



# HeadStart Hull

Improving Children and Young People's Emotional Wellbeing and Resilience

End of year one review



Children, Young People and Families Board

# Foreword

## Foreword for HeadStart Hull End of Year One Review

This annual report summarises the progress made in year one of the test and learn pilot, the successes achieved so far and the building blocks for the next phase of development and our bid for funding for the next 5 years.

The World Health Organisation definition of mental health is:

“a state of wellbeing in which every individual realises his or her 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”

This is what all children and young people living in Hull deserve.

Children and young people’s wellbeing, emotional and mental health is, however, a complex issue with many influencing factors including peers, parents and carers, educational and societal pressures.

As children and young people grow up they, and their families, can often face challenges in life which impact on their emotional health and wellbeing. This can include experiencing bullying, feeling lonely or isolated, exam stress, body image issues, family breakdown or problems at home, school or with friends. If appropriate support is not available then these issues can escalate and result in long term mental health problems, and increasingly we see depression and anxiety amongst even our youngest children. This can impact on other aspects of their life including school attendance and attainment, increased risk of becoming excluded from employment and educational opportunities and a higher than average chance of risk taking behaviour. All of which have implications for clinical mental health and social care services.

HeadStart Hull is an exciting, innovative two year pilot funded by the Big Lottery fund which aims to build and develop a whole system approach that promotes positive emotional health and wellbeing and gives children, young people and their families to develop skills to cope with life challenges. It will provide an appropriate early help response through targeted interventions. It is particularly key in providing support and intervention for young people aged 10-14 in ensuring they are supported through the transition from primary to secondary schools and through puberty - all times when emotional health issues can emerge.

I would conclude by commending all the people involved in the programme who have worked together for the purpose of improving the emotional wellbeing of the children and young people in Hull and have set out what a Mindful future could look and feel like.



Mil Vasic  
Director Children, Young People and Family Services

# What is HeadStart?



HeadStart is a Big Lottery Fund (BLF) programme which aims to build the resilience and improve the emotional wellbeing of 10 – 14 year olds. It offers a range of universal and targeted support to help equip children and young people to better deal with the emotional impact of difficult circumstances in their lives to prevent issues, where possible, from escalating into common mental health problems. Hull, along with 11 other areas from across the country, were invited to apply for the funding as a result of which Hull has been successful in securing funding for the 2 year “test and learn” pilot which runs from September 2014 to July 2016. The pilot aims to provide an opportunity to test a range of interventions and approaches which will be evaluated for impact. The outcome from this pilot will also inform the content of the next phase bid to fund services for 5 years which (if successful) will run from August 2016- July 2021.

HeadStart Hull focuses on improving the emotional wellbeing and resilience of young people by working in four areas or strands (see HeadStart Hull model – appendix one):

- a child’s time and experiences at school
- their ability to access the community services they need
- their home life and relationship with family members
- their interaction with digital technology

The programmes are aimed at equipping young people to better cope with life events which can have negative impact on, or contribute to, poor emotional health, and prevent mental health problems occurring in the first place. In addition, this work will be used to build the evidence for effective service redesign and evidence-based investment in prevention and early intervention.

This report summarises the progress made in establishing the HeadStart Hull programme and to share the initial findings and impact of the first year of delivery.

# HeadStart Hull

Following an extensive development exercise throughout 2013-14, HeadStart Hull developed the following aims:

- Improve the emotional resilience and “grit” of young people and their families to cope with changes and life events which can impact on emotional health and wellbeing;
- Increase Hull’s awareness and understanding of young people’s emotional challenges and health issues, challenge stigma and negative stereotyping and improve early access to services where needed;
- Increase the confidence and skills of multi-agency staff in identifying early and responding to the emotional health and wellbeing needs of young people and their families through effective workforce development and training; and
- Improve the development and effective use of digital technologies to improve young people’s access to information, support and services.

HeadStart Hull works to improve the emotional health and wellbeing of young people aged 10-14 through a universal and targeted approach across the 13 pilot school areas. The project focuses on building resilience and “grit” (the ability to cope with life’s challenges and changes and bounce back) for young people and their families. The programme provides the following:

- Whole school/universal approaches to building resilience in young people which will be delivered via the pilot schools;
- Workforce development and training to build on the existing multi agency programme to improve skills and confidence of workers. This will empower workers in schools and in the community to support resilience building, identify emerging issues, and intervene to support the family;
- Targeted/Targeted plus provision in schools, in the community and in the family for those young people and their families who require extra support (above that of the universal whole school approach) in the form of young people’s peer mentoring, parent’s peer mentoring, a targeted family play programme, parenting programmes, young people’s structured group work and community based counselling provision;
- A young person led YouTube channel and mobile phone app to address key issues for young people locally and improve digital support for parents and carers; and
- The development of a Voluntary and Community Sector Resilience Network which brings together as many relevant Voluntary and Community Sector organisations as possible in order to share skills and knowledge, build a better understanding of the emotional health, resilience and wellbeing support already in place and create a clear picture of what still needs to be done.

HeadStart Hull builds on existing services, projects and skills as well as testing different interventions that can address gaps in current provision. The pilot draws together findings from extensive local consultation (with young people, parents and services working with young people e.g. schools, health, local authority and voluntary sector) and evaluations and further develops the identified actions in the Children and Young People’s Mental Health and Wellbeing Strategy and Early Help and Intervention development plans.

Service design, developments and provision will be informed by ongoing engagement with young people, parents and multi-agency staff.

The Schools involved in the pilot are:

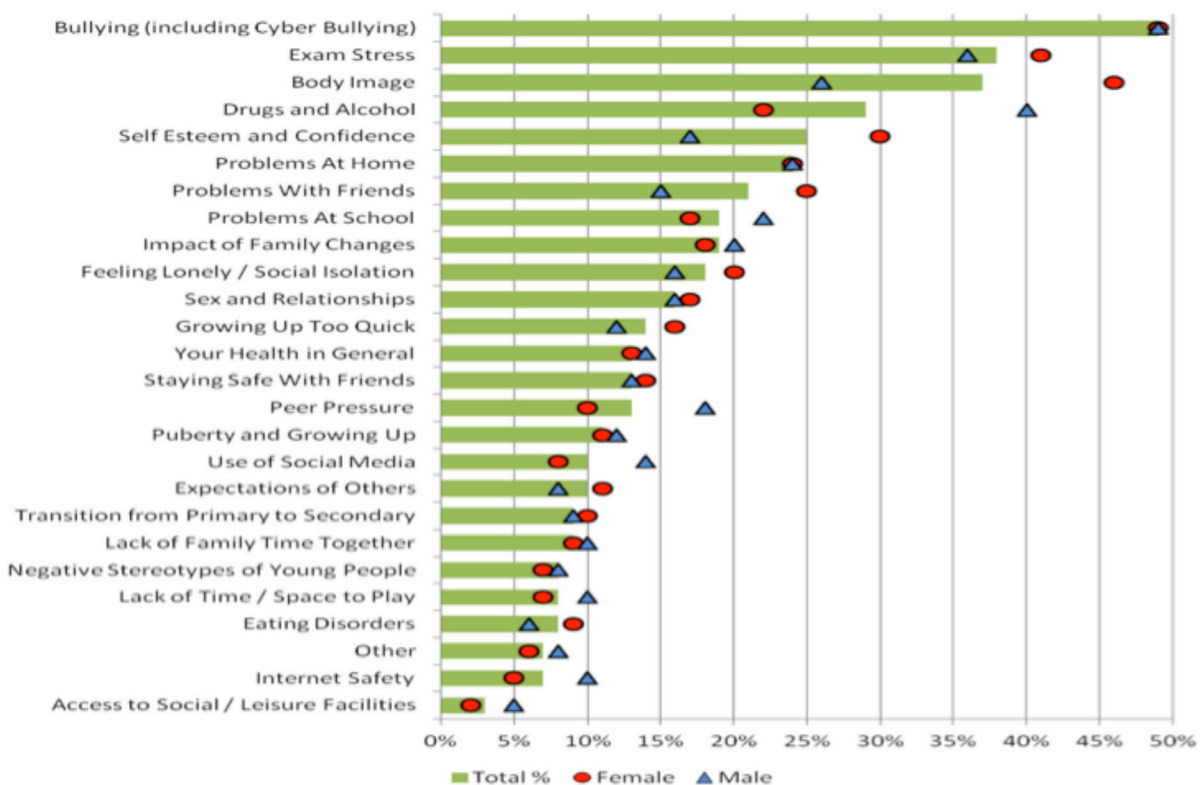
**Primary schools** – Christopher Pickering, Chiltern, Ainthorpe, Thoresby, Endike, Griffin, Oldfleet, Thanet, Foredyke and Bude Park.

