

Children and Young People's Emotional Health and Wellbeing

Cornwall's HeadStart Kernow Programme 2016-2022
End of Programme Report



“ We want people to **see the unseen, to hear the unheard and to help the ones that need it.** ”

- Amy Pearton, Chair of Young People's Board, 2016

“ ... everyone at HeadStart Kernow has kept the **Young People's voice and opinions at the heart** of the first couple of phases. We plan to keep it that way! ”

Foreword

This report provides highlights from the HeadStart Kernow six year programme and is under-pinned by detailed evaluations. We are indebted to The National Lottery Community Fund for the opportunity to become one of the six strategic HeadStart programme areas in England (2016-2022).

Their significant investment and facilitative approach has enabled an enduring partnership in Cornwall between children's services, schools and voluntary sector organisations, to test and learn from a diverse range of initiatives and interventions designed to understand the risks to emotional and mental health of young people and work with them to make a difference. Our ambition was to take a whole Cornwall, whole system approach and I believe we have achieved our aims. There is more to do to ensure consistency, quality and availability of support for young people at the time they need it to prevent the risk of poor mental health; it is incumbent on all of us to maintain the commitment at a time when there are even greater risks to children and young people's emotional and mental health arising from the pandemic, conflict and poverty. Everyone working in the children and young people's emotional and mental health system, have come together over the last few years to innovate and share good practice to improve prevention and early intervention practice and resources. Young people have challenged and shaped HeadStart Kernow from the start ensuring that investments have been made in the areas of policy, practice and workforce development to support schools, families and practitioners meet need earlier in a way that works for young people. As Amy put it in her foreword to the HeadStart Kernow Strategy in 2016 *“we want people to see the unseen, to hear the unheard and to help the ones that need it.”* And that's what we have done.

The following quotations from young people over the past six years demonstrate HeadStart Kernow's integrity and the impact on those for whom the programme was established to support:

See the unseen

“ This class has helped me realise that I'm not alone and if anything it has made me feel better about myself. ”

- Young person, The Power of Youth Workshop Review blog

“ It's okay to feel the way you feel. You are not alone. ”

- Young people at Falmouth School, from 'HelloYellow' - a Youth In Mind film

“ Be yourself, there is only one of you, you are an individual, be proud. ”

- Young person, URAmazing - a StartNow campaign

Hear the unheard

“ I think it's really important that we make our voices heard because it is our future... ”

“ Young people are quite under represented; this is a way for young people to get their points across and to be heard by other generations. ”

- Young People Ambassadors - the Annual Conversation 2021

“ I feel like it's a really good thing to do, to help all the young people who are also affected by the whole pandemic. ”

- Member of Young People's Grants Panel

Help the ones that need it

“ I didn't think I'd even be here at this age, let alone be thriving! ”

- Young person supported by HeadStart Kernow Youth Facilitator support

“ This is the only support that has made any difference. I am looking forward to new things now and feel like I can do it. ”

- Young person supported by HeadStart Kernow Youth Facilitator support

“ Mental health is not something that can be cured overnight. Even after talking, you may still not feel fine. ”

- Young people at Cape Cornwall School, from 'It's OK not to be OK' - a Youth in Mind Film

“ The money really gives young people the opportunity to do things they maybe never got the chance to do... and get out of their little bubble. ”

- Member of Young People's Grant Panel

Where are we now and what next?

“ HeadStart has developed, tried and tested a whole system end to end approach – this must be sustained and built upon. ”

- NCB Stakeholder consultation 2021

From the very beginning of the HeadStart Kernow journey, a fundamental principle has been supporting and facilitating young people to be involved, empowered and heard. Young people are, and continue to be, at the heart of the HeadStart Kernow partnership approach.

“ I always think of HeadStart Kernow when I think about young people's voice. Their platform has grown enormously as a result of what HeadStart Kernow has done. ”

- Health and Education Colleague, Cornwall

The learning, expertise and resources from HeadStart Kernow will be integrated in Cornwall Council. This will contribute to the Council's outcomes (making Cornwall 'a brilliant place to be a child and grow up') and the One Vision Partnership Turning the Tide Strategy for child and adolescent mental health services. The Council's commitment to Children's Rights will be strengthened and will build upon the great work young people have achieved as part of HeadStart Kernow. There is much still to do in the field of prevention and early intervention and the impact, insight and intelligence generated as a result of the Lottery investment and the strong collaborative approach provides a solid foundation for the improvement of children and young people's emotional and mental wellbeing.

Heartfelt thanks to everyone involved over the last six years and we hope the legacy will go from strength to strength.

Kate Evan-Hughes

Service Director Education, HeadStart Kernow Senior Responsible Officer

Charlotte Hill

Head of Partnerships, Innovation and Wellbeing, HeadStart Kernow Strategic Lead

March 2022

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This report provides a **general overview of the six year Programme** and **addresses eight specific questions** that The National Lottery Community Fund (TNLCF) have asked for a response to as their ambitious HeadStart Programme concludes in the summer of 2022. Cornwall is grateful for the **investment and opportunity to make a difference to children and young people's emotional wellbeing and mental health** as a result of their foresight and ambitious Programme objectives.

Background

Started in 2016, HeadStart Kernow is a six-year Programme set up by The National Lottery Community Fund (TNLCF) to explore and test new ways to improve the mental health and wellbeing of young people aged 10 to 16 and prevent serious mental health issues from developing.

Cornwall is one of six local authority-led partnerships awarded funding from TNLCF's strategic investment Programme. The other partnership areas are Blackpool Council, Hull City Council, Newham Council, City of Wolverhampton Council and Kent County Council.

The HeadStart Kernow Strategy (2016-2021) set out the aims and ambitions for the Programme. Cornwall received funding from TNLCF in 2015-2016 (called 'Phase 2') to pilot approaches to improve emotional resilience and mental wellbeing in young people aged 10-16. Phase 3 funding (2016-2021) was used to scale up across the whole of Cornwall.

TNLCF extended the Programme for an additional year (to summer 2022) to enable ongoing support during the coronavirus pandemic and to support the development of sustainability planning.

The Strategy presented a plan of action for HeadStart Kernow and outlined how activity will build resilience and mental wellbeing for children and young people and deliver sustainable systemic change long into the future. The value of the HeadStart programme in Cornwall over the six years was £10.88m.

This current report reflects on the Strategy and how the Programme aims were achieved. It highlights key lessons learnt and recommendations for policy makers in regards to continuing support for young people's emotional health and wellbeing in Cornwall.

This report covers:

- Context and approach taken by HeadStart Kernow
- HeadStart Kernow Programme activities and summary of the outputs, outcomes, impacts and learning
- Discussion of the remaining challenges and opportunities for continuing to support emotional health and wellbeing.

Throughout the report are references to reports, journal articles and case-studies that highlight the impact of the Programme on: the whole system; children and young people and their families; schools and other settings; community organisations; and professionals.



CASE STUDY:

Supporting a young person's return to school

A young person (male, 15) was referred to the HeadStart Youth Facilitator by their school. He was suffering from severe anxiety which was causing low mood, social isolation and affecting his eating. He had become unable to attend school or complete any school work due to a lack of confidence.

The Youth Facilitator met one-to-one with the young person for weekly support sessions. At first the sessions focused on specific topics such as psycho-education, cycle of thoughts and action planning. The young person worked with the Youth Facilitator to develop an Exposure Ladder to help plan manageable steps to take moving forwards. Support continued in approaching a return to school, with planned visits and increasing communication between the young person and the school. Moving forward was planned in a way that would build the young person's confidence, self-esteem and resilience.

The young person was able to develop an understanding of his anxiety and recognise patterns in his behaviour. A combination of psycho-education and learning skills and strategies enabled the young person to put techniques into practice, at first with the support of his parents, then with the Youth Facilitator, and finally independently. The young person became focused on returning to school and started to complete work. His resilience improved and he was able to recognise when things were 'dipping', apply the techniques learned and keep moving forward.

“ I know that I can do this now and know that I can have a future. I think I've made good progress and feel I can start meeting my friends more and get back to school. ”

- Feedback from the young person

Case-study adapted from material provided by LPCo.



The changing context and embedding HeadStart Kernow's approaches

Background

The HeadStart Kernow Strategy (2016) set out why HeadStart matters to Cornwall. It continues to matter. Children and young people in Cornwall grow up in a county of contrasts with areas of visible wealth alongside significant levels of poverty and disadvantage which can be significant risk factors to good mental health and educational achievement. Cornwall is a geographically isolated rural county. It lies at the most south westerly tip of England.



The Cornwall and Isles of Scilly Health Population Profile 2021-22 identifies:



Deprivation is a persistent problem, with areas where there are **very high levels of deprivation** and this has not changed for some years.

Around 76,200 people

(13.3% of the population of Cornwall) **live in the 20% most deprived communities in England.** This equates to approximately 35,900 households.



17.1% of children in Cornwall live in **low income households.**

In 2021 the average house price rose to

£253,000,

almost 10 times the average full time employee income of £25,614.



14,453

households on the **Cornwall Homechoice Register** and Cornwall has one of the highest rates in the country of rough sleeping per head of population.



The Cornwall and Isles of Scilly Health Profile 2021-22 (Cornwall Council 2021)

The Cornwall and Isles of Scilly Population Health Profile 2021-22 also notes that Cornwall and IoS has higher levels of self-harm and suicide than the national average with the 3rd highest rate of suicide in the UK. This is thought to be due to 'the levels of deprivation, isolation and access to means for suicide in CloS. The prevalence of mental health problems in the county is expected to steadily increase, and it is important to note that a range of diverse factors can impact an individual's mental wellbeing.' (p.71)

The National Lottery Community Fund (TNLCF) investment in Cornwall has been vital for improving resources and support for children and young people's emotional health and wellbeing at a time of reduced funding for youth services and universal and early intervention services. Over the course of the HeadStart Kernow period, funding for youth services have reduced nationally, with funding less in rural areas than urban areas. **The National Youth Agency (NYA, 2021) found that:**

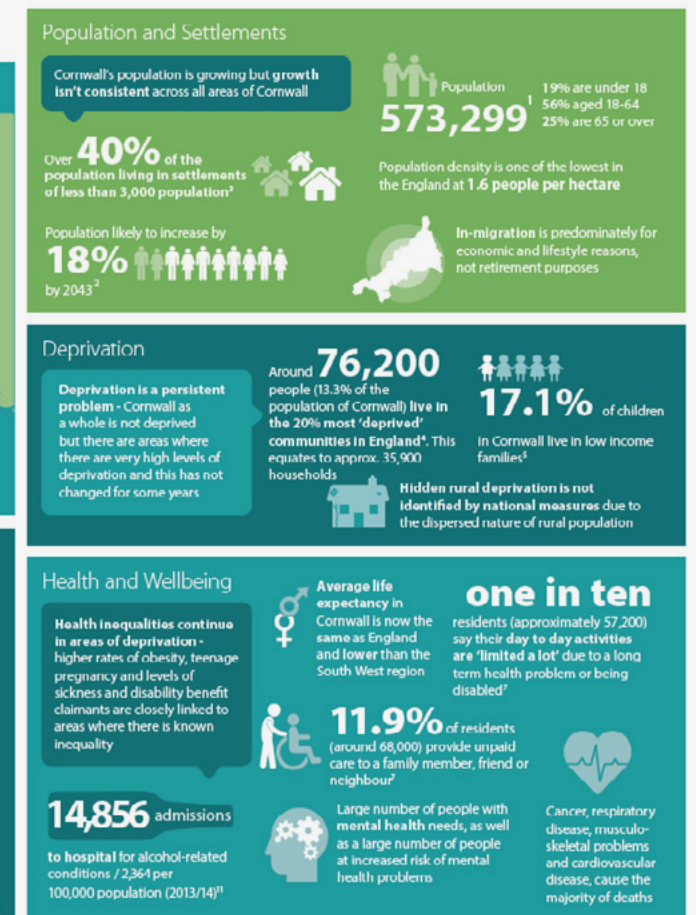
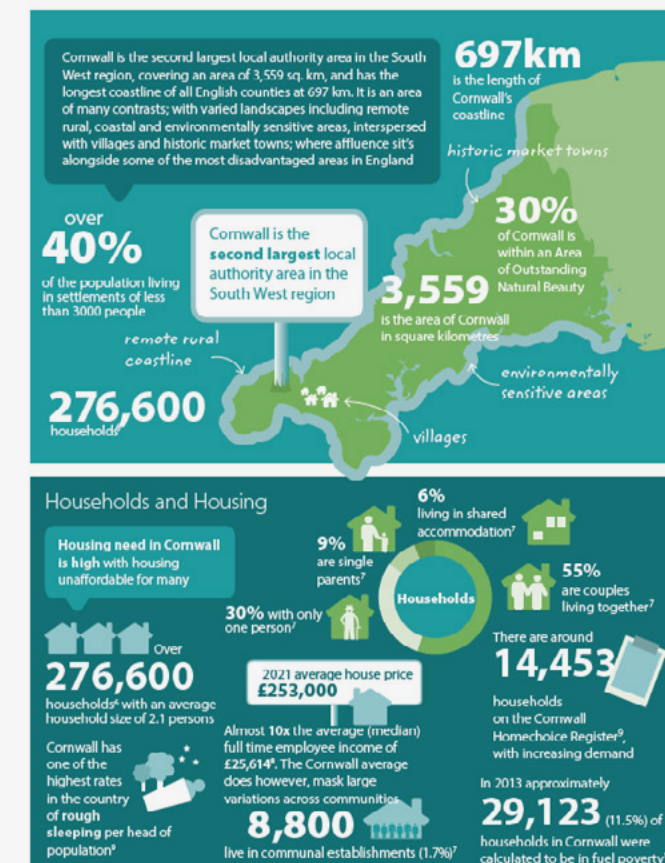
“ [Youth services].. include a range of safeguarding and early intervention support services which are vital to many vulnerable or disadvantaged young people, in particular. However, investment in – and young people's access to – youth services has fallen across the whole country, at the same time as the needs of young people have increased... Hardest hit are the 2.25m young people living in predominantly rural areas, living in villages, towns and coastal areas.”

- NYA, 2021, p. 4

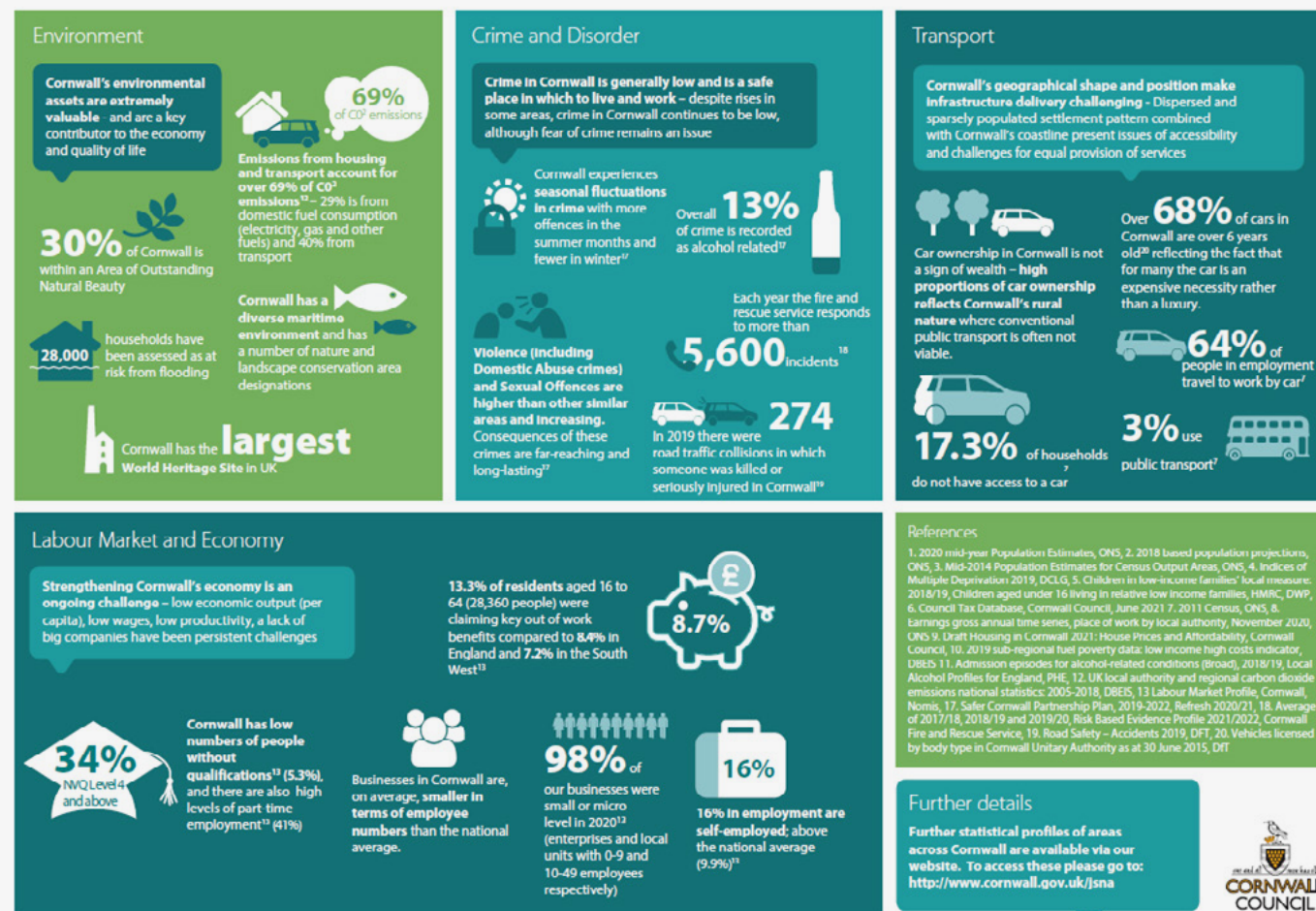
“ This patchwork of provision nationally, has seen the average net expenditure on youth services tumble from the around £154 per head to £62 per head in urban areas, since 2011; for rural areas, we have witnessed a drop from £108 to just £47 per head on average.”

- NYA, 2021, p. 7

Cornwall: a brief description (2021)



Infographic courtesy of The Cornwall and Isles of Scilly Health Profile 2021-22 (Cornwall Council 2021)



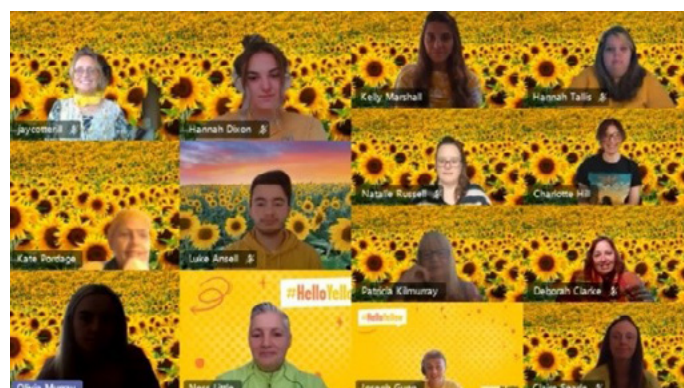
Infographic courtesy of The Cornwall and Isles of Scilly Health Profile 2021-22 (Cornwall Council 2021)

Coronavirus pandemic

By the time of the first national lockdown in March 2020, the HeadStart Kernow Programme was already well established in Cornwall. The small management team worked across the Council in health, education and social care. They worked collaboratively with schools, community groups and partner organisations, and engaged nationally with TNLCF, academia and the HeadStart partnership areas in Blackpool, Hull, Kent, Newham and Wolverhampton.

The HeadStart Kernow Programme has been managed by a small multi-disciplinary team with specialist skills in relationship-building, commissioning, research and youth engagement. The team values reflected those of the Programme: trauma-informed, passionate about making a difference, creative, and supportive. HeadStart Kernow has supported the development of eight apprentices and Kickstarters.

When the pandemic hit, the HeadStart Kernow team were well placed to be given the role of leading the local multi-agency response to supporting children's emotional health and wellbeing. The HeadStart Strategic Lead established the Schools & Communities



Members of the HeadStart Kernow team celebrate 'Hello Yellow' Day 2019 with Supporting Families colleagues.

Group, which reports quarterly to the Children and Young People Mental Health Strategic Implementation Board and the One Vision Executive Group. The Schools and Communities Group provides a multi-agency response, bringing the whole system together to create and share real-time intelligence, anticipate needs and share resources to develop solutions. At the start of the pandemic the Group was able to mobilise quickly and step up a prevention approach. Currently in 2022 the group continues to meet monthly to determine and progress priorities that promote positive emotional and mental health and wellbeing of all children and young people in Cornwall.

The importance of the HeadStart approach was highlighted in the pandemic. Practitioners in trauma-informed approaches contacted the team to share how training supported their practice, and HeadStart Kernow's Online Resilience Toolkit proved invaluable as the nation shifted to living and working in the digital world during two years of restrictions. Nationally, the pandemic highlighted the importance of embedding a whole system approach with a focus on prevention and early intervention. The House of Commons Health and Social Care Committee report 'Children and Young People's Mental Health, November 2021' identified how the mental health of children and young people has worsened during the pandemic, placing a massive additional strain on already stretched children and young people's mental health services. The need for a whole system approach and prevention and early intervention is highlighted:

“Place-based, whole-system approaches are most effective at meeting children and young people's needs, particularly for those with complex, multiple and long-term needs. Services delivered in the community provide flexible and cost-effective support while reaching underserved communities due to their universal, non-stigmatising and culturally responsive approach.”

“The need for early intervention and prevention in children and young people's mental health has been consistently overlooked by successive governments and although there has been a significant expansion of services recently the pace of change has not been keeping up with increases in demand. Still today too many children and young people are reaching the point of crisis before they can access any mental health support.”

- pg 31 and 54

At the start of the pandemic HeadStart Kernow was entering the final 12 months of TNLCF funding. TNLCF extended the Programme for an additional year (to summer 2022) to enable ongoing support during this difficult time and to support the development of sustainability planning after TNLCF funding ends. Operationally, HeadStart Kernow was able to flex and adapt to the challenge of the pandemic due to the support of TNLCF and their 'test and learn' approach. The team shared learning at the national conference hosted by the National Children's Bureau in October 2020, published a case-study with Public Health England (PHE) on how essential support for children was continued when face-to-face support suddenly ceased due to Covid-19, and released two case-studies on developing a new approach to engaging with young people in a digital context.

The HeadStart Kernow team responded quickly to the pandemic by co-creating new resources for schools, parents and young people. Young people were surveyed on their wellbeing through an 'RU OK' check-in and directed to support. The team created a 'Virtual Ring Binder' in collaboration with hundreds of professionals from a wide range of settings. This multi-agency, inter-professional collaboration provides expertise to workers in their support of young people and is a live document that has been updated as circumstances change throughout the pandemic. The HeadStart Team also created the Cornwall Wellbeing Hub, the Parent and Carers Wellbeing Series, and guidance for practitioners on 'Increased vulnerability and hidden harm'. This report describes the resources in greater detail below.

