



## **HEADSTART SOUTH TEES**

*'Giving all children and young people in South Tees the necessary support to build resilience to achieve good emotional health'*

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# Introduction

Headstart was introduced in Middlesbrough in 2013 as a Big Lottery funded project; additional funding was secured from Future in Mind, education and public health.

- Support young people aged 0-19 to cope in better in difficult circumstances and do well in school and in life.
- Build resilience in young people to prevent the onset of common mental health problems.
- Learn from different approaches and contribute to an evidence base for investment in prevention and early intervention.
- Develop an early intervention and prevention model to provide support in school, at home, in the community and virtually.
- Develop a co-production model with children and their families.

In April 2020 South Tees Clinical Commissioning Group allocated Future in Mind funding to introduce elements of HeadStart into Redcar and Cleveland schools and support the development and delivery of the resilience approach. This support provided by a dedicated team will be in two ways; by direct delivery and by developing local networks to enhance relationships and access to services and support. HeadStart is a responsive programme; working on individual school priorities and using methods that complement current school approaches



# The Academic Resilience Approach

- **The Theory**

The HeadStart delivery model was predicated on evidence-based resilience therapy (Hart and Blincow). This evidence was then condensed in a table which, by avoiding therapeutic language, is accessible to a wide audience.

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow 2007 <a href="http://www.boingboing.org.uk">www.boingboing.org.uk</a>					
	BASICS	BELONGING	LEARNING	COPING	CORE SELF
<b>SPECIFIC APPROACHES</b>	Good enough housing	Find somewhere for the child/YP to belong Help child/YP understand their place in the world	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Tap into good influences	Engage mentors for children/YP	Being brave	Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going		Solving problems	
	Access & transport	The more healthy relationships the better Take what you can from relationships where there is some hope	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Fostering their interests	Help the child/YP take responsibility for her/himself
	Exercise and fresh air	Responsibilities & obligations		Calming down & self-soothing	
	Enough sleep	Focus on good times and places Make sense of where child/YP has come from	Highlight achievements	Remember tomorrow is another day	Foster their talents
	Play & leisure	Predict a good experience of someone or something new Make friends and mix with other children/YPs	Develop life skills	Lean on others when necessary	There are tried and tested treatments for specific problems, use them
	Being free from prejudice & discrimination			Have a laugh	
	<b>NOBLE TRUTHS</b>				
<b>ACCEPTING</b>		<b>CONSERVING</b>		<b>ENLISTING</b>	
<b>COMMITMENT</b>					

Further work by Young Minds then translated the resilience framework into the academic resilience approach.

Academic Resilience means students achieving good educational outcomes despite adversity. For schools, promoting it involves strategic planning and detailed practice involving the whole school community to help vulnerable young people do better than their circumstances might have predicted.

Facilitating the system wide Academic Resilience Approach helps to enable and empower schools to build and improve emotional resilience to:

- diminish the difference academically for the most disadvantaged young people
- improve attendance
- prevent mental health problems escalating
- support young people to access appropriate help early

Using the Academic Resilience Approach, we can help to embed evidence-based approaches across three key areas:

- People – from the pupils and parents to the whole staff group, even the caretakers
- Strategy and leadership including governance, policy, senior leadership
- Systems and structure including information management, behaviour systems, support structures, and so on.

- **The Training**

Delivered in partnership with Young Minds the Academic Resilience Approach can be accessed at open sessions or on an individual whole school basis. The training covers the evidence base and practical methods to introduce in the classroom.

Training on mental health in schools and the resilience approach can also be delivered to governing bodies on request.

- **The School Quality Standard**

The resilience tool, developed in partnership with schools, has been introduced in all schools and colleges in Middlesbrough as a mechanism to reflect upon and evidence their whole school approach to support emotional well-being. Again, predicated on the resilience framework this is a holistic approach looking from governance to playground and both policy and practice.

A whole school approach is the most meaningful and impactful way to build resilience in your staff and pupils, including those who are more vulnerable. By helping you to assess your school system and embed approaches such as Academic Resilience across the school, pupils and staff will learn how to cope with change and adversity, to enjoy learning and to look after their mental health and wellbeing. The following link is an interactive version of the framework which illustrates practical methods of implementation.

<https://www.boingboing.org.uk/interactive-resilience-framework/>

On achieving the silver level schools can access a non-recurrent grant to implement improvements.

Completion of the standard is endorsed by Teesside University.

- **The Transition Resources**





Provided for all year 6 and 7 pupils and their teachers the transition resources aims to improve the resilience of pupils as they embark on secondary education.

## HeadStarters



The HeadStarters pathway supports young people to become emotional health champions. This links to the school curriculum and is the first Asdan accredited mental health training of its kind in the country. There are currently in excess of 650 HeadStarters in Middlesbrough. The pathway has 2 levels and provides participants with a variety of skills including mental health advocates and peer mentorship.

HeadStarters have been involved in a wide range of policy development as co-productees, for example the Local CAMHS Transformation Plan.

HeadStarter 'Feelgood' festivals and a town-wide conferences are held and will bring together schools across the South Tees. School staff report the interaction between schools and differing year groups very beneficial and primary/secondary projects have been developed as a result of this. Participating pupils have increased confidence and self-esteem which impacts on behaviour and attainment in school.

A requirement of schools within the *Transforming Children and Young People's Mental Health Provision* Green Paper is mental health training for pupils.

Resources are provided to schools to promote sustainability after initial introduction and training of the first cohort of pupils.



# Information, advice and guidance



[www.headstartsouthtees.co.uk](http://www.headstartsouthtees.co.uk)

The HeadStart website has access to information, advice and sources of support from across the emotional well-being and mental health system.

A range of HeadStart tools are also available on the site for use by professionals, children and young people and families.

## Mental Health Leads in Schools

The green paper, Transforming Children and Young People's Mental Health Provision, requires all schools and colleges to appoint a designated senior lead for mental health; mental health support teams to work with groups of schools and colleges and reduced waiting time for access to CAMHS to be achieved. In Redcar and Cleveland, we are building our network of support for and between those Mental Health Leads (MHL) to ensure that we maximise capacity and achieve longevity in our approach. We recognise that positive mental health and emotional well-being is fundamental to the success of our entire community, and regard the MHL network as central in reflecting our core values and principles of outstanding practice. Our methods are psychologically-led, underpinned by evidence-based practice, and our bravery dictates that we are not afraid to approach things differently.



The challenges brought by mental health needs are huge, arguably recently increased by the Covid-19 pandemic and subsequent lockdown, and systems for supporting them are often overwhelmed. We recognise that the task to improve education's capacity to contribute towards this agenda is monumental and realise that using a team approach to achieve systemic change is far more likely to succeed. Our strategies are therefore built on collaboration, between colleagues within and between establishments. Our MHL network will be populated by at least three key members from each, reflecting the cognitive diversity likely to best support increased creativity within our thinking.

Our MHL network therefore invites the following representatives from each school and college to participate in this agenda:

- Strategic Lead
- Operational Lead
- Governor Lead

Together, we will meet regularly to build relationships, a better understanding of our community needs, and to determine how we will own and move this agenda forwards for the benefit of all.



# The HeadStart Team

For further information please contact a member of the HeadStart team: (01642) 728079

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