**Secondary schools** – Malet Lambert, Andrew Marvell and Newland School for Girls

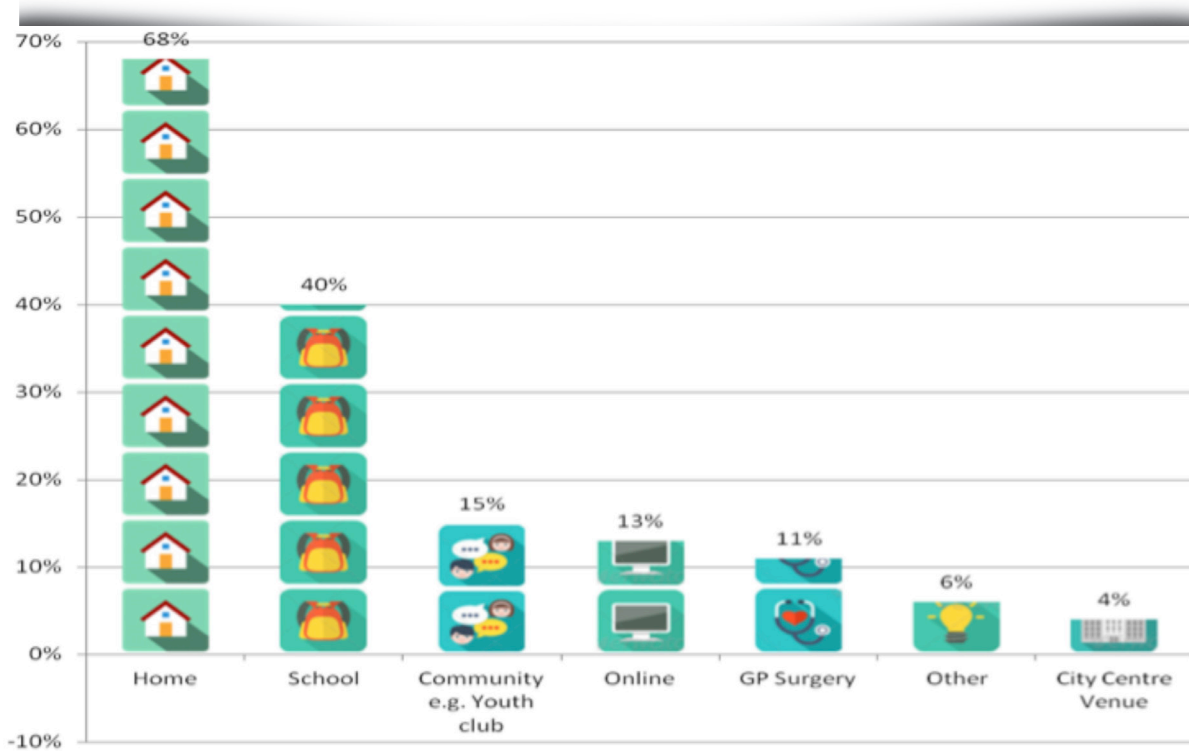
Any children in these schools aged 10-14 can be referred into the targeted and targeted plus support aspect of the model (see diagram – Appendix One). Children, young people and families can access one or more of the menu of options at the targeted and targeted plus levels dependent on need.



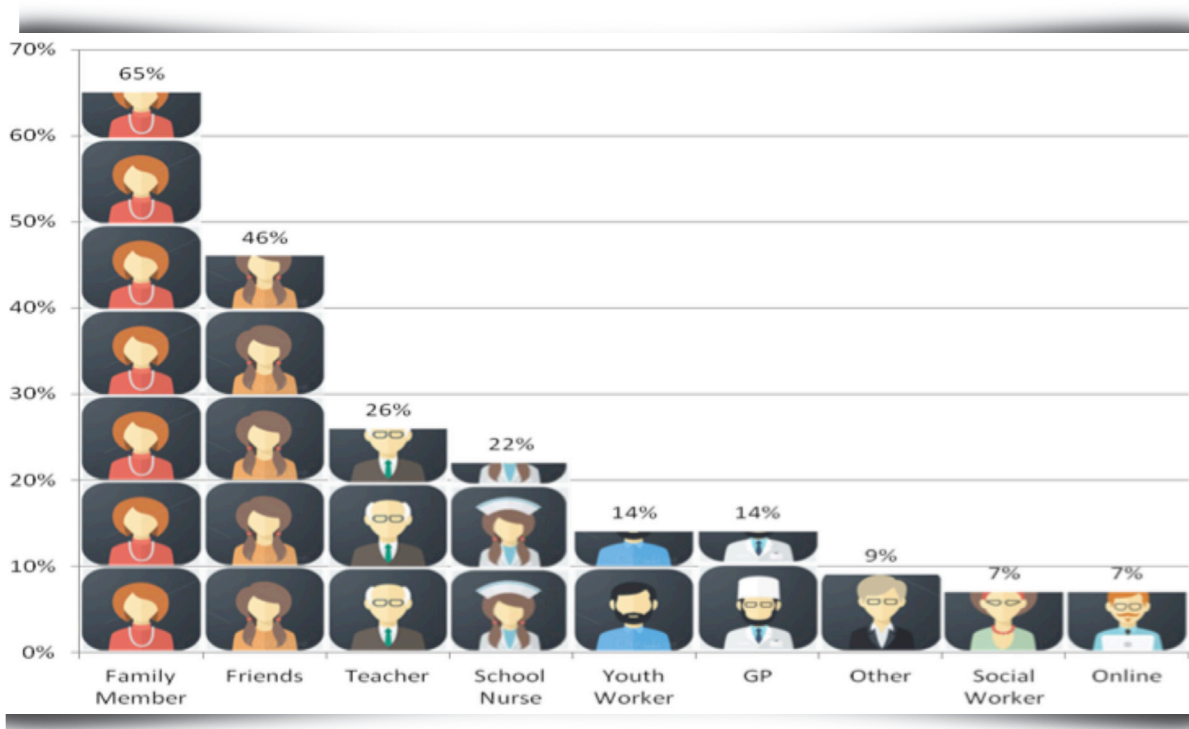
In 2014 we consulted with 1377 children and young people aged 7-20 by questionnaire and 50 young people aged 11-15 taking part in follow up focus groups. They told us about the things that worried them and had an impact on their emotional health:



They also told us where they wanted to access support:



And from whom:



All this information helped to shape the Hull HeadStart Model.

# Young People's Engagement and Co-production

In addition to the consultation described above, Hull HeadStart has a strong track record of young people's engagement and co-production in the identification of key issues for children and young people, the development and delivery of the current local HeadStart model and the development of the phase three bid.

The work has drawn on existing systems and structures in Hull that are well developed. This has not only prevented duplication, but also ensures more children and young people are involved beyond those in the HeadStart Hull pilot.

## Hull Youth Parliament

Hull has a well established Youth Parliament which meets four times a year. Primary and secondary schools (including pupil referral units and special schools) as well as youth providers send groups of delegates to these events. The delegates are elected by their peers to represent them at the Youth Parliament and, in turn, Hull Youth Parliament elects two UK youth parliament representatives and deputies to represent the young people of Hull.

At the Hull Youth Parliament young people choose the themes which will be discussed and in the morning of the parliament there are facilitated workshops on these issues and the young people form resolutions. In the afternoon these resolutions are debated in the Council Chamber and voted on by the young people. If passed they go to Hull City Council's Cabinet, which then put in place systems to ensure these actions are addressed. If the resolution is beyond the Council's control, e.g. a national issue or cannot be done for other reasons, then these reasons are discussed with the young people who then feedback at the following parliament. The local Youth Parliament also votes on the priority issues for discussion at the national youth parliament.