Relationship-based approach

Through the strategic Programme interventions, TNLCF adopted a relationship-based approach with a focus on 'test and learn' and delivering outcome, impact and learning. It has been refreshing and a privilege to work with a national funder in this way. Over the six year period there has been considerable consistency in staffing at TNLCF and in HeadStart Kernow. On a Programme level this has allowed a relationship to grow between the Strategic Lead and the Funding Manager that is based on trust, confidence and confidentiality. Likewise, the commitment of the whole HeadStart Kernow team to the Programme is notable. The team have mutually shared values and commitment to the Programme, the outcomes and making a difference. The team has benefitted from consistent and stable support from the Anna Freud Centre, Child Outcomes Research Consortium (CORC),

University of Manchester and latterly the National Children's Bureau.

HeadStart Kernow adopted a relationship-based approach in the delivery of the Programme, which has continued over the six year period. The relationship-based approach is fundamental because it is key to the resilience and trauma-informed approaches adopted by HeadStart Kernow. The team has invested in relationships with partners, stakeholders and young people and has encouraged them to also adopt this approach. For example, HeadStart Kernow has supported schools to adopt relationship-based policies in place of punitive behavioural policies. The Programme has built relationships across the whole system, supporting schools, communities and families to work together to support children and young people.

On a strategic level HeadStart Kernow has developed relationships and collaborations in the Local Authority (across services), in the region (with stakeholders and partners) and nationally (with academics, other local authorities and organisations). These will have a lasting impact after the end of the Programme and places Cornwall in a strong position with the creation of the Integrated Care System that 'removes traditional divisions' (NHS 2022).

HeadStart Kernow has raised the profile of prevention and early intervention in Cornwall politically and strategically. Cornwall Councillors have been regularly updated on the progress of the Programme through the Scrutiny Committee. The Our Safeguarding Children's Partnership undertake an annual review of what services are doing to support emotional health and wellbeing.

After the HeadStart Programme finishes, many relationships and collaborations will continue. Some of these are:

- Strategic relationships. For example the Schools and Communities Group, Cornwall's Emotional Health and Wellbeing Partnership and collaborations with youth organisations will continue.
- Youth participation and voice. For example, collaboration with Cornwall Council's Children's Rights Officer to develop and embed youth engagement.
- Early intervention support. For example, Bloom is an innovative partnership approach between Cornwall Partnership NHS Foundation Trust, Cornwall Council, HeadStart Kernow and other services and organisations.
- Relationships between the Council, schools and the wider workforce. For example Cornwall's Trauma-Informed Network and Cornwall's Wellbeing Hub.
- The Best Start in Life team that embeds the HeadStart approach to prevention and early intervention in children's health and social care. This builds on the connections made in HeadStart between the Council's directorates and service areas: Children's, Community Health, Educational Psychology Service, Local family partnerships (including Family Hub managers), Public Health.
- Collaboration with creative organisations to develop opportunities for young people to use creativity to build and develop resilience.
- Academic collaborations. An example is ATTUNE, a Medical Research Council (MRC) funded (£3.8m) project that will use the HeadStart's Wellbeing Measurement Framework data in a collaboration that brings together diverse creative-arts, digital and health experts to investigate how adverse childhood experiences (ACEs) can affect adolescents' mental health with the aim of developing new approaches to prevention and care.

HeadStart Kernow's strategic context

The strategic context has been dynamic throughout the HeadStart Programme. A key ambition of the HeadStart Kernow Strategy was building on the Council's strong track record of partnership working at strategic and local levels and to include the involvement of communities. Central to this was HeadStart Kernow's role in providing strategic leadership to embed the prevention and early intervention agenda. This has been embedded into key local strategies: the Education Strategy, the One Vision Plan and the NHS 'Turning the Tide' Plan (Children and Adolescent Mental Health Services (CAMHS) transformation).

Timeline of local and national strategies and plans:

- HeadStart Kernow Strategy (2016)
- Green Paper 'Transforming children and young people's mental health provision' (2017)
- Cornwall Education Strategy (2018)
- Cornwall's One Vision (2018)
- Cornwall's Turning the Tide CAMHS Transformation Strategy (2017, updated 2018)
- The new Ofsted Education Inspection Framework (2019)
- Personal, Social, Health and Economic Education (2020)
- Cornwall's Director of Public Health annual report (2020-21)
- National Integrated Care Systems (2021)
- The Best Start for Life - The Early Years Healthy Development Review Report (2021)
- Cornwall Council's Business Plan (2022/26)



The Education Strategy for Cornwall (2018-22) is a four-year strategy for improving education outcomes for all children, young people and their families. It provides a partnership framework and is a key component of the One Vision Partnership Plan. HeadStart Kernow is embedded in the strategy, specifically in Priority 4 – 'to promote, protect and improve our children and young people's mental and physical health and wellbeing in educational settings. This priority underpins our ability to meet all other priorities and therefore we recognise this is a key focus for our service'. A key deliverable for the Education Strategy is to play an active role and contribute to the HeadStart Kernow strategy.

Over the course of the HeadStart Programme, the education context in Cornwall has seen considerable change with the creation of Multi-Academy Trusts.

HeadStart Kernow is aligned with the aims of the One Vision Plan and was embedded within One Vision in 2018. This brought significant benefits for the Programme as a result in promoting emotional resilience and emotional wellbeing of children in the new One Vision, Turning the Tide and Education Strategies. One Vision sets the foundation for plans to shape the future integration of education health and social care services for children, young people and their families in Cornwall and the Isles of Scilly. The One Vision Partnership Plan sets out the agreed principles and approach and is part of the Cornwall and Isles of Scilly Health and Care Partnership.

The HeadStart Kernow team helped shape the Turning the Tide Strategy refresh, which previously was very medicalised and focused on acute levels of need, with little content for moderate and lower level mental health needs. Turning the Tide (2017) is Cornwall and the Isles of Scilly's local transformation plan for child and adolescent mental health services. It updates and replaces the Joint CAMHS Strategy Implementation Plan 2015-20. CAMHS transformation is a core work-stream within the One Vision governance review which sets out to ensure that the work of the CAMHS Partnership Board is integrated with the wider system boards. HeadStart Kernow is represented on the CAMHS Partnership Board.



Turning the Tide now specifically refers to the THRIVE Framework for System Change and HeadStart, with a focus on prevention and early intervention, building resilience and building capacity within the whole system to support young people.

CAMHS transformation planning has developed alongside HeadStart and has been influenced by national and local learning gained throughout the HeadStart Programme. HeadStart Kernow is identified as a key partner Programme and its priorities and activities have influenced and are embedded throughout the plan, with specific references to Bloom, whole school approach and other school support, the digital offer, workforce development and young people's participation. The transformation plan refers to the mainstreaming of the HeadStart approach for many of its key deliverables, particularly in relation to work in and with schools, workforce development and working with young people. Going forward, the HeadStart Kernow approach remains relevant to the advent of the Integrated Care Systems and place-based service delivery.

HeadStart Kernow has supported the implementation of national agendas to promote wellbeing and attainment such as the development of Mental Health Support Teams (MHST) in schools. The 2017 Green Paper 'Transforming children and young people's mental health provision' (DfE, 2017) set out proposals to ensure that children and young people showing early signs of mental health and wellbeing issues can access appropriate help where and when they need it. The HeadStart Kernow team provided support to Cornwall's bid to become a MHST trailblazer area in 2019.

This meant that Cornwall adopted a collaborative approach with three key elements:



a mental health lead in every school and college by 2025;



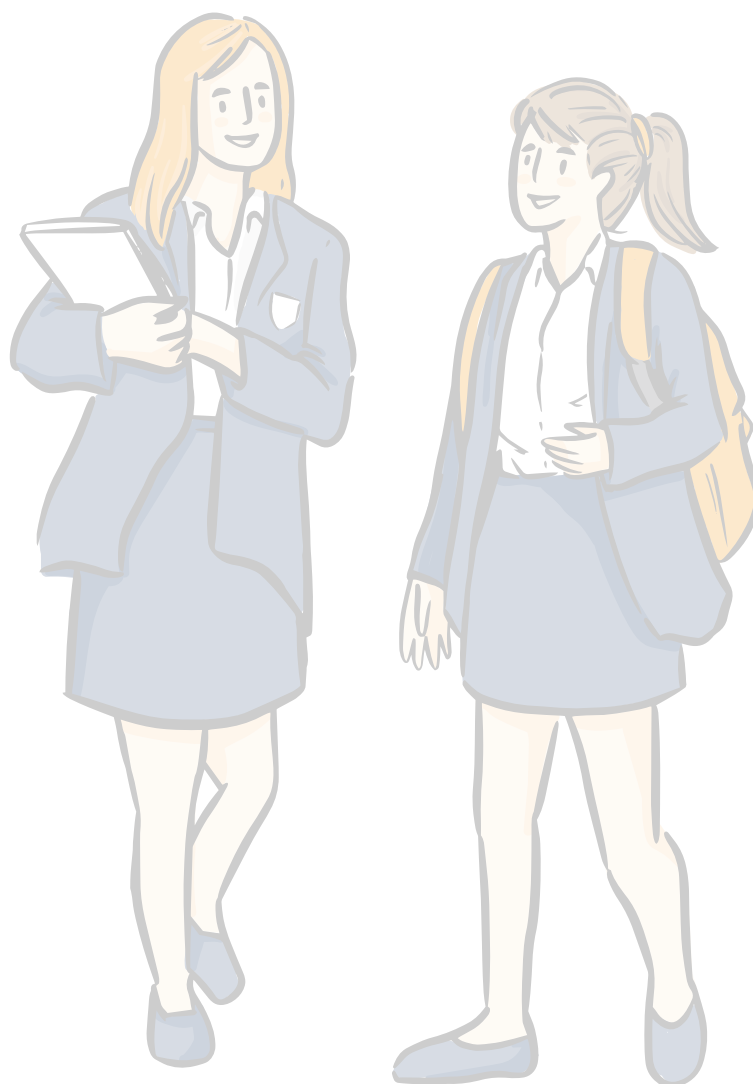
mental health support teams working with schools and colleges; and,



shorter waiting times for treatment from children and young people's mental health services.

In 2020 the HeadStart Kernow team played a central role in embedding emotional health into the Personal, Social, Health and Economic (PSHE) education curriculum. The team worked with Healthy Schools to develop resources. This followed the release in 2019 of the new Ofsted Education Inspection Framework which made the link between pupil health and wellbeing and their attainment and its 'personal development' category. It includes a new focus on the wellbeing of pupils and requires inspectors to routinely assess and report on wellbeing in three key judgements areas:

- In assessing the Personal Development of learners, inspectors will assess the extent to which 'the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy' and 'enabling pupils to recognise online and offline risks to their well-being'.
- In the Behaviour and Attitudes area, to be judged as Outstanding the inspector must assess that 'pupils actively support the well-being of other pupils'.



The significance of the HeadStart Kernow Programme is highlighted in Cornwall's 2020-21 Director of Public Health annual report in that the emotional health and wellbeing of young people is identified as a priority during the recovery from the pandemic. The report includes a recommendation to 'extend interventions which promote the emotional health and wellbeing of children and young people such as the Headstart programme which provides a whole school approach to support young people's physical and emotional health and wellbeing at school' - pg 7.

“Headstart Kernow has continued to provide support through the pandemic to schools. Its trauma informed schools training was delivered online. They worked closely with the Children and Adolescent Mental Health teams to ensure they could best provide for the mental health needs of young people. In addition, they delivered webinars to support school staff in managing mental health issues; run campaigns such as the “same storm, different boat” and developed a virtual ring binder to facilitate easier navigate all the resources available to children and young people. Headstart Kernow also ran the “R U OK?” survey to assess the impact of the pandemic on the mental health of our children and young people” - pg 44

Throughout the Programme the Strategic Lead positioned HeadStart in the wider governance arrangements for children's emotional health provision. Most notably, in 2018 HeadStart was embedded as part of One Vision. This redesign placed the concept of young people 'thriving' at the centre of a systems-wide model (based on the THRIVE Framework principles) and aligned HeadStart to the new Emotional Health and One Vision Boards. In 2021 the HeadStart Kernow team played a central role in the development of a new early intervention service in Cornwall called Best Start in Life. This service was established following the publication in 2021 of The Best Start for Life - The Early Years Healthy Development Review Report and it is part of the Public Health England aim to increase the proportion of children ready to learn at 2 and ready for school at 5. The HeadStart Kernow approach has been a key influencer in the design of the service. Best Start in Life practitioners work with families of new babies



up to the age of 2 to promote attachment and bonding using a trauma-informed relational approach and this will see the use of SPACE and trauma-informed training.

Cornwall Council's Business Plan 2022/26, (March 2022), is based on the Council's mission of 'working with communities for a carbon neutral Cornwall, where everyone can start well, live well and age well'.

This mission is underpinned by four priority areas, reflected in the Council's budget proposals, making Cornwall:

- A brilliant place to be a child and grow up
- A thriving, sustainable Cornwall
- With vibrant, safe, supportive communities

All supported by:

- An empowering and enterprising Council

Under the first priority, ‘a brilliant place to be a child and grow up’, the Plan sets out the Council’s commitments:

- Improve children’s wellbeing and ensure more children feel heard and involved in decisions that affect them
- Improve educational attainment and narrow the gap for our most disadvantaged children in Early Years Foundation Stage (EYFS) and Key Stage 2 (KS2)
- Reduce the numbers of children living in poverty and in temporary accommodation
- Reduce the number of young people who are not in education, employment or training
- Increase children’s physical activity and participation in sports

Working together.... through all that we do!

HeadStart Kernow has supported young people to play a significant role in the Programme: strategically, operationally and in research. From the start the HeadStart Kernow Youth Board played a key role in the development of the Strategy by informing the mission and vision, the recruitment of staff and the commissioning of services. Over the course of the six years, young people have been involved in developing resources, running the communication campaign, and in strategic decision making. HeadStart Kernow has supported 3,018 young people to be involved in co-production. In addition, HeadStart Kernow has supported 58 parents and carers and 297 professionals to engage in the Programme by informing the development of resources. Examples of this activity are described throughout the report.

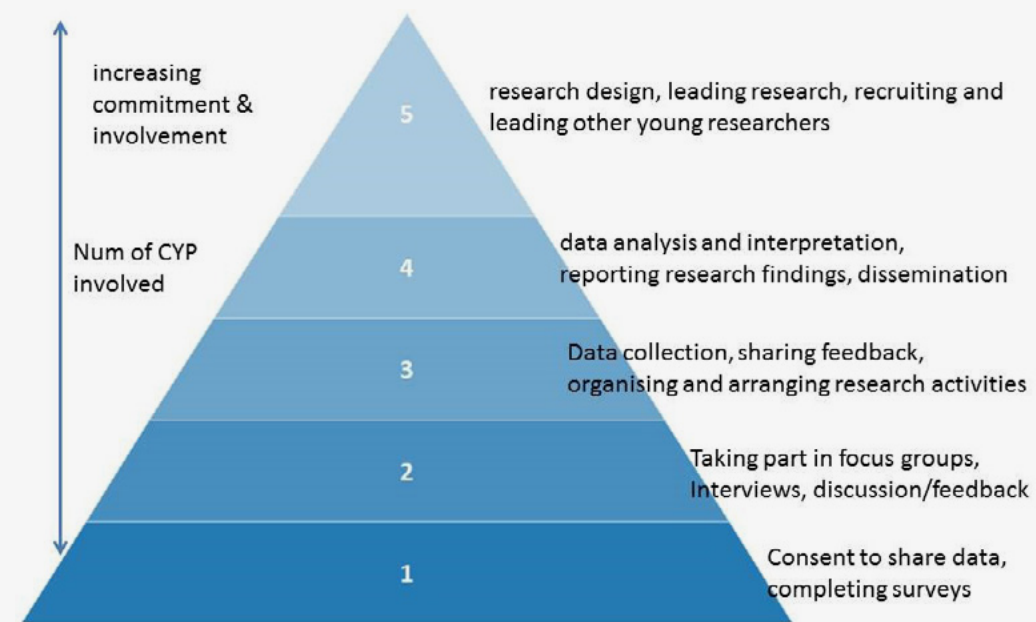
HeadStart Kernow has been a driver in Cornwall Council for youth voice and views ‘working together with children’ as fundamental to meeting the requirements of the United Nations Convention on the Rights of the Child, which states the right of the child to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously (Article 12). The team have worked closely with the Children’s Rights Officer who was appointed in 2019 by Cornwall Council, in partnership with the Our Safeguarding Children Partnership (OSCP), to develop and embed children’s rights in the Council. In 2021 the OSCP has put children’s rights as a priority area of focus, which highlights the importance of youth voice to effective safeguarding. The Council has a Children’s Right’s Working Group which is chaired by the Chief Executive of the Council.

In a recent report to the Corporate Director Team, the Children’s Rights Officer identifies a synergy between HeadStart and embedding Children’s Rights, particularly around participation; how the resources funded by HeadStart support and strengthen the Children’s Rights agenda in Cornwall; and how quality, resourced and planned engagement has significant impact in upholding children’s rights to be heard and involved in decisions which affect their lives. The Children’s Rights Officer identifies the following positive outcomes for embedding a Children’s Rights approach:

- Children know how they can give their views, feel confident to speak out and feel an equal part of the community
- Children show and say that they have improved life skills and confidence from experiencing participation opportunities
- More children say they feel connected to what decisions are happening in their lives or community and have an improved sense of wellbeing and belonging
- More children say they know about their rights
- More children say they feel that their wellbeing is considered and supported in Cornwall
- Services, strategy and practice is shaped for children to enjoy their rights
- Reduced inequality and improved life chances including reduced school exclusions and health improvements
- Children have support from staff trained in children’s rights who are confident and competent to promote and uphold those rights
- Increased interest, trust and connection between children and the Council, for example, children considering the Council as a good employment opportunity, or would seek support or advice from the Council.

The HeadStart Kernow team played a fundamental role in facilitating the Council’s Annual Conversation (2021) where children and young people shaped their three priorities for Cornwall, which fed into the development of the Council Business Plan 2022-2016. Twenty-four young people Ambassadors, six facilitators (young people who facilitated the project) and eight young journalists met with Council leaders to co-pledge on issues for young people. Out of this, five working groups have been established to work on the pledges. A report from the Future Leaders group, and a film by Young Journalists, celebrates this.

Children and young people’s involvement in evaluation and research



Reproduced with permission from Lee Atkins at the Child Outcomes Research Consortium, based on Roger Hart’s ‘ladder of participation’

The HeadStart Kernow team took a different approach to most of the other HeadStart partnership areas in that Cornwall did not maintain a group of young people but rather recruited ‘HeadStarters’ to engage on time-limited projects that they had personal interest in. The team found that this resulted in meaningful engagement that benefitted the individual and the Programme. In working with young people, HeadStart Kernow has also taken a solution-focused and assets-based approach. For example, in the Climate Emergency project, HeadStart Kernow talked about finding ‘climate solutions’ rather than focusing on the ‘climate crisis’ and celebrated young peoples’ everyday contributions. This is very important when working on topics of emotional health and wellbeing and with young people with lived experience of disadvantage.

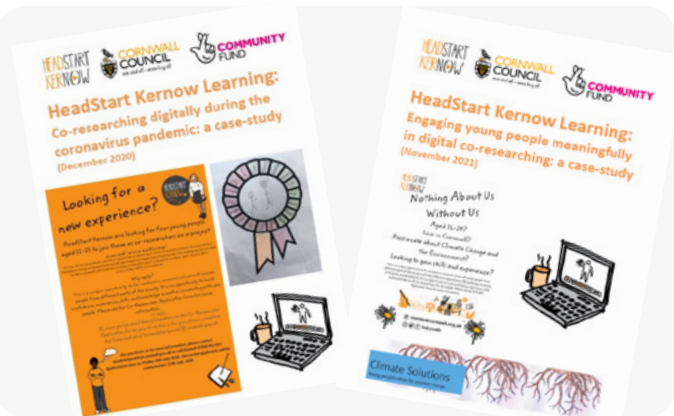
HeadStart Kernow has supported young people to attend in-person conferences and workshops with other HeadStart partnership areas (Blackpool, Hull, Wolverhampton, Newham and Kent). This has often proven a challenge due to the geographical isolation of Cornwall. Travel by train from Penzance to London takes over 5 hours and Penzance to Hull is over 10 hours (one way). Cornwall has benefitted from the increased use of digital technology during the pandemic and has developed learning on new digital engagement methods, which resulted in two learning reports and contributions to an academic journal. The move of conferences online (and hybrid-participation) has helped facilitate Cornish young people to connect

with those in other areas. Young people have been supported to participate in the HeadStart National Young People’s Group led by CORC.

The HeadStart Kernow team has also enthusiastically engaged in the support provided by CORC (funded by TNLFC) to develop innovative ways to meaningfully engage young people in research and evaluation. The HeadStart Kernow team has fully embraced the tenet that putting children and young people at the core of research about their own emotional health and wellbeing is key to ensuring results that *actually* work. It is also a question of good ethical practice. HeadStart Kernow uses the Engagement Pyramid (above) to ensure that children and young people are engaged meaningfully across the full range of activities. At the top of the pyramid, children and young people have a leading role in research design and recruiting and leading other youth co-researchers. This level of engagement involves significant levels of participation and staff with specialist skills.

Learning has been generated in how to engage young people in research in emotional health and wellbeing. HeadStart Kernow has released two learning reports on the practicalities of engaging young people in digital co-researching from the Nothing About Us Without Us (NAUWU) project that Cornwall partnered on, led by the Centre of Social Justice at the University of Brighton. The project built on the work that HeadStart Kernow has been doing on the Climate Emergency and the related eco-anxiety of young people. Cornwall Council declared

a Climate Emergency on 22 January 2019 and a Climate Change Action Plan was developed to outline the work needed to become carbon neutral by 2030. HeadStart Kernow supports a network of Carbon Neutral Cornwall Youth Ambassadors. Young people were supported to participate in the preparations for the G7 Summit which took place in Cornwall in the summer of 2021 that provided a platform for young people to participate and voice their priorities to world leaders.



The reports describe how HeadStart Kernow developed this work and created a new approach to digital co-researching with young people with lived experience of disadvantage.

Learning from these reports have, in turn, informed contributions to an academic article published in Health Expectations on the ethical issues in co-production called 'Ethical issues in participatory arts methods for young people with adverse childhood experiences'. Members of the HeadStart Kernow team have gone on to become Eco-Anxiety Train the Trainers (delivered by Force of Nature).

