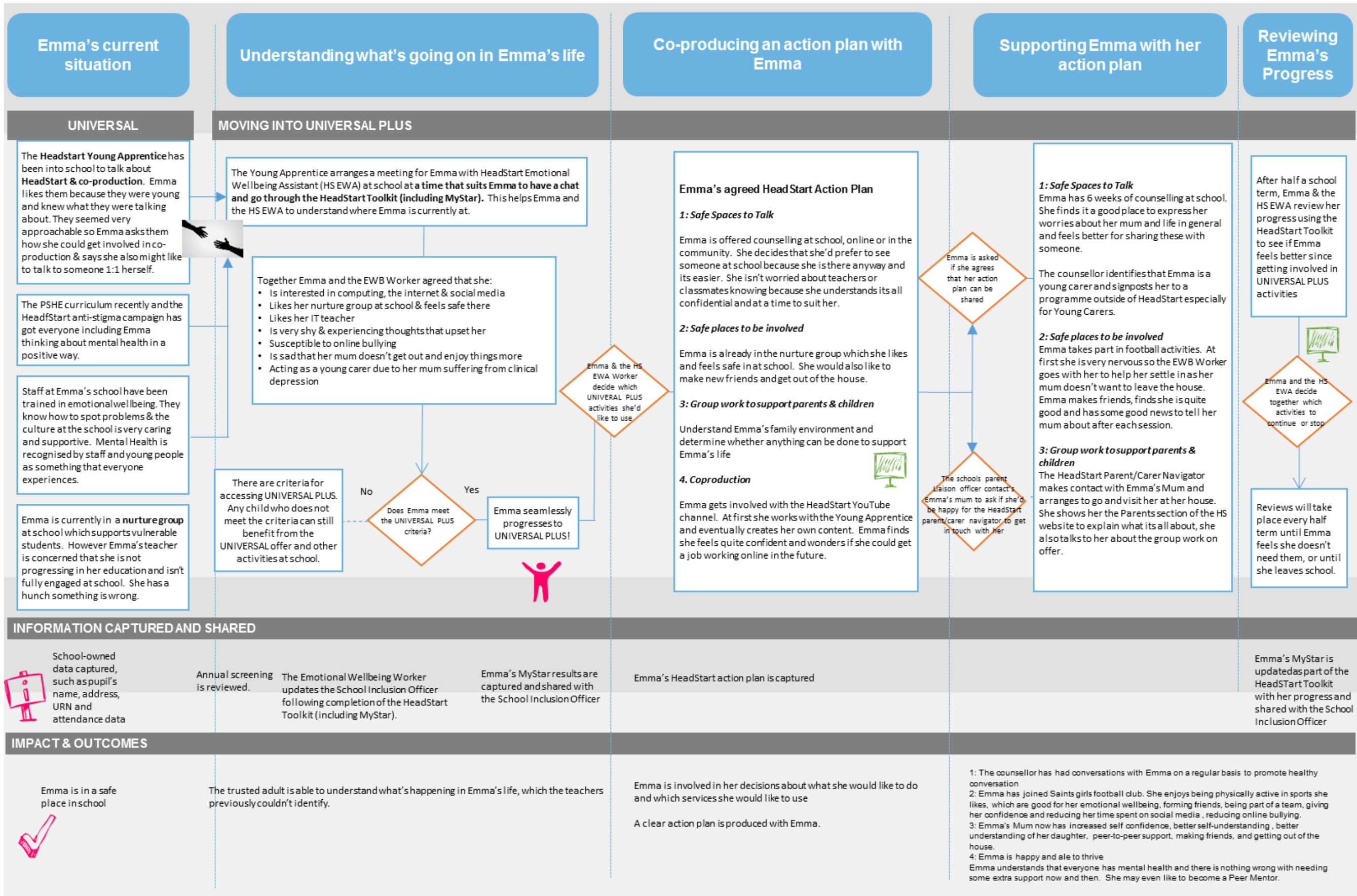
Sometimes kids at school put unkind things on Facebook which upset me. I had a boyfriend for a couple of weeks but since we broke up people calling me things like "weirdo" and "psycho" on Facebook and even though I ignore it, it makes me feel very sad and lonely inside.

We have had lessons from Mr Self and Ms Bains in I.T at school about online safety and I get all that. Actually I quite like I.T and social media when people aren't being horrible to me on it. In December of last year I went along to a Media Mentors day at Southampton Uni. I didn't want to go at first and tried everything I could to get out of it. Mr Self & Ms Bains were really encouraging and found ways to make it happen even when I forgot all my stuff. It turned out that everyone there was part of a nurture group. It was a fun day all about the internet, we even did some programming and at the end of it there was a session about self-confidence which I wasn't really expecting but it really sunk in. I found the day fun in the end and liked telling my mum about it when I got home.

Recently the HeadStart Apprentice for our area came in which was good because she was only a year or two older than me so I felt like it was OK to talk to her. I asked her how I might be able to get some help from HeadStart as I'd like to talk to someone, at school, without everyone knowing. She made the contacts for me and next thing I knew there I was!



I often tend to let things worry me and spend a lot of time on my own going over things. I don't feel very happy during those times but it's hard to know what else to do. Sometimes what I'm thinking about upset me which makes me want to spend more time on my own. Seeing my counsellor has really helped and now I'm getting involved with HeadStart I'm busy making my own YouTube Channel to help other people my age.





Client journey – 2 – J for domestic abuse. N.B. All names, photos & locations are fictitious but based on elements of real case studies

## J

I am 14 and live at home in Southampton with my mum and her boyfriend Dave.

When I was two my dad left mum has had a few boyfriends, 3 of them have lived at home with us. One of them, Zak, was into music and he used to play the guitar. He was pretty cool and said he would teach me, but then he and mum broke up and I didn't see him again.

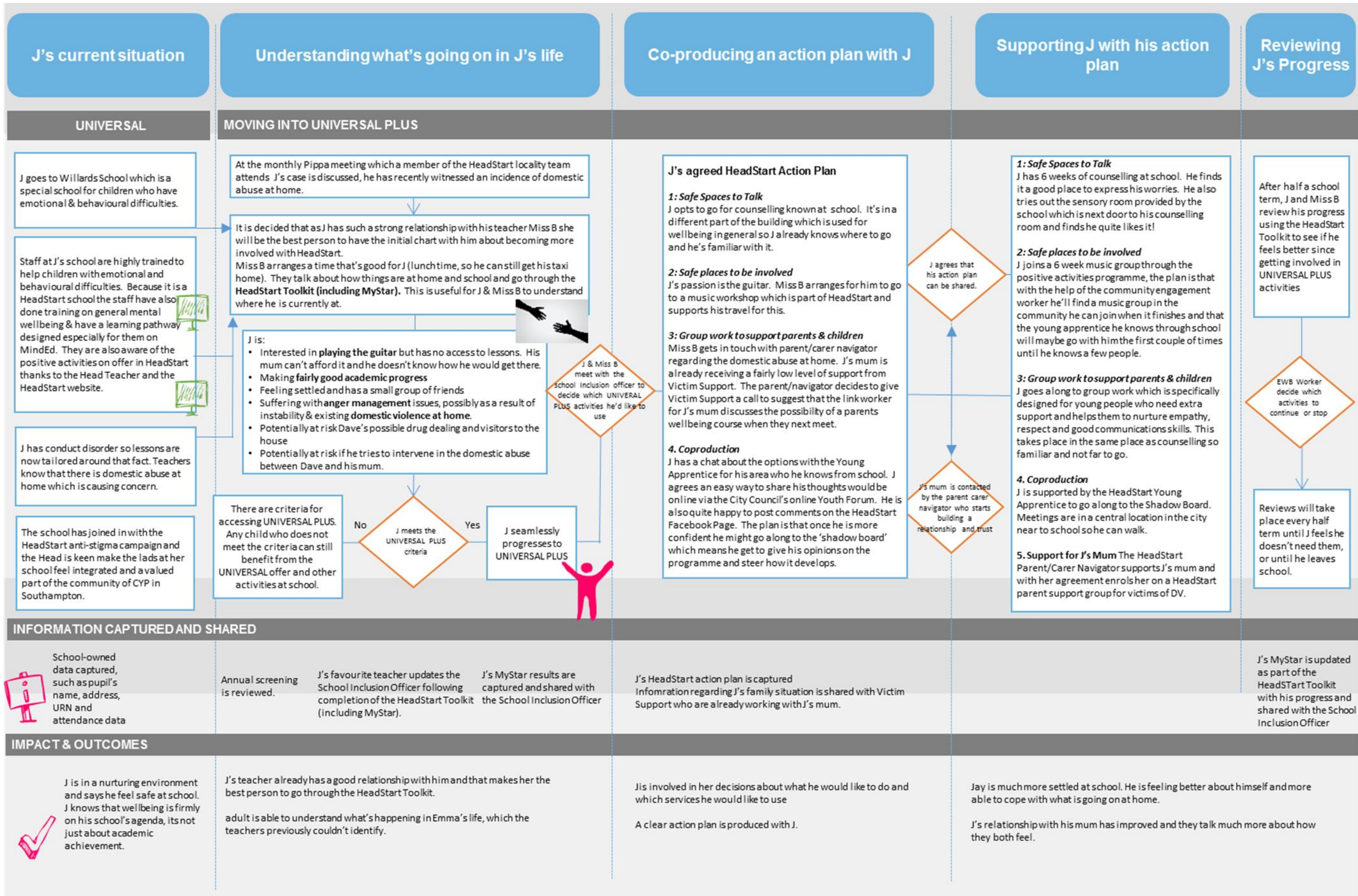
I don't like Dave. He has been in trouble with the Police because of his drug dealing. Although he says he's not doing it any more we have a lot of people coming and going at home which me and mum don't like. The real reason I don't like Dave though is that I hear him shouting at mum a lot and although she shouts back and she says she can give as good as she gets it makes me feel horrible inside. Sometimes I've heard noises like they are fighting and that really scares me and makes me so angry afterwards I want to punch Dave. Sometimes mum has shouted that I should call the police and I've been scared to do it but then they turn up and put a stop to it and Dave leaves for a while which is good.