The two key priorities for this year are votes at 16 (which the Cabinet agreed to endorse but cannot make the change at a local level unless it is changed at a national level), and improved mental health support and services for young people. The mental health priority led to interesting discussions both at the Youth Parliament and in school councils' and has contributed to the shaping of provision, and the development of improved access to information and support. This included young people identifying a need for:

- Increased support for emotional health issues (as opposed to mental illness) to provide support on issues such as bullying, exam stress, peer pressure, low confidence and self-esteem;
- Improved and increased peer to peer support;
- Increased access one to one and group work in schools and in the community;
- Training for staff in schools and other young people's services on emotional health and wellbeing;
- Safe spaces and to go for support in the city centre as well as in their local area;
- Help and support in schools as well as in the community;
- Ensuring support available in school term time is also available in the school holidays;
- Campaigns to challenge the stigma of mental illness e.g. depression and the myths e.g. self harm is not attention seeking;
- Encourage people to talk about mental health in the same way we talk about physical health;
- Improved access to someone to talk to about worries/trusted person who you can turn to;
- Improved access to counselling;
- More information on where to go for help and support;
- More help quickly when its needed/no waiting lists;

- The option of online confidential support;
- Knowing where online you can go for support/trusted sites;
- A help button on social media e.g. Facebook which you can press if you are feeling upset or someone is bullying you; and
- Provide information and support on how to develop good emotional health rather than focus on poor mental health and illness

In all the discussions it was clear that young people generally understood the difference between emotional wellbeing and mental illness. For most young people CAMHS was not the service they would need to access rather, they required improved provision and access to a range of universal and targeted services.

Work to address these issues has begun, with significant progress being made by existing local services. There is now a multi-agency workforce development plan to provide training on emotional health to any worker working with young people e.g. Youth Mental Health First Aid course. A counselling service for young people aged 10-19 has been commissioned and a group of young people have led on the development and design of information cards to improve young people's awareness of where they can access information and support. These cards have now been distributed at the Youth Parliament and through schools and other services across the City. Evidence from these activities will also contribute to the shaping of the phase three HeadStart Hull bid.

## Youth Networks

In addition to working with the Youth Parliament and school councils HeadStart Hull has worked with the established youth networks that exist in different localities across the City. These networks meet monthly and emotional health and wellbeing is a regular agenda item, which ensures young people have formal and informal routes to engage and inform development of services and support systems. The networks also enable young people, who are often identified as hard to engage, e.g. children in care, young carers, those with poor school attendance, home educated, etc, to have a voice.

## Theory of Change

In the last Youth Parliament one of the workshops with young people looked at shaping the priorities for our phase three HeadStart bid using the theory of change. This built on the work that the HeadStart Hull partnership had already done with young people to develop outcomes, goals and priorities. This combined approach has led to robust and reshaped priorities and has ensured that young people's needs, and what they felt were the priorities, has been captured.



What has been achieved in Year One of the HeadStart Hull test and learn pilot

Universal provision in HeadStart Schools

Across the 13 HeadStart Hull schools we have reached 6421 young people.

### HeadStart Cohort:

Totals	Total Pupils	Males	Females	FSM	SEN	EAL	Hull LAC
Primary Total	3379	1731	1648	1179	725	419	25
Secondary Total	3042	1208	1834	625	445	258	27
Totals	6421	2939	3482	1804	1170	677	52

#### Key

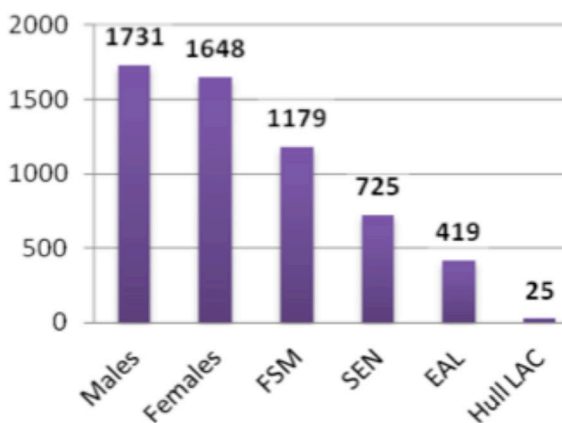
FSM Free School Meal Eligibility

SEN Special Education Need

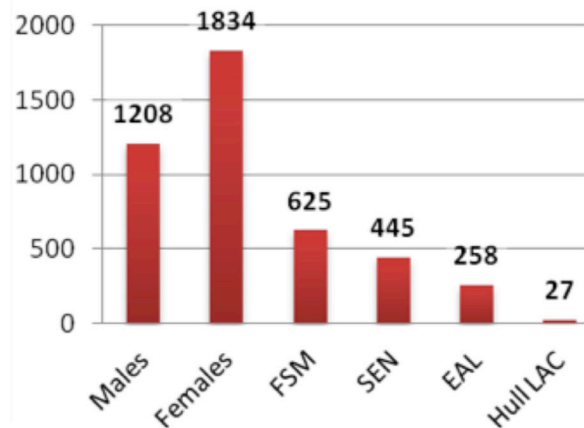
EAL English as an Additional Language

LAC Looked After Children

**Primary Totals of Schools in HeadStart (Total Pupils: 3379)**



**Secondary Totals of Schools in HeadStart (Total Pupils: 3042)**



# Whole School Approach

A key element for the HeadStart Hull bid is to deliver resilience building programmes in schools.

Young people consistently state that school plays an important role in supporting them to cope with difficult circumstances and offers the opportunity to work with a large cohort of children and young people in one setting. Children and young people spend a large proportion of their time in school and therefore schools are an excellent platform for supporting children and young people with emotional wellbeing and resilience.

From our local consultation 97% of staff and 86% of parents thought that children and young people should receive support on developing positive emotional health, reducing risks and building resilience in the school setting. Nearly half (44%) of young people thought school should be doing this. Although the teacher (27%) was the third most popular option for accessing support after family (65%) and friends (46%); classroom sessions (28%) were the second most popular type of support after one to one support (43%) and PHSE (personal, social and health education) lessons (38%) and school assemblies (43%) were the most popular methods of delivery.

The whole school approach in primary schools provides a solid foundation of positive emotional health and improved resilience prior to transition to secondary schools. Whole school approaches in secondary schools can then build on this and continue to provide an ongoing supportive environment following transition. Positive emotional health and building resilience needs to be implemented as part of the curriculum to ensure a consistent approach across a whole year group/school. This embeds a positive approach to emotional health and wellbeing in the school ethos and is sustained through training and support for teachers and non teaching staff, as well as the development of peer to peer skills to improve communication and access appropriate support and coping skills to help young people bounce back from challenging life events. This whole school approach contributes to delivery of PSHE and provides a robust evidence base of addressing emotional health to Ofsted.

To support schools to build on what systems they currently have in place to ensure a whole school approach to improving emotional health and wellbeing we have piloted three different approaches:

- Jigsaw emotional health PSHE package (primary schools)
- Mindfulness training for school staff (primary schools)
- Youth mental Health Training for staff (primary and secondary schools)

## Jigsaw PSHE

Jigsaw PSHE is a comprehensive scheme of work for the whole primary school from years F1 and 2 through to Year 6. Using a mindful approach in a comprehensive scheme of learning PSHE Education, emotional literacy and social skills are brought together. Creating this cohesive picture helps children to know and value who they are and understand how they relate to other people the world. Jigsaw PSHE takes all of the SEAL (social and emotional aspects of learning) aspects and enhances and integrates them with all of the outcomes of the national framework for PSHE.

### Number of children and young people being taught Jigsaw as part of PSHE

Schools Accessing Jigsaw	Total Pupils	Males	Females	FSM	SEN	EAL	LAC
Totals	994	516	478	446	215	49	3

The Jigsaw package was initially offered to 5 primary schools in East Hull. Three implemented it across the whole school, and a fourth tested it on Year 4 and Year 5 and will roll it out to the whole school this coming year. The fifth primary is looking to implement it this academic year (2015/16). Initial feedback from schools is positive, with staff finding the package easy to use and implement. Children reported feeling a range of benefits, from knowing to whom they can speak when they feel upset to feeling happy in the school.