HeadStart as a 'Test and Learn' and 'What Works' Programme

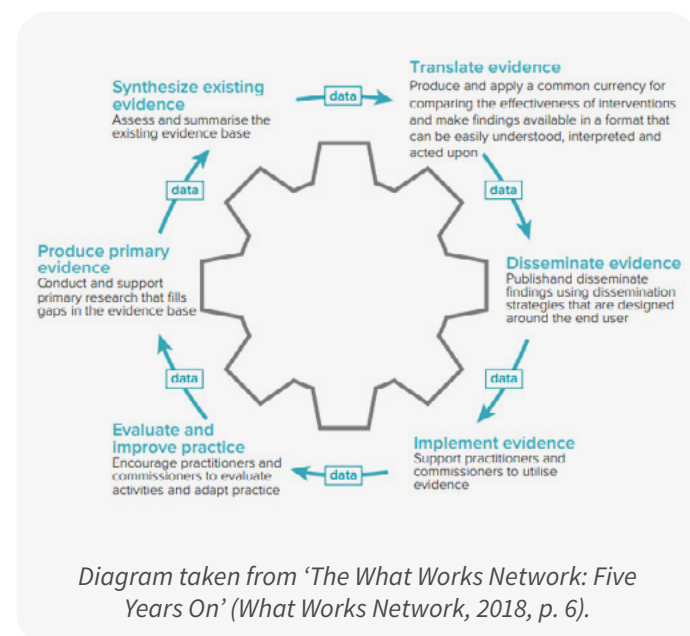
TNLCF has encouraged and enabled the HeadStart Kernow team to take a 'test and learn' approach, which means using learning to shape and improve the Programme. TNLCF created a learning culture within HeadStart and supported creativity and innovation. The 'test and learn' approach created a virtuous circle where learning generated in the Programme informs the Programme, academia and also feeds back into policy and practice. A key piece of learning from the HeadStart Programme is the need for careful use of the phrase 'test and learn'. 'Test and learn' does not mean HeadStart Kernow did not take evidence-based approaches.

This report outlines how the HeadStart Kernow Programme delivered against its Strategy and how, as outcomes were met and situations changed, the



Programme could adapt and continue to deliver against the overarching mission and vision. The 'test and learn' approach was key to enabling HeadStart Kernow to very quickly adapt and respond with the advent of the coronavirus pandemic by co-creating new resources for schools and other professionals, parents and young people. The Programme was able to incorporate a Parent Offer when this became highlighted as a key area of need.

HeadStart Kernow has used evidence-based approaches throughout the Programme to support young people's emotional wellbeing (described in more detail below). The Programme applied the approaches to the rural, and geographically isolated, context of Cornwall and generated learning from what worked. The 'What Works' approach is promoted by HM Government and the Department for Education, which funds the Early Intervention Foundation (EIF) and What Works for Children's Social Care.



Resilience

The HeadStart Strategy was designed around the principle of resilience and focused on an asset-based approach rather than a deficit model. This has been delivered by embedding a whole system approach (to build resilience into the system) and in support for young people (to build resilience on an individual level). HeadStart Kernow developed a local Resilience Framework with young people (in collaboration with the original developers at BoingBoing) and adapted the Five Ways to Wellbeing to the local context. Five Ways to Wellbeing is widely used by the NHS, local authorities and charities to promote wellbeing. These evidence-based approaches are described in more detail in the 'Working Together' section of the report.

Trauma informed

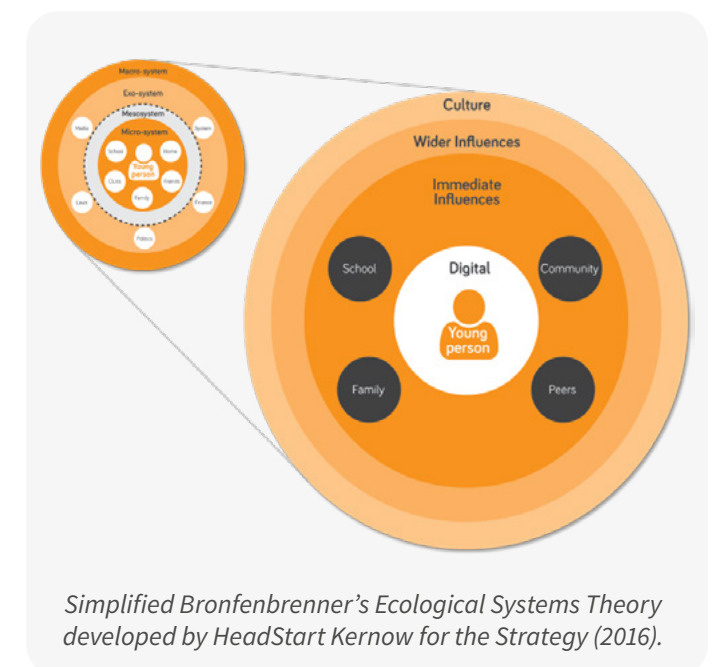
As more research became available about the risk factors to good mental health and the effect of Adverse Childhood Experiences (ACEs), the HeadStart Kernow Programme then adopted a trauma informed approach. The importance of being trauma informed has become prominent over the course of the HeadStart Programme with the Public Health England (2020) report 'No Child Left Behind' highlighting the importance of addressing ACEs. This is a priority, given that one in eight 5- to 19-year-olds had at least one mental disorder when assessed in 2017; 1 in 10 5- to 10-year-olds had at least one mental disorder when assessed; for 11- to 16-year-olds it was 1 in 7. The trauma-informed approach is described in more detail in the 'Workforce Development' section of the report.



Ecological Systems Theory

A driving influence of the HeadStart Kernow Programme was Uri Bronfenbrenner's Ecological Systems Theory (1979). This theory stresses the importance of a child ecology (the wider environment in which they grow up). It recognises that young people do not grow up in a vacuum but that their development is heavily influenced by multiple layers of the surrounding environment including community, family, school, cultural values, laws and customs. The young people involved in the development of the HeadStart Kernow Strategy were keen that it was simplified into a model that focused upon the elements of the system that HeadStart Kernow could realistically influence.

A key addition to this model was the result of early work with young people who added the digital environment to the model, reflecting the impact of technological advances to their experience of growing up. 'Digital' was added to the centre to reflect the importance of digital and the online world within the lives of young people. The young people were very clear that 'digital' sat all around them and was often the conduit to the wider world.



The HeadStart Kernow Digital Offer created the world's first Online Resilience Toolkit, which provides advice and guidance on supporting young people's emotional resilience online. This is described further below.

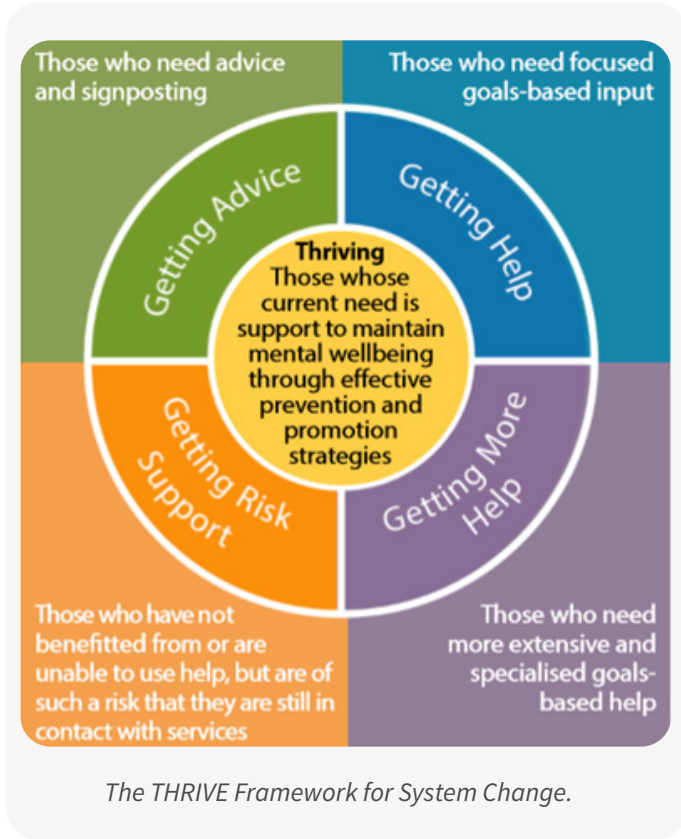
The importance of the ecological approach is seen in how HeadStart Kernow has supported Contextual Safeguarding in Cornwall. Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm, developed by Dr Carlene Firmin in 2015. It recognises

that children and young people can be exposed to risks through relationships in their neighbourhoods, schools and online, and that these are often outside the influence of parents and carers. It identifies that children’s social care practitioners, child protection services and wider safeguarding partnerships need to work with individuals and organisations who have influence in this wider context. Contextual Safeguarding recognises the risks to young people from their public and social context. It looks at how interventions can change those environments, to make them safer for all young people, instead of focusing on the individual. Examples of Contextual Safeguarding in HeadStart Kernow are the Connect Cards and the publication of ‘Increased Vulnerability and Hidden Harm’ developed in response to the pandemic.

Prevention and early intervention

The HeadStart Kernow approach to emotional and mental wellbeing sits in the ‘Getting Advice’ and ‘Getting Help’ quadrants of the THRIVE Framework for System Change (Wolpert et al., 2019). Its core purpose is to support young people to thrive, undertaking:

- Preventative work to provide advice and signposting to children and young people on their emotional health and wellbeing
- Early intervention support for children and young people who need it



The THRIVE Framework for System Change.

Whole system approach

The HeadStart Kernow Strategy promotes a whole system, whole school, and community-based approach expanding to including a ‘whole family’ approach influenced by HM Government’s Supporting Families Programme (HM Gov 2012 to present).

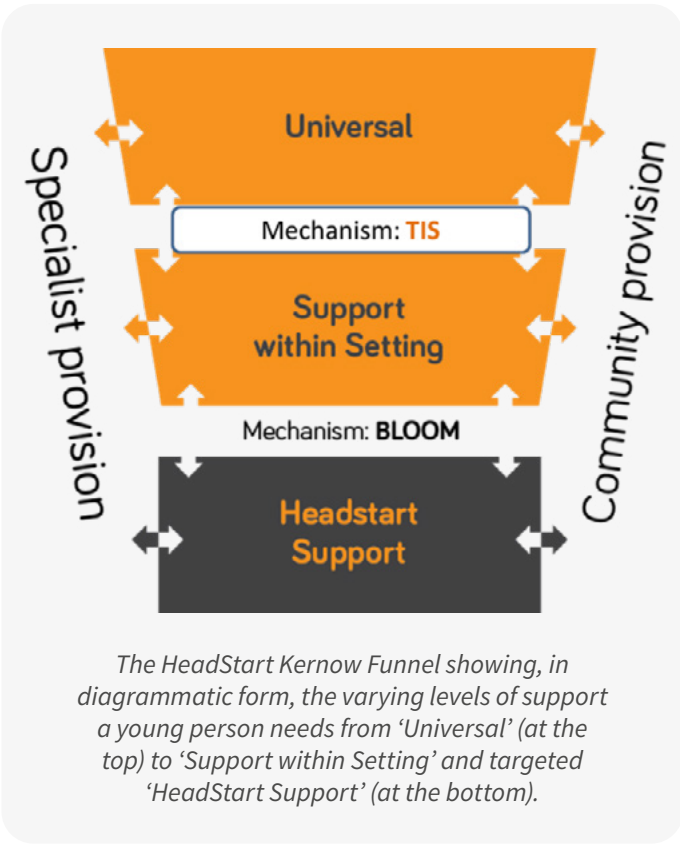
The HeadStart Kernow Programme took a whole systems approach, as neatly defined by Public Health England’s 2019 report ‘Whole systems approach to obesity’:

“A local whole systems approach responds to complexity through an ongoing, dynamic and flexible way of working. It enables local stakeholders, including communities, to come together, share an understanding of the reality of the challenge, consider how the local system is operating and where there are the greatest opportunities for change. Stakeholders agree actions and decide as a network how to work together in an integrated way to bring about sustainable, long-term systems change.”

- p. 17

As a result, the HeadStart Kernow Programme was designed to cover the whole of Cornwall, with children in every primary school, secondary school, special school and alternative provision setting benefitting, as well as community groups. It was important to Cornwall that all children in primary and secondary schools would benefit, not just the target 10-16 year olds. TNLCF were supportive of this approach. This resulted in a complex and inter-related Programme, which the HeadStart Strategy represented by way of a funnel (next page). The Programme elements worked together and are inter-related.

The funnel shows, in diagrammatic form, the varying levels of support a young person needs from ‘Universal’ (at the top) to ‘Support within Setting’ and targeted ‘HeadStart Support’ (at the bottom). The funnel model illustrates how the HeadStart Kernow Programme links into ‘Specialist provision’ and ‘Community provision’ should the young person require specialist mental health support. Within the Funnel, are ‘mechanisms’ by which a young person can access the higher level of support within HeadStart. The two key gateway points were the Trauma Informed Schools (TIS) assessment and Bloom process.



Place-based approach

At the same time as taking a whole system approach, HeadStart Kernow took a place-based approach. A place-based approach recognises that different geographic areas have different needs and circumstances and that a bottom-up approach allows local communities to influence and engage in the interventions provided in their community. As Public Health England noted in their report ‘Place-based approaches for reducing health inequalities’, ‘health inequalities are not caused by one single issue, but a complex mix of environmental and social factors which play out in a local area, or place - this means that local areas have an important role to play in reducing health inequalities.’ It goes on to note that there is a ‘critical role for local areas to play in reducing health inequalities across the life course, by taking a joined-up place-based approach - and utilising the leadership, expertise and levers that are available to them to affect this environment.’ (PHE, 2021).

HeadStart Kernow recruited three Locality Co-ordinators to work across Cornwall and work with partner organisations in the community sector to deliver a coherent approach across the whole system. These staff covered East, Mid and West Cornwall and maintained specialisms in Workforce Development, the Secondary Support Offer, and the Parent Offer.

Whole school approach

The HeadStart Kernow Strategy outlined how secondary schools in Cornwall would be supported to undertake a ‘school audit’ to make an assessment of their support for children’s emotional health and wellbeing. This developed into supporting schools to adopt and embed a whole school approach. Public Health England’s 2015 report on ‘Promoting children and young people’s emotional health and wellbeing: a whole school and college approach’ sets out the eight elements that work together to improve mental health and wellbeing, attainment and behaviour.

1. Ethos and environment
2. Curriculum, teaching and learning
3. Student voice
4. Staff development, health and wellbeing
5. Identifying need and monitoring impact
6. Working with parents/carers
7. Targeted support

All being supported by

8. Leadership and management



Eight principles to promoting a whole school or college approach to mental health and wellbeing (PHE 2015)

Whole family approach

The HeadStart Kernow created a Parent Offer, which brought HeadStart Kernow in line with the ‘whole family’ approach adopted by the Supporting Families Programme in Cornwall.

The Supporting Families Programme has ‘*championed whole family and multi-agency working to support the most vulnerable families.... It proved through a robust impact study, that this approach prevents children in vulnerable families from ending up in the care system, reduces the likelihood of involvement in crime and supports families back towards work and more fulfilling lives.*’ (Ministry of Housing, Communities and Local Government, 2021).

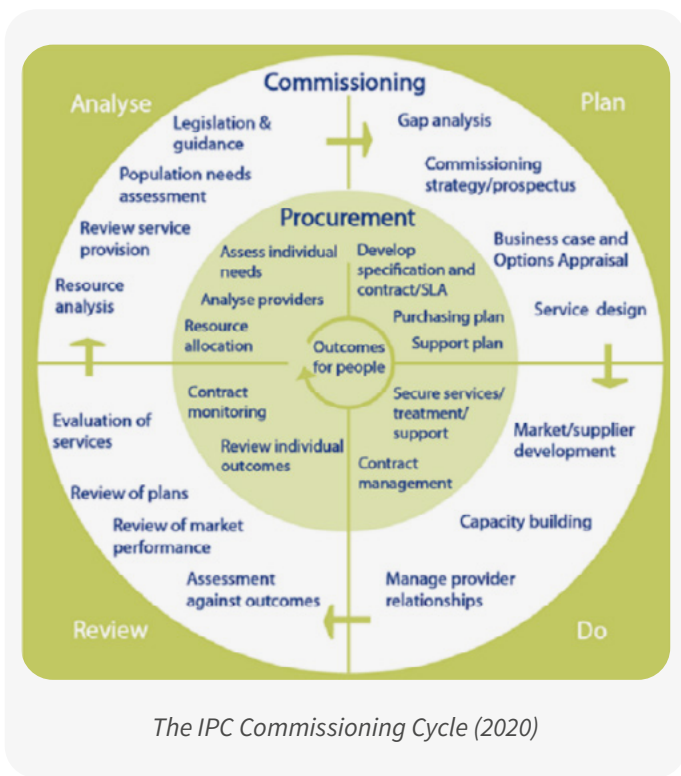
By adopting a whole family approach HeadStart Kernow recognises that the child or young person is one piece of the situation and that the individual cannot be considered in isolation. Early intervention or prevention work needs to be planned with the whole family in mind, providing a co-ordinated family-wide response. A strengths-based approach sees families as part of the solution and works to build the capacity of family members to support and care for each other. The approach requires services to work in partnership to secure long-term, sustainable outcomes for the whole family.

HeadStart Kernow has worked with Cornwall Outdoors and Active Cornwall on the Emotional Health and Wellbeing Partnership (EHWP) to bring together a group

of organisations that provide access to activities and events that support the improvement of emotional health and wellbeing of young people and families. Partners include Real Ideas Organisation (Arts Council England, Hall for Cornwall), Action for Children, Tempo, Making Space for Nature, Learning Partnership, Cornwall Museums, Beach Guardians, a local business and CHAOS. The partnership uses a whole family approach, working alongside families to promote the benefits of being connected to themselves, others, their local communities and the environment. There is a focus on enabling families to strengthen attachments and relationships through a range of creative activities. Initiated during the pandemic, the partnership met fortnightly initially and now continues to meet monthly to respond to the needs of local communities, using wider partnership networks (including libraries and foodbanks) to reach out and offer provision on the ground across the county.

Commissioning approach

Overall, the HeadStart Kernow Programme took a commissioning approach to delivery which enabled it to build capacity within voluntary and community sector organisations. This also enabled the generation of intelligence and learning to inform system improvement and future specifications for services aimed at supporting children and young people’s emotional and mental wellbeing.



CASE STUDY: Supporting a young person’s transition to secondary school

A young person (female) was referred by their school to the HeadStart Youth Facilitator. The young person was becoming increasingly worried about moving to secondary school. High levels of anxiety were impacting on her learning and ability to remain in school, she was struggling with friendships and becoming isolated. She found it difficult to make decisions as she worried about the consequences of her choices.

The HeadStart Youth Facilitator met one-to-one with the young person to discuss her worries and concerns. In this safe space the young person was able to talk about her anxiety and low mood, and begin to understand the impact of these on decision making. Sessions introduced psycho-education to help the young person develop an understanding of their own mental health and emotional wellbeing. The young person worked with the Youth Facilitator to develop coping strategies and techniques for self-help. Sessions also included work on assertiveness and understanding how this can be important in maintaining friendships. The Youth Facilitator liaised with the secondary school to plan transition support including meeting with a specific member of staff so that the young person could access an Emotionally Available Adult.

The Youth Facilitator notes that the young person is now able to explain her feelings better to her parent and that their relationship has improved as a result. Friendships with peers have improved thanks to greater self-belief and assertiveness. Improved resilience means that the young person is more able to cope when things go wrong, working through issues and continuing to move forwards. The young person is accessing support from the Emotionally Available Adult at secondary school and is much more positive about the move:

“ I have some really amazing friends now and feel so much happier ”

- Feedback from the young person

Case-study adapted from material provided by LPCo.



Research, evaluation and learning

A key feature of the HeadStart Programme is the high level of engagement with universities and experts across the fields of emotional health and wellbeing.

The local HeadStart Kernow evaluation and learning work was delivered by researchers employed by the Council and support was provided by colleagues in the Council's Public Health team, CORC and the National Children's Bureau (NCB).

The whole of the HeadStart Kernow team has been involved in aspects of the evaluation work. This allowed for a considerable degree of flexibility to develop and adapt over the six years of the Programme. The high level of engagement in the learning programme is testament to the commitment of the HeadStart Kernow team to championing the use of evidence to improve services and outcomes for children and their families. The following gives an indication of the scale of the local evaluation of HeadStart Kernow, and the integration of the evaluation with the delivery. The HeadStart Learning Lead managed the local delivery of the national evaluation, developed a local Theory of Change and key pieces of the local learning. The large-scale and comprehensive evaluation of Bloom was developed and delivered by the Bloom Operational Lead who was also the HeadStart Locality Coordinator for Mid Cornwall, under the auspices of the multi-agency Bloom Cornwall-wide Steering Group. The Online Resilience Toolkit was developed from research undertaken by the Digital Lead. The engagement with young people in research was undertaken with the HeadStart Engagement Officer. Schools were supported to collect and use data from the national evaluation by the Schools Lead. The Workforce Development evaluation was delivered in very close collaboration with the Workforce Development Lead.

Theory of Change

The HeadStart Kernow local evaluation had two main aims: to measure the effectiveness of the approach to improve the community and school environments for mental wellbeing (as set out in the HeadStart Kernow Strategy); and to demonstrate the impact of prevention and early intervention on individual, practitioner and setting levels (as became clearer as the Programme progressed).