As long as I can remember I've found school difficult and haven't enjoyed it. I always found it hard to understand lessons so I made my own fun and got told off and sent out of class and suspended a lot. Sometimes I've felt so angry I've chucked stuff across the room or got into fights with classmates. Mum has come to get me from school loads of times in the past. School have said that I can't take part in outings like the summer fayre and trips abroad because I cause too many problems. Part of me is sad about that but when I get angry it's really hard to control.

We have had a lot of people from the Council and whatever at home over the years. They've all asked loads of questions and tried to interfere. Because of this I've now got something called an Education, Health & Care Plan and when I was 12 I was sent to the Willard School which is a Special School for kids with emotional and behavioural problems.

I was well pissed off when I found out I was going there but it's the best thing that ever happened to me. The teachers are great and I like the fact there are not so many kids there. Lessons are much easier to understand and when I get angry there is always someone to talk to. Also there is a woman there who does head massages and relaxation which turns out to be quite good. Because everyone's got problems at my school it's not unusual to have some extra help which is I think is good for everyone.

My big thing I like is music and the Head Teacher says I can play at the summer fayre if I do well at school and keep practising. It makes me forget problems and I feel happy when I'm playing. That's the thing I'd like to be really good at.



## Digital Strategy

### **Why**

The HeadStart Southampton approach to digital is to explore and encourage young people to use the internet and digital realm with resilience and confidence so they chose to make positive decisions.

We are considering two aspects of 'digital' in the context of HeadStart:

- a) As a key channel to provide access to information and support.
- b) As a potentially a significant source of additional pressure on young people with a negative influence on their mental well-being.

Rapid developments in technology and online behaviour present excellent opportunities but also new risks. Through their use of e-technology children and young people are able to access world-wide information, get their entertainment including films and music, and network with others through social media. Children and young people are increasingly using the Internet as an integral part of their learning and leisure and this is likely to continue as digital technology and easy access to it progresses. Young people have told us that digital media is the most useful form of youth engagement and social media and digital Apps were the top two responses in how they would like HeadStart to provide information to them. A significant advantage of digital is that it also allows young people to seek information and be involved anonymously if they wish which will also contribute to engagement levels.

Alongside the many benefits are a number of risks, including the risks of exploitation, exposure to and sharing of explicit material (including sexting), identity theft, grooming, radicalisation, sharing personal information, gambling or running up debts, cyber-bullying and cyber-hacking. In 2014, 4,500 children talked to ChildLine about online bullying and 62% of children interviewed in the 2015 Annual Bullying Survey stated they had been cyber bullied. Most of these risks are not new, but are now taking place in a new environment in new forms. Many parents and carers find it challenging to support and guide their children through these risks. It is essential that agencies recognise the benefits of internet use, whilst also safeguarding from harm through putting measured protection in place.

The NSPCC in their national research identified that many children don't talk about their negative experiences as they feel ashamed or guilty, they may not know who to tell or they may not realise they are being bullied. At the recent HeadStart Cornwall Digital Conference, Professor Andy Phippen expressed his view that a restrictive risk averse approach to the digital realm will not work and we need to think more broadly. He captured this by saying "there is nothing inherently wrong with social media", adding "if a child is being bullied in the playground are we going to try and get rid of the playground?"

Young people have expertise in this area and it is vital that we learn from them. Our approach is one of co-production and young people themselves will be supported by commissioned 'digital' experts to design and develop innovative and cost effective activity.

We can also use learning from the BIG Lottery national programme Digital event on 3 November 2015 and the HeadStart Cornwall Digital Conference on 9 February 2016:

- We need to avoid significant investment on the development of duplicating Apps, websites and platforms.
- In this sector there is still a lack of understanding of the issue and how to deal with it.

We will also work closely with Southampton's Local Children's Safeguarding Board on a draft E-Safety Strategy and ensure that we consider e-safety across all elements of our programme. We are already working on this area:

- We have considered on-going resource requirements to manage its implementation and further development.
- An audit of health and well-being Apps for children and young people has been undertaken.

### 3. What (materials):

Co-production will be key in informing the materials used throughout the programme.

Universal Level – Whole school approach, anti-stigma and raising awareness and emotional wellbeing development

- A HeadStart Southampton website
- Utilising existing social media platforms (new Facebook page, existing Twitter @HeadStartSouth, new Snap Chat and new YouTube channel). Snapchat is now the third most popular social network platform after Facebook and Twitter respectively <http://techcrunch.com/2014/08/11/snapchat-is-now-the-3-social-app-among-millennials/>
- E-safety strategy under development in partnership with the Local Safeguarding Children's Board to be delivered in PSHE to YP and parents via workshops, newsletters and emails correspondence
- Links to web resources such as MindEd on the Website and information about these resources embedded into the PSHE curriculum

Universal Plus Level -

- Counselling - Online counselling platform via emails and on-line live chat
- Safe Places – themes during school safe places to include e-safety and e-resources
- Peer to peer support – On-line discussion forums will be explored and co-produced by peer mentors and Young Apprentices alongside developing some of the resources for the Universal level including YouTube resources
- Transition – introduction to social media both for e-safety and as a resource
- Group work for parents – development of peer support groups including on-line (email and Facebook) and e-resources.
- Group work for young people – looking for providers who can also provide tailored support via different mediums including digital.

Alongside the above we will be looking for the digital manager to develop feedback mechanisms for young people and adults that are digital.

#### 4. What (procedures):

The new HeadStart website will be bright, bold, fun and easy to navigate. There will be 3 sections available (similar to Young Minds' <http://www.youngminds.org.uk>). The 3 sections will be for:

- CYP
- Interested Adults (including parents/carers and volunteers/community groups working with CYP)
- Professionals (school staff and other professionals working with CYP). Each section will feature relevant information as follows:

##### Home page:

- Links to 3 sections for CYP, Parents & Carers and Adults Working With Children
- An explanation of HeadStart and its purpose, plus what sort of information can be found on the website
- Anti-stigma campaign information
- Contact details [headstart@southampton.gov.uk](mailto:headstart@southampton.gov.uk)
- News
- Links to social media (Facebook, Twitter, and Snapchat).

