	Online Wellbeing	Learning	Working together	Workforce Development	School Support	Community
Focus	Move away from E-Safety agenda towards online wellbeing has proven to be a very welcome migration. This seems true for both schools and wider stakeholders. Bringing together social and emotional intelligence and the online world is providing a valuable framework and is an excellent way of considering the online world within the context of relationships, empathy and respect (aligning the work closely with Thrive / TIS input) Cornwall is at the cutting edge of this work and needs to be prepared to be more proactive to demonstrate this. When opportunities arise to share our work, we must take them. Whilst the work is still in the early stages, the thinking and arguments being made are worth sharing now. Campaigning is going to be critical as the work develops.	The focus of the local evaluation has taken some time to establish and has been influenced by the scope of the national programme. The WMF is a significant undertaking with some key learning, namely: • The WMF letters were printed and delivered to the schools; this proved to be hugely appreciated and is likely to have positively impacted on the WMF response rate in Cornwall. • The individual WMF reports were printed and delivered to each school. Again, this action was appreciated by the schools and these reports are helping to shape the action plan in many schools. • Schools appear to need a fairly considerable amount of contact and support in order to successfully conduct the WMF. In many cases the individual at the school leading on the WMF has changed from year 1 to year 2.	How much YP have to offer and can do with respect to things like #YPFest. Those Young People at the younger end of the age spectrum are just as able to make meaningful contributions. Young People are much less risk averse than the Working Together Lead!	HSK is offering a range of training – for SLT (2 days); Practitioners (10 days); Top up courses (for those trained in Thrive/other approach) and Whole Staff Training. Learning is that it is essential to include SLT on training alongside a practitioner – this is where strategic and operational change can happen and has encouraged schools to increase expenditure on good mental health. Whole Staff Training lasts for 3 hours. Feedback that this is an hour too long for a twilight session (after school), however inset days are planned 1 or 2 years in advance which will require a much longer lead-in time. Paradoxically 3 hours whole staff training is not enough to embed whole staff approaches. It's good though! +E4	School capacity – financial and time is very limited. Mental health and emotional wellbeing is now on the schools' agenda – but oftentimes this is not effectively linked to whole school improvement and the achievement agenda. There is a concern from schools that while they are upskilling in this area, there may be a reduction in the availability of specialist support and a raising of thresholds to access services because it is deemed the school should be able to meet the need. Schools report feeling that OFSTED still does not fully recognise/ value the work they do in this area – until it impacts on pure data outcomes.	Our Community approach has developed over the course of the first year. The effective engagement of the voluntary sector was crucial in informing the development of the Facilitators' Specification and has ensured that our procured model is effectively aligned to wider developments in the sector. The development of the community approach has been slowed by the long-term absence of the lead. This will require mediation in the coming year.

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Governance	Establishing links with the Cornwall Educational Psychology Service has proved very beneficial. There is still huge potential to develop this relationship further in the remaing period. The opportunity to embed the role in a third-party organisation has proved extremely valuable. This has facilitated a number of valuable relationships across all sectors that would have proved difficult otherwise. There is a greater opportunity to strengthen the relationship with SWGfL to provide even greater benefit, including sustainability and cross fertilisation of ideas (through greater integration with other SWGL work). There is also greater opportunity to strengthen relationship with other organisations e.g. Brook. This will help to demonstrate the importance of relationships in this discussion, it will also help with sustainability and broadening the range of expertise involved. Rather than recruit staff in-house to deliver the practical element of the programme, it is potentially more valuable to commission a partner(s) to deliver on our behalf, thus embedding into existing delivery.	Cornwall Council did not have in place software to appropriately support quantitative and qualitative data analysis. We have now got NVivo and STATA in place but this took a considerable amount of time to achieve. Submitting applications for research to the internal Cornwall Council 'Research Governance' panel has proved to be very time-consuming, ineffective and arbitrarily difficult. Establishing an effective learning team sub-group has enabled a number of strong links with other departments and other agencies.		Procurement is a lengthy but worthwhile process. Retaining excellent communications with potential suppliers is paramount and greater lead-in time should be considered where possible to allow for unexpected outcomes or process challenges.E5+E6	Schools are positive about– and unused to being in a relationship with a body such as HeadStart which is not dictating exactly how they must implement change in the schools, with the focus being more on understanding the context and rationale for a given approach. Processes that involve council support such as legal/ finance etc take significantly longer than one would expect and do not feel supportive to a solution-finding approach. The lead-in time to the programme was short: we tried to mobilise packages to schools etc as quickly as possible and this then didn't fit with the schools planning and finance cycle. WMF was received well by schools but they found the administration of it time-consuming.	The transfer of established members of the HeadStart team into the new provision provided by the Learning Partnership has ensured that the ethos and expertise of the programme is transferred. It has taken some time for new working practices and norms to establish and explicit mechanisms for communication (rather than the previous internal informal and close team working relationships) have been required as the programme has upscaled.