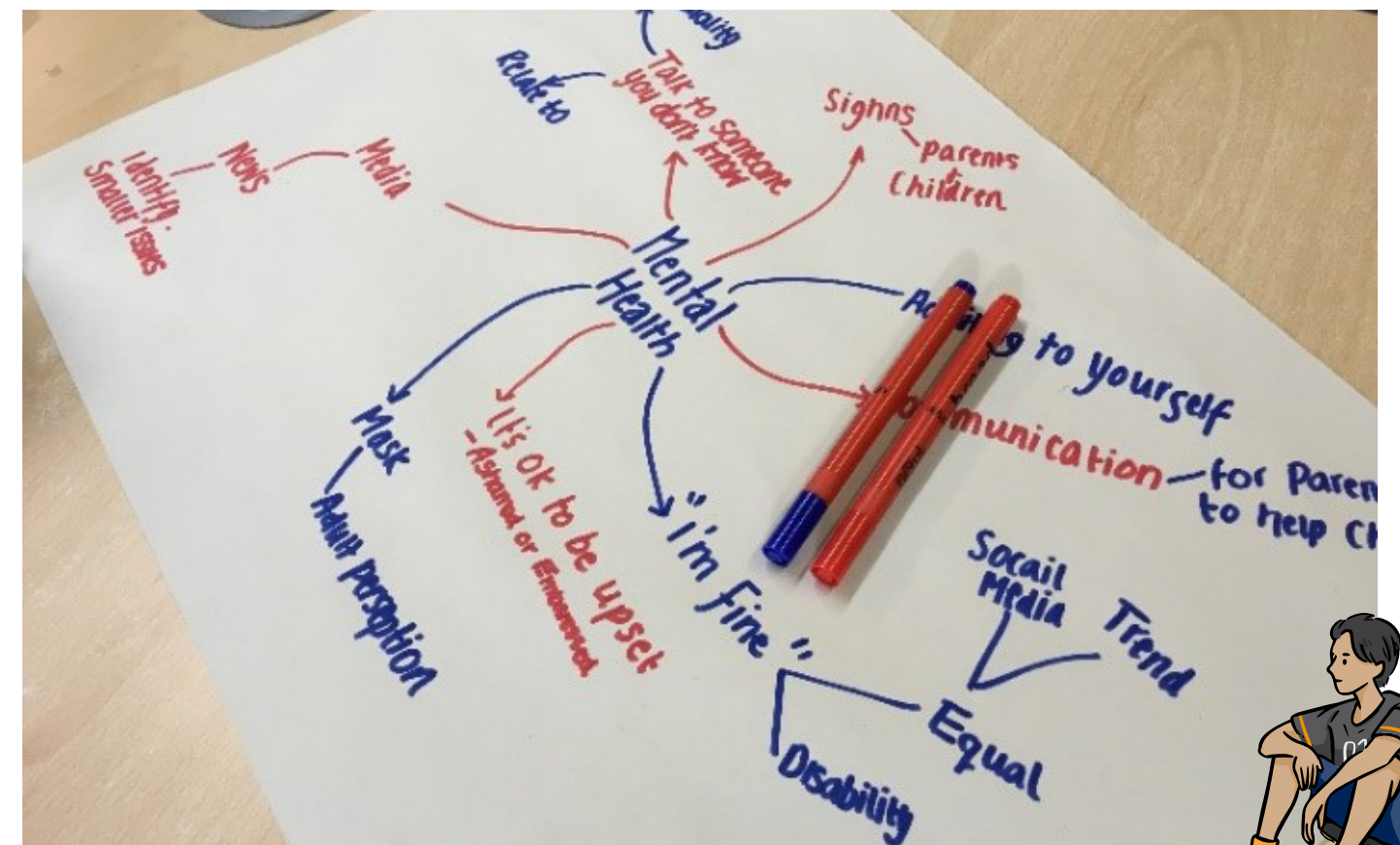
There were a number of challenges associated with evaluating the HeadStart Programme, which gives opportunity for learning. The first was that HeadStart

Kernow was rolled-out across the whole of Cornwall and in all settings from the outset. The Programme operated on the system to embed a whole system approach to emotional health and wellbeing. As such, any impact on the system is reflective of the activities of the HeadStart Kernow Programme and also of the different parts of the system working better together to support children's wellbeing. Attribution of the impact to HeadStart is challenging and this report relies on a consultation conducted by the NCB with senior stakeholders to provide key evidence in this regard. The second challenge is that HeadStart Kernow is a large and complex Programme where attribution of impact to one particular workstrand is not possible.

Early on in the Programme HeadStart Kernow developed a Theory of Change to provide a framework for the Programme and to identify outputs, outcomes and impacts at a pupil, school, family, community and professional level. The Theory of Change was developed collaboratively by the HeadStart Kernow learning team with the delivery team and was kept under review by the Programme Lead and Learning Sub-Group to ensure to capture the changes to the Programme as learning was applied.

The Theory of Change set out the overarching vision and priority areas for HeadStart Kernow: *The emotional wellbeing and mental health of all children and young people is improved because they can easily access the right support when they need it* and **HeadStart Kernow's priority areas:**

- A whole setting approach is embedded and the existing workforce are competent and confident in their approach
- Young people understand emotional health and wellbeing and are confident in finding support when needed
- Community groups understand emotional health and wellbeing and are supported in their role
- Families and carers understand basic emotional wellbeing and know how to find support



The HeadStart Kernow activity areas can be categorised into several work-stream areas: whole system approach; working together meaningfully with young people; engaging with academia; whole school approach; workforce development; parents offer; online resilience; and community development. **These were designed to achieve the following outcomes:**

- Embedding children and young people's emotional health and wellbeing across the system
- Access for children and young people to support when/where they need it
- Workforce development and offer of practitioner supervision to support wellbeing
- Involving children and young people meaningfully
- Whole school approach to emotional health and wellbeing
- Improved understanding of emotional health and wellbeing (professionals, young people and parents) leading to reduced stigma
- Parents better able to support young people's emotional health and wellbeing
- Improved access to a range of resources and information designed to support self-care

These outcomes contribute to TNLCF's four overarching objectives for the whole HeadStart Programme: improve emotional well-being; improve engagement in school and academic attainment; reduce the onset of diagnosable mental health disorders; and reduce engagement in risky behaviour.

As the Programme progressed, the importance of qualitative data became more apparent. TNLCF was keen to develop learning from the Programme. HeadStart Kernow found that qualitative data was of particular value here as it is able to illuminate 'why' and 'how' change happened. In the evaluation of the Whole School Approach and the Workforce Development workstreams, the HeadStart Kernow team has relied heavily on qualitative data to evidence the impact on an individual, professional and organisational level. This report uses evaluations completed by the HeadStart team to evaluate the activities, which are referenced and available for download at

 www.headstartkernow.org.uk/learning/local-learning

The evaluations used a mixed method approach, including: interviews, surveys, focus groups, results of outcome stars, case-studies and thematic analysis, and review of contract monitoring reporting. The HeadStart team have captured learning from the Programme and how the system works better together to provide prevention and early intervention support.

HeadStart Kernow: *Theory of Change*

Vision

The emotional wellbeing and mental health of all children and young people is improved because they can easily access the right support when they need it

Our priority areas

1. A whole setting approach is embedded and the existing workforce are competent and confident in their approach
2. Young people understand emotional health and wellbeing and are confident in finding support when needed
3. Community groups understand emotional health and wellbeing and are supported in their role
4. Families and carers understand basic emotional wellbeing and know how to find support



Measuring the effectiveness of interventions

Over the course of the HeadStart Programme there was a growing understanding locally, and in academia, of the difficulty of measuring the impact of prevention and early intervention approaches. This provided opportunities for learning, which are described below.

The national evaluation of the HeadStart Programme has been delivered for TNLCF by the Evidence Based Practice Unit (a collaboration between University College London and the Anna Freud National Centre for Children and Families), the University of Manchester and CORC. The ethical approval for the national evaluation was granted by University College London (UCL). The quantitative study includes a large-scale longitudinal survey of children's emotional health called the Wellbeing Measurement Framework Survey (WMF). The national evaluation of HeadStart also included qualitative research and the longitudinal study of young people (that captures their opinions of the challenges they face and the support they have received across HeadStart) has been particularly helpful in the local evaluation of HeadStart Kernow.

Cornwall supported the national evaluation in a number of ways. Between 2017 and 2021 the WMF survey was completed in secondary schools by pupils and captured direct indicators of young people's wellbeing and mental health. Year 7s were tracked as part of a longitudinal study as they progress through secondary school from Year 7 in 2017 to Year 11 in 2021. Year 9s are surveyed each year as a fixed age comparison group. The WMF covers the following three key areas in a pupil's life:

- Mental health and wellbeing (emotional difficulties, behavioural difficulties, difficulties with peers, attention difficulties and positive wellbeing);
- Emotional strengths and skills (managing emotions, problem solving, coping with stress, goal setting, empathy and helping others);
- Support networks (family support, community support, school support, peer support, participation in community, participation at home and school).

The aim of the national evaluation is to measure the effectiveness of interventions by linking the WMF data with locally 'Who Got What' intervention data. The analysis will be undertaken in 2022. Like the other HeadStart partnership areas, there were challenges in Cornwall in collecting the 'Who Got What' intervention data required for the national evaluation. First, HeadStart Kernow commissioned services so all data had to be transferred from providers to the Council before sharing with the national evaluation team. This required several data sharing agreements.

Second, the HeadStart Kernow Programme only had two interventions that could be considered a HeadStart intervention: the facilitator support provided by The Learning Partnership; and support in school from a practitioner trained under HeadStart Kernow's Workforce Development scheme. There were challenges getting the school-based data as delivery of the intervention was several steps removed from the Programme and the data collected through the screening tool was incomplete.

The national evaluation team published a report in 2021 with the National Institute for Health Research that describes the challenges of implementing an economic evaluation across the six partnership areas of the HeadStart Programme. It encountered barriers to collecting data in programmes 'consisting of multiple layers of school-and community-based support and interventions for young people and families, delivered at targeted, universal, whole-school, and whole-system levels' (p 6). Considerable time and effort was invested in trying to implement the economic evaluation in Cornwall, which was eventually rejected in favour of other approaches.

In Cornwall the HeadStart Kernow team relied on Outcome Star data to measure the effectiveness of interventions. Outcome Stars use person-centred, strengths-based and co-production approaches and therefore align with the principles of the HeadStart approach. Indeed, a new Outcome Star was piloted in Cornwall that was developed specifically to measure the effectiveness of early intervention. In 2018 The Learning Partnership (LPCo), commissioned by HeadStart Kernow to deliver the Facilitator intervention, piloted a new Outcome Star developed by Triangle Consulting with Action for Children that is specifically designed for use in early intervention services that aim to prevent the onset or development of mental illness, and to fill the gap before a mental illness is diagnosed. The young people receiving the HeadStart Facilitator intervention were involved in the development of the My Mind Outcome Star by giving their feedback on the measures, wording, and how it looked and was presented. The piloted My Mind Star had eight measures which were refined following feedback for the final published Star (see <http://www.outcomesstar.org.uk/using-the-star/see-the-stars/my-mind-star/>):

- Emotional wellbeing (renamed 'Feelings and emotions' for the final star)
- Healthy lifestyle
- Home and family (renamed 'Where you live')
- Friends and relationships
- School, training and work
- How you feel (renamed 'Interests and activities' and then 'How you use your time')

- Safety (this measure was removed)
- Identity and self-esteem (renamed 'self-esteem')

The Outcome Star is useful for measuring and supporting change as it uses person-centred, strengths-based and co-production approaches. The Stars are completed by the young person in collaboration with the Youth Facilitator and functions both as a talking aid and as a way to focus the intervention on the identified need. First Stars are completed before they receive the intervention, and Second Stars are completed after the intervention. Like all Outcome Stars, the My Mind Star uses a Journey of Change model. The Journey of Change is a theory that sets out the stages the young people go through in making sustainable change to their lives.

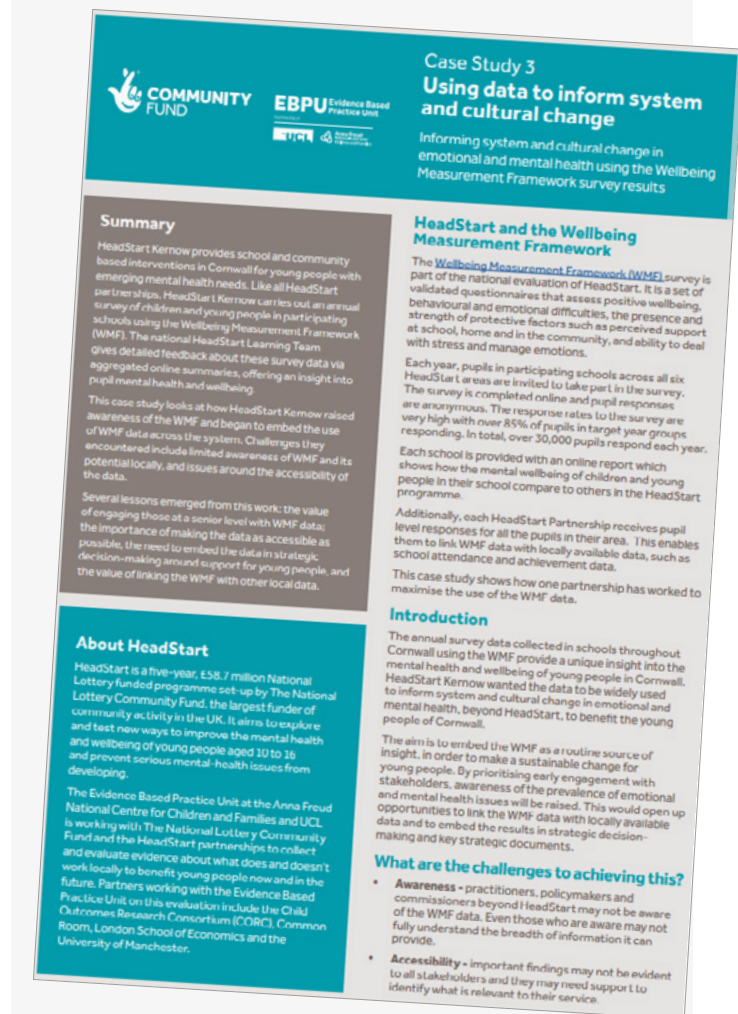
Developing an evidence base

The WMF, delivered as part of the national evaluation of HeadStart, has been invaluable to the HeadStart Kernow Programme. Cornwall considers the WMF to be a useful survey tool to develop understanding of emotional and mental health needs of young people. HeadStart Kernow produced a case-study with the Evidence Based Practice Unit (EBPU) to outline how the WMF data is used locally. This includes a journal paper based on the emotional wellbeing of young people who self-identified as Young Carers and, going forward, is using the WMF for a new MRC funded programme called ATTUNE to understand the mechanisms and mental health impacts of adverse childhood experiences to co-design preventative arts and digital interventions. The Attune project will make use of the Wellbeing Measurement Framework survey data. It will be data-linked with ACEs data (from the Supporting Families Programme) and education data. The analysis will inform a better understanding of the relationship between wellbeing, ACEs and attainment and achievement. More information on ATTUNE is available through the Falmouth University website.

The HeadStart Kernow team worked with Public Health to publish a journal paper based on the emotional wellbeing of young people who self-identified as Young Carers in the WMF. This is information that Cornwall Council does not systematically collect in any other way. The analysis highlights that Young Carers report poorer mental wellbeing than their peers and considers the support they need.

Evaluation of the workstreams has been undertaken, with the resulting reports published on the HeadStart Kernow website. The suite of allied reports demonstrates the effectiveness of an early intervention, professional consultation and partnership model set within the wider ecology of children's services in Cornwall. The suite includes a report on the cost benefit analysis of the Bloom model and approach that was developed and led by HeadStart Kernow.

The HeadStart Kernow Learning Lead produced a case-study with the EBPU to outline how Cornwall uses the WMF data locally:



Using data to inform system and cultural change

- Cornwall Council receives access to pupil-level data. This provides the opportunity for further analysis, such as linking the data with locally held information on academic attainment and Adverse Childhood Experiences.
- HeadStart supported schools to use the WMF to inform their whole school approach to emotional health and wellbeing. Schools receive their school-level data.
- Cornwall benefits from analysis of the HeadStart data by academics (see reference list).
- The Cornwall team undertook analysis that contributed to Public Health reporting on mental health.

Sharing learning

HeadStart Kernow is keen to share learning from the Programme as the findings are of local and national value for all commissioners and practitioners who are looking to improve mental health support for young people.

The learning from Cornwall gives insight into the application of approaches and support in a rural, geographically isolated region. The learning from the HeadStart Kernow Programme is applicable to other areas across the UK and further afield. In addition to releasing learning reports (of which the release of this comprehensive end of Programme report is a key part), the HeadStart Kernow team have worked with CORC, the NCB, TNLCF and PHE to develop case-studies that are shared on their national websites. The HeadStart Kernow team have informed evidence-bases such as submitting evidence to the APPG (All-Party Parliamentary Group) investigating access and rurality impacts on Children in Care.

HeadStart Kernow has been keen to share learning from the Programme within Cornwall and outside, in order that the HeadStart Kernow approach can be replicated by others without them having to incur the significant start-up/programme delivery costs. HeadStart Kernow has engaged fully, and throughout the six years, in the partnership sharing workshops facilitated by TNLCF and CORC with the other five HeadStart areas in Blackpool, Hull, Wolverhampton, Newham and Kent. The team has supported the other HeadStart areas replicate learning from HeadStart Kernow in their models. Notably, Cornwall shared learning from Bloom with colleagues at Newham when they were designing their response to the coronavirus pandemic and they used the Cornwall Bloom model to form the basis of the Newham Multi Agency Collective (MAC). Newham also adopted the My Mind Outcome Star as a way of measuring the impact of their interventions.

The HeadStart Kernow Team has supported local and national conferences and learning events, providing information, presenting and leading workshops.

A selection include:

- HeadStart Kernow hosted the National Learning Team workshop in Cornwall in 2017 and facilitated round table sessions on the HeadStart Kernow Programme.
- In 2018 HeadStart Kernow jointly presented with HeadStart Newham at the HeadStart National Conference, sharing experiences of 'Collaboration with Schools'.
- In 2018-19 HeadStart Kernow shared learning widely including events in Northern Ireland, Dorset and Worcester. In Derry in May 2018 HeadStart Kernow presented their approach: approach 'Building Resilience and Mental Wellbeing for Children and Young People'.
- HeadStart Kernow led a workshop 'Bloom: Helping young people in Cornwall to thrive' at a national event funded by the Department for Education (DfE) and run by the Council for Disabled Children in July 2021.
- HeadStart Kernow presented at the NCB Networking Event in October 2021, leading one of the workshops – 'Key insights from the HeadStart Kernow Programme'.
- HeadStart Kernow collaborated with HeadStart Newham to deliver a joint presentation at the November 2021 HeadStart National Learning Event, 'Supporting young people's wellbeing across the system: learning from HeadStart', hosted by Anna Freud. The presentation shared HeadStart Kernow's learning from Bloom.
- As a result of the digital resilience podcasts developed, HeadStart Kernow was asked to present at the Children & Young People Now's fifth Safeguarding Children in the Digital Age conference in January 2022. Andy Phippen and Louisa Street led the session: 'Digital Resilience: Adopting a resilience and risk mitigation approach to online harms for children and young people'.

HeadStart Kernow has made a large number of virtual and physical resources available free at source to help enable universal provision. Physical resources have been produced and distributed through schools, libraries, foodbanks and events, including the Wellbeing Boxes, Connect Cards, posters, leaflets and creative activity packs. HeadStart Kernow has two websites that host resources: the HeadStart Kernow website (www.headstartkernow.org.uk/) is targeted at professionals and the Start Now Website (www.startnowcornwall.org.uk/) is co-produced by and for young people. Since launch, the HeadStart Kernow website has been visited by 38,664 individual users with a total of 195,289 page views. The training calendar and pages, virtual ring binder and digital resilience pages have been most frequently visited. The Start Now website has been visited by 40,338 individual users with 153,501 page views. The Wellbeing & Resilience Action Plan and Connect pages have been most frequently visited.

Resources on the HeadStart Kernow website include:

- The Virtual Ringbinder.
- The contextual safeguarding document: Increased Vulnerability and Hidden Harm.
- Cornwall Wellbeing Hub, providing access to free online training from Creative Education, wellbeing webinars and support for Mental Health Leads. There are currently 738 members.
- A range of resources including the Connect Card, the Resilience Framework, Start Now student engagement resources and WMF for students resources.
- A bank of resources for schools, including audit and self-reflection tools, curriculum support, resources for working with parents and carers, identifying needs and measurement tools.
- Learning reports, learning from WMF data and engaging young people in research.
- Access to the Online Resilience Tool (including a parent-version of the tool) and digital podcasts for professionals and parents.
- Information on SPACE training, access to the wellbeing series, Creative Education's online wellbeing courses and activity booklets from the EHWP.
- Funded access to eleven TIS UK Webinars for all professionals working with children in Cornwall.

Young people's resources are available on the Start Now Website (www.startnowcornwall.org.uk/) and are promoted on social media. This includes:

- RU OK?
- Online Wellbeing Action Plan, Wellbeing Toolkit and 5 Ways to Wellbeing information.
- Back to School resources including Transition Mission.
- Youth in Mind films.

The HeadStart Kernow team have made the resources available under Creative Commons licenses. For example, the HeadStart Kernow Online Resilience Toolkit has been released that allows other people to make non-commercial use of it, so long as they give appropriate credit, and do not distribute modified material.



CASE STUDY:

Supporting families in a housing context using trauma informed practice

(working with families using whole family approach) [redacted for confidentiality]

We want to hear how this training has affected you personally

One of the best trainings I have completed with widespread impact from my professional ability to personal experience and every day life in general. I feel more confident to address issues relating trauma, feeling more empathic towards others (families I work with, colleagues, family and friends), more kind and self caring to myself which supports my own wellbeing, understanding the power of empathic listening, huge role that neuroscience plays in our life. PACE approach to use when issues of trust are barriers to engagement and working relationship. I feel this training has been a missing piece for me throughout my working career and I couldn't support and recommend its rollout to as many professionals and sectors as possible. I believe it has got the potential to make our communities better informed and more inclusive, it can change the way we relate to one another. Most people have experienced trauma at some stage in their life and bringing more awareness to it is crucial to help us to deal with it in the most helpful way.

How has training affected your setting?

I have completed the TIS training whilst working as a Together for Families Keyworker for Coastline Housing. It highlighted parallels between working in school settings with children who have experienced trauma and working in housing setting with families with complex needs. Families with complex needs (where trauma is often at the core of their difficulties) are more likely to experience housing problems. Unless ACEs and trauma is a recognised factor in dealing with these issues any intervention will only provide a temporary solution without long term positive change. Evicting a family due to their rent arrears without offering the family the support they need will only perpetuate the trauma and pass it onto the next generation. Coastline Housing had subsequently changed their eviction policy where this has been taken into account and the families can no longer be evicted without the appropriate offer of support.

How has it affected children and their families?

In my role of Together for Families Keyworker I mostly worked with families and parents. I have applied this approach to my work with parents with successful results. One example is of a mum's perception of her 5 year old son completely changing after she understood the role her own traumatic childhood played in her relating to her son (she often considered his strong feelings as a sign of mental illness and referred to him as "what is wrong with you?" and detached from him in helplessness which in turn caused feelings of panic in her son. This created a vicious cycle of missed attunement). This resulted in their broken relationship and son's behavioural and emotional difficulties (CHiN team involved). Using TI principles with mum, mum was able to understand and regulate her feelings better which in turn helped her to understand and be empathic with her son. This led to their improved relationship and son's improved mental health and behaviour also. I believe if the mum carried on relating to her son through the lenses of her own unprocessed trauma, their relationship would continue to deteriorate together with her son's difficulties leading to potentially serious mental health issues along the way. I also used my TIS understanding in advocating for two children in the family I worked with to get appropriate support knowing the trauma they have both experienced when I felt this was not taken into account when thinking of the care they need.