### Quotes from young people:



## Mindfulness Training

Mindfulness is about helping children to cope with and effectively manage their feelings. Well conducted mindfulness interventions have been shown to help address the problems of young people who take part and reduce their worries, anxiety, distress, reactive behaviour, improve sleep, self-esteem, and bring about greater calmness, relaxation and self-awareness. By training staff to be more mindful a positive impact on their own health and wellbeing is possible along with that of the children. Training for teaching and non teaching staff is facilitated by the Northern Centre for Mindfulness and was offered to five primary schools to support them in developing a mindful approach within the school.

Of the five primary schools offered mindfulness training only two have taken it up so far. Other schools that have expressed an interest have been concerned with the length of the 8-week course and the associated time commitment for staff. Conversely, the feedback from those staff that have attended the course has been very good.

### Number of children and young people in schools where staff are trained in Mindfulness

Total Pupils	Males	Females	FSM	SEN	EAL	Hull LAC
607	323	284	266	112	25	1

### Quote from Staff member:



**“I used to think ‘why is that child so challenging?’ Now I think ‘what’s happening in that child’s life to make them act that way and how can I help?’**

## Youth Mental Health First Aid (YMHFA)

YMHFA is an internationally recognised training programme designed specifically for those people who teach, work, live with or care for young people aged 11-18. The training contributes to the improvement of emotional wellbeing in both young people and the adults who are supporting them. The courses for schools are facilitated by Hull and East Yorkshire Mind and help those working with young people to tackle issues related to mental health. This is done by raising knowledge of the key issues affecting children and young people and providing the tools to raise confidence in dealing with them. It can contribute to reducing stress in staff, as they have the appropriate tools and knowledge to deal with issues as they arise. As part of the courses that have been delivered so far, delegates were asked to report on how they thought that their participation in the course would have an impact on the young people they work with. The responses indicate that the courses have provided staff with the ability to better understand and support the young people they work with. In addition, the course also tackles the stigma surrounding mental health issues, and has led to a recognition and reduction of prejudices amongst staff, and has helped the staff tackle this stigma with groups of young people.

The YMHFA course usually takes place over 2 days. The delivery of this course is very flexible and can be delivered over a number of sessions to fit with a school's timetable. These flexible delivery methods, along with multi-school courses, have been used in Hull to support schools to release staff in smaller numbers. This we believe has helped improve uptake.

Following completion of the training, the schools are supported to achieve the YMHFA 'quality mark' and includes identifying trained staff as 'mental health first aiders' within the school. The 'mental health first aiders' provide a first point of contact for those in distress or needing support on emotional health issues - in the same way that named first aiders currently do for physical health issues.

The training and support to achieve the quality mark was offered to all 13 schools (10 primary and 3 secondary) as well as two additional schools who had been part of the digital work stream e.g. developing films for the YouTube channel (one secondary school and one pupil referral unit). Take up of the training has been excellent; 7 schools have sent delegates on a course, and a further 6 schools have booked places in the coming year. 100% of delegates reported that their confidence to deal with mental health issues in young people had increased and a further 92% reported that their knowledge had increased.

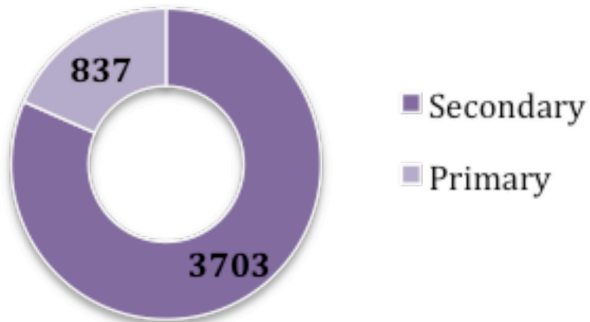
Once schools reach the required number of staff trained (which is based on school size) then they will be supported to work towards achieving a newly devised Mark of Excellence for Youth Mental Health.

## Number of children and young people in schools where staff are trained in Youth Mental Health First Aid

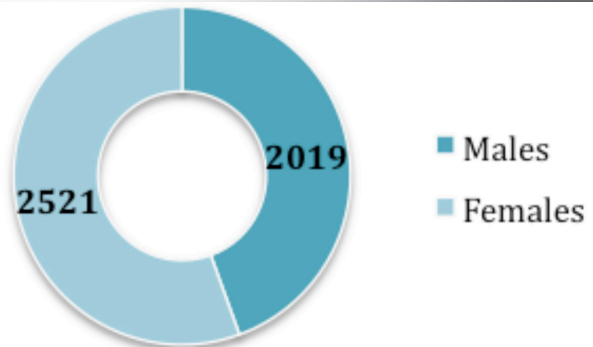
Totals	Total Pupils	Males	Females	FSM	SEN	EAL	Hull LAC
Primary Total	837	415	422	267	150	263	10
Secondary Total	3703	1604	2099	892	602	378	29
Totals	4540	2019	2521	1159	210	641	39

Number of children and young people in schools where staff are trained in Youth Mental Health First Aid

Breakdown by Primary/Secondary



Breakdown by Gender



Staff Quotes:

**"Very relevant as I see many young people with varying emotional issues."**

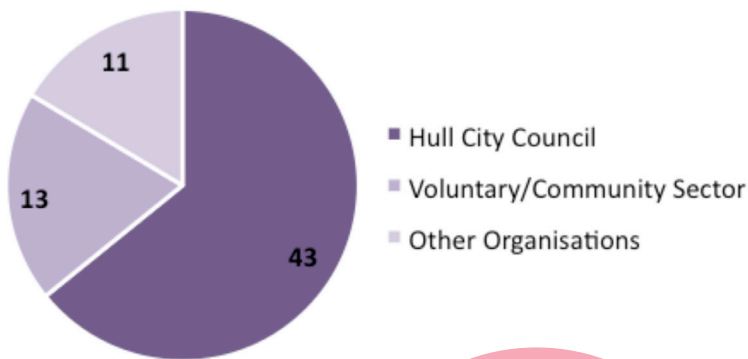
**"Very informative, one of the best courses that I have been on."**

**"I now know that there is a systematic approach to dealing with mental health."**

**Workforce Development in the community**

In addition to the training provided for schools' staff and as part of Hull's Mental Health and Wellbeing workforce development plan, a programme of training for community based staff e.g. youth and community workers (including Voluntary and Community Sector), social workers, early help staff and others, has been developed and delivered in line with the MECC (make every contact count) programme. This approach and training has had other benefits including improving the way we work with young people on other health issues e.g. sexual health, drug and alcohol awareness. This approach has gone some way in addressing the requirements of the workforce set out in recent consultations; 71% of staff said they needed training to help them to support the emotional health of children and young people they work with.

## Staff trained in YMHFA



The Youth Mental Health First Aid (YMHFA) training is a key part of future training plans. Over the first year of the HeadStart Hull pilot 67 multi agency staff were trained in YMHFA. 43 were Hull City Council staff including social workers, youth workers and early help workers. The other 25 included 13 from the Voluntary and Community Sector and 11 from other organisations such as Health and the Police and Foster Carers.

## Staff Quotes:

*"Found the course helpful and informative"*

*"The course was really useful and will enable me to support my team to support young people to a greater extent"*

*"The course enabled me to gain a better awareness and understanding of the issues"*

*"I feel I can use the information and skills I learnt in my work"*

## Voluntary and Community Sector Resilience Network

The Network is the bringing together of those organisations that work with young people on emotional health and resilience. The Network provides peer support and the development of community based interventions, e.g. targeted short programmes and summer activities on key issues. It has worked to engage smaller community groups to enable them to link into the HeadStart Hull programme and access training as part of the wider emotional health workforce development plan. The Network is led by the Children, Young People and Families Board Voluntary and Community Sector representatives, who are also on the HeadStart Hull partnership.

There are currently 12 organisations involved in the Network. It meets every 6-8 weeks and will also contribute to the development of the phase three bid.

