

HeadStart national evaluation final report

Appendix 5: Information about partnership approaches

Evidence Based Practice Unit

A partnership of



Introduction

In this appendix we provide information about the approach taken by each of the six HeadStart partnerships. Where partnerships currently have active websites, their website address is included. You can find out more about [HeadStart](#) on The National Lottery Community Fund website and explore the wealth of learning captured via the Fund's [Insights](#) page.

HeadStart Blackpool

Co-led with local young people, HeadStart Blackpool began a social movement focused on creating and embedding a whole town approach to make Blackpool a more resilient town for everyone to live in, especially those facing the greatest challenges. Aligned with the local authority's priority to create stronger communities through social action, anyone who lived, worked, or volunteered in the town was invited to get involved. HeadStart Blackpool worked alongside young people, parents/carers, schools, health services, local authority services, police and the voluntary and community sector to embed a new way of working focused on 'Beating the odds whilst also changing the odds' (Hart et al, 2016): Beating the odds, so people can do better than anyone expected them to given their circumstances; and changing the odds to change the systems to better meet the needs of local people.

Key interventions included Friend for Life (friendship model of volunteering), Junior Park Rangers and Blackpool Families Rock.

<https://www.boingboing.org.uk/resilience-revolution-blackpool-headstart/>

HeadStart Hull

Hull's programme worked with all schools across the city (primary, secondary, special schools and PRU's) as well as a range of community providers e.g., youth services, VCS, social care, health etc. to provide a city-wide approach to improving emotional wellbeing. The HeadStart Hull programme, now 'Thrive Hull', was an integral part of the Early Help Delivery Model. Through this they aimed to ensure emotional and mental health had parity of esteem in the city with physical health by reducing stigma and ensuring it is seen as "everyone's business". The programme supported children and young people to have:

- A "Trio of Trusted Adults" - in the school, community and at home
- Aspirations for the future - Children and young people and family
- Confidence and self esteem
- Positive Peer Networks - friends they can rely on and support each other
- Stronger Family Networks.

<https://www.howareyoufeeling.org.uk/>

HeadStart Kent

HeadStart Kent's programme was underpinned by four evidence-based approaches:

- Promoting the Public Health Whole-school Approach to emotional wellbeing and mental health, through the Kent Resilience toolkit and associated Award
- Introducing the Resilience Domains Model as a way of mapping young people's resilience and establishing where they can be supported
- Utilising the Kent Resilience Framework as a tool to empower schools and communities to make resilient moves and assess how effectively the school or service promotes resilience and emotional wellbeing and the measures required to improve it
- Coproduction with young people, parents, families, and the community to ensure their voice is always listened to.

Kent also championed prevention and early intervention where young people were at risk of their emotional wellbeing being impacted by trauma such as domestic abuse. Schools were notified through HeadStart when domestic abuse incidents had occurred so that they were more aware, informed and better prepared to offer support to young people who needed it.

<https://kentresiliencehub.org.uk/>

HeadStart Kernow

HeadStart Kernow's aim was to take a whole Cornwall, whole system approach to create a common language and shared understanding of young people's mental wellbeing and the underlying behaviours that can interrupt a child's learning and development. Underpinning their trauma informed approach was the neuroscience behind young people's brain development, emotional attachment to a care giver, the importance of play and the impact of adverse childhood experiences. Training was delivered across all primary, secondary, special schools and Alternative Provision Academies (APAs), alongside many practitioners working in the voluntary and community sector as well as parents/carers.

Cornwall also recognised the importance of developing digital resilience to support young people's wellbeing online. Coproduced with young people, the University of Bournemouth and the Professionals Online Safety Helpline, they produced their online resilience toolkit, providing a practical way for professionals to assess young people's online behaviour and help them make decisions about whether that behaviour represents risk of harm.

<https://www.headstartkernow.org.uk/>

HeadStart Newham

HeadStart Newham supported young people with emerging mental ill health through peer mentoring, social action projects and a school-based and online behaviour change course facilitated by youth practitioners. Young people were encouraged to take part in a range of creative and sports activities in the community to support their mental wellbeing. The partnership worked alongside schools, providing coaching, training and support to develop and implement wellbeing strategies. They also developed a multi-agency collective (MAC) of professionals from a range of services including CAMHS, children's services, schools and the voluntary and community sector to ensure that those young people that required support were able to access it either through specialist support or community activities and interventions.

A peer parenting programme with specialist training was offered to parents, with parent facilitators initially volunteering on the programme to being offered paid sessional roles to develop and sustain this aspect of the programme.

<https://www.headstartnewham.co.uk/>

HeadStart Wolverhampton

A key part of Wolverhampton's approach was the emphasis on upskilling those involved with children, young people, and families to recognise and appropriately respond to emotional, mental health and wellbeing issues in their schools and communities. This led to the development of wellbeing tools and workforce training including:

- an anti-bullying charter
- coproduction charter
- Wellbeing toolkit for schools (accredited by PSHE in 2021)
- Leading Mental Health in Schools (LMHis) Master's module
- consortium building with local VCS organisations
- Work Ready programme for young people
- Back on Track programme to support young people in school.

As with all the HeadStart partnerships, coproduction with young people ran through every aspect of the programme, culminating in development of the city-wide #YES (Youth Engagement Strategy) which opened the door for young people to have a voice in key areas of the city's strategic decision-making forums.