Programme value

HeadStart Kernow received a total of £10,882,360 for the six year Programme. The original Programme (2016-2021) was £9,383,360 and Lottery provided an additional year of funding to help meet the challenge of the pandemic.

This was spent on a Universal and Targeted offer to embed a whole system approach to prevention and early intervention. **Actual and committed spend includes (will not add up to total due to rounding):**



£2.91m has been spent

on **Universal Delivery** costs including Programme management costs, evaluation, central Programme costs and communication campaign. **£95k on Start Now**

£3.10m has been spent

on **Targeted Delivery** costs including locality co-ordination, Primary Phase Offer (Workforce Development), Secondary Phase Offer (Secondary School Support, Community Development)

£161k

has been spent on the **Digital Offer**



£1.5m

on **Transition Support Facilitation**



£241k

on the **Parent Offer**



£118k

on **Bloom**



£2.42m

on **Community Facilitators**



£191k

on **Young People Co-Production**



Programme reach

The HeadStart Kernow Programme has delivered impact across the system in Cornwall. **The infographic on the next page highlights some of the reach of the Programme.** Additional reach (e.g. number of views of HeadStart Kernow websites, downloads and listens to podcasts) is provided in the relevant sections of this report. The information provided here is correct up to the end of March 2022 (the submission date of this report). The Programme will continue until the end of August 2022 with the potential to support many more young people.



HeadStart Kernow Reach Figures: Programme Totals 2016-2022

Support for Young People: Universal



87,000
children and young
people supported¹

**Children and
young people
supported**

3,018 engaged in co-production

5,090 benefited from
community projects²

37,044 Connect Cards distributed

Support for Young People: Targeted



4,246
children and
young people
supported³

804 Bloom

907 Facilitator
support

2,535 Thrive/
TIS trained
practitioner
support

Support for Parents and Carers



618
parents and
carers supported³

260 Facilitator
support

300 SPACE

58 engaged
in co-production

Support for Professionals



1,100 trained
in Thrive/TIS

4,500 joined a 3hr TIS overview

230 supported through
TIS supervisions

190 trained in Digital
Resilience Tool

146 trained in SPACE

1,100 received WER training

297 engaged in co-production

Settings Supported



505
unique settings/
organisations
supported

220 primary schools

31 secondary
schools

18 other
school settings

181 community
organisations

55 non-community
settings⁴

Young people's communications campaign

The Communications Campaign is a key strand of the Universal Offer of the HeadStart Kernow Strategy and includes a plan to reduce stigma around mental health and engage young people, families and communities.

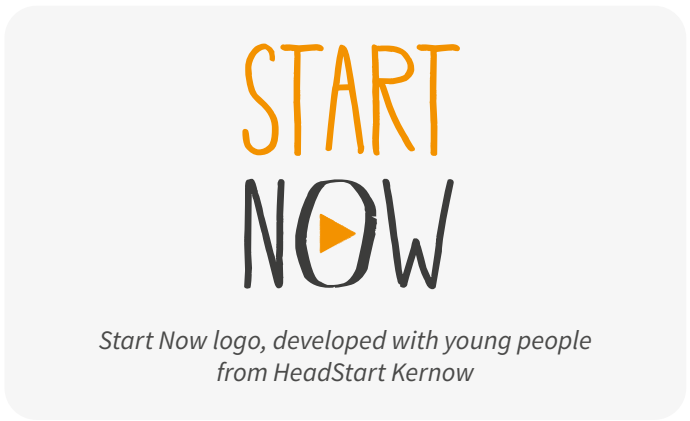
The HeadStart Kernow Programme delivered against this and co-produced a suite of new resources for young people. This section of the report describes the young people's communication campaign. The resource for parents is described further below.

HeadStart Kernow has two websites that hosts resources: 'HeadStart Kernow' is targeted at professionals and 'Start Now' is co-produced by and for young people.

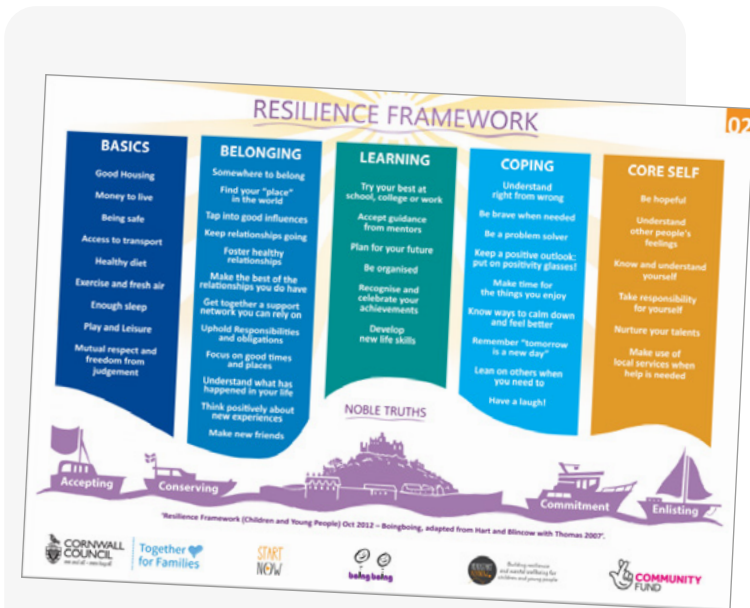
HeadStart Kernow's approach is working together with young people to help them to navigate to, and negotiate, resources. This creates resilience and long term outcomes for them as resilience is 'a negotiated process that enhances wellbeing and social responsibility' (Professor Michael Ungar). From early in the Programme young people (called 'HSKers') developed 'HSK Youth' and the young people created their own website, social media, the YOUth in Mind film project and #YOUthFest. The brand developed into #StartNow.

by 40,338 individual users with 153,501 page views. The Wellbeing & Resilience Action Plan and Connect pages have been most frequently visited.

Start Now helps young people understand feelings and emotions and provides them with practical advice. It hosts resources.



The Start Now website was co-designed with young people to be the main repository for information for children and young people, to raise awareness of emotional health and wellbeing, and to signpost to information and advice to prevent the onset of mental health problems. The Start Now website has been visited



The Resilience Framework is based on a set of ideas and practices known as Resilient Therapy

The Resilience Framework was developed by Boingboing and is based on a set of ideas and practices known as Resilient Therapy, originally developed by Angie Hart and Derek Blincoe. The Resilience Framework is produced in a variety of formats to meet the needs of different audiences, including versions for primary school children, for adults, and in different languages.

1. Estimated number of children and young people in primary and secondary schools in Cornwall that have benefitted from at least one source of HeadStart support
2. HeadStart Kernow Young People's Mental Wellbeing Legacy Fund
3. Double counting risk
4. e.g. Council services, NHS, Police, Fire

HeadStart Kernow worked with local young people to adapt the framework, with the support of Boingboing and colleagues at Blackpool HeadStart, creating a Resilience Framework for Cornwall using iconic local images to illustrate the principles and 5 pillars of the model. The framework focuses on positive messages and strength-based approaches and is a way to share a positive and practical understanding of resilience, along with some practical tools for young people, families and schools.

The Five Ways to Wellbeing are widely used by the NHS, local authorities and charities to promote wellbeing. It was developed in 2008 from research by the New Economics Foundation that showed small changes can help to improve mental health and wellbeing.

HeadStart Kernow adapted the 5 Ways to Wellbeing to create a resource to help schools engage students in improving wellbeing across the whole school community. The Start Now website includes the 5 Ways to Wellbeing as one of a range of resources offering practical advice to help young people understand their feelings and emotions. The website also provides a digital 5-a-day guide, a free to download 5 Ways to Wellbeing Challenge booklet and links to NHS advice and information.

Young people can get involved in Start Now in a variety of ways:

- as film makers on Youth in Mind, event organisers and web designers
- musicians and artists
- on specific HeadStart projects such as Wellbeing and Resilience Action Plan, Transition Mission and Connect Card.

Start Now contains a number of useful resources developed by children and young people. An example of this is the Wellbeing and Resilience Action Plan (WRAP), which is available on the Your Way app and Start Now website. It is a tool for children and young people to understand their feelings and signposts to help and support.

The WRAP forms part of the wider HeadStart Kernow annual 'Transition Mission', which helps children to transition from primary school to secondary school. The Transition Mission was developed by a group of young people in St Austell and consists of a booklet with advice and helpful wellbeing ideas. A Youth In Mind video on transition has been produced by Trekenner School's Year 6 pupils to show some of the things they were worried about and tips for overcoming them.

HeadStart has been working with Pirate FM to give young people a chance to come up with ideas for films to share the messages they want to get across. Young people are in charge from creating the idea to storyboarding, planning the script, to being behind the camera and being in the film.

There are fifteen published Youth in Mind films on the Start Now website. These include: 'Pride not Prejudice' by LGBTQ+ students from Mullion School; 'Message Sent' by students of Newquay Tretherras about the consequences of not thinking before sending a message; and 'We're Not Different, We're Like You' by pupils at Richard Lander School about living with a condition or disability.

The Youth in Mind films have impacted on reshaping policy and practice. HeadStart and Youth in Mind worked with Carefree Cornwall (an organisation supporting young people who are in or are leaving care) to make a film about the importance of access to public transport. The film was shown to councillors as part of a campaign to retain a system of free bus passes and will be part of an evidence base submitted to an APPG (All-Party Parliamentary Group) investigating access and rurality impacts on Children in Care.

Another young person created an animation called 'A True Story of Bullying Online' which describes grooming. She shared her story to help other get help sooner than she did. This has been used to bring young people's voice to the multi-agency group working on Child Exploitation and has helped shape the next phase of that campaign to include upper KS2 and KS3 pupils.

Following the work on Child Exploitation, HeadStart worked with young people to develop the Connect Card. These are credit size cards that can be kept in a phone case or key fobs that have QR codes. These are scanned by the young person to quickly access 'Connect', which has games/competitions and links to local services.

HeadStart have involved libraries across Cornwall in distributing the Connect card and holding workshops. 37,000 Connect Cards have been distributed to date with approximately two-thirds through secondary schools. Over 10,000 have been distributed through primary schools, special schools, Alternative Provision, Early Help, voluntary and community organisations, and the Education Welfare Service.

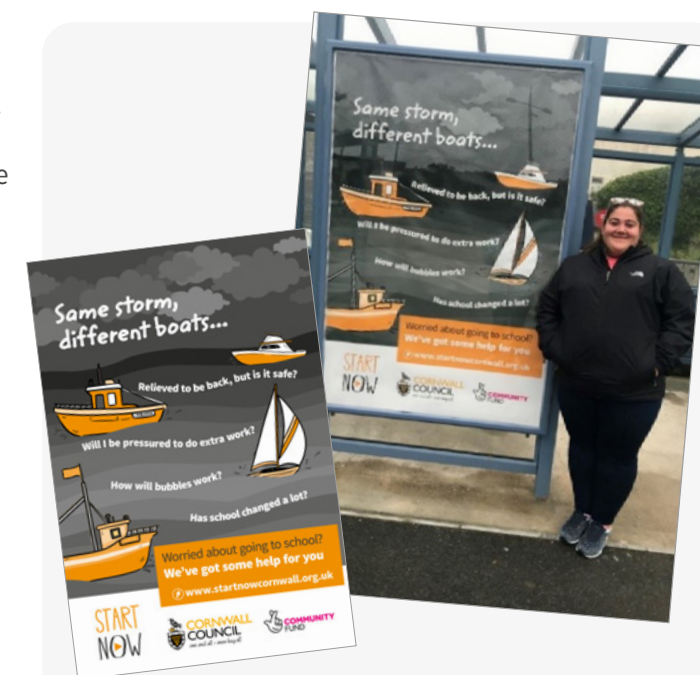


Connect cards

I think they are amazing and I can't wait to hand them out. Well done @hskyouth for the idea!
(Feedback from KS2 teacher and SMHL)

HeadStart Kernow is working with young people to design resources to help explain the different professionals they may work with here in Cornwall (e.g. school nurse, youth worker). Young people are making videos and animations of 'a day in the life of' professionals and young people.

Start Now is particularly valued by stakeholders in Public Health by how quickly it can provide a vehicle to respond to developments, such as the coronavirus pandemic. The HeadStart Kernow team put out radio adverts and bus shelter posters to promote support for children and young people during the pandemic. They ran an online survey called RUOK? to engage with how young people in Cornwall are feeling. This came with the messaging that 'It's OK not to be OK' and that there is support and advice available.



A poster at a bus shelter signposting children and young people to support



Young people-led projects

A key aspect of the HeadStart Kernow Strategy was empowering young people to design their own wellbeing solutions by seed-funding projects and creating an endowment fund.

Young people in Cornwall's secondary schools, special schools and Alternative Provision Academies (APAs) were invited to apply for funding to develop local projects to support student wellbeing. Over the course of the HeadStart Kernow Programme over £170,000 has been awarded to young people, which includes additional match funding for some schools. This was provided through two funds: Young People's Wellbeing Ideas Fund (grants up to £1,000) and the Start Now Peer Support Fund, introduced in 2021-22, with grants up to £3,000.

The Young People's Wellbeing Ideas Fund funded young people-led projects. Almost all the eligible schools have benefitted from the scheme, with most applying annually to either develop the original project further or support a new project.

The Fund has supported a wide range of school-based initiatives including LGBTQ+ awareness raising, establishing student wellbeing groups, implementing peer support, support for transition into Year 7, developing mental health ambassadors and a digital wellbeing training package developed by pupils for teachers, parents and other pupils.



HeadStart Kernow established the Young People's Mental Wellbeing Legacy Fund to make more money available to community groups supporting young people's mental health. For individual grants, applications can be made through a sponsoring organisation, such as a youth group, community group or school. The Young People's Grant Panel assess the applications and make awards. Since the first round of funding, HeadStart Kernow has awarded £123,000 to thirty-nine community projects in Cornwall. The fund offers grants linked to the Five Ways to Wellbeing for young people to try new activities, access green spaces and meet new people, for example, as well as therapy-based interventions. Some of the most recent groups awarded include Wild Wonder and Wisdom CIC, an organisation that enables young people to feel empowered through outdoor learning, The Chalk Effect Climbing Project, a unique project supporting individuals to gain confidence and self-worth with the instruction of basic indoor climbing and Bodmin Amateur Boxing Club who through boxing, support young people with their mental wellbeing and physical fitness. Some end-of-project reports from the first round of funding have been received, all of which underline the value of the funding to their ultimate beneficiaries, children and young people.

“One child said it was the only time during the first Lockdown that anyone had asked him how he was.”

A photograph of a 'Start Now - Funding for Students' application form. The form is titled 'Application Form (send to headstartyouth@cornwall.gov.uk)'. It includes fields for 'School: Humphry Davy', 'Name / Year Group of applicants: Wellbeing Ambassadors', and 'How Much are you applying for? £1000'. There is a section for 'What are you planning to do with the funding?' with handwritten text: 'Well-being garden, water feature, allotment, wild chimes, sensory area and Friendship bench'. Another section asks 'Why? How will it make a difference to MH / WB in your school?' with handwritten text: 'We want encourage students to think about and look after their Mental health and well-being. We also want the student to have a place to be calm and relax'. The form is dated 3/2/2021 and signed by a member of the HeadStart team.

An application for £1,000 funding by young people at Humphry Davy School

The Start Now Peer Support Fund helps get young people involved in supporting their own wellbeing and that of other students, with a particular focus on sustainability, peer support and youth voice in identifying and developing activities. Young people are asked to provide a plan explaining who is involved in the project, who it will benefit, what they intend to do and how they will know if it has been a success. Selected projects are then invited to present their plan to a member of the HeadStart team.



A team receive their Wellbeing Box with resources to use with children in their setting

Workforce development and wellbeing

In the HeadStart Kernow Strategy (2016) workforce development sits within the 'Universal' and 'Support within setting' parts of the HeadStart funnel.

It aims to increase workforce competence and confidence in supporting young people's emotional health and well-being. The offer is delivered across all primary, secondary, special schools and APAs.

The HeadStart Kernow report on the Workforce Development Offer outlines the key activities, learning and celebrates the positive impact of the workstream. This has been undertaken by HeadStart Kernow in collaboration with the Child Outcome Research Consortium.

The following data was collected as part of the local evaluation:

- Analysis of presentations given by 55 practitioners as part of their training. This gives an indication of how training was received and some of the challenges that trainee practitioners immediately faced in trying to implement it in their setting.
- HeadStart Kernow developed a qualitative survey for practitioners who self-selected to share their stories of how the training had impacted on them, their setting and families and children. From this, HeadStart Kernow developed 29 case-studies. These have been thematically reviewed by HeadStart Kernow.

Additional research into the 'support within setting' was undertaken by Dr Emily Stapley of the national evaluation team and is summarised below.

Training

In total over 1,100 professionals across Cornwall completed the 10 day Trauma Informed Schools (TIS) diploma course, including Thrive-trained practitioners who were offered a 2 day conversion course. HeadStart Kernow found that the training was very popular and some schools requested additional places, which was accommodated where possible. However, some primary schools in Cornwall are very small and could not release staff to undertake the 10 days of training so they were encouraged to join a three hour TIS overview and access 11 online webinars. Likewise, HeadStart Kernow hoped to deliver a consultancy model for school Senior Leadership Teams. However, the impact of Covid meant that HeadStart Kernow were not able to continue with this.

Over 4,500 staff across Cornwall joined a whole school training session. During the pandemic, training moved online. HeadStart Kernow maximised the opportunity presented by the transition to online professional engagement and commissioned eleven webinars. These provide ongoing access to expertise that would not otherwise be accessible to staff due to the relative geographical isolation of Cornwall. The webinars included sessions with Dr Dan Hughes on the importance of Play, Acceptance, Curiosity and Empathy (PACE) and Blocked Trust, and sessions on Attachment Play, Resilience and Meeting the Need. There have been 1,540 views of the webinars to date.

The workforce development training gave participants an understanding of the neurology behind children and young adults behaviour through three models. The first is that of Adverse Childhood Experiences (ACEs) and Protective Factors. In 1998 the ACE Study demonstrated a direct link between childhood trauma and adult onset of chronic diseases and social and emotional problems (Felitti et al 1998). HeadStart-trained practitioners are given an understanding of ACEs, and the Protective Factors that help limit the impact on a child's life and provide resilience. The second model is Panksepp and Bevin (2012) understanding of the neuroscience of mental health. This highlights the importance of the attachment, seeking, enriched environments and play systems. As part of this, practitioners gain an understanding of Dr Stephen Porges' Polyvagal Theory. The third model is 'Protect, Relate, Regulate and Reflect' including the PACE approach developed by Dr Dan Hughes. The goal of incorporating knowledge of ACEs and protective factors into training is to help create ACE-aware and supportive communities and social systems. The training generates a knowledge and understanding of the potential impacts of ACEs on children's development and how to mitigate these by taking a relational approach.

In the 55 practitioner presentations, trainee practitioners identified key barriers to implementing TIS and provided some suggestions for overcoming them:

- The need for a whole school ethos with a shared responsibility for wellbeing of children (all staff need to have an understanding of TIS).
- Sharing TIS knowledge with parents.
- Spreading understanding of basic neuroscience to other teachers to help understand anxiety and behaviour.
- Spreading knowledge of social engagement system: importance of body language, prosody, facial expression, meet and greet and how oxytocin helps to inhibit the amygdala.
- Parents withholding consent for online screening.
- Parent forum to share information from TIS.
- The need for staff to have sufficient emotional support.
- Losing emotionally available adults when TAs or teachers leave schools.
- Children moving or changing schools.

This feedback was used by the HeadStart team to inform the development of the HeadStart SPACE offer for parents and develop improvements to the Supervision Network.

Supervision

Supervision for staff was identified as a need as the Programme developed. 230 staff have been supported through TIS supervision over the course of the contract. This was provided by the Educational Psychology team in Cornwall Council and Dr Lynette Rentoul. Supervision provides a safe and contained space in which practitioners are supported to reflect more deeply about the nature and challenges of their professional work. Some Practitioners reported difficulties in accessing supervision online during the pandemic.

Consultancy

The pandemic affected the roll-out of the consultancy visits designed to enable a school's Senior Leadership Team reflect on how far they had implemented the training in achieving 'trauma informed school' accreditation. Only a small number of schools were able to take up the offer, one of these being Penrice Academy which went on to become the first UK mainstream secondary school to achieve the Trauma and Mental Health Informed Schools Awards. The school used HeadStart Kernow support to train TIS practitioners,

provide whole school training, establish a school-based hub and part-fund a 'Student Support Team Leader and TIS Practitioner' post. This role enabled a more strategic overview of TIS delivery and developing a whole school approach, including transition work, interventions, and developing new Mental Health/Wellbeing and Relationships Policies. Penrice took advantage of a funded TIS consultancy day offered by HeadStart Kernow which helped them prepare for the award by highlighting opportunities for further improvement.

Wellbeing boxes

HeadStart Kernow found that the provision of additional resources was key to the success of the delivery of the Workforce Development work-stream. During June 2021, 294 HeadStart Kernow 'Wellbeing Boxes' were provided to every primary, secondary and special school, APAs and ARBs in Cornwall. These were funded by HeadStart Kernow, the Mental Health Support Team and with a contribution from Tate St. Ives. The boxes contained materials that were created with input from the Mental Health Support Team, Educational Psychology Team, CAMHS and TIS Practitioners.

“Just wanted you to know I arrived at Breage school today to find an excited TIS Practitioner and Head who pulled out the wellbeing box ready to show me. I have to say it looked amazing, and the transition cards have already been used to help children discuss their worries about moving to secondary. There are lots of plans afoot about how the rest of the resources will be used too, and I haven't even considered my plans yet. Hopefully this will have a really positive impact on children across Cornwall. Such a great example of partnership working.”

- Mental Health Support Team

Screening tool

During the lifetime of the Programme, HeadStart Kernow moved away from online screening tools due to the number of challenges and with the majority of schools relying on professional judgement and a mix of other established tools.