##### CYP

- An explanation of HeadStart and its purpose
- Anti-stigma information about mental health
- Activities on offer within HeadStart
- Useful self-help on-line resources
- Who can take part in these activities
- How to self-refer into the programme
- Who the Young Apprentice is for each locality – photo and contact details
- How to get involved in the programme (“we want your ideas and feedback on the activities” via online forums and ‘real life’ meetings, promotion of the Youth Panel, the Police & Crime Commissioners Youth Commission, ‘A Better Me’, campaign and police cadets.

##### Parents & Carers

- Parenting support and courses on offer
- How to self-refer to the above
- How to get involved, “we want your ideas” as above plus promotion of Southampton People’s Panel
- Bespoke learning pathway for Parents/Carers from MindEd
- Bespoke learning pathway for Community volunteers from MindEd
- Links to local and national agencies and support available (e.g. Parents Say Toolkit on Young Minds web site, Southampton Families Matter, Domestic Violence services, national parenting charities)

##### Adults working with children

- Bespoke learning pathways for Teachers and other school staff via MindEd

- Explanation of what's on offer, the city wide nature of the programme and clear referral criteria including an example of criteria check list
- How to make a quick contact to refer within HeadStart.
- "We want your ideas" as above.

We will also work closely with Southampton's Local Children's Safeguarding Board on a draft E-Safety Strategy and ensure that we consider e-safety across all elements of our programme. We are already working on this area:

- We have considered on-going resource requirements to manage its implementation and further development.
- An audit of health and well-being Apps for children and young people has been undertaken.

#### 5. **Who provides:**

The HeadStart website will be set up by an external provider secured via the City Council's procurement process and overseen by the digital manager.

Social Media will be managed in-house by the programme's Digital Lead who will work with the Community Engagement Officer, Young Apprentices and young people in the localities.

A provider for online counselling will be secured via the City Council's procurement process.

Bespoke online learning pathways will be provided by MindEd.

#### 6. **Who receives:**

The website will be a universal service that will benefit children at a whole school/whole community level however we will be working with children and young people on co-production groups to ensure that it is particularly engaging to children in our target population age bracket (years 8-9).

Social Media communications will be for any CYP or adult who has expressed an interest in the programme by liking or following the accounts.

It will also be a resource for teachers and other people who are working with young people

#### 7. **How:**

The digital element of this intervention is key to reaching large numbers of children as is group work including school assemblies and PSHE lessons. Activities will be set up to work with smaller groups of children and there will be mechanisms in place to refer children on to other elements of the HeadStart programme if during the work they are identified as meeting the Universal Plus elements criteria.

#### 8. **Where:**

The digital offer will be primarily offered via the digital realm and therefore available universally. Online counselling specifically would involve an initial assessment of children wishing to access. The digital offer will be promoted via the locality teams, particularly the Community Engagement Officer and Young Apprentices.

**9. When and how much:**

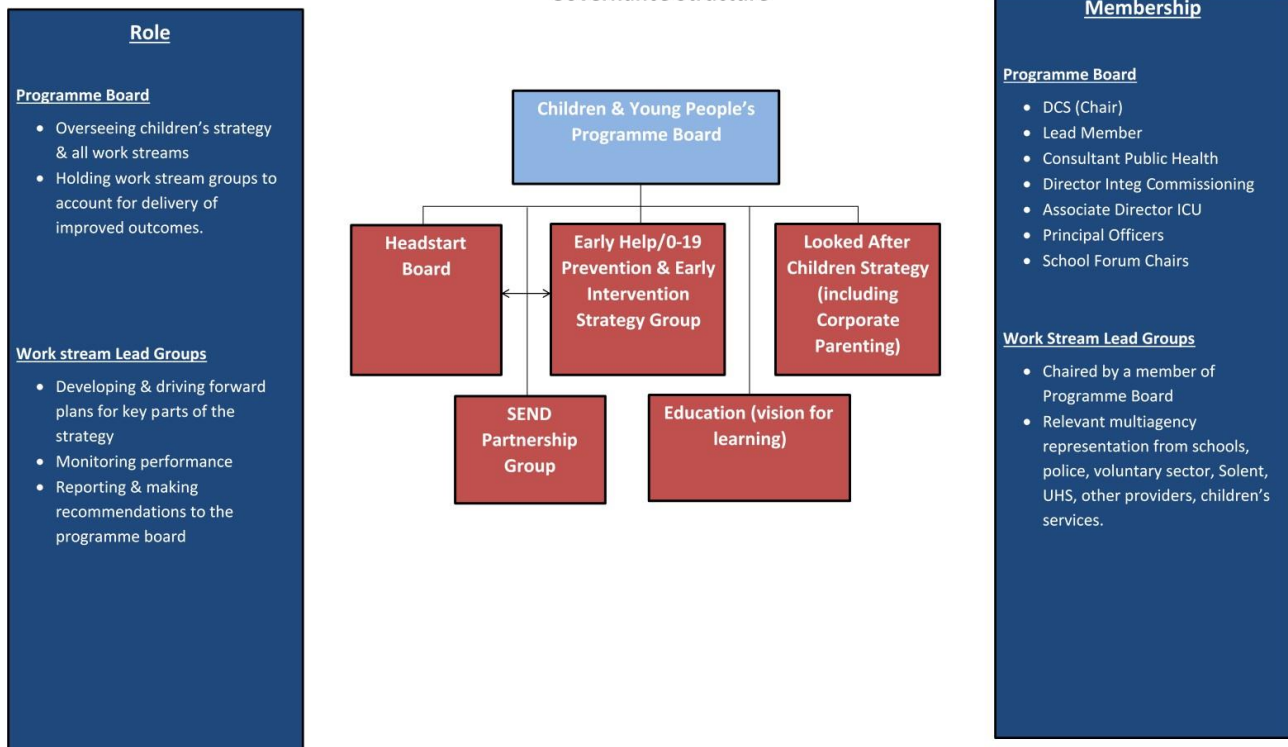
The digital offer will be ongoing and universally available for the duration of the HeadStart.

**10. Tailoring:**

The digital offer will be created to suit the needs of children and young people and adults in Southampton. It will be co-produced with young people to ensure that it is created and 'owned' by CYP. As the programme progresses the digital offer will be altered in line with young people's views and requirements to keep it fresh, relevant and engaging for CYP in Southampton. The Young Apprentices will regularly update the content on the HeadStart website. They will also provide regular updates on social media to give live updates as to what is happening in the programme and how other CYP can get involved. We expect CYP themselves to have a significant impact on how this aspect of Headstart develops.

