



Information

for

Schools



Introduction

HeadStart was introduced as a South Tees Public Health service in Middlesbrough in 2013 and extended into Redcar and Cleveland in 2019.

The aim of the service is to;

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

To ensure all HeadStart delivery is quality assured all work is psychologically-led and informed by the robust evidence base of the Resilience Framework.

The framework is an easily understood method for ensuring pupils are supported to build on their assets to develop their resilience and cope better during difficult circumstances or periods of change.

By using an Academic Resilience Approach, the team will support school to embed evidence-based approaches, in-line with DfE guidance across three key areas;

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow 2007 www.boingboing.org.uk

| | BASICS | BELONGING | LEARNING | COPING | CORE SELF |
|---------------------|--|--|---|--|---|
| SPECIFIC APPROACHES | 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 | Map out career or life plan | Solving problems | Help the child/YP to know her/himself |
| | Access & transport | The more healthy relationships the better | | Putting on rose-tinted glasses | |
| | 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 | Highlight achievements | Calming down & self-soothing | Foster their talents |
| | Enough sleep | Focus on good times and places | | Remember tomorrow is another day | |
| | Play & leisure | Make sense of where child/YP has come from | Develop life skills | Lean on others when necessary | There are tried and tested treatments for specific problems, use them |
| | Being free from prejudice & discrimination | Predict a good experience of someone or something new | | Have a laugh | |
| | | Make friends and mix with other children/YPs | | | |
| NOBLE TRUTHS | | | | | |
| | ACCEPTING | CONSERVING | COMMITMENT | ENLISTING | |

Diagram A: The Resilience Framework



- People – from the pupils and parents to the whole staff group, even the caretakers



- Strategy and leadership including governance and senior leadership



- Systems and structure including information management, behaviour systems, and support structures.



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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 from escalating



- Support young people to access appropriate help early

This will also support school with meeting the Public Health priorities for a whole school approach as illustrated below;



Diagram B: Elements of a whole-school approach for wellbeing interventions (PHE 2016)



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Service Delivery

Resilience Tool/ Quality Standard

The resilience tool, developed in partnership with schools, is a mechanism to reflect upon and evidence whole school approaches in supporting emotional well-being.

Again, predicated on the resilience framework and Public Health principles, this is a holistic, reflective approach which examines governance, policy and practice.

The HeadStart team will collate evidence provided by school and, on reaching the gold standard, will be endorsed by Teesside University, South Tees Public Health and Redcar and Cleveland Council.

Audits conducted as part of the Mental Health Leads training will contribute to the quality standard.

Training

An introduction to the Academic Resilience Approach is delivered over two-hour long sessions each half term. Following this school-based training can be provided to all relevant staff. The training will look at the evidence base and how this can be practically introduced in classroom practice.

Mental health link governor training is delivered virtually each term. The training explores the



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current national agenda relating to mental health in schools and the strategic key lines of enquiry governors should pursue.

HeadStarters

The HeadStarters pathway supports young people to become emotional health champions. This links to the school curriculum and can be accredited if required. There are currently in excess of 2000 children and young people who have participated across South Tees.

The pathway has three levels, and provides participants with a variety of skills including mental health advocacy and peer mentorship as well as developing other skills required in later life.

HeadStarters have been involved in a wide range of policy development as co-producers.

HeadStarter 'Feelgood' festivals and a South Tees conference are held annually and bring together schools across South Tees.

Evidence demonstrates that participating pupils have increased confidence and self-esteem which impacts on behaviour and attainment in school.

Transition

Group sessions are available to support years 6 and 7 to prepare for transition and to support a positive start in secondary settings. This can be a universal provision, or targeted at vulnerable pupils. Practical resilience – based resources will be provided to



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school for use in the classroom.

Group Interventions

A variety of evidence-based group interventions can be provided to address a wide range of topics including;

- Anxiety/low mood
- Friendships
- Anti-bullying
- Risk taking behaviours

Sessions can be delivered using a variety of methods as appropriate to individual school needs and priority cohorts and are designed to be creative and engaging.

Parents/ Family Support

Support is available for targeted groups of parents to increase their knowledge about how to best

support the emotional well-being of their children and themselves. A range of resources aimed at parents will be provided for school use. The team can attend parents evenings and other events to promote services.

Resources, Advice and Guidance

The HeadStart website gives 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.

headstartsouthtees.co.uk



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'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.

Across South Tees, 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 MHL network therefore invites the following representatives from

each school to participate in this agenda;

- Strategic Lead
- Operational Lead
- Governor Lead

Together, we will meet half-termly 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.

HeadStart Newsletter

A newsletter containing a range of relevant information, details of resources, training and support and examples of good practice across schools is produced fortnightly.



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The HeadStart Team

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