Impact of workforce development training

In 2020/1 HeadStart Kernow carried out a Workforce Development Training Survey, designed in collaboration with CORC. 29 practitioners provided 83 stories and 29 case-studies about how Workforce Development training has impacted on themselves and their settings, and also the children and families they work with. Responses were received from practitioners covering the whole of the HeadStart period (2016-2022). The HeadStart Kernow Learning Team undertook a thematic analysis of the case-studies to identify the themes in the data (Braun, V. & Clarke, V. 2006). The key themes from the case-studies are:

- Practitioners have gained an understanding of neuroscience, which has enabled them to understand the reasons behind children's emotions and behaviours and better support them in managing these, including sharing that knowledge with the children so that they can begin to understand how their brains work.
- Training has had a positive impact on the wellbeing of staff trained, with many sharing stories of how they have now been able to reflect on their own experiences and how these affect their emotions and behaviours.
- Training has increased practitioners' confidence and validates their practice.
- Training provides practitioners with a set of tools and strategies which they find valuable on a day-to-day basis. Practitioners have been able to teach pupils how to use these tools and thereby help themselves.
- Embedding a common language is identified as beneficial so that staff, children and parents can communicate clearly and consistently and to give all parties the vocabulary with which to articulate their feelings.
- The training is an important part of embedding a whole school approach to wellbeing.
- Practitioners are better able to identify children in need of support and provide that support.
- Training has helped practitioners improve relationships between the school, pupils and parents.
- Practitioners note that supervision sessions provided reassurance and instilled a new sense of purpose and motivation.
- Training helped meet the challenge of the pandemic.
- Practitioners have felt able to challenge existing policies and practices.
- Practitioners feel more staff in schools and other key sectors would benefit from receiving the training.

The impact of the 'support within setting' on children and young people is highlighted in the longitudinal qualitative study led by Dr Emily Stapley at the Anna Freud Centre. She interviewed 63 young people in schools at the Blackpool, Cornwall, Hull, Kent and Newham HeadStart partnerships. 14 young people were interviewed in Cornwall. She concluded that key learning for other organisations seeking to support young people's wellbeing includes:

- the importance for young people of having someone available to talk to about their problems or difficult situations when and if they need to
- the provision of time, where possible, for young people to do the things that relax them, that they enjoy, or that can make them feel better
- a reminder that exposure to a risk factor does not necessarily and automatically negatively affect wellbeing; thus targeted support could perhaps most benefit those who have experienced a negative impact on their wellbeing following their experience of a particular risk factor.

“ I think the children are generally more understanding of the ways their brains develop and can work differently. Often, they are focusing on their strengths and are much more open to using regulating and soothing exercises without feeling embarrassed. I'm hopeful that we can continue to create an environment where our children feel listened to and are able to trust and respond to the adults around them. ”

- HLTA, Primary School

“ This training has transformed the way in which I look at behaviour. [...] As a Headteacher, it has meant that I am leading a team that shows we put mental health at the centre of everything - both for our children and staff. The TIS training has transformed me as a leader and as a practitioner. ”

- Headteacher, Primary School

Recommendations

HeadStart Kernow has found that Workforce Development training has a positive impact on organisations, practitioners, settings and children. There is an ongoing demand for this training for practitioners in setting and it is viewed as being a key element to embedding a whole school approach in schools.

“ Utilising the pace principles, has helped create a further sense of well-being by most staff members- but senior management still need to be educated in trauma, attachment, and it's effects- I suggest the heads of social care, and senior managers complete the 10 day training as this will support better decision making which DOES NOT panelise [sic] children for their difficulties / behaviour as a result of abuse or neurodiversity. If their understanding is informed, their management and attuning to staff will also improve- and therefore create a reflective and supportive work place. ”

- Senior family worker in social care at the time of training

HeadStart Kernow has found that Workforce Development training needs to be supported by staff supervision and provision of resources. Workforce Development training is an important strand of embedding a whole school approach (and indeed a whole organisation approach) and needs to be supported by training for parents. Practitioners highlight the importance of rolling out this training to early years and post 16 young people.

CASE STUDY:

Supporting children and young people in an alternative provision academy using trauma informed practice

APA [job title and setting name redacted for confidentiality] (School)

We want to hear how this training has affected you personally

In my professional practice it gave me confidence to believe in myself & what I was doing, it gave me a set of tools/skills that I could use when at work & a better understanding of the children/young people, what I was doing & why. It also gave me confidence to ask to do training in & start to deliver programmes by the Mindfulness in Schools Project, Massage in Schools, Anna Freud Parent Coaching & the INPP. It has allowed me to move forwards professionally & develop my career/ role [job title redacted] without taking part in the 10 day TIS course this would not have happened. Personally, what can I say other than it was life changing. During the 10 day course I found out that my husband has an ACE score of 18, it completely changed my view of his life & what he has been through & I use the same TIS tools at home as I do at work!! [...] The knowledge & understanding I gained on the 10 day course was invaluable & I continue to find the TIS webinars & resources a very informative & useful way of learning more & developing my practice.

How has training affected your setting?

I have worked hard to encourage the school to roll out a TIS based approach across the school. I suggested & got more staff to sign up for the training; several staff now have completed the training so we are able to have a consistent understanding across the classrooms. I wanted to train in & deliver the mindfulness, massage in schools, INPP, yoga etc as I felt that these curriculums teach children skills from the four pillars of TIS (protect, relate, regulate, reflect) so that when they leave the school they have a toolkit of strategies & techniques that they can take with them. TIS has also started to informed the development of our student transitions, I have just piloted teaching mindfulness at the students new schools as part of their 'enhanced student transition packages.' I encouraged the to develop & utilise

our outdoor space, I redesigned our school garden & we are now looking at ways to develop forest school areas & woodland planting on the school field. We are also making connections with local outdoor education providers to allow our students as much opportunities to access the outdoors & nature as possible. In terms of staff care I have used TIS to inform & start to develop staff wellbeing. I have begun teach mindfulness & yoga to staff not just at our school but across our school MAT. I wrote a proposal to the MAT using TIS as the basis for allowing me to do this. At school I am the staff H&WB Rep so I have used to TIS to request funding to develop our staff 'rest & recovery' areas, promote wellbeing opportunities to staff such as they use of the school gym & cycle to work schemes etc.

How has it affected children and their families?

I included TIS info in the parent/carer support programme that I have developed & run several times now at our school; the response from parent/ carers has been very positive with some saying this is something they wished they had been told about sooner. I have just completed our student & parent surveys which has been overwhelmingly positive with parents saying that not only are their children happy at school they are also happier at home. I think relationships between staff & students has been greatly improved as staff understand more the importance & impact of relationships in their teaching. I think that students feel heard & respected & that they are not judged for their difficulties. I would love to share with you some of the parent responses the comments have been really heart warming! I have created a 'calm corner' in the Family Support room & the students really like to come & sit have a chat & play with the sensory toys & aromatherapy diffuser! TIS has enabled us to develop spaces for reflection & 'time in' with staff which has helped students to become more trusting in staff & our capacity to support/help them.

Secondary school support offer

The HeadStart Kernow Strategy outlined how secondary schools in Cornwall would be supported to undertake a ‘school audit’ to make an assessment of their support for children’s emotional health and wellbeing.



Like the other HeadStart partnership areas, HeadStart Kernow found engagement with schools challenging at times. The HeadStart Kernow approach of pump-priming school-based activity enabled schools to appreciate the offer available to them and engage at a senior and strategic level.

The HeadStart Kernow report on the whole school approach in secondary schools outlines the key activities, learning and impact of the workstream.



HeadStart Kernow created an evidence base of how it supported schools to adopt a whole school approach, and the activities that the schools undertook in response to the support provided. This evidence base consists of five comprehensive ‘school stories’ and seven vignettes that have been created by HeadStart Kernow using materials provided by the schools, shared during the Audit process, and publicly available sources. These ‘school stories’ describe how schools were supported by HeadStart Kernow to adopt an embed a whole school approach.

Schools have been given HeadStart funding over three years, empowering them to identify priorities for their own student population and invest in training, facilities, staff capacity and interventions to best meet those priorities, working with their young people along the way. The HeadStart Kernow School Action Plan process has been key in creating and maintaining momentum on the emotional health and wellbeing agenda in schools. Both a whole school approach and the HeadStart Kernow School Action Plan are, in essence, a ‘Plan, Do, Review’ process. It helped guide schools through the elements of a whole school approach. The key is simplicity and adaptability.

31 secondary schools have developed a diverse range of projects and activities to match the variety of situations and support needed by their young people. HeadStart Kernow’s School Lead supports the school to create and deliver their School Action Plans, ideally with the involvement and oversight of the Senior Leadership Team.

The School Action Plan helps school Senior Leadership Team to focus on continuous improvement by:

- Identifying areas of need in their school. Use of own data, use of the Wellbeing Measurement Framework
- Creating a plan for the coming year
- Allocate the HeadStart investment
- Collect data on impact (young people’s attendance, attainment, expulsions).
- Self review to improve in subsequent years

To enable this, over a three year period (2017-2020) secondary schools received:

- Bespoke support provided by the HeadStart Schools Lead (several visits to schools per year) to create annual School Action Plans.
- £10,000 annually for schools to invest in interventions, resources and facilities to support children’s emotional health and wellbeing.
- £15,000 annually for schools to part-fund posts.
- The Alternative Provision Academy and Special Schools received one sum of funding across their multiple settings.

The complex environment that schools operate in required the team to consider improving access to information and training. This includes developing a weekly wellbeing email to schools that comes from the Together for Families directorate in the Council, developing the Cornwall Wellbeing Hub, and working with the Educational Psychology Service to develop and deliver a local offer integrating best practice across Cornwall in response to the DfE Wellbeing for Education Return Programme.

The Cornwall Wellbeing Hub

HeadStart Kernow established the Cornwall Wellbeing Hub as a Cornwall-wide online Children and Young People’s mental health and emotional wellbeing support network for schools. It was developed in response to the need expressed by schools, many of whom valued the network meetings run by HeadStart, during and post Covid. The Hub provides a sustainable model to continue sharing good practice and learning post-HeadStart. There are currently 738 Hub members. The Hub offers all school staff, governors and others supporting children and young people’s wellbeing free access to:

- Forums for networking, asking questions and sharing information
- Good practice sharing
- Online live events and meetings
- Webinars and other resources
- On-demand Continuing Professional Development (CPD)
- Signposting to support across Cornwall and noticeboard for events and activities

Wellbeing for Education Return

HeadStart Kernow worked with the Educational Psychology Service to develop and deliver a local offer integrating best practice across Cornwall in response to the DfE Wellbeing for Education Return Programme. Designed in two parts, the Introductory Webinar provides an overview of whole school approach (Autumn 2020), followed by a series of shorter webinars around specific themes tailored to reflect feedback from the first webinar. Themes include anxiety; loss; staff wellbeing; and stress and trauma (Spring 2021). The training has been delivered flexibly online via 8 live events plus on-demand webinars.

Over 1,100 individuals have attended the introductory webinar with over 90% of delegates being school staff (including primary and secondary head teachers, teachers, support and pastoral staff, governors and administrative staff).

Reception and implementation

A review of the HeadStart Kernow ‘School Stories’ indicates how schools have:

- Undertaken needs analysis and developed ways of disseminating and responding to this information across all staff (e.g. WMF, TIS Passports, Pyramid of need)
- Developed policies and curriculum relating to relationships, wellbeing and mental health
- Developed staff roles with specific posts to focus on nurture, wellbeing, pastoral support and mental health
- Invested in staff training and development and allocated time to deliver targeted interventions including TIS
- Developed support centre and hub approaches to give emotional health and wellbeing a ‘home’ and make support more accessible to students
- Developed outdoor learning projects and spaces to support emotional health and wellbeing
- Developed student voice and engagement projects
- Supported projects led by students for students e.g. yoga/ mindfulness, MHFA training / resources for sensory rooms.
- The HeadStart Kernow funding and support enabled schools to increase staff capacity within emotional health or mental health roles.

Schools have valued the access to training and support through HeadStart and the support of the Schools Lead to bring partners and organisations together to address issues (such as sharing best practice between schools and introducing what the other workstreams of HeadStart Kernow can do to help). The HeadStart Programme has increased awareness of the importance of emotional health and mental health within schools. Senior Leadership Teams (SLTs) and Governors have taken notice and recognised the importance. It has ‘fast-tracked’ emotional health and mental health within schools. It has opened up conversations in schools and introduced a common language to help normalise and raise the profile of emotional health and mental health within schools.

Recommendations

The HeadStart approach was to enable the schools to take the lead in self-assessment and identifying where to make improvements, then to provide pump prime funding to enable this. This has largely been successful but continued support for schools is required to maintain momentum.

HeadStart Kernow’s supportive and collaborative approach with schools is a key feature of the Programme and is valued by schools. This approach is to be continued.

Support for schools to embed a whole school approach should be seen in the wider context of embedding a whole system approach. HeadStart Kernow invested in every secondary school. This helped create a community of schools that were on a journey together to improve school based support for pupils.

CASE STUDY:

Richard Lander School

(Created by HeadStart Kernow using materials provided by the school)



Richard Lander school started their HeadStart Kernow journey believing they had a good offer of support available to their students. Following participation in the 2017 Wellbeing Measurement Framework (WMF) survey they were disappointed by some of the feedback that ‘students show lower than average levels of school support, suggesting that on average they feel less supported by adults at school than others of the same age’. This suggested a lack of awareness among students of the offer available.

The school audited their offer and looked at what else was needed to improve support

for students. A variety of students across year groups were engaged in the process, including some with personal experience of accessing support. The young people created a provision map to share with the wider school community and students worked with staff to provide wellbeing noticeboards and ensure information was readily available online. Staff raised awareness of the support available through tutor sessions, presentations at assemblies and Personal Development lessons.

The HeadStart Kernow Schools Lead used Richard Lander’s response to the findings of the WMF to create a student friendly resource to share with staff and students at other schools. The resource was designed to engage students who are about to do the survey, help students explore and understand the WMF, and engage them in working with staff to improve wellbeing in the whole school community.

Emotional Resilience, Wellbeing Mentor and the Trauma Informed Approach

Richard Lander is a large school; this presents challenges to embedding a trauma informed approach. HeadStart Kernow enabled the school to train three TIS practitioners, release staff time to deliver interventions, develop a TIS space and deliver whole school training.

Capacity to embed the approach was key and the majority of the annual £25,000 available was used to fund a new post - the Emotional Resilience and Wellbeing Mentor (ERWM).

The Mentor designed a TIS Student Profile which is shared with all staff and includes:

- Traffic Light Indicators for ACEs, SDQ result and behaviour.
- Achievement, behaviour and attendance for previous academic year.
- A list of staff in the ‘Team’ around the child.
- The agreed support plan.
- Targets and Goals set by student.
- Student statement ‘I wish my teacher knew.’, careers aspirations and interests, as a ‘hook’ into relationship building.
- A reminder of Trauma-Informed approaches.

Involving Young People

Students at the school have worked with Youth in Mind and Start Now to produce the film ‘We’re Not Different, We’re Like You’ which explores a group of students’ experiences of living with a condition or disability. A second film, ‘I wish they understood....’ was developed in collaboration with Dr Pooky Knightsmith and looks at situations and comments that young people find themselves facing, and provides suggestions on how a slight change in wording or response can make a big difference.



Richard Lander students worked with Youth in Mind and Start Now to produce films about mental health

A group of students applied for a £1,000 HeadStart Kernow grant to develop a Mindful Garden. Students wanted a space where they could go to relax, talk, be themselves and find common ground to help them feel less lonely. The funding helped with the costs of repairing an existing shed and raised beds. The Garden is still a permanent feature of the school, used still for mindfulness lunches as well as an intervention space and fresh produce facilitation.

Since the end of HeadStart Kernow funding the school have continued to self-fund the ERWM role as they recognised the many benefits the in-house layer provided for its students. They have also trained 55 students as mental Health Ambassadors, created an SEMH interventions provision map and trained the pastoral support team to be able to deliver a range of in house SEMH interventions as part of the targeted support offer for the school.

Building online resilience

The HeadStart Kernow Strategy identified a ‘digital offer’ as a key element of the Programme’s Universal Offer.

HeadStart Kernow has developed the world’s first Online Resilience Tool, which develops the competence and confidence of those working with children and young people to support their online resilience. The tool provides a practical way for professionals and parents to assess young people’s online behaviour and helps them make decisions about whether that behaviour represents risk of harm. It is available on the HeadStart Kernow website along with podcasts and a free-to-access CPD certified training package.

The development of the tool is described in a paper ‘Understanding Digital Behaviours and Risk in Young People – Developing the Headstart Kernow Online Resilience Tool’ available on the HeadStart Kernow website. Between 2016-2018 HeadStart Kernow conducted 3 large workshops, 10 large discussion groups and 10 smaller discussion sessions with approximate 70%/30% split between secondary and primary schools. In total around 1,000 young people were engaged in this phase of the work. The tool was developed and validated with children and external partners (including safeguarding leads at NSPCC, DfE, headteachers, Prevent Lead for Cornwall and the Director of the UK Safer Internet Centre).

Children and young people said that professionals do not always understand or know how to deal with online issues. Children told us about their online lives and what they need help from adults with, namely: ‘listen, understand and don’t judge’. The Tool, and associated training, meets this specific need by increasing professional’s competence and confidence in this area. The Tool covers issues such as cyberbullying, the dark web, the deep web, pornography, online grooming, sexting and trolling.

“ Looking at safeguarding from the point of developing resilience instead of ‘prevention’, awareness instead of ‘prohibition’ makes the role of keeping children safe feel more manageable! I like the easily triageable options of not harmful/potentially harmful and harmful ”

- Feedback from training



HeadStart Kernow Online Resilience Toolkit



HeadStart Kernow Let's Keep it Simple

Training

HeadStart Kernow developed free-to-access CPD certified training that covers how to assess young people's online behaviour; what to do when you have identified a behaviour and online activities and the law. The course is a self-guided e-learning package followed by a 1 hour group video call with the trainer. Since 11th November 2021 the training has been available as a fully on-line offer, without the video call. The training is available for all practitioners and in 2020/21 and 2021/22 was accessed by 195 professionals across services and sectors, representing community organisations (58), schools (70) and statutory organisations (67).

“ The online tool is very useful and detailed, the case studies were open enough to encourage meaningful discussion around the issues and were pertinent and relevant, meeting Louisa and online group was really helpful to feel part of a community who share concerns and are working with young people and families, it also linked with people outside the county which was good. I like the whole format and the fact that Louisa is preparing a tool for use with parents. I have listened to one podcast and will go on to listen further. I feel more energised and also able to put the tool into practise and generate relevant conversations about young people's online gaming and social media use after this. I believe this training is extremely necessary and that more is needed to keep young people safe online. ”

- Feedback from training)

190 trainees were invited to complete an online evaluation of the training. An email was sent out with the course certificate and access to the training materials. 57 trainees completed the post course survey (30% response rate). Before the training, 12% of respondents rated their understanding of online resilience as ‘bad’ or ‘very bad’, with 39% saying ‘neither good nor bad’ and 49% ‘good’ or ‘very good’. After training all respondents (100%) rated their understanding as ‘good’ or ‘very good’.

The format of the training (e-learning followed by group discussion) is particularly innovative and well received by participants to give them an opportunity to discuss issues and embed key learning.

‘Digital Resilience in Children and Young People’ (2022) is a recent CPD article written by Louisa Street for HeadStart Kernow and published on cpduk.co.uk, the CPD Certification Service. The article focuses on the importance of building a ‘resilient personality’ in children and young people, which cannot be done by attempting to remove all access to potentially harmful digital content but relies on teaching young people how to ‘curate their feed on social media’, be proactive in dealing with upsetting content and feel they are able to talk to adults about their concerns.

All respondents

rated their understanding as ‘good’ or ‘very good’ after attending our training.



Online resilience resources for parents

The parent online resilience tools

HeadStart Kernow developed parent resources and associated podcasts to make the tool more accessible to the parent audience. There have been 559 plays of the digital podcasts.

These resources help parents to understand the challenges of the online world, put behaviour into age appropriate context and also to help them open up a meaningful conversation with their child with confidence. Available at:

 www.headstartkernow.org.uk/digital-resilience/parent-digital-offer/

ProjectEVOLVE

HeadStart Kernow has collaborated with South West Grid for Learning to map each behaviour outlined in the Online Resilience Toolkit with content on each of the 330 ‘Education in a Connected World’ statements (UK Council for Internet Safety, 2020), ensuring each behaviour in the toolkit is linked to relevant classroom activities and lesson plans. ProjectEVOLVE has also helped to develop understanding of the common issues being dealt with in Cornwall by analysing what materials are downloaded most frequently.

Initial findings from the ProjectEVOLVE data are suggesting that schools in Cornwall are downloading resources relating to wellbeing and mental health more frequently than other parts of the country. Whilst this cannot be claimed as a direct result of our work, it is realistic to think the focus HeadStart Kernow has placed upon these important topics has influenced the thinking of schools in Cornwall.

CASE STUDY:

Supporting a parent and young person

(Case-study adapted from material provided by LPCo)

A parent contacted the HeadStart Community Facilitator for support for their child who had previously made suicide attempts and received support from CAMHS. The young person was now suffering from low self-esteem, mood and confidence and was at risk of exclusion due to extreme behaviour. The parent was also concerned about the young person's use of marijuana.

The Community Facilitator provided emotional support and advice to the parent over the telephone and in person, including advice on dealing with fight or flight responses. The young person had been adopted as a baby and was of mixed race and found it difficult to find a place for themselves in a predominantly white community.

The Community Facilitator was able to introduce the parent to a number of sources of support:

- The Family Plus Team for adoptive parents
- A Support Worker from Pentreath specialising in cultural identity
- Liaised with Carefree Cornwall for advice on how to support as an adoptive parent.

The young person was supported to access a local club and undertake an activity that they had a real interest in.

The young person is making progress and the parent reports that there is less extreme behaviour and a change of school has been a positive move.

“Many, many thanks for being so responsive. I want you to know it makes a difference and helps me to manage my anxiety just knowing that someone like you is seeking out anything that might help.”

“You're always a bright spot out there for us in the middle of all the gloom.”



Parents and carers

The HeadStart Kernow Programme was extended to include a separate offer for parents and carers given the crucial role they play in the wellbeing of children and young people.

The need for this workstream became clearer as the six-year Programme progressed and is considered to be of benefit to children and young people. The inclusion of a parent offer in HeadStart Kernow has been of considerable value given the coronavirus pandemic and reports received through the Schools & Communities Group (practitioners and leaders of universal and early intervention emotional and mental wellbeing services) of increased parental anxiety.

SPACE

Building on the trauma-informed training delivered to the workforce, HeadStart Kernow developed a new educational programme for parents and carers called 'Supporting Parents and Children Emotionally' (SPACE) in partnership with Rock Pool CIC. This is a 'train the trainer' model where practitioners learn to deliver a 5-week education programme to parents/carers. Once trained, professionals have lifetime access to the license and a 'delegates zone' hosted by Rock Pool. Practitioners have access to a flexible toolkit of high-quality resources enabling them to work with parents and carers. SPACE is universally accessible to all parents and carers and does not replicate any other parenting course currently available in Cornwall. Parents self-refer onto the course. The course builds knowledge and skills, increasing parental awareness and helps them gain a better understanding of adversity, trauma and how that has shaped them as individuals and as parents. It focuses on the maintenance of positive emotional, mental health and wellbeing.