## Governance

### Children & Young People's Service Development Governance Structure



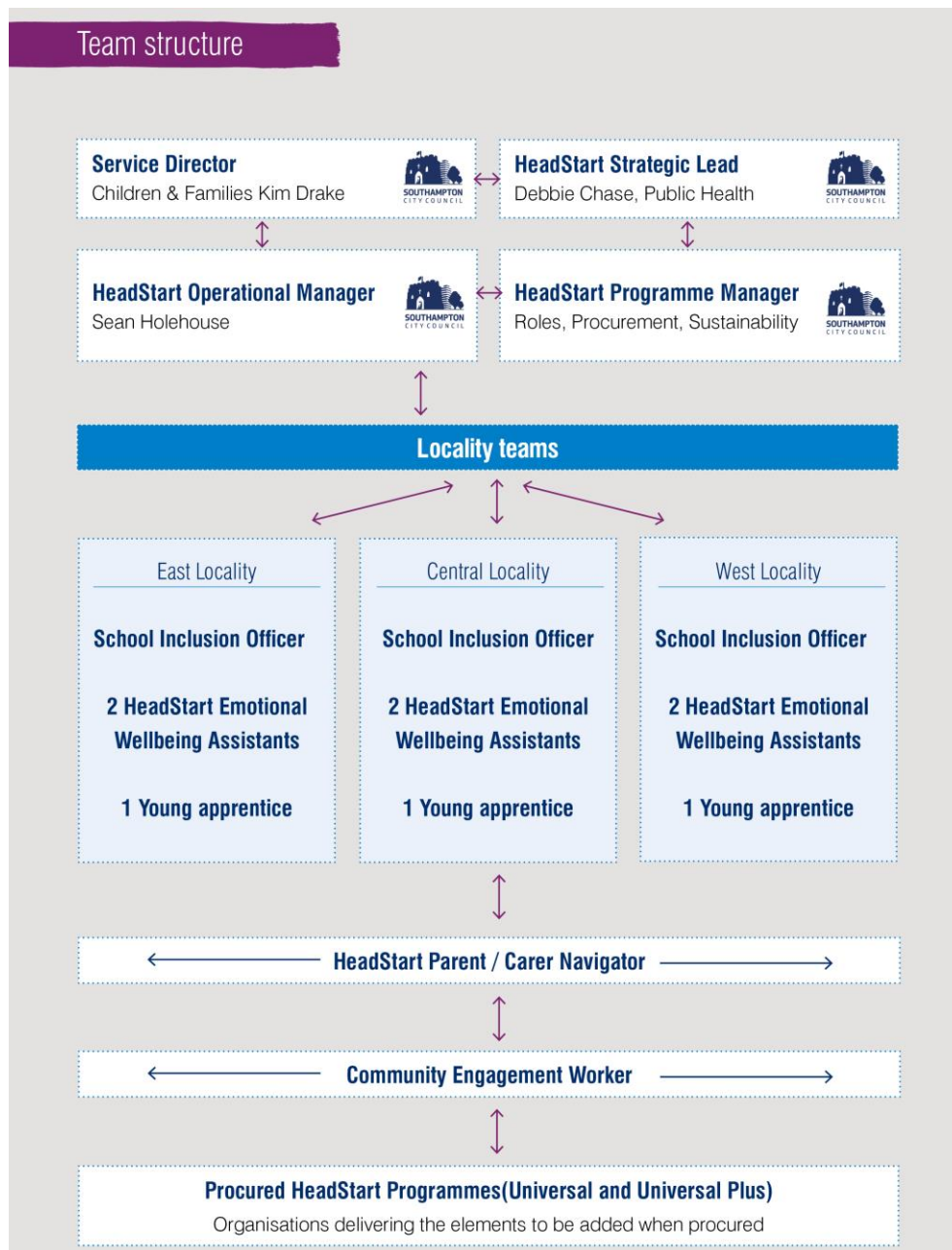
The diagram above shows the governance structure of the HeadStart programme. The HeadStart Board is a monthly multi-agency board that is chaired by the strategic lead Debbie Chase who is a Consultant in Public Health. This board will feed directly into a new Children and Young People's Partnership Board. Debbie Chase will sit on the Children and Young People Partnership Board which will be chaired by the Director of Children's Services – Kim Drake. The Children and Young People's Partnership Board will be a citywide forum to oversee the children and young people's agenda. This aligns with the three existing partnership boards in the city; Health and Wellbeing, Safe City and Employment, Skills and Learning.

In line with other partnership boards, the Children and Young People's Partnership Board will have responsibility for implementing citywide children and young people's strategy, and driving improvements against the overarching outcome of 'children and young people get a good start in life'. It will be chaired by the Director of Children's Services and includes the Cabinet member, Director for Commissioning, and representatives from appropriate partners such as health, police, education, voluntary sector and others.

Southampton Connect is the overarching strategic partnership board for the city, which sets the city strategy and monitors high level outcomes. They are currently developing priorities in terms of outcomes for children and young people that Connect can own and drive forward.



## Team Structure



As discussed previously following our learning from Phase 2 and the alignment of HeadStart with the Better Care agenda across the city we have created three locality teams and will have a HeadStart Operational Manager responsible for the coordination of the HeadStart teams and rolling out the programme across the Tranches. Within the core HeadStart team there are HeadStart Emotional Wellbeing Officers who will be responsible for coordinating the young person's journey through HeadStart with the school's Inclusion Officer. They will also be involved in delivering some of the Universal Programmes and Universal Plus 'safe places to be involved' in schools.

Each locality will also have a Young Apprentice, they will work to the Community Engagement Worker and between them they will be responsible for ensuring that co-production happens with Young People. They will deliver some of the anti-stigma campaigns and awareness raising. They will also help deliver some of the 'safe places to be involved in schools' alongside the HeadStart Emotional Wellbeing Officers and co-

ordinate the ‘safe places to be involved in the community’, including working with young people to develop the marketplace and design and procure groups.

The final role is the HeadStart parent/carer navigator who will be responsible for working with parents at a Universal level and at a Universal Plus level to help them navigate through HeadStart and the wider system, provide information and awareness sessions and develop parent networks and peer support groups.

It is anticipated that these roles will be provided by different providers and so the role of the HeadStart Operational Manager will be essential to ensure that the teams work together effectively. The operational manager will coordinate these roles across the localities, and Tranches. Each tranche will have schools from all three localities and so the Operational Manager will co-ordinate monthly tranche meetings that will move to locality meetings once all 3 tranches have started. The HeadStart operational manager will work with the wider system to ensure that HeadStart is linking with key other areas in education and other networks such as CAMHS, school nursing and substance misuse services. The Operational Manager will report directly into the Children’s Services Director Kim Drake.

Alongside the operational manager it was also felt to be important that there was a dedicated HeadStart Programme manager to oversee the strategic direction of HeadStart, contract monitor all of the different programmes within HeadStart and continue to develop the procurement of programmes and development of the sustainability plan. In order to ensure that HeadStart is sustainable we have put together an ambitious financial model that will look to provide funding for HeadStart within the 5 years of the Big Lottery funded programme. This will require a dedicated resource focussing on wider strategic changes in existing services, helping to fund HeadStart moving forward and to move to a place where the schools themselves take a much more strategic role in commissioning HeadStart.

The Programme Manager will report directly into the Strategic Lead – Debbie Chase who will chair the monthly HeadStart Board. There will need to be strong working relationships between the operational manager and programme manager and they will have twice monthly meetings initially moving to monthly to ensure the smooth running and roll out of HeadStart. Alongside HeadStart, Debbie Chase is the Public Health lead for Child Health and Wellbeing. The strong relationship between the Strategic Lead and the Service Director, Kim Drake, will continue to be strengthened by them both being part of the Children and Young People’s Partnership Board.

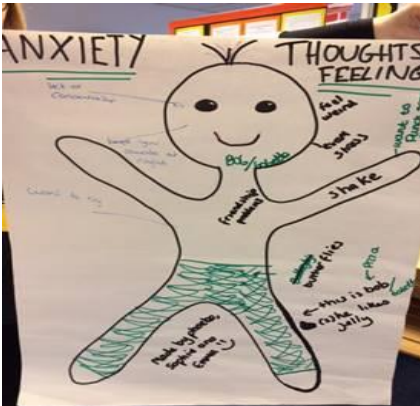
## Youth engagement

### **Our Approach to Participation and Engagement with Young People**

#### **Introduction**

Participation is the process by which an individual or groups of individuals can influence decision making and bring about change. Children and young people’s participation is equally as important to individual decision-making (for example relating to a child’s health or care plan) as it is to strategic decision-making that affects numerous children and young people or specific target groups.

Young people’s participation has been recognised as having a positive influence on the mental health and wellbeing of the young people participating and on the quality of the services involved, in terms of understanding the needs of young people. However it has also been documented by organisations such as the Carnegie Trust and the National Children’s Bureau that much more action is required to increase young people’s participation within services: both in terms of breadth (the amount of young people involved) and depth (the meaningfulness of their involvement).



At HeadStart Southampton, we recognise that for participation to be meaningful, we need to go beyond consultation (where young people are asked their views) and follow a strengths based, co-production approach. We will not speak on behalf of young people, assuming what they do or do not need; instead we want young people to have a voice and choice for their mental health by co-designing a care package which is best suited to their personal needs.

It is important to add, that while we have done a great deal of consultation with young people, there has been far less high level co-production. Going forward, we want to make sure that our co-production approach is much stronger throughout the delivery of the project.