Key issues the Network have identified include, play and lack of play provision where children and young people can use creative play to learn life skills, test scenarios and build resilience, and the lack of support for younger children questioning their sexuality (10-12) and associated bullying. The Network also identified the need for summer activity sessions focused on improving emotional health and resilience and one of the member organisations Hessele Road Network coordinated delivery of three summer events (in partnership with a range of other services) across the city which supported 58 young people.



## Targeted/Targeted Plus Intervention

In our local consultations 73% of staff, 82% of parents and 35% of young people thought children and young people should get support on developing positive emotional health, reducing risks and building resilience in the community.

29% of parents wanted group support and 33% wanted parenting courses to improve their ability to support their young people on emotional health issues. 43% of parents wanted one to one support (including peer support). 65% of young people wanted support with emotional health issues in the home so one aspect of this programme is to support parents to improve their skills, confidence and resilience in supporting their young people.

HeadStart Hull has, therefore, developed a menu of more targeted support options for children and young people aged 10-14 (and their families) attending schools involved in the pilot.

Health improvement and prevention strategies for young people work best when there is consistent support across a range of support networks i.e., school, community services and family. This section of the HeadStart Hull programme delivers community and family based services as part of the broader early help approach. The children and young people supported by these projects have been identified by the staff in schools involved in the HeadStart pilot. These children and young people need more support than is offered by the universal provision but do not meet the CAMHS (children and adolescent mental health service) threshold.

In addition to supporting individual young people some of the targeted/targeted plus projects also provide a whole family approach ensuring, where possible, parents are also supported in a way that complements the child/young person's support.



Targeted  
support for  
children and  
young  
people

### Young People's Peer Mentoring Project – one to one support

The Young People Peer mentoring is run by Cornerhouse. The project recruits, trains and supports young people to provide a listening ear and support to those young people who have an identified emotional health need. The Young People's Peer Mentoring Project improves emotional health by offering one to one support with a peer mentor. The mentee will meet on a regular basis with their mentor to discuss difficulties they may be experiencing, looking at achievable goals and working towards them with the support of the peer mentor. The difficulties can range from bullying and friendship issues to low self self-esteem and confidence. The mentors will equip the mentees with coping

mechanisms in order for them to become more resilient and develop effective coping strategies to manage current and future difficulties. For the young people's project the mentor might be a young person of a similar age e.g. year six in primary may mentor other year six pupils or it can be a young person a few years older than the young people supported e.g. year nine pupil supporting a year seven pupil in secondary school. The mentors provide a role model, and a friend, to talk to and share the experiences. Delivering this across the community and school strands ensures consistency of delivery in term time and in school holidays. It also offers the option to have the offer of a mentor from another school, or to be seen out of school time if needed.



This cross school and city wide approach is more cost effective to deliver as one scheme across several schools than for each school to set up their own. A common issue against developing such a scheme cited by schools is that they often have limited experience or capacity to recruit, train and support volunteers. This model is also identified as good practice in the Department of Health's Future in Mind guidance on promoting, protecting and improving children and young people's mental health and wellbeing.

The Young People's Peer Mentor worker came into post in November 2014. A training package was devised by the worker for both the primary and secondary schools guided by the Mentoring and Befriending Foundation's training recommendations and drawing from the worker's existing knowledge. Along with the secondary schools training an NOCN Level 1 and Level 2 qualification in Peer Mentoring was developed by the worker to deliver alongside the training. So far 27 peer mentors have achieved this qualification.

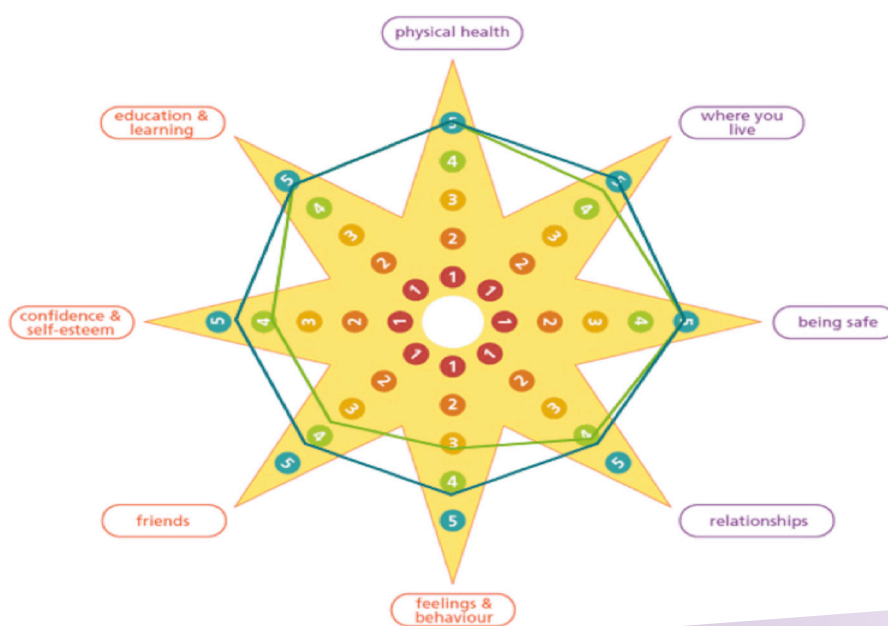
Training has been delivered across 9 out of the 13 identified school sites (two secondary schools and 7 primary schools) resulting in 138 application forms completed, 126 interviews taking place and 98 young people completing the training to be mentors. So far the project has received 37 referrals with 3 of these unsuitable to be mentored. Of the 34 who were suitable 5 have completed the peer mentoring support sessions and no longer need ongoing support. The remaining 29 have been matched up and have commenced peer mentoring sessions. Peer mentors have also utilised the skills learnt from the training to support with the school's transition week.

Mentees who have received peer mentoring sessions are asked to complete the initial Outcome Star with the peer mentor worker, and completed a retrospective Outcome Star at the end of the mentoring period to measure impact. Results from the Outcome Star demonstrate that improvements were made in all areas discussed. Furthermore, drawing from the mentees evaluation forms all show an improvement in how they felt after they had worked with peer mentors. All mentees said they would recommend peer mentoring to others. All but 1 of the mentors highlighted that given the opportunity they would like to continue to be a peer mentor. In addition to receiving peer mentor training, pupils from one secondary school underwent Outcome Star training to enable them to use the tool with their mentees rather than it be done with the peer mentor worker.

### Outcome Star for young people's peer mentoring – My star – summary of progress

**Green** is the average scores at initial assessment

**Blue** is the average scores at final assessment.



"It helped me look at how I behave"

## SMASH - Targeted group work support in schools

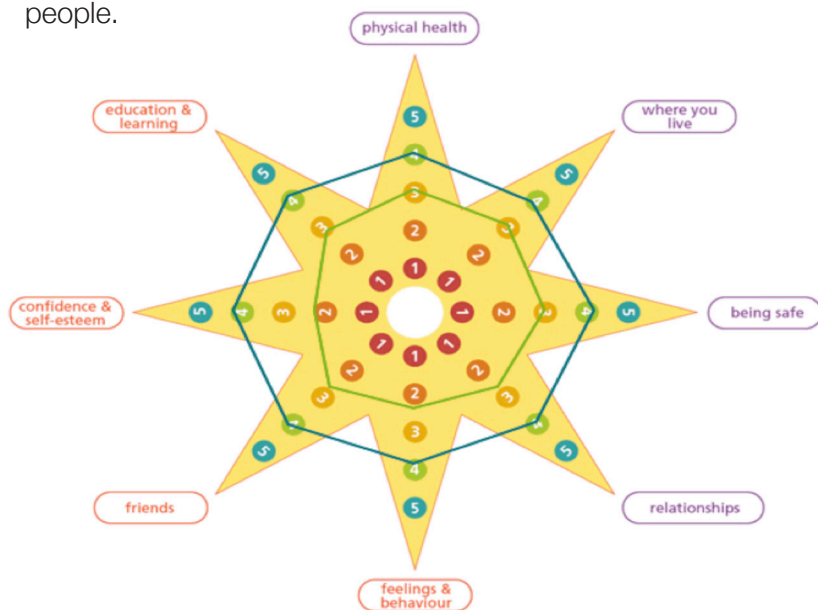
SMASH (Social Mediation and Self Help) is a group based programme delivered to 10-14 year olds, through primary and secondary schools. SMASH aims to equip young people and their families with strategies and tools to self-manage socially and emotionally in everyday life and testing times, to assist them with promoting positive mental health and outcomes for now and in the future. The work is delivered in groups of up to 16 children/young people. The sessions consist of closed group circles, using restorative practice, conflict resolution, and elements of talking therapies and Cognitive Behavioural Therapy, to create a holistic resilience support package. The SMASH programme is delivered away from the school setting, such as a local community centre. By delivering from a setting within the local area this promotes and encourages collaborative working with the community, and ensures a venue that is neutral and accessible for programme users and their families. Family outreach is embedded into the delivery of SMASH and as part of this work families will be supported in addressing issues around overall family wellbeing and resilience.