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Process	The process required to secure ethical approval is lengthy and the necessity to gain Cornwall Council Research Governance Framework approval added significantly to the timeframe. Securing a link with Plymouth University has proved beneficial and the PhD is adding a level of credibility to the outcome that would otherwise be difficult to achieve. There has been little guidance around the theme of the research. At present, all of the direction has come from the post holder himself. Whilst this is fine now, when it comes to delivering the final thesis, there is a risk that it will not deliver what the wider strategic landscape needs. Given the freedom and flexibility provided by Cornwall Council, there is potential to locate the research with a third party to maximise links into other projects and programmes underway. There is the potential to commission the outcomes required to a third party, potentially as part of the wider practical elements.	Inadequate systems were in place to record 'Who Got What' data. We anticipate this will be resolved with the Iteracy database and also the data capturing carried out by 'Motional' and the 'Learning Partnership'. Our main intervention is the training of the school workforce and this is very difficult to monitor in terms of 'Who Got What' data, especially since the workforce moves around and for example, a teacher who is a qualified TISUK practitioner may change schools. We anticipate the Iteracy database will help to give a better picture of who has undertaken the training and where these individuals are working etc.	Young People and Local Authority expectation regarding pace of work is not well aligned. This needs to be managed carefully in terms of expectation and process speed needs challenging within the local authority in this regard. Although not a huge following among YP on SM it is beneficial to raise awareness and to engage schools / parents and carers who connect with the programme for YP. Instagram most YP friendly account. Need to build on this. Wambiz has excellent potential and is proving useful and effective. Interesting to see how different YP use it and learning from response of YP without experience of SM outside of Wambiz. Recognising limitations such as inability to separate users as clearly as anticipated and that therefore we need to keep the app unique to HSK Youth.	There are many benefits from bringing together delegates from multi-sector/settings training e.g: • The voluntary and community sector training alongside education • Primary and secondary school staff training together thus building stronger relationships that are continued outside of the training environment.	The training has been very well received by all, but particularly by the many pastoral support/ learning support staff who have often previously held this work with minimal training. Accessing the 10 days training is a big commitment from schools – once they are on it or have done it they really value the time they have to focus on their own learning/wellbeing and reflect on their practice – this is F3a much deeper training than a one or two day course. Supervision is only effectively implemented in a few schools – the offer of supervision as part of TIS could be highly beneficial.	The process to confirm an approach and go to market is significant within a public sector environment. Establishing and building upon links in the community has been beneficial and the procurement of a partnership of local providers is adding additional value and reach into aligned programmes. We expect the benefit of this to be more fully realised in the coming months and will provide a considered and streamlined approach, both in the practical offer of support and in the construction of a coherent on-line offer.