### HeadStart Young Apprentice Journey

To give Southampton's young people a strong voice in the programme, we employed two HeadStart Apprentices who were hosted by No Limits. As well as gaining formal youth work qualifications, they played a pivotal part in empowering young people by ensuring that their ideas, opinions and proposals were present throughout the planning stage of Phase 3. Commenting on her overall experience as a HeadStart Apprentice, Naomi Cain stated the following:

*“During my time working with HeadStart I have developed on personal and professional levels. There have been challenges, ups and downs and I have learned so much from the people I have worked with and the opportunities I could never have imagined. It has been one of the best experiences of my life and I really have enjoyed it and feel so thankful to everyone who has made it possible for me to be a part of it, I feel very passionately about all of the issues that HeadStart focuses on. I would like to thank Big Lottery, No limits and Southampton City Council for this amazing and life changing opportunity that you have given me”.*



### Our Phase 3 Participation and Engagement Vision

Throughout Phase 2, we have actively listened to children and young people to find out if and how they would like to be involved in HeadStart going forward. Their views have helped influence our 6 key principles to best practice in youth engagement and will be at the core of everything we do going forward.

1. Give young people a voice and a choice for their mental health

**Example:** Young people will create their own action plan (subject to their personal needs) using the MyStar tool with HeadStart locality teams and school inclusion lead

**2. Support young people by reducing barriers to participation**

**Example:** We will ensure that consultation arrangements make it easy for young people to participate. Our Apprentices and Community Engagement Worker will be in post to make sure that we are working with young people in adaptable ways best suited to their needs. We will consider timing, location, face to face consultations and make online consultations easier to complete.

**3. Promote inclusion and diversity**

**Example:** Our work with young people has highlighted to us the great need to ensure that we are able to offer a variety of support in a variety of different venues and locations so that we can meet the diverse needs of our community that make up children and young people in Southampton. To help inform our inclusion targets for Phase 2, our HeadStart Apprentices delivered a creative workshop for young people to create a visual representation for our inclusion targets for Phase 3. The young people created a tree whereby the roots represent our current situation (our current target groups), the trunk shows how we are going to get where we want to be (who we want to target) and the hands represent our aspirations for inclusion. We will be looking to hold another workshop to finalise our inclusion targets going forward.

**4. Empower all young people by giving responsibility and ownership**

**Example:** Young people will be invited to voluntary focus groups and workshops to review the project on a quarterly basis. This feedback will help inform the HeadStart team as to what is working well and what we can improve on. Following on from this, we will provide young people with meaningful feedback on the impact of their involvement soon after their participation.

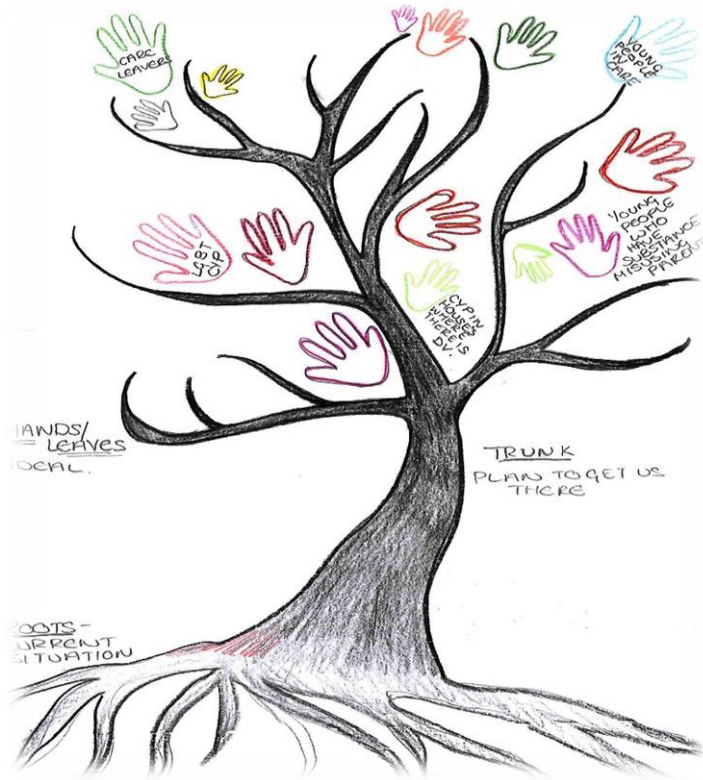
**5. Celebrate achievements through rewards and recognition**

**Example:** we will recognise success and celebrate young people's achievements through our communications and events. Alongside this there will be Peer-mentoring accreditation, prizes and opportunities to attend local and national events.

**6. Provide a positive, safe and enjoyable culture**

**Example: HeadStart**

Southampton follows an asset based approach which wants to help young people thrive by focusing on their strengths and potentials rather than disadvantages. We have asked young people what safe spaces mean to them and where they would feel most at ease seeking support or participating in enjoyable activities in safe, secure places.



**A selection of our future milestones for youth engagement and participation**

Having listened to how young people would like to participate in Phase 3, we have made sure that our proposal has a wide range of options for youth involvement including engaging young people in commissioning, evaluation, strategic planning and governance.

**Recruitment of a shadow board (name to be designed by young people)**

Members of the shadow board will have high levels of responsibility and control. They will promote HeadStart and mental health awareness at both a local and national level.

**Design and development of young person’s charter- created by young people for young people**

The charter aims to inspire and stimulate enquiry and debate and sets out what children and young people need and expect from HeadStart Southampton. The charter will be created from what young people have said at HeadStart consultations and workshops and will be reviewed by children and young people across Southampton. The final charter will go live once reviewed by the HeadStart Shadow Board.

**Creation of a HeadStart Southampton YouTube channel**

With YouTube being a popular digital platform, young people across schools, community groups and HeadStart Champions could input to a Southampton HeadStart YouTube channel. This channel would be created for young people to create and develop content (e.g. short films to explore issues that affect them, document HeadStart activities and events).

**HeadStart school’s showcase events (termly)**

Each school could have the opportunity to run a youth led event and invite other HeadStart schools.

**Opportunities to meet with HeadStart projects across England**

Bringing HeadStart projects together to share learning and good practice. Young people who attend get the opportunity to travel somewhere new, meet new people with similar interest and take part in activities. It's a safe space for them to do something fun in a new location!

### **E-health and new technologies in youth mental health- digital innovation explored**

This resource will be used to enhance existing digital provision when supporting emotional well-being, in line with HeadStart outcomes. The digital service could be used to facilitate access of young people to the service; provide online counselling; provide peer support and facilitate peer communication; facilitate self-management/self-help.

### **Young people involved with reviews and evaluation**

Built into service agreements will be opportunity for children and young people to be giving their feedback on service. Feedback can be confidential.

### **Yearly celebration designed by young people for young people**

Larger scale event to celebrate the work of HeadStart Southampton. Co-designed by young people

For more future milestones, please refer to Appendix 8. Appendix 9a and 9b give further details of ongoing participation and engagement approach.

## Sustainability

HeadStart Southampton comes at a critical point for our City; it will provide the catalyst for our City wide approach to prevention and early intervention for 10-16 year olds. It will not only provide an infrastructure to ensure 10-16 year olds are involved in decisions and responsive to their changing needs, it will also provide capacity in the system, both in skilling up the workforce and providing additional support such as one to one, group work and safe places to talk.

HeadStart funding will 'add value' to our city wide strategic intent by implementing our school based model with all secondary schools in the city being involved and owning the programme. This provides a strong platform for the Council and schools to capitalise upon in our developing relationship to deliver systemic social and emotional well-being good practice to improve outcomes over the life of the programme and beyond.

***"The sharing of information to make the right decision at the right time will be key to young people in helping them to get the best possible start. This is not a case holding model – the focus begins much further back in the process. It's about recognising the signs and the symptoms. In 5-6 years this model should be making our lives better!"***

***Ewan Scott, Chair of Secondary Heads Conference.***

HeadStart will add value by supporting and adding capacity particularly within schools to our joined-up approaches to these issues and wider linkages across strategic activity. The issues include:

- Domestic violence and its impact on children, young people and parenting capacity including in some families familial violence and/or angry, aggressive behaviour in schools.
- Parenting Programmes that build capacity for more of our families to cope, and help their children to cope with challenging circumstances.