The programme is delivered throughout the academic year. A trained SMASH practitioner delivers the programme, assisted by a teaching assistant from the school. This is to continually demonstrate a joint investment into young people's emotional resilience and positive mental health outcomes, and allows the school to be actively involved with their students' developments. Celebration events are held throughout the year with families – the young people attending SMASH lead these.

A range of outcomes are achieved through the delivery of SMASH. In the main young people will have improvements to their emotional resilience and mental health, and learn tools to sustain good wellbeing. This will assist them to stay within universal services and achieve socially and academically, providing them with essential building blocks to flourish. Families, through engagement with SMASH outreach, will be supported and guided in relation to their child, but also in relation to accessing specific identified support within a person centred way. This empowers them to have confidence in their ability to take a lead with their individual family support plan and experience emotional sustainability. For schools the outcome of SMASH is an increase in attendance and concentration within the classrooms setting to improve overall attainment. Schools will also experience increased family engagement and participation around education.

Over the first year of the HeadStart Hull pilot SMASH was delivered in 5 primary schools, and 2 secondary schools. In total 81 young people completed SMASH.

Over the summer holidays three SMASH summer events were held which supported 49 young people.



**Green** is the average scores at initial assessment

**Blue** is the average scores at final assessment.

## Targeted support for parents

We are delighted with the help we received for our daughter from SMASH, this is just what she needed to build her confidence and create a base for new friendship groups.

If it wasn't for SMASH I wouldn't be able to work in groups, I can now be myself.

SMASH has helped me to express my feelings and I now feel better.

SMASH has helped my son make new friends, be more confident and has made him smile

### Parents Peer Mentoring Project – one to one support

The Parents Peer Mentoring project is run by Child Dynamix. The project recruits, trains and supports parents to be mentors to other parents who need a listening ear and coaching/support to parents who have an identified need. The Parent Peer Mentoring worker came into post in November 2014. The project has been registered with the Befriending and Mentoring Foundation and its development has been guided by, and is in line with the foundation's standards. The Parent Peer Mentor Project has a 2 tiered approach to improving emotional health. The first tier is through the work with the mentors. All the mentors are volunteers and parent themselves and often have their own stories of overcoming personal parenting difficulties which have then motivated them to volunteer. Through the training offer and supervision the mentors have begun to report improvements in their confidence, feeling of self-efficacy and self-esteem. This in turn has a positive impact on their own families. The second tier is through the direct work with the parents referred for support (mentees). The approach to support is holistic and systemic in that if parents are experiencing high levels of stress or poor personal emotional or physical health then the impact on their children is likely to be adverse. Reasons for referral into the scheme, are therefore, varied and support similarly so, including parenting support, help with finances, social isolation, housing support and domestic abuse. Often mentees' stories are chaotic and confused and one of the roles of the mentors is to untangle what's going on and help to plan and implement steps to change in order to improve the parents wellbeing and enable them to be more available and effective parents for their children.

The initial focus has been on the project development, recruitment and training of the mentors which was a priority in order to ensure a high quality service and to avoid a long waiting time for referrals. The project now has 11 parents peer mentors trained and the project is now accepting referrals for mentoring and has received 5 by the end of the year. The project has 2 referrals receiving regular support and 2 in the matching process. The fifth disengaged after the initial meeting however signposting information was left for the parent with the referrer and the door left open for engagement in the future.

Recruitment of volunteer mentors is ongoing, with some parent volunteers coming through the Head-Start schools and some through the Do-It volunteering web site. A two day mentor training course utilising resources and materials from the Befriending and Mentoring Foundation and drawing on their own experience and knowledge has been developed.

The course has now been delivered twice and all the mentors completing the training have reported an increase in their skills and confidence as well as improvement in their own emotional wellbeing. Other training mentors have attended has included Safeguarding Level 1, Money Matters, Mental Health First Aid and Positive Parenting. As mentoring is still ongoing there are currently no 'end of support' evaluation Stars to report. Initial feedback from mentees is positive with improved confidence and skills.

## Strengthening Families 10-14 – Group work support

Strengthening Families 10-14 is seven week evidence based parenting programme which works with young people aged 10-14 and their parents to improve family communication and support them to find successful strategies for coping with life's challenges together. Independent (UK) studies of SF10-14 show that young people attending the programme are significantly less likely to have problems with aggressive and hostile behaviour or peer resistance for up to four years after the intervention compared to young people in the control group. Data shows a similar pattern for several other outcome measures including improved school attendance and academic achievement. In addition families improved their functioning and emotional health.

A 2007 evaluation of a pilot SF10-14 programme by Northumbria University concluded that the programme had been "highly effective". Pre and post programme assessments, completed by both parents and young people, indicates increases in young people's pro-social behaviour and abilities in making and sustaining relationships. The results showed significant decreases in the young people's anxiety and unhappiness, and for some young people there were marked decreases in hyperactivity and conduct difficulties. The majority of families reported significant decreases in the young person's overall difficulties, and subsequently, significant improvements on the 'whole family impact' of these difficulties. The results also show an increase for some families in their closeness and cohesiveness.

The programme is run by ReFRESH which is part of Hull City Council's Targeted Youth Support. There have been 12 children and 11 parents who have attended the programme.

### Quotes from parents

**"I've learnt that my child is the same as every other child his own age"**

**"To try and follow things through not just with my eldest but with my younger 2 children"**

**"I've learnt how to speak to my son without shouting and to compromise with each other, and rewards given too"**

### Quotes from young people

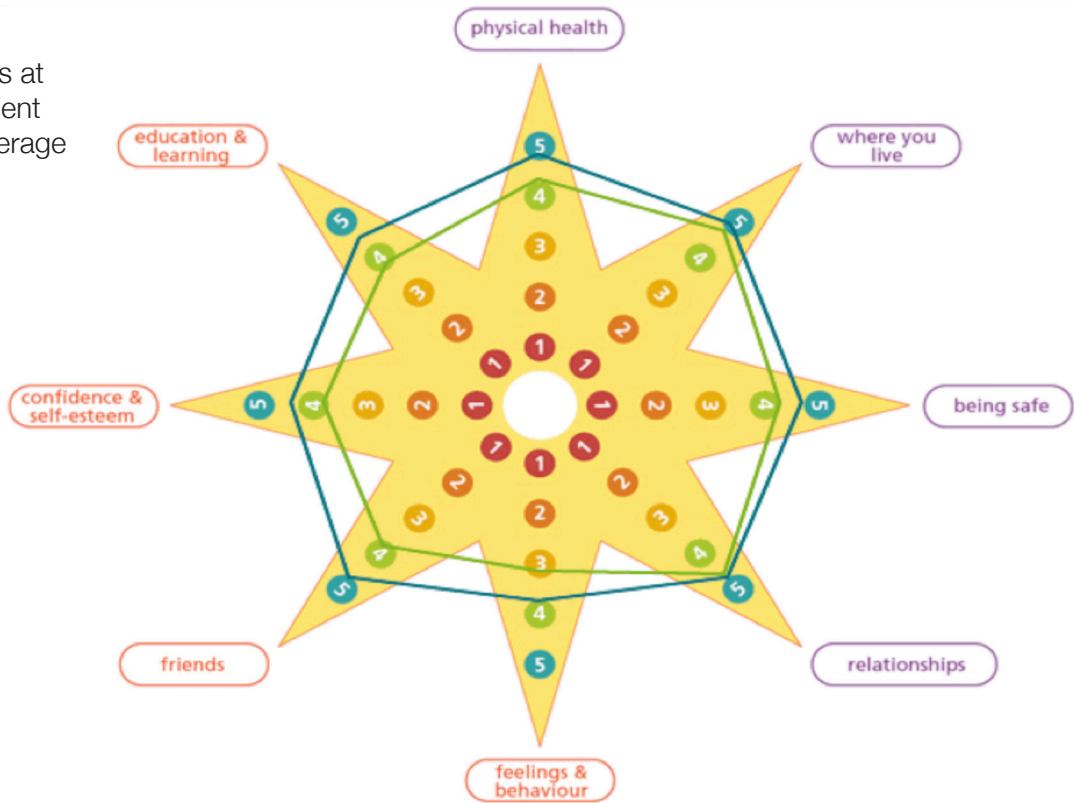
**"I have learnt ways of controlling my emotions"**