To date (end January 2022), 146 practitioners have received the facilitator training with another 45 booked to join the final courses running in March. Of those trained to date, 34% came from an education background, 27% local authority, 25% 'other' (voluntary and community groups), 10% housing and 3% NHS. Delegates include representatives from MHSTs and HomeStart, and the SPACE model is now being used within both teams. These practitioners have delivered to approximately 300 parents. Demand for courses is high, demonstrating that parents are pro-actively seeking support. The Covid pandemic impeded roll-out of the training, with most professionals preferring face-to-

face delivery. However, barriers have been overcome by offering a combination of online and face-to-face sessions which meets individual needs and enables the offer to reach across the county.

SPACE is included as an example of HeadStart best practice in the EBPU report 'Learning from HeadStart: changes in perceived social support during early adolescence'. SPACE also features in an article published recently by the NCB on the work HeadStart Kernow is doing with parents and carers. During the pandemic lockdown a series of five SPACE factsheets were developed to help support parents based on the SPACE training sessions. Each factsheet explores how parents can better support themselves and their children, and suggests simple, tangible tools that can be used at home to benefit the whole family. TNLCF shared the factsheets within their Knowledge and Learning Team, added them to their external website and shared with other HeadStart partnerships. TNLCF's evaluation lead in Belfast shared the factsheets with the Centre for Effective Service who planned to include them in their e-zine.

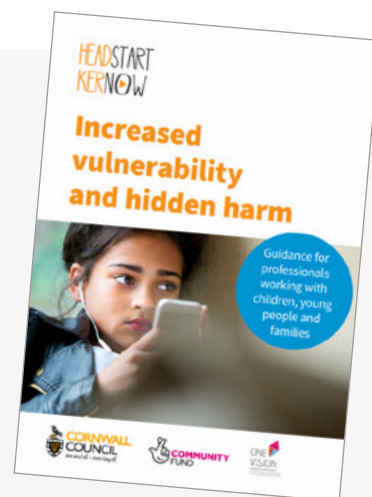
SPACE Children and Young People

HeadStart Kernow have developed 'SPACE Children and Young People' with Rock Pool CIC and in collaboration with children and young people. Like the parent version, SPACE Children and Young People is a trauma-informed educational programme and will empower children and young people to identify ways in which they can use tools and strategies to build resilience, support their own emotional health and wellbeing and communicate their needs to an emotionally available adult. This will compliment SPACE and allows trained facilitators to work alongside children and young people in a way that aligns with trauma informed approaches. Two versions are being created, one for primary aged children (Key stages 1 & 2) and one for older secondary aged young people (Key stage 3 & 4). HeadStart Kernow intends that professionals will then be trained to facilitate delivery. 10 practitioner training sessions are planned before the end of July 2022.

Increased Vulnerability and Hidden Harm

During the pandemic, schools raised concerns about parent wellbeing, reduced home visits by professionals and the potential impact of this on children and young people.

Children and young people and families were increasingly vulnerable during lockdown because they were out of sight of professionals. In response, HeadStart Kernow developed this resource with input from One Vision Board, the Together for Families directorate and the Voluntary and Community Sector. Special thanks are due to Dr Lynette Rentoul, independent Consultant Clinical Psychologist and the Clinical Lead for CAMHS for the Clinical Commissioning Group (CCG). The resource is available from HeadStart Kernow webpage and TNLCF Insights webpage.



HeadStart Kernow Increased Vulnerability and Hidden Harm resources

This easy-to-navigate document is a support guide for professionals working with children, young people and their families. It promotes the relationship-based trauma informed model and is a reminder to staff to consider the needs of those already identified as vulnerable and also those who have become so due to a loss of protective factors and changes in circumstances as a result of the ongoing COVID crisis.

Parent/Carer Wellbeing Series

HeadStart Kernow worked with Public Health to develop and co-deliver a series of 20 themed multimedia workshops for parents and carers. They ran for 5 weeks in June and July 2021 and remain available for new audiences and parents to watch again online.

The Wellbeing Series covers a range of topics including: how to support children and young people emotionally; the role of fathers and male role models in the care of children; support during challenging times; healthy relationships; online safety and resilience; exploitation campaign; self-care; loss and grief; wellbeing and the natural world; sexual health; support for self harm; teen talk; drugs and alcohol; gender identity; inclusion; and Children's Rights. The series has been designed to include PSHE and RSE curriculum topics so that parents are better equipped to discuss key themes at home with their children.

“ This session has changed my life ”

– a parent responding to a session on gender identity.

The Wellbeing Series has been made available through a range of platforms, including Facebook where the posts have had a total reach of over 46,000 in all, with individual workshops reaching up to 2,400 unique users. The videos achieve a much wider reach through sharing of the original posts, and over 450,000 total views have been recorded across the whole series. The individual workshops most frequently viewed include: Safer Relationships and Online Safety (both over 31,000 views), Talking with Teenagers (over 26,000), Gender Identity and Support for Dads (both over 25,000). Almost all parents accessing the series are self-referrals.



Parents and carers wellbeing workshops

The HeadStart Kernow team are working on a Young People's Wellbeing series

- Series focused on Early years: First 1001 Days, supporting parents and carers in providing their children with the Best Start.
- Series aimed at Young People, delivered by Young people to help peers better understand, how, where and from whom they can access support.

Online wellbeing courses (Creative Education)

During the pandemic HeadStart Kernow worked with Creative Education to offer a free online resource to parents and carers. A range of wellbeing courses, designed to help parents help themselves, can be accessed on-demand via a link/QR Code available from HeadStart. The video sessions are suitable for parents of primary and secondary age children and cover a range of topics including self-harm, eating disorders and anxiety.

Emotional Health and Wellbeing Partnership: Activities for families

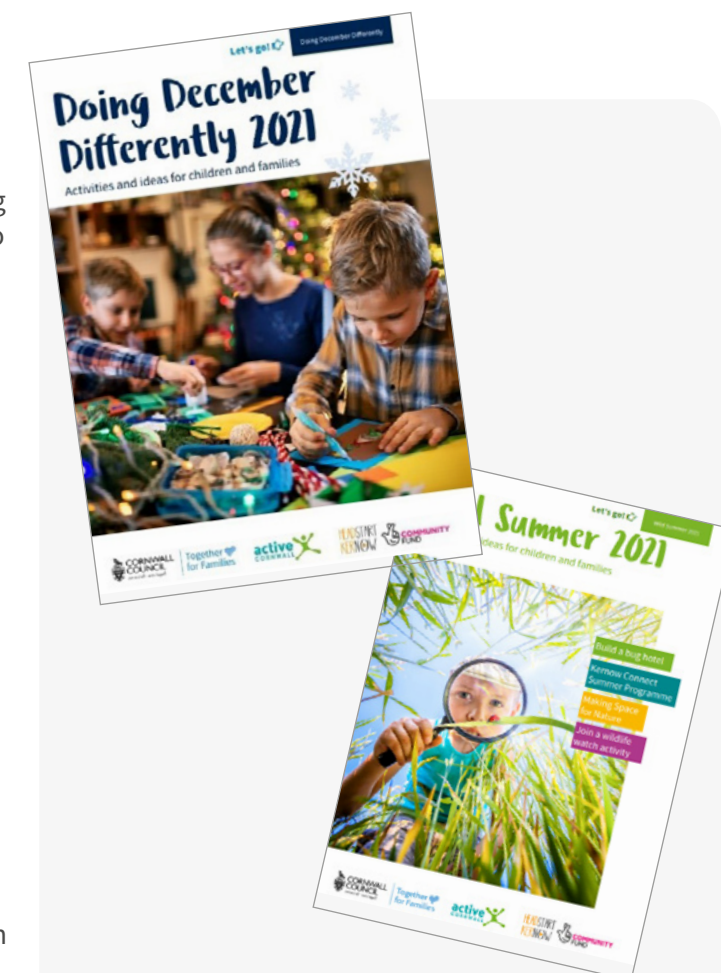
Children and young people were supported by signposting to activities during the pandemic. Chaired by HeadStart Kernow and alongside Cornwall Outdoors and Active Cornwall, the Emotional Health and Wellbeing Partnership (EHWP) works together to share resources to support families during the pandemic. The EHWP offers funded activities to vulnerable and low income families, supporting their emotional health and wellbeing.

A series of booklets for families have been created through the EHWP: Guide to Summer Activities 2020; Guide to Autumn Activities 2020; Doing December Differently 2020; Step into Spring 2021; Wild Summer 2021; and Doing December Differently 2021.

‘Doing December Differently’ is a booklet created in partnership and developed into an activity pack for vulnerable and low income families. With a budget of £5,000, part funded by Arts Council England, over 1,000 packs were produced which included the resources needed to complete many of the activities in the booklet (e.g. glue, paper plates, colouring pencils). The packs were distributed through libraries and foodbanks and were also available for collection. Schools were able to collect a limited number of packs (10-20 per school) to distribute to low income families. A second online edition was produced in December 2021. HeadStart Kernow also worked with Cornwall Library Service to support the distribution of books enabling children and young people to take part in the summer reading challenge.

Let's Create

HeadStart Kernow worked with Real Ideas on an Arts Council England project, Let's Create, during the pandemic. Arts Council England worked with its national network of Bridge organisations and over 100 local and regional partners to deliver nearly 45,000 packs of materials bringing creative opportunity to the doorstep of families that might be missing out. More than 5,000 packs were distributed across the South West and the regional programme was highlighted in a case study as benefitting from an existing well developed culture of local partnership working. This helped the packs to reach a wider audience, particularly in rural and dispersed populations.



A series of activity booklets for families have been created

CASE STUDY: Supporting a parent

(Case-study adapted from material provided by LPCo)

A parent approached the HeadStart Community Facilitator after having heard about support given to other parents in the area. The parent had concerns about their daughter who was struggling with body image, self-harming and having suicidal thoughts.

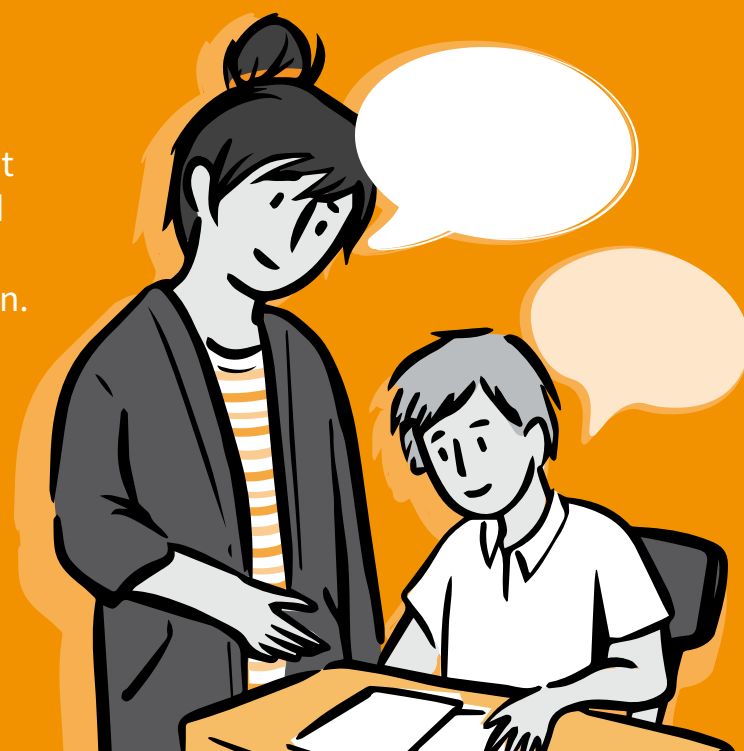
The Community Facilitator had a safeguarding conversation with the Designated Safeguarding Lead and assessed the level of risk. They supported the parent to make referrals for a Wellbeing Practitioner and the See Hear Respond project (a time-limited partnership of children's charities, including Barnardo's and Action for Children, set up to respond quickly to the needs of young people and their families in the wake of Covid-19). This dual referral was carried out in order to secure the most appropriate support as quickly as possible. The Community Facilitator attended the referral management meeting as a representative so that the parent could be informed of the decision rapidly, in light of the level of concern and risk.

The Community Facilitator also worked with the parent on how they could support their daughter through a trauma informed approach and suggested activities they could do together to facilitate conversation. The Community Facilitator explained that the young person might benefit from support from other family members or friends. The parent was receptive and implemented the advice given.

The young person was referred to Young People Cornwall and allocated a Wellbeing Practitioner for support around body image, anxiety and thought patterns. Work is ongoing with the Wellbeing Practitioner.

“ I met with [...the young person...] last week (via zoom), she engaged quite well and opened up about how she has been experiencing low mood, however she found a lot of things difficult to talk about, which is understandable. I am meeting her again today and I am hoping to get some goals from her so I can help her work towards these, perhaps helping her to overcome some of her low mood ”

- A report from the Wellbeing Practitioner



Bloom

The HeadStart Kernow Strategy identified Bloom as a mechanism by which young people would move through the 'HeadStart Kernow Funnel'. Bloom is an innovative partnership approach between Cornwall Partnership NHS Foundation Trust, Cornwall Council, HeadStart Kernow and other services and organisations initiated by a doctor in primary care and piloted in Penwith district.

Bloom is an early intervention consultation model for professionals, offering an holistic approach, across services, to support children's emotional, social and mental wellbeing. Bloom is designed as a rapid and responsive model for children and young people, and works within the *THRIVE Framework for system change*. Its core purpose is to support young people to thrive. The involvement in every Bloom Professionals Consultation meeting of a CAMHS Clinical Psychologist and a Primary Mental Health Worker is an important and unique feature of Bloom.

A pilot of the Bloom approach supported by CAMHS, GPs, and Cornwall Council ran from November 2014 in the Penwith locality. With additional project management and operational resource provided by HeadStart Kernow, the Bloom model was rolled out across Cornwall from 2018. Pre-Covid-19, Bloom was established in each locality in Cornwall, with governance structures in place including six Locality Steering Groups to oversee and support their locality Bloom model, and an overarching Cornwall-wide Steering Group.

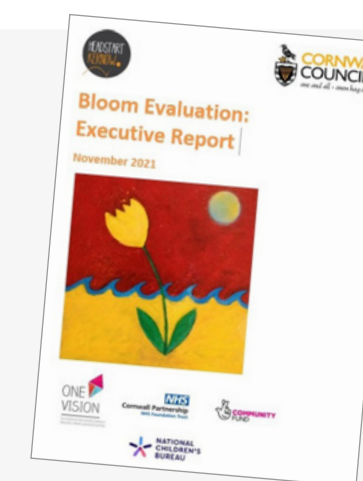
Young people aged 0-18 years who live or are educated within Cornwall can be referred to Bloom by any individual or organisation (e.g. GP, school / college, Family Worker, School Nursing Team, parent / carer, or the young person themselves). The CAMHS Access Team (co-located with the Early Help Hub) will screen and allocate referrals to Bloom. All referrals allocated to Bloom are discussed, meaning that it is a truly universal service. An average of 260 Bloom young people referrals are discussed per year.

The collaborative, multi-agency Bloom meetings, which always include a Clinical Psychologist, Primary Mental Health Worker and a HeadStart Locality Coordinator as Chair, consider as carefully and holistically as possible each young person's referral, their presentation and

needs, and discuss how they might best be supported. Other attendees at Bloom meetings might include professionals such as Locality Early Help team members, teachers, Social Workers, Family Workers, representatives from a variety of other organisations and agencies including the voluntary and community sector, and community workers. The meeting agrees a psychological formulation for the child / young person, and a plan of suggested positive next steps and actions to help them thrive including, where appropriate and possible, agreed community-based support. The meeting also agrees a Point of Contact who mediates the plan with the family.

Evaluation

A comprehensive multi-faceted evaluation of Bloom has been undertaken by HeadStart Kernow and is overseen by the Bloom Evaluation Working Group made up of professionals from across Health, Education and Social Care. Some of the evaluation strands were supported by The National Children's Bureau.



HeadStart Kernow Bloom Evaluation Report

The strands within the evaluation of Bloom were:

- An analysis of the original Bloom pilot
- Cost Benefit Analysis of Bloom
- Senior Stakeholders
- Bloom Steering Group members
- Bloom Leadership Group
- Core Bloom Professionals Consultation meeting attendees
- Other Bloom Professionals Consultation meeting attendees
- Bloom 'Service Providers' (organisations suggested at a Bloom Professionals Consultation meeting which might provide appropriate support for the young person being discussed)
- Parents/Carers and Children and Young People
- Bloom Data and Analysis Comparison Report 2019 and 2020

The evaluation finds that the Bloom model and approach: keeps the young person at the centre of the formulation of need; is needs-based and holistic; is flexible and non-prescriptive; is inter-professional; is supportive of parents and families, and professionals; is inclusive; allows a safe space for professionals to talk together holistically about the young person's circumstances, presentation and needs; and leads to suggestions of appropriate support for the young person, including community-based support.



“ Professional networking, informal supervision, a deeper understanding of psychological presentations and formulation and the provision of specialist advice which can then be applied to other young people's presentations are noted as other benefits of the Bloom approach. ”

- Bloom Evaluation: Executive Report

“ Bloom is a 'really colourful, rich process and we can see the child. It's not just a name or a statistic on a piece of paper. It's a real human being that we're discussing with love, compassion, and kindness. ”

- Bloom Evaluation Report: Core Attendees Strand

“ Practitioners 'particularly valued Bloom's multi-disciplinary nature; how it offers a space for problem solving and thinking outside the box; the support it gives to professionals who are often dealing with challenging cases; and the options it offers for children and families who have been passed between services or who have not met narrow thresholds. ”

- Bloom Evaluation Report: Core Attendees Strand

“ The depth of discussion and the support went beyond my expectations. Everyone was relaxed but professional; it made for an excellent environment for discussion and resulted in solid possible solutions for a complex situation. The child was very much at the centre of the discussions, but there was a very necessary holistic analysis of the situation. The range of professionals invited to the meeting was impressive. ”

- Bloom Evaluation Report: Professionals Strand

Cost benefit analysis

The focus of the *Bloom Evaluation Report: Cost Benefit Analysis Strand* was to determine the costs of the Bloom model as delivered through face-to-face or online 'virtual' Bloom Professionals Consultation meetings; and to understand the societal costs and those to an individual were Bloom not to be available within the wider ecology of children's and young people's services within Cornwall. The NCB assisted with this strand though their research of available published data, allowing them to assign a cost to society of non-intervention of the five prevalent referral factors noted within Bloom referrals: anxiety; self-harm; depression / low mood; families affected by domestic violence and abuse; and not attending school regularly. These factors can cause life-long difficulties and disadvantage if they are not addressed at the earliest opportunity.

The NCB concluded that for the young people supported by Bloom, if no intervention took place, the 'total potential costs to services, society, families and young people... is estimated to be in the region of £4.29 million to £7.23 million. This equates to an average of £19,881 to £33,472 for each [of] the young people who had at least one of the five referral factors considered by this analysis'.

The Bloom Evaluation Project Team built a cost- and time-resource model to provide for the first time a means of calculating the cost of Bloom. The cost of the Bloom model per young person calculated through this work is £533

“ I think what we pay into Bloom, we reap back many times over. They are able to offer that really early intervention that could mean the difference between a young person never needing mental health services again, versus a young person's mental health deteriorating, them having to come into specialist CAMHS. Having perhaps eight to ten sessions with one of our senior psychologists. Nursing time, admin time! You look at a whole treatment episode that a young person might have if they hadn't have had that early intervention in Bloom and that consultation. ”

- Senior Stakeholder

“ [Without Bloom] 'Arguably we would be missing the opportunity to prevent young people's distress turning into a mental health need.' ”

- Bloom Evaluation Report: Senior Stakeholders Strand

The Bloom Leadership Team evaluation found that there would be a detrimental impact on services should Bloom not be available, with young people being subject to 'referral bounce', and needs and presentations escalating until they met service thresholds for referral.

The wider system would also be affected, they suggested, through a higher volume of inappropriate referrals, particularly to CAMHS; and the loss of information sharing, peer support and collaborative working opportunities.

GP feedback: 'what would be lost if Bloom did not exist?'

- A system to effectively and efficiently help children and young people with emotional and mental health difficulties.
- Swifter help and better outcomes for the child or young person.
- One conversation with everyone in the room, which avoids repetition, and reduces clinical time and frustrations around multiple referrals.
- The opportunity to link and upskill professionals across different statutory services and the voluntary sector.
- Cost savings across the system.
- Prevention and early intervention support, preventing need for specialist health services or educational support (e.g. Community and Hospital Education Service).

Bloom model has been adopted outside of Cornwall

Cornwall shared learning from Bloom with colleagues at HeadStart Newham in London when they were designing their response to the coronavirus pandemic and a spike in the number of referrals to their CAMHS services. They used the Cornwall Bloom model to form the basis of the Newham Multi Agency Collective (MAC).

Newham implemented the Newham MAC, which reduced waiting list for CAMHS by tailoring early interventions across partners (with a focus on fun activities). They report that the model has had an impact in prevention young people needing a CAMHS intervention. The MAC has resulted in young people receiving timely tailored support, the system being responsive to need, improved professional collaboration, mitigation of young people's emotional health from getting worse, cost savings and costs avoided.

CASE STUDY: Bloom case studies

Bloom Case Studies

	Referral Reason	Outcome
Female (aged 8)	Behavioural difficulties; aggression towards objects and people, emotional dysregulation, low self esteem, poor relationships with parents, disabled sibling, labelled the “bad child”	<ul style="list-style-type: none"> • Video Interaction Guidance (VIG) - attachment • Trauma Informed Schools approach (TIS) • Young Carers / community activities • Parental mental health support
Male (aged 12)	High levels of anxiety following paternal health concerns and parental separation	<ul style="list-style-type: none"> • YPC – CBT • Family Support Worker
Male (aged 9)	ASD and LD. Query around ADHD due to behavioural difficulties. Attuned parent who has attended parenting classes, although continues to struggle	<ul style="list-style-type: none"> • SCIP referral (Social Care) • ADHD work-up – (PMH) • Support group for parents
Male (aged 8)	Physical health difficulties including epilepsy, low self esteem, emotional dysregulation and significant mood related difficulties. Past SCIP support.	<ul style="list-style-type: none"> • CAMHS assessment • TIS approach in school • Liaison with health professionals

Bloom Case Studies from GPs

Age 8	Age 7	Age 14
<p>Mother presented to GP with frustration at the system; bouncing around referrals between services.</p> <p>YP struggling with emotional distress at school, self-harming and aggressive behaviour.</p> <p>Bloom meeting brought everyone together, moved the situation for the YP and mother. Mother felt listened to and supported.</p> <p>Allocated to neurodevelopmental pathway and now has a diagnosis of ASC which is helpful to understanding of his difficulties. While waiting for assessment referred to the Wave Project as he loves surfing.</p> <p>Positive outcome for his emotional wellbeing. Coping better at home and at school.</p>	<p>Special Guardianship Order, struggles managing emotional distress, sleeping and engaging with school work.</p> <p>2 x Bloom meetings brought school, CAMHS, GP together for a conversation to help meet child's needs.</p> <p>Helpful input by Clinical Psychologist supporting school and MHST education worker with understanding of difficulties.</p> <p>MHST support & referred to Family Plus Service for Life Story Work. GP supporting sleep interventions and encouraging Youth Persons' Social Prescribing Link worker to find opportunities for creative opportunities that YP enjoys.</p> <p>Complex case with positive outcome.</p>	<p>Referred to Young Person's Social Prescribing Team at GP surgery. Low mood, self-harming, complicated family dynamics. Not a great deal known about the family or information about education situation.</p> <p>Bloom request to gain a greater understanding of YP in the context of school and family. Opportunity to explore best support options thinking about the offer of voluntary sector; well being support and mentoring.</p> <p>Saved multiple referrals and time of GP and Social Prescriber ringing round MARU and the school. Everyone invited to one professionals meeting.</p> <p>Bloom meeting being scheduled.</p>

Community and youth facilitators

The HeadStart Kernow Strategy included community and youth facilitators as a ‘bridge between family, school and community’.