- Development of behaviour management approaches from universal services upwards that are founded upon Restorative Practice / Restorative Justice Principles and models.
- Prevention and Early Intervention service offers that include earlier identification of children and young people and families “at risk” of problems emerging.
- A better defined vision for the role of Universal Services in wider child and family well-being.

In addition to providing capacity, HeadStart Southampton adds value by providing an infrastructure that sits strongly with schools and is flexible to the changing needs of children and young people.

## HeadStart Southampton and the wider strategic context

Southampton HeadStart supports the city’s strategic vision: ‘Southampton – City of opportunity where everyone thrives’. The Headstart strategy will be embedded in our strategic framework, and work alongside existing strategies, policies and delivery plans to support our commitment to giving children and young people a good start in life. Our 0-19 year joint health and social care strategy has three themes: Healthy lifestyles (including mental wellbeing), parenting skills and development/behaviour. Currently, strategic intent tend to focus on supporting children 0-5 years and their families. Southampton HeadStart provides the infrastructure, capacity and opportunity for schools to take the lead in driving these strategic priorities forward for 10-16 year olds.

Southampton HeadStart strongly aligns and adds value to our CAMHs transformation (Future in Mind) proposals , our Prevention and Early Intervention Strategy for children and families, our Better Care proposals and our consequent commissioning of a range of services: Southampton Healthy Ambition (school nursing), Families Matters (troubled families)/Early Help, School Attendance Action Plan and Domestic Violence. These services are better aligned than they have been. Integrated Commissioning arrangements across health and social care are well placed to maintain this strong strategic alignment of our efforts.

Our HeadStart Strategy and model will compliment and align with our wider service offer. We have a good understanding of our population needs, improving schools and colleges, a growing economy and a number of innovative services providers. Our Health and Wellbeing Strategy has a focus on children and young people’s physical and mental health. The Council is updating the Health and Wellbeing Strategy this year, and will reference the critical role HeadStart Southampton can provide in creating the environment in our city in which many more of our children get the support they need at the earliest opportunity proportionate to their level of need.

***“We’ve got some good things on in the educational sector in this city, and I think this can and should be one of them, and there shouldn’t be a school, shouldn’t be a school community, shouldn’t be a part of the city that isn’t aware and affected by this. And I think growing a community of practice and the right and good engagement of young people across the city, is going to be vital.***

***When those agendas [of different agencies] match you get a situation like we’re in where one plus one is equalling ten for us at the moment, because we’ve accessed all of these additional services for our youngsters”.***

***Anne Hendon-John, Head teacher Polygon School***

## Sustainability safeguards

Sustainability is critical to our plans for long term transformation by building the intrinsic resilience and character of our children and families in the face of both opportunity and challenge today and in the future. Southampton needs HeadStart to be embedded within the city's context long-term. Our sustainability plan anticipates the continuity of services, being built on a foundation of alternative recurring funding. However, should it be difficult to secure ongoing alternative funding the sustainability plan also sets out to maximise the long term benefits within existing Council and School resources.

As a school based model it is critical that the schools themselves own the activity, functions and integrity of the HeadStart model. The agreement for schools to receive the programme is on the basis of adding value to existing school funded related services, such as internally delivered inclusion/pastoral support and bought in external services such as Educational Psychologists and Education Welfare etc. Specifically each element of the programme will be fully funded for two years for a school, thereafter with phased contributions and ultimately by the end of the programme becoming self-reliant via schools budgets predominately and/or incorporating evidence based good practice within existing Council contracts (see appendix 10 for our Integrated Commissioning Unit Contract 'Life Cycle').

Our partnership governance structure will underpin this by including key decision-makers, providing links into the wider agendas. Our commissioning leadership of the programme has already made our planning more joined up, and we will seek to solidify the foundations of this approach moving forward. The co-commissioning group has an intelligence led approach with an understanding of the existing relevant funding streams, including current spend against programme activity.

The sustainability of HeadStart Southampton beyond the funding period was discussed at the city's secondary heads at the Schools Forum (11 February 2016 – see minutes in appendix 11). The Heads group agreed in principle that schools will need to pick up some of the cost in the future and that an options appraisal will be undertaken to agree the approach.

One option for consideration is a joint ownership approach with the schools utilising the Schools Forum structure. Having undertaken a high level options appraisal (see appendix 12) and held discussions internally and with external agencies, it appears that this model of delivery offers the best opportunity for securing both short and long-term buy-in to a support network for the most vulnerable young people.

The next steps include further discussions with the schools, and the development of a project team to progress the key areas. These include:

- Understanding the expectations of all schools of the support services to be provided – these are feeding into the future specifications for services;
- Creating the appropriate referral processes for schools – enabling the shaping and delivery of support;
- Implementing an appropriate governance structure for schools to oversee HeadStart. This will begin with the creation of appropriate oversight channels. The Schools Forum will be the initial host for these, but this will develop into a more appropriate free-standing structure managed as a sub-group of the Forum;
- Development of a joint management model. Initially we see this as a loosely formed legal structure enabling SCC and schools to oversee the HeadStart programme. We envisage that this then becomes the forum to take forward a more appropriate legal structure and partnership arrangement for the future.

Our legal colleagues are scoping appropriate structures. We are looking at mirroring partnership arrangements currently in place for health services. Clearly a local authority can only work within the legal





frameworks that are set, and we are prepared to commence discussions with Ministers and the Department for Education should we require a new legal form to enable us to take this forward. In the meantime, we are proceeding with schools, to consider appropriate models for discussion.

## Implementation

Below is an overview of our implementation plan for the next 14 months and focuses on the readiness for implementing Phase 3

	2016												2017			
	Summer Term			Autumn Term			Spring term									
	March	April	May	June	July	August	September	October	November	December	January	February	March	April		
<b>Overall programme</b>																
Building foundations, procurement and mobilisation																
Tranche 1 Initial Programme																
Tranche 1 Full Programme																
Headstart Award																
<b>Building Foundations</b>																
<b>Governance</b>																
Governance Structure agreed																
Governance Structure Operational																
Operational Structure agreed																
Key posts recruited and people in post																
<b>Co-production</b>																
Stakeholder engagement model agreed																
Meetings with schools																
Meetings with parents																
<b>Procurement</b>																
Cabinet decision to tender in advance of funding																
Specification and Tender Documentation ready																
Tender advertised and Documents out																
Contract award																
Mobilisation																
Contract Commencement																
<b>Sustainability</b>																
Long term funding options considered																
Appraisal of options																
Consultation of Long term Funding with schools and Council																
<b>Systems Management</b>																
Secure premises for locality teams (in addition to schools)																
School readiness assessments																
Criteria and mechanisms / processes agreed																
Policies, procedures and Governance for Tranche 1 agreed																
Procedures with Key Stakeholders (YOS, PIPPA) agreed																
<b>Outcomes &amp; Local Evaluation</b>																
Local and national measures defined																
Information Governance requirements agreed																
Plan to collect, analyse and report data agreed																
<b>Communications Plan</b>																
Key stakeholders identified and plan agreed																
Regular updates to stakeholders in accord with plan																
<b>Group work for Pupils and Supported Parents</b>																
Detailed design (locations, frequency, duration, issues covered)																
Suppliers Framework agreed and operational																
<b>Tranche 1</b>																
Tranche 1 Initial Phase Commences																
Tranche 1 Full Programme Commences																

This second implementation plan is an overview of the implementation of the three Tranches within our HeadStart model