**"It gave me strength"**



## Outcome Star for parents attending Strengthening Families 10-14 – My Star

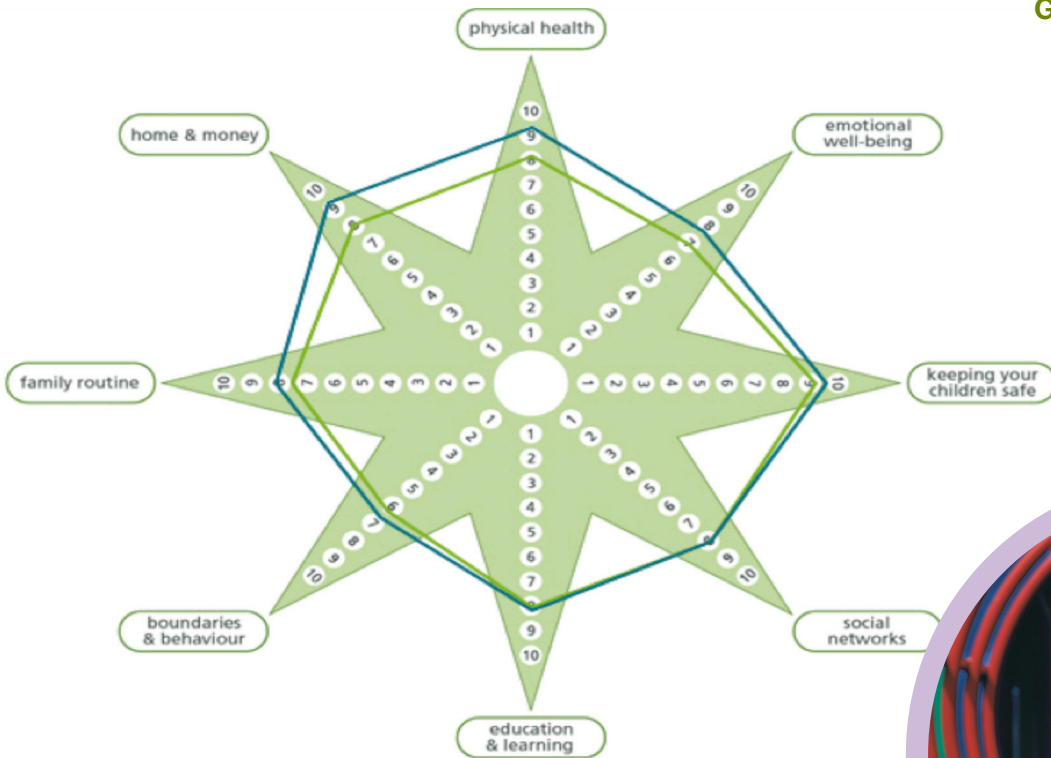
**Green** is the average scores at initial assessment  
**Blue** is the average scores at final assessment.



## Outcome Star for parents attending Strengthening Families 10-14 – Family Star

**Green** is the average scores at initial assessment

**Blue** is the average scores at final assessment.



# Additional HeadStart Hull support during the school holidays



## Targeted Play project

Play is central to children's physical, psychological and social well-being. Whilst playing children can experience real emotions, create their own uncertainty, experience the unexpected, respond to new situations and adapt to a wide variety of situations. Play enables children to form friendships and attachments to adults and to places, allowing for the development of familiarity and intimacy with both. It can provide opportunities for independent learning and building confidence, resilience, self-esteem and self-efficacy. (Lester and Russell 2008; NICE 2010; Coulter and Taylor 2001). Within the targeted aspect of the programme, play is a central feature as an aspect of learning, building confidence and improving communication.

"A number of studies have documented the loss of play opportunities for children over the second half of the 20th century and demonstrated a clear link with increased indicators of stress and mental health problems." David Whitebread <http://www.cam.ac.uk/research/discussion/school-starting-age-the-evidence>

The play project delivered by Child Dynamix in partnership with Scrapstore operates predominantly in school holidays and provides an opportunity for identified families to take time out, experience play and time together and form own support networks/groups. The programme also includes aspects of play therapy to build family resilience. Schools in the pilot identify families with children aged 10-14 living locally who would benefit from accessing community play work sessions, alongside Play Ranger sessions and have a link with the play worker lead.

Over the first year the project delivered across a number of sites in the City during half term, Easter holidays and over the summer holiday period. The following sites have been visited this year by the Play Ranger team in West Hull: Thoresby Street (Thoresby Primary School), Massey Street (Chiltern Primary School), and Pickering Park (Christopher Pickering Primary School). Overall there have been 26 play sessions with 390 young people engaged in sessions.

In East Hull, sites included John Hadland and Bude Park, St. Richards, Foredyke, Southcoates and Bude Primary. Staff have seen the same young people returning to the sessions that have attended sessions in previous holidays. Overall there have been 296 young people engaged in these play sessions.

A wide variety of activities have been facilitated including; den making, circus skills, using natural resources to make weavings and fish, making up plays and performing, dressing up, playing cricket, basket ball, football, rounder's, go-carting, skateboarding. Play Rangers reported a high level of trust being built up with children sharing well. Children learned new skills such as stilt walking and unicycling. Some participants were then willing and able to pass on these newly learned skills to their peers. Thus new relationships were established and pre-existing ones were strengthened. In engaging through play some of the children took leadership roles which in turn increased their sense of self-esteem.

A key aim of this work is to develop family relationships and strengthen child/parent bonds in order to improve emotional wellbeing. This was achieved through creating environments in the communities where families can relax, have fun and enjoy time together. The types of activities that groups already developed have focused on include family fun days, day trips and outdoor family events that are all led by the group's volunteers, and supported by skilled play workers.

# Digital

For children and young people today the digital world and social media are integral parts of their lives. The Hull Children and Young People's lifestyle survey (2012) showed that young 91% of boys and 97% of girls (aged 11-15) had a mobile phone and 99.7% has access to the internet. While access to information has never been easier young people are often unsure what a reliable source of information and support is. HeadStart Hull aims to support young people to navigate to positive sources of digital and online support on all aspects of emotional health and wellbeing. In this pilot we have focused on working with children and young people to develop two online tools.

## Development of the caremonkeys app

The App ([www.caremonkeys.co.uk](http://www.caremonkeys.co.uk)) was developed by young people for young people and provides information and advice on a range of issues including bullying and staying safe online. It also provides links to national sites which young people identified as useful and trusted. Promotion of the app is being rolled out to schools and youth services. This includes the young people's peer mentors delivering presentations to school assemblies to promote the app.



## Twitter

The @HullHeadStart Twitter account was launched in January 2015. The account is used to share the work that the programme is delivering, share information, link with other agencies and services, join in and promote local and national online campaigns and to learn from others.

As at 1 October 2015 @HullHeadStart has almost 400 followers and has 'tweeted' over 1,400 times.

We recognise the importance of social media and have found Twitter to be an important platform for sharing information with a wide audience and HeadStart Hull will continue to use Twitter as a key communication and information sharing tool.