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Communication and Engagement	Young people are tired of being talked at, they want to be part of the conversation. They are tired of assemblies and PSHE lessons delivered by staff who don't understand the issue from a youth perspective. They want+B6 an open, honest non-judgemental conversation. They often don't ask for help because of fear of getting told off. We need to maximise the opportunity to engage with young people, not only in managed sessions, but also informally.	Producing a Theory of Change took some time but in hindsight proved to be a very worthwhile undertaking. The GDPR compliant consent form produced by the HeadStart Kernow learning team is currently being shared across Cornwall Council as an example of best practice. Effective consent was not in place for us to obtain or share Thrive data. This issue has been resolved with the new supplier (Motional) from the date of their appointment. The extra time and effort taken at the start has resulted in GDPR data sharing agreements being in place (with the exception of the pupil lists DSA). Such an approach will undoubtedly save us time and effort in the long-run. The TIDieRs have been fairly difficult to produce owing to the nature of the interventions we have in place.	Need considerably larger board to be able to take up opportunities so we don't rely on same YP time and time again. Also YP involvement greater than board and possible for all YP to contribute in meaningful ways and all YP involved in the programme should have opportunity to be a part of board. Logistics are the biggest issue for working with the board and the key thing that has prevented progress. Logistics need more capacity to overcome. Can involve a whole range of YP using flexibility / building relationships / allowing YP to contribute in their own ways / at own pace. Significant value in fostering relationships within council and VCS working with YP to reach YP (e.g. EHE etc). Need to look at recognition and rewards.	Psyco-education is invaluable when taught to parents and carers. (Feedback from the family training previously done.) It worked well because it was universal and not a parenting course per se (which doesn't meet everyone's needs). • Parents/carers should be included (and want to be) in this learning and that for increased change and the development of resilience of well-being, parents/carers need to have the same approach and understanding as professionals. • That young people are curious about their brains and why they behave in the way they sometimes do. It moves them from feeling "bad or mad" to recognising what's happening e.g. not being able to contact with their neo cortex. Ideally, HSK would be able to consider evolving the training out directly to children and young people. The need is there.	Schools internal communication/ linking of information is oftentimes not efficient. Without explicit support schools are not necessarily linking up different programmes/training or information. For example the HeadStart lead (within the school) may not have shared info with the Healthy Schools Lead. Communication between HeadStart and all interested parties is a challenging and ever changing picture – it is really important to remain focussed on our key principles in the face of every body else's needs and requests. Schools are dynamic and vulnerable – different capacity each time you visit. They do not respond well to perceived poor communication or changes in the offer.	Having an external provider does not mean that they are not part of the same team. We are focusing on ensuring that the test-and-learn approach applies also to our contractors whilst ensuring that we also hold them to account. Shared team meetings and effective working relationships built on trust are paramount.

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Expertise	Families and professionals often lack the confidence and competence to deal with online issues. Often, families and professionals are put off by the online or digital element. We need to communicate the importance of focussing on the human element, not the technology. There is significant potential to develop peer-led solutions. This opportunity must be balanced with the potential risk of disclosure and ensuring this is dealt with accordingly. If facilitated through schools, gaining access to talk to young people is a lengthy process. In addition, schools very often see a facilitated session as a chance to take some time for marking etc. This is not facilitating workforce development. Focussing effort on professionals is essential. Whilst this is not a school's issue per se, schools can play a huge role in education to help young people deal more effectively with the online world. Young people give an invaluable insight into the issue and simple conversations are often extremely valuable. Even in a managed online space, there are still many potential pitfalls. The experience gained in a recent workshop where we provided a managed online space for young people to comment has proven the concept that we need to be doing a considerable amount of work in this area.	The Learning Team consists of a Researcher and Data Analyst who have been developing their expertise in the HeadStart programme through for example liaising with the National Team, attending workshops, undertaking training in data analysis software. We have adapted our approach to delivering the WMF through applying learning from the previous cycle, and shared expertise with other partnerships through webinars etc. We hosted the National Learning Team workshop in Cornwall in July 2017 and facilitated round table sessions on the HeadStart Kernow programme.	Relationships to those wit+D5h expertise are key. There is great importance in working closely with school support and digital leads and some benefit could be gained if roles were more generalist. Clear communication across the team is a key success. Starting where schools are at and building from a tangible base towards desired model / outcome and sustainability. Don't make assumptions. Ensure YP understanding of wellbeing / resilience etc. at level meaningful to them / their experiences. Some Schools are initially reluctant to involve hardly-reached/more challenging young people.	The experience and quality of the trainer/s is vital to ensure that the highest possible quality training is available through HSK. The quality of the training has a direct impact on the approach professionals use with children and young people.		