	2016			2017			2018			2019			2020			2021	
	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Overall programme</b>																	
Building foundations, procurement and mobilisation																	
Tranche 1 Initial Programme																	
Tranche 1 Full Programme																	
Tranche 2 Begins																	
Tranche 3 Begins																	
<b>Building Foundations</b>																	
Governance - Structure, manager, plan and scope in place																	
Co-production - model definition with stakeholders agreed and signed off																	
Procurement - specs written, advertised, awarded, framework in place																	
Sustainability - Long term Funding model agreed with schools and Council																	
Systems Mgt - Secure premises, processes & criteria agreed and tested																	
Outcomes & local Evaluation - measures and data collection systems defined																	
Communications Plan - designed and implemented																	
Group work to Pupils and Supported parents designed and agreed																	
Recruit to Core HeadStart Team																	
<b>Tranche 1 (6 Schools)</b>																	
Extension of existing HeadStart																	
Begin working with Tranche 1 schools																	
Work out schools timetables for core meetings																	
Core team work with schools and YP to design programmes																	
Full Programme																	
Co-production with YP safe places in community needs assessment																	
Undertake grants process for safe places in community																	
Begin transition work																	
<b>Tranche 2 (4 Schools)</b>																	
Engagement with Tranche 2 schools																	
Plan training and development timescales																	
Begin Transition work																	
Core team work with schools and YP to design programmes																	
Full programme																	
Co-production with YP safe places in community needs assessment																	
Undertake grants process for safe places in community																	
<b>Tranche 3 (4 Schools)</b>																	
Engagement with Tranche 3 schools																	
Plan training and development timescales																	
Begin Transition work																	
Core team work with schools and YP to design programmes																	
Full programme																	
Co-production with YP safe places in community needs assessment																	
Undertake grants process for safe places in community																	
<b>Transition Arrangements</b>																	
Finalise transition and funding arrangements																	
<b>Review</b>																	
Annual and Project Reviews																	

## Budget

### High level budget

	TOTAL	August 16 – January 18 (18 months)	2017/18	2018/19	2019/20	2020/21	April 21 – July 21 (4 months)	
<b>Costs</b>								
<b>Governance</b>								
Programme management (e.g. strategic lead, programme lead, finance, Performance management/ evaluation, Digital Lead, Youth engagement lead, communications)	Staff	£ 282,547	£ 109,257	£ 63,015	£ 63,015	£ 49,362	£ 37,809	£ 12,603
	Non-staff	£ 480,205	£ 158,062	£ 98,708	£ 92,041	£ 92,041	£ 92,041	£ 30,680
<b>Delivery</b>								
Intervention A	Staff	£ 27,000	£ 8,100	£ 5,400	£ 5,400	£ 5,400	£ 5,400	£ 1,800
	Non-staff	£ 569,226	£ 206,934	£ 103,512	£ 103,512	£ 103,512	£ 103,512	£ 34,504
Intervention B	Staff	£ 27,000	£ 8,100	£ 5,400	£ 5,400	£ 5,400	£ 5,400	£ 1,800
	Non-staff	£ 139,270	£ 41,781	£ 27,854	£ 27,854	£ 27,854	£ 27,854	£ 9,285
Intervention C	Staff	£ 155,792	£ -	£ -	£ -	£ 51,931	£ 77,896	£ 25,965
	Non-staff	£ 663,876	£ 145,241	£ 114,123	£ 175,798	£ 168,854	£ 117,558	£ 32,578
Intervention D	Staff	£ 100,000	£ -	£ -	£ -	£ 33,333	£ 50,000	£ 16,667
	Non-staff	£ 390,009	£ 83,003	£ 68,669	£ 108,669	£ 95,335	£ 68,669	£ 20,667
Intervention E	Staff	£ 111,817	£ -	£ -	£ -	£ 37,272	£ 55,909	£ 18,636
	Non-staff	£ 623,915	£ 157,006	£ 129,104	£ 151,047	£ 100,936	£ 134,724	£ 54,612
Intervention F	Staff	£ 228,920	£ -	£ -	£ -	£ 76,307	£ 114,460	£ 38,153
	Non-staff	£ 996,658	£ 206,006	£ 167,893	£ 256,893	£ 253,893	£ 190,948	£ 55,844
Intervention G	Staff	£ 95,993	£ -	£ -	£ -	£ 31,998	£ 47,997	£ 15,999
	Non-staff	£ 552,815	£ 102,916	£ 91,720	£ 146,827	£ 144,160	£ 108,163	£ 31,610
Intervention H	Staff	£ 339,100	£ -	£ -	£ -	£ 113,033	£ 169,550	£ 56,517
	Non-staff	£ 1,451,628	£ 299,477	£ 239,576	£ 385,946	£ 379,726	£ 263,728	£ 72,650
Intervention I	Staff	£ 2,334,028	£ 676,416	£ 473,604	£ 473,604	£ 473,604	£ 473,604	£ 157,868
	Non-staff	£ 453,748	£ 136,124	£ 90,750	£ 90,750	£ 90,750	£ 90,750	£ 30,250
Intervention J	Staff	£ -	£ -	£ -	£ -	£ -	£ -	£ -
	Non-staff	£ -	£ -	£ -	£ -	£ -	£ -	£ -
Intervention K	Staff	£ -	£ -	£ -	£ -	£ -	£ -	£ -
	Non-staff	£ -	£ -	£ -	£ -	£ -	£ -	£ -
Intervention L	Staff	£ -	£ -	£ -	£ -	£ -	£ -	£ -
	Non-staff	£ -	£ -	£ -	£ -	£ -	£ -	£ -
Intervention M	Staff	£ -	£ -	£ -	£ -	£ -	£ -	£ -
	Non-staff	£ -	£ -	£ -	£ -	£ -	£ -	£ -
Intervention N	Staff	£ -	£ -	£ -	£ -	£ -	£ -	£ -
	Non-staff	£ -	£ -	£ -	£ -	£ -	£ -	£ -
Intervention O	Staff	£ -	£ -	£ -	£ -	£ -	£ -	£ -
	Non-staff	£ -	£ -	£ -	£ -	£ -	£ -	£ -
<b>TOTAL COSTS</b>		<b>£ 10,023,549</b>	<b>£ 2,338,422</b>	<b>£ 1,679,327</b>	<b>£ 2,086,754</b>	<b>£ 2,334,699</b>	<b>£ 2,235,970</b>	<b>£ 718,688</b>
<b>Income</b>								
Contributions from partnership		£ 1,844,311	£ 243,807	£ 162,538	£ 162,538	£ 506,412	£ 678,349	£ 226,116
BLF contribution needed		£ 8,179,238	£ 2,094,615	£ 1,516,789	£ 1,924,216	£ 1,828,287	£ 1,557,621	£ 492,572

The high level budget above is taken from the overall budget template which is attached (Appendix 13).

You will note that in years 4 and 5 contributions from the partnership increases in line with our approach to sustainability.

The following assumptions have been used to build up the finances for each individual programme element:

Numbers of young people receiving universal plus within each tranche each year:

Tranche 1: 314

Tranche 2: 240

Tranche 3: 195

4: Safe Places to talk – based upon 75% of young people in each tranche offered counselling – total of 2,338 YP receiving counselling over the 5 year period

5: Safe Places to be involved

- In school: 100% of young people in each tranche – total 3,115 YP
- In the community: 50% of young people in each tranche – total 1,559 YP

6: Peer to peer Support – 50% of young people in each tranche offered to be trained in peer to peer support – total 1,559 YP

7: Transition Support – offered to YP using same criteria as access to Universal Plus services – total 1,254 YP

8: Group work to support parents – 50% of parents offered support, with an average of 1.6 courses available per parent – total of 2,424 places on courses available

9: Group work to support young people – 75% of young people offered group work, with an average of 1.2 courses available per YP – total of 2,832 places on courses available. This allows certain flex from more YP to be offered support or more groups to be offered.