## HeadStart Hull YouTube Channel

In our consultation with young people we identified that YouTube was a popular digital platform (71% of young people said they used you tube to learn new things or access information). Working with young people across schools and community groups in Hull we have created a HeadStart Hull YouTube channel which contains short films developed and made by young people in Hull. Whilst developing the content of the film we engaged with the young people on issues affecting them and whilst filming the young people learnt new skills in film making. All 25 of the young people directly involved said they enjoyed making the films. One young person said that one thing they had learnt from the experience was 'team work' and another said 'it had made me more confident'. The channel will also link to other films which young people have identified as positive or useful. These films can also be used by workers running group sessions on these issues.



## Moving forward – Year Two

In year two of the pilot HeadStart Hull will build on the successes in year one and ensure more young people in the pilot schools have access to targeted support.

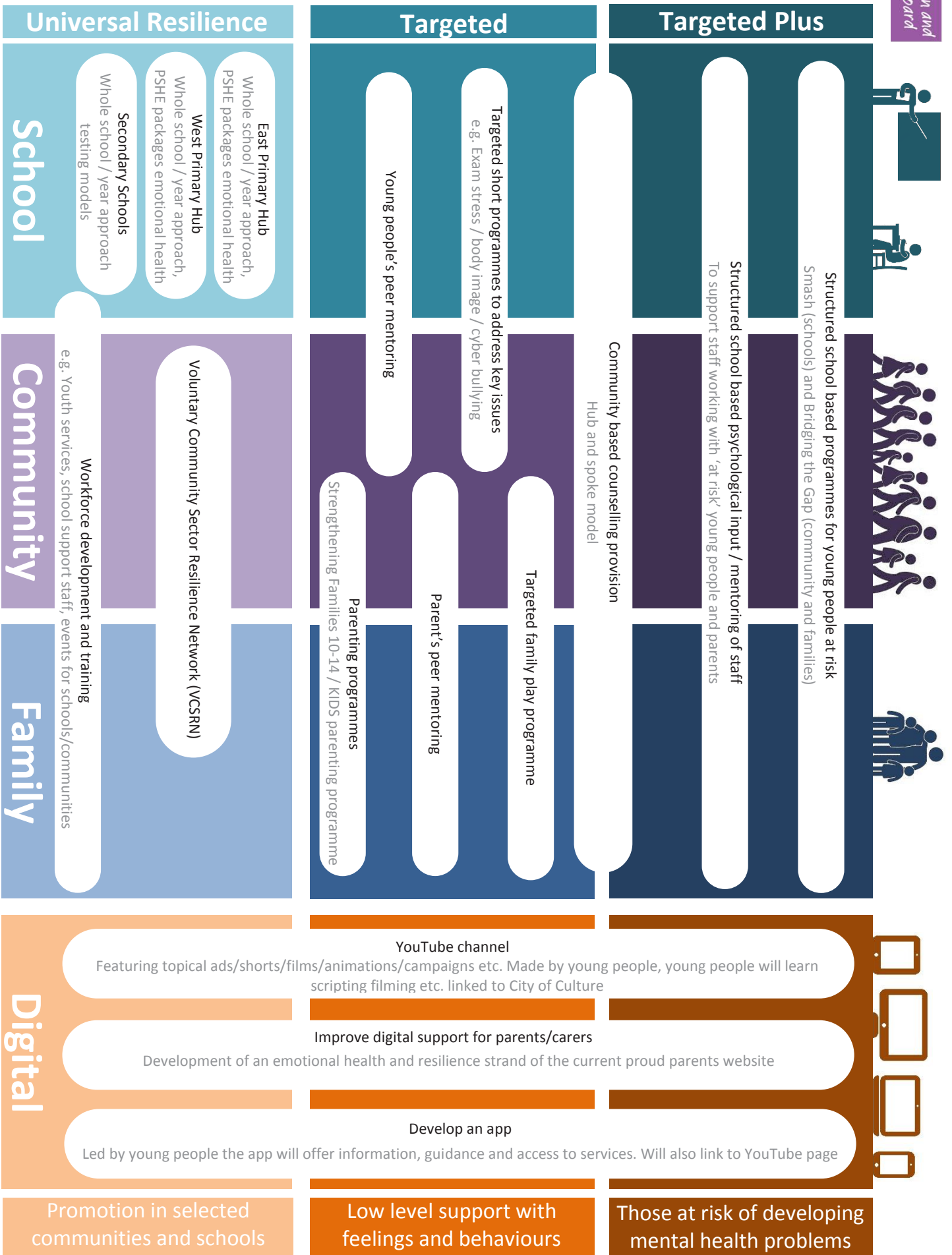
These will include:

- Roll out of the Jigsaw PSHE primary package to the other 5 HeadStart Hull primary schools
- Increased uptake of Mindfulness training in primary schools
- 13 schools working towards and completing the YMHFA mark of excellence
- The implementation of the community based counselling provision delivered by the Warren. This will offer therapeutic short term counselling interventions for young people struggling to cope with life events e.g. bereavement/family breakdown/bullying/exam stress whose issues do not meet the CAMHS threshold
- Consultation exercise with 1400 parents to ensure we understand their support needs in supporting their children and young people
- Further engagement with schools and community services to identify good practice and gaps in provision.

We will continue to evaluate the impact of interventions to not only inform the development of the next phase of HeadStart Hull i.e. submission of our five-year funding bid but also inform the wider city developments in improving our children and young people's emotional health.



# Headstart Hull: Delivery Model





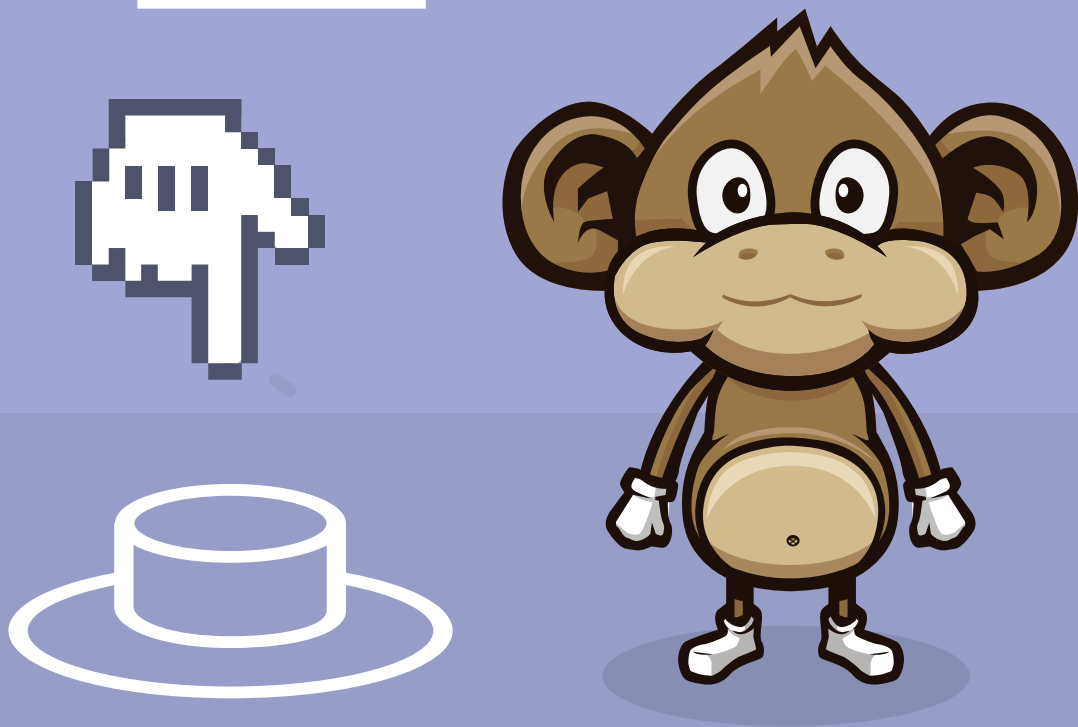


# hi i'm the caremonkey

the caremonkey was created to help anyone who is being bullied, harassed or abused. A kind voice you can get advice from, report a problem to or even get help from.

caremonkey is an app that lives on the internet and even has an undercover mode, so you know that using caremonkey is super safe and secure.

visit the caremonkey app now, it's as simple as pressing a button. the care monkey is here to help.



[caremonkeys.co.uk](https://caremonkeys.co.uk)



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