## References:

- Barrett, G., Sellman, D. and Thomas, J. (2005) *Interprofessional working in health and social Care*. London: Palgrave.
- Burke T (2010) *Anyone listening? Evidence of Children and Young Peoples' Participation in England*. Office of the Children's Commissioner. London: National Children's Bureau
- Carnegie UK Trust (2007) *Empowering young people: the final report of the Carnegie young people initiative*. Fife Carnegie UK Trust.
- Geertz, C. (1973). *The interpretation of cultures*. New York: Basic Books.
- [http://b.3cdn.net/nefoundation/d745aadaa37fde8bff\\_ypm6b5t1z.pdf](http://b.3cdn.net/nefoundation/d745aadaa37fde8bff_ypm6b5t1z.pdf)
- Huxham, C. and Vangin, S. (2005). *Managing to collaborate: the theory and practice of collaborative advantage*. Oxford: Routledge.
- Littlecott HJ1, Moore GF1, Moore L2, Lyons RA3, Murphy S1. Association between breakfast consumption and educational outcomes in 9-11-year-old children. *Public Health Nutr.* 2015 Sep 28:1-8.
- Mental Health Foundation (2007a) *Listen up!: Person-centred approaches to help young people experiencing mental health and emotional problems*: London: MHF.
- Pallan MJ1, Adab P, Sitch AJ, Aveyard P. Are school physical activity characteristics associated with weight status in primary school children? A multilevel cross-sectional analysis of routine surveillance data. *Arch Dis Child.* 2014 Feb;99(2):135-41. doi: 10.1136/archdischild-2013-303987.
- Simons, H. (2009). *Case study research in practice*. London: Sage.
- Adapted from Treseder, P. (1997) *Empowering Children and Young People: Promoting Involvement in Decision Making*, Children's Rights Office and Save the Children
- Vasiliou-Theodore, C. and Penketh, K. (2008) 'Listen Up! Young people's participation in service design and delivery', in Jackson, C., Hill, K. and Lavis, P. (eds.), *Child and adolescent mental health today: A handbook*. Brighton: Pavilion Publishing Ltd.
- Wright, P., Turner, C., Clay, D. and Mills, H. (2006) *The Participation of Children and Young People in Developing Social Care. Participation and practice guide 06*.
- Yin, R.K. (2014). *Case study research: design and methods*. London: Sage.

## Glossary

A&E	Accident & Emergency
BME	Black minority ethnic
CAMHS	Child and Adolescent Mental Health Services – specialist NHS services including assessment and treatment when children and young people have emotional, behavioral or mental health difficulties.
CCG	Clinical Commissioning Group, of which the ICU is part
Community Resolution	A means of ‘righting the wrong’ caused in lower level offenses such as anti-social behaviour (for example the offender cleans off the graffiti that they have caused).
Co-production	Young people and adults working together to come up with ideas and put them into practice.
CYP	Children and young people
DCS	Director of Children’s Services (Kim Drake)
EBD	Emotional and Behavioural Difficulties
ED	Emergency Department
EFA	Emotional First Aid is designed by Solent NHS Trust and is a course with four strands: Parents’ EFA, Young People’s EFA, Primary EFA and Peer EFA.
Emotional Wellbeing	Being happy and confident and not anxious or depressed (NICE)
HEWA	HeadStart Emotional Wellbeing Assistant
ICU	Integrated Commissioning Unit which is part of the CCG
JSNA	Joint Strategic Needs Assessment
LAC	Looked After Children
LSCB	Local Safeguarding Children’s Board
LSOA	Lower Super Output Area
MARAC	Multi-Agency Risk Assessment Conference
Mental Health	Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community (World Health Organisation)
Mental Wellbeing	There are many different definitions of mental wellbeing but they generally include areas such as: life satisfaction, optimism, self-esteem, mastery and feeling in control, having a purpose in life, and a sense of belonging and support. (NHS)
Restorative Justice (RJ)	Restorative justice enables victims to meet or communicate with their offender to explain the real impact of the crime. This is part of a wider field called restorative practice
Restorative Practice (RP)	A means of preventing conflict, building relationships and repairing harm by enabling people to communicate effectively and positively.
Out of Court Disposals	Lower level offenses such as anti-social behaviour are settled out of court, often by means of a community resolution.
PIPPA	Prevention Intervention and Public Protection Alliance (an alliance of specialist sexual and domestic violence services to professionals in Southampton).

PRU	Pupil Referral Unit
SEND	Special Educational Needs & Disability
SDQ	Strengths and Difficulties Questionnaire
SRS	Student Resilience Scale
SSIS	Social Skills Improvement System
SUHT	Southampton University Hospitals Trust
Transition	The move from Primary to Secondary school
YOS	Youth Offending Service
WEMWEBS	Warwick Edinburgh Mental Wellbeing Scale



## Acknowledgements

We would like to thank everyone who has contributed to this Strategy; young people, partners, colleagues and consultants. All those who have attended our Youth Forum, consultation events, Delivery & Evaluation Group, Task & Finish Group, Stakeholder Workshops have contributed and we are very grateful to everyone, including:

Naomi, who started off as our Young Apprentice and is now a qualified Youth Worker, source of ideas and guidance to our programme.

### Schools

Stacey Payne, Teaching Assistant (SEND), Lead HeadStart Coordinator & Itchen 5 Tutor  
Claire Welch, Pastoral Lead & Head of Year at Chamberlayne College  
Jason Ashley, Head Teacher at Redbridge School  
Ewan Scott, Head Teacher at Chamberlayne School and Chair of Southampton Secondary Heads  
Ian Cresswell, Deputy Head Teacher at Cantell School  
Kath and Carlie at Chamberlayne School  
Anne Hendon-John, Head Teacher at the Polygon School  
Chris Cove, Assistant Head at Bitterne Park School  
Bryn Roberts, Manager of Pupil Services

### Stage 2 partners

Pam Baker, Strategic Development Director, Solent University  
Phil Hastings, James Chillery and Jazz Bhatti, Saints Foundation  
Julie Marron, Southampton Voluntary Services Young Carers  
Chantal Hughes & Debbie Willis, the Hampton Trust  
Annabel Hodgson, Chief Executive Officer, No Limits  
Stuart Gemmel, Paul Jetten and Chris Broomfield at EFA, Solent NHS Trust

### Our Task and Finish Group

Debbie Burns, Chief Executive, Youth Options  
Susan Gilbert, Service Transformation Manager (Solent NHS)  
Claire Robinson, Integrated Locality Service Manager West (Solent NHS)

### SCC colleagues

Charlotte Bemand, Operations Director, Child & Family Services, Solent NHS  
Carole Binns, Associate Director/System Redesign  
T5Phil Bullingham, Principal Officer Specialist Core Services  
Frankie Carr, Children and Families Participation Officer  
Jo Cassey, Principal Officer Education and Early Years  
Debbie Chase, Consultant Public Health  
Donna Chapman, Associate Director of System Redesign and the Team, NHS Southampton Clinical Commissioning Group  
Tim Davis, Senior Commissioner, Mental Health  
Kim Drake, Service Director for Children & Families

Angie Emmons, Design Manager  
James Marshall, Research and Consultation Manager  
Simon MacKenzie, Principal Officer MASH & Early Help  
Alyce McCourt and Angie Barrett, Educational Psychology Team  
Jason Murphy, Service Manager 0-19  
Andrew Mortimer, Director of Public Health  
Linda Haitana, Service Manager Projects & Programmes  
Stephanie Ramsey, Director of Quality & Integration  
Christine Robinson, Principal Officer, Quality Assurance  
Liz Taylor, Consultant  
Stuart Webb, Team Manager, Youth Offending Service

### **External support**

Mary Hinton, HeadStart Advisor, Young Minds  
Lorraine Joyce, Funding & Relationship Manager, Big Lottery  
Anne Rathbone, Senior Training & Consultancy Manager, boingboing  
Anna Sherriff, Consulting, Deloitte MCS Limited

### **Qualitative Evaluation**

Christina Azaola, Research Fellow  
Jenny Byrne, Associate Professor in Education  
Paul Roderick, Professor of Public Health  
Viv Speller, Professor of Health Promotion

Our Colleagues in all 12 HeadStart authorities, for their support, shared learning and the journey!

### **And finally, our core team at the Council**

Katy Bartolomeo, Senior Commissioner for Mental Health  
Debbie Chase, Consultant Public Health  
Sean Holehouse, HeadStart Manager  
Natalie Johnson, HeadStart Project Officer  
Josie Teather-Lovejoy, Service Development Officer