HeadStart Kernow commissioned the voluntary and community sector to provide targeted early intervention support to young people aged between 10-16 years old to support them with their emotional health and wellbeing to prevent the onset of mental ill health. The Facilitators have advanced training in Adverse Childhood Experiences, and trauma-informed approaches.

The contract was delivered between January 2018 and August 2022 by The Learning Partnership for Cornwall and the Isles of Scilly (LPCo). It consists of one-to-one and group support for young people, low level support for parents and families, and support for community groups. Interventions are delivered by six locality-based Youth Facilitators (who mainly deliver one-to-one and group work), and three Community Facilitators (who broadly deliver work with parents, families and community-based groups).

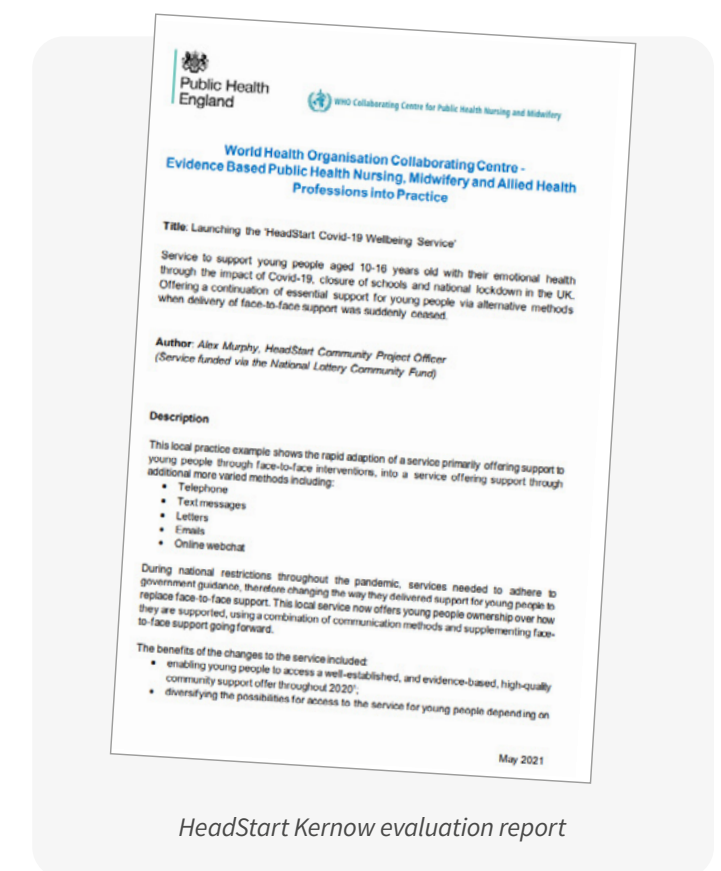
Reporting on the Community and Youth Facilitator intervention includes:

- The LPCo Summer Programme 2020 report describes how the service adapted to the pandemic. Key learning covers: the involvement of young people in adapting the programme; the positive impact of having an agile 'test and learn' approach; the importance of communication; the various collaborative working opportunities; and how the service indirectly benefited greater numbers of young people and their families.
- The LPCo Return to School July 2020 report provides a snapshot of how young people felt about returning to school following the March 2020 national lockdown. It covers: levels of engagement with support services; anxieties around returning to school; feedback from young people on what would make going back to school easier for them.
- A case study for Public Health England (published on the World Health Organisation Collaborating Centre online portal) describes how the Facilitator service offered a continuation of essential support for young people when face-to-face support suddenly ceased due to Covid-19, the closure of schools and national lockdown.

An interim evaluation of the Community and Youth Facilitators (HeadStart Kernow, July 2020) provides: a description of the service; the impact on children, young people and their families; and a reflection on the learning for commissioners. **It evaluates data from three main sources:**

- A thematic review of case-studies
- Outcome Star data
- Management information and contract reporting

The case-studies tell the impact on young people, their families and communities through their own voice. They describe the complexity of the presenting needs, the value of multi-agency working, and the support provided to young people, their families and the community.



CASE STUDY:

Supporting community groups KBSK Performing Arts, Bodmin

(Case-study adapted from material provided by LPCo)

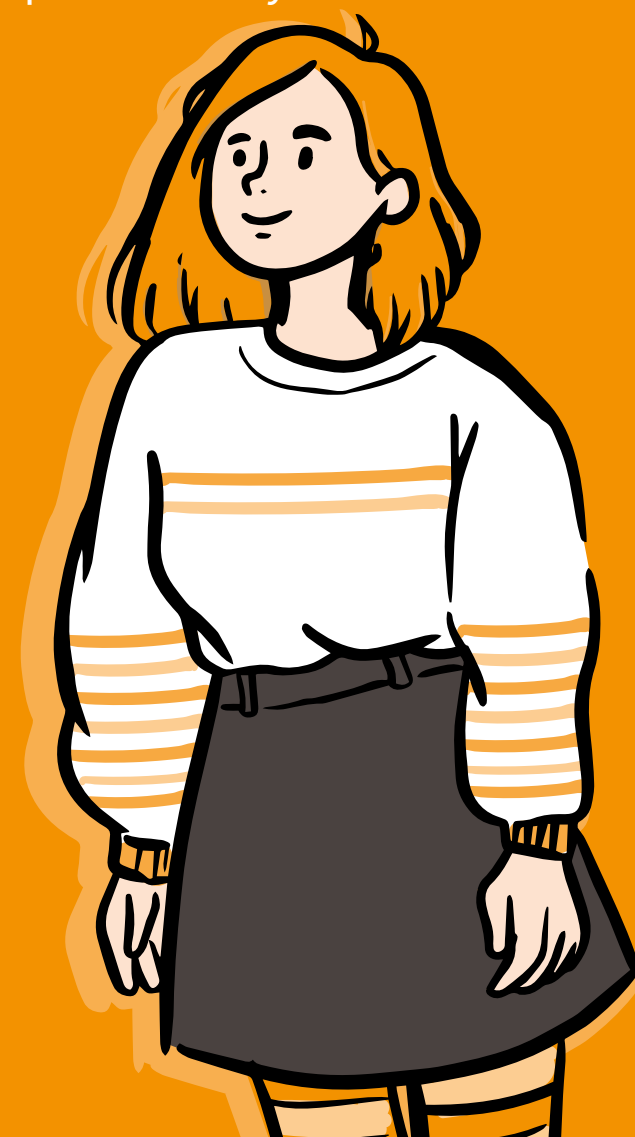
KBSK is a dance and performance arts organisation with an emphasis on accessibility for all. A large proportion of the young people who attend the group come from disadvantaged and challenging backgrounds, are potentially vulnerable and have additional needs. The organisation is a Community Interest Company and receives funding from the Big Lottery Fund, local community groups and donations.

The HeadStart Community Worker supported the KBSK Director with a major safeguarding concern for a young person who had suffered abuse in the home. They helped the Director access advice from the Young People Cornwall's safeguarding lead and the Multi Agency Referral Unit.

The HeadStart Community Worker also put KBSK in touch with the Your Way Community Development Worker who provided them support and advice around gaining funding and securing new premises. Through them, KBSK were introduced to 'Into Bodmin' (a cultural advocacy organisation working to promote, advocate and support events, venues, communities, heritage and tourism in the town). KBSK now work closely with 'Into Bodmin' and have their activities based there.

KBSK can continue accessing the Community Facilitator's support around safeguarding and other issues when needed. They have also been encouraged to access mental health and wellbeing training in the future.

“Thank you so much for listening and having so many options and roots [sic] of helping. I'm very, very grateful for all the support you're putting in place and putting me in contact with the right people so thank you so much!”



Creative communities

In the extension year (2021-2022), HeadStart Kernow has worked to extend existing provision and to create new opportunities for schools, young people and their families.

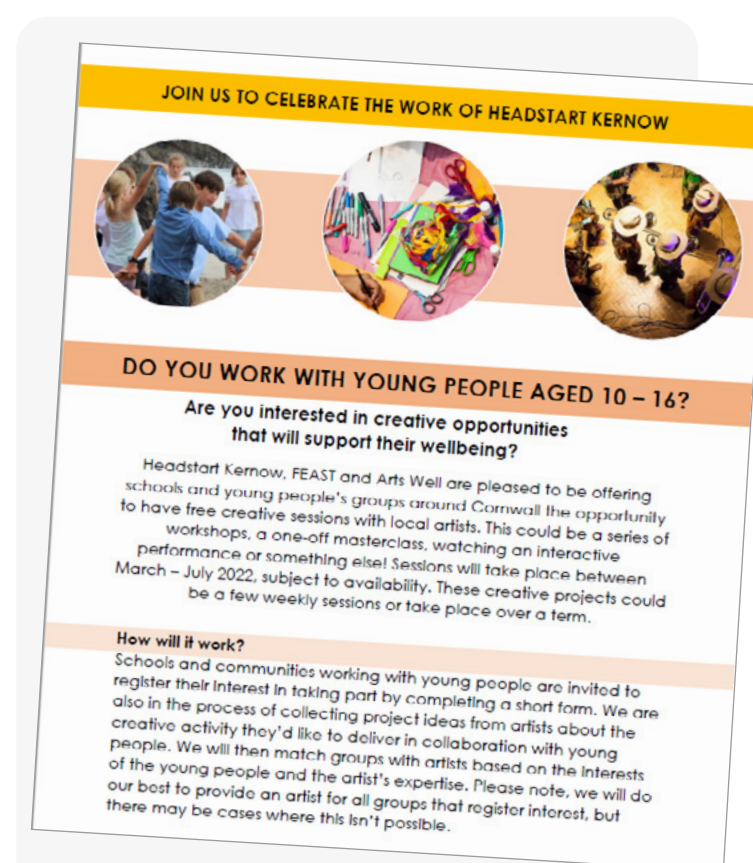
HeadStart Kernow has commissioned FEAST, Arts Well and Real Ideas Organisation to offer schools and young people's groups around Cornwall the opportunity to have free creative sessions with local artists. Projects will take place between March and July 2022. **Artists co-create project ideas that:**

- give the young people agency to work on the project idea
- have some connection or visibility in their local community
- help young people to feel more confident, happy, alert, resilient and connected to their community, environment and each other. It is really important that projects will support and nurture the wellbeing of young people

- HeadStart Kernow is funding short-term residencies to support children and teachers to shape seasonal experiences into poems, songs, artworks, stories and recipes, supported by professional artists based in Cornwall. These will form the basis of a celebration of the Programme in summer 2022 and will provide ongoing expression of the importance of emotional and mental wellbeing to enable children and young people to learn and thrive.

Each school will explore:

- Trauma Informed Schools practice in creative activity
- Sharing ways of supporting wellbeing as whole school approach
- Nature tables – reinstate the nature table in our schools and communities
- Local heritage and find favourite walks in local school communities



HeadStart Kernow has commissioned FEAST, Arts Well and Real Ideas Organisation to offer schools and young people's groups around Cornwall the opportunity to have free creative sessions with local artists.

Sustainability and legacy of The National Lottery Community Fund investment

2019 The National Children's Bureau consultation

In November 2019 the NCB undertook a consultation of key stakeholders, representative of the emotional and mental health system in Cornwall, that was reviewed and updated in 2021. Stakeholders included: Cornwall Council, Kernow CCG, Cornwall Partnership NHS Foundation Trust, local Voluntary and Community Services, Cornwall Association of Primary Heads and Cornwall Association of Secondary Heads. A range of backgrounds and professions were represented including educational psychology, health commissioning, public health, youth voluntary and community services and CAMHS. The 2019 consultation captured perceptions and experiences of senior stakeholders in relation to HeadStart Kernow; reflecting on national opportunities, local priorities, impact and options for sustainability. Below is a summary of key findings produced by HeadStart Kernow.

In 2019 there was a recognition of the challenges in developing an evidence base and that evaluation is difficult when there are multiple strands to the work. At the time of the consultation most of the HeadStart learning reports were not yet produced. Likewise, the Bloom evaluation, the national evaluation and the reports from NCB were not yet available. As the Programme draws to a close there is now a wealth of learning and evidence of impact that can be used by organisations in the emotional and mental health system to inform future commissioning and service improvement plans.

In the NCB consultation stakeholders from all sectors raised concern around the impact on other services if the unifying function of HeadStart Kernow should go at the end of the funding period. Stakeholders mentioned HeadStart Kernow's role in supporting children and young people who do not meet the criteria for CAMHS and are unable to receive support from MHSTs or school-based support, and highlighted HeadStart Kernow was offering a holistic, community-based approach to mental health that works towards addressing systemic issues.

“ [HeadStart] have been a key part of working preventatively and driving initiatives forward by working with different organisations and the education sector. From a strategic point of view, they have been critical in developing innovative ways [of], meeting need for mental health and resilience. ”

“ [HeadStart has] had a big impact locally, and raised awareness for various organisations through health and social care..... It has met the needs of children and young people, trained practitioners in the community, increased 1-1 support, and taken off pressure from EWP (Education Wellbeing Practitioners), all increasing our capacity to work with young people. ”

“ ... a large proportion of the problems that people come forward with requiring recovery are things around how they live, experience of school, friends. If we get protective factors in then would see downward trend in [those] coming forward into specialist mental health. ”

“ We had a huge amount – over 40% of referrals across Cornwall – to CAMHS rejected. Largely, this is due to capacity within the specialist team; it's a very small team within Cornwall as in many areas, but also [it is] because of the lack of resources at an earlier stage to support young people before they needed the specialist help. ”

“ [HeadStart is a] key part of working preventatively and driving initiatives forward by working with different organisations and education sector. ”

“ Mental health is one side of the bigger picture. The other side of it – if you are not able to engage in a school context for example, you can't get to an appointment because you forgot, all areas of your life are impacted. Therefore, support that can be provided in a multi-agency way [...] is the important bit that we've got to get right. This is where HeadStart Kernow will make a difference as long as we embed it. ”

“ Getting a sustainable model for early help in Cornwall is our priority – [so that] a whole system approach, not just NHS, is there. We have an understanding that we need to consolidate our models from all the learning from HeadStart, we know that we have some really significant demand around HeadStart. ”



2020-21 Director of Public Health Annual Report

The 2020-21 Director of Public Health Annual Report highlighted risks should the activities and approach of HeadStart Kernow not be sustained post-programme. The important role of HeadStart in Cornwall has been recognised by partners, families and most importantly schools and young people.

Council Business Plan

Cornwall Council acknowledges the impact of the TNLCF investment and, in the 2022-2026 Business Plan, has set making Cornwall 'a brilliant place to be a child and grow up' as a key priority objective. Consequently, the work of the HeadStart Kernow Programme will be embedded in Cornwall Council. In the wider system, HeadStart Kernow legacy projects, and early intervention in mental health, are specifically mentioned in the draft One Vision joint health, education and care programme of work with a commitment to ongoing financial support from NHS Kernow, Cornwall Foundation Partnership Trust and Public Health.



CASE STUDY:

Supporting a young person's return to education

(Case-study adapted from material provided by LPCo)

A young person (female, 15) was referred to the HeadStart Youth Facilitator through CAMHS. She suffered with high level social anxiety, which made it difficult for her to leave the house. She had struggled with school and stopped attending at the end of Year 8. She was socially isolated even though she had a friendship group and found it hard to go out independently. She had a limited understanding of mental health which left her feeling confused and thinking that people might think she was making up her problems. This impacted on her confidence, self-worth and self-esteem. She felt misunderstood by those trying to support her, which isolated her further.

The Youth Facilitator provided weekly one-to-one sessions, initially at the young person's home and progressing to meet outside the home. Sessions about psycho-education helped the young person understand her own thoughts and feelings and make sense of what was happening. Sessions also provided time for the young person to talk about any issues she chose to explore, work on coping strategies and develop ways to help deal with anxious thoughts. The Youth Facilitator supported the young person to register at college for a pre-16 course, attended meetings with her and together and also her final interview where she was accepted on the programme.

The Youth Facilitator reports that the young person is now going out with her friends and having more fun, has increased confidence and self-belief and is more able to talk about her anxieties without being judged. She is able to use coping strategies to calm her thoughts and deal with set-backs. Her self-esteem has grown so much that she is excited about going to college and has even applied for a job.

“ This is the only support that has made any difference. I am looking forward to new things now and feel like I can do it ”

- Feedback from the young person



About this report

This report has been informed by evaluations and learning generated as a result of the delivery of the HeadStart Kernow Programme and has been written by Natalie Russell (HeadStart Learning Lead) with the support of Rachel Ford (HeadStart Researcher) and under the strategic leadership of Charlotte Hill. Significant contributions have been provided by Claire Searle, Kelly Marshall, Kate Pordage, Hannah Tallis, Tracy Bowers, Ness Little, Ben Bolton and Deborah Clarke. Thanks are extended to former learning colleagues of the HeadStart Kernow team and our national evaluation partners. References are made where appropriate to other people's work. All errors remain the responsibility of the authors.

The report has been signed off by the One Vision Senior Responsible Officers meeting (Monday 14th March 2022), the Schools and Communities Group (formal sub-group of Turning the Tide CAMHS Strategy Group) (Tuesday 22nd March 2022) and the Education Reference Group (Wednesday 30th March 2022).

The HeadStart Kernow Team comprises (as of March 2022):

- Strategic leadership of the Programme has been led by Charlotte Hill with programme support by Claire Searle and Kelly Marshall.
- The 'Working Together' workstream has been led by Kate Pordage with the support of Hannah Tallis, Olivia Murray and Joe Gunn.
- The 'Learning workstream' is led by Natalie Russell and Rachel Ford.
- The 'Workforce Development' workstream is led by Tracy Bowers.
- The 'Secondary School Support Offer' is led by Kate Pordage.
- The 'Parent Offer' is led by Ness Little.
- The 'Online Resilience' workstream is led by Ben Bolton with Natalie Russell.
- 'Bloom' is led Deborah Clarke with the support of Derek Thompson. Bloom consultations were chaired by Tracy Bowers, Deborah Clarke and Ness Little as Locality Coordinators for the West, Mid and East Cornwall.
- The 'Youth and Community Facilitator' workstream is led by Deborah Clarke.

Thanks and acknowledgments

HeadStart Kernow would like to thank our funder, The National Lottery Community Fund, and colleagues in Cornwall Council, Elected Members and Children's Portfolio Holders who have supported the Programme. We have worked alongside and in partnership with community organisations, whose support has been significant and notable. We would like to thank our delivery partners who have come along on this journey with us.

Most of all, HeadStart Kernow would like to thank the children and young people of Cornwall who have worked with us to co-create, co-design and co-deliver resources, support and new practice. The Programme would not have been possible without them and the

support of the primary, secondary, and special schools, Alternative Provision Academy, Multi Academy Trusts and the Cornwall Association of Primary Headteachers and Cornwall Association of Secondary Headteachers.

HeadStart Kernow would also like to thank the other HeadStart partnership areas, the Anna Freud Centre, the Evidence Based Practice Unit, the University of Manchester, the Child Outcomes Research Consortium, and National Children's Bureau. Without the support of a wide range of academic and professional colleagues, HeadStart Kernow would not have been able to deliver what it has.

Over the six years of the HeadStart Programme, we have worked closely with organisations and partnerships, including:

- Action for Children
- Active Cornwall
- Anna Freud Centre
- Arts Council England
- Arts Well
- Beach Guardian CIC
- Blackpool Council
- Boingboing
- Bournemouth University
- Brook
- Carefree Cornwall
- Child Outcomes Research Consortium
- Children and Young People Mental Health Strategic Implementation Board
- Children and Young People's Families Alliance
- Children's Trust Board
- City of Wolverhampton Council
- Cornwall Association of Primary Headteachers
- Cornwall Association of Secondary Headteachers
- Cornwall Community Foundation
- Cornwall Council: Elected Members and Portfolio Holders, Together for Families, Public Health, Community Health, Education Psychology Service, Early Help Hub, Local Family Partnerships, Education Welfare Service, Mental Health Support Team, Children's Rights Officer, Cornwall Outdoors, Cornwall Music Education Hub
- Cornwall Museums Partnership
- Cornwall Partnership NHS Foundation Trust: Child and Adolescent Mental Health Services
- Council of the Isles of Scilly
- Creative Education
- Eden Project Schools
- Education Reference Group
- Evidence Based Practice Unit
- Falmouth University
- FEAST
- Golowan
- Hall for Cornwall
- HeadStart Kernow Young People's Board
- Health and Wellbeing Board
- Healthy Cornwall
- Hinton House Publishers
- Hull City Council
- Joining the Dots Group (climate education workstream)
- Kent County Council
- Kernow Young Carers
- Making Space for Nature
- Mental Health Support Teams
- Motional
- Multi Academy Trusts
- National Children's Bureau
- Newham Council
- NHS Kernow Clinical Commissioning Group
- NSPCC
- One Vision Partnership Emotional Health and Wellbeing Partnership
- Packshare Ltd
- Parent Carers Cornwall
- Pentreath Ltd
- Pirate FM Education and Training
- Primary Care
- Primary schools
- Real Ideas Organisation
- Rock Pool Life CIC
- Safe Hands Thinking Minds
- Safer Cornwall Partnership
- Schools and Communities Group
- Secondary schools
- South West Grid for Learning
- Speak Up Cornwall
- Special Partnership Trust
- Spiffy
- Tate St Ives
- Tempo (Time Credits)
- The CHAOS Group
- The Learning Partnership for Cornwall and the Isles of Scilly
- The National Lottery Community Fund
- The Our Safeguarding Children Partnership
- Thrive
- Trauma Informed Schools UK
- Trelya
- Triangle Consulting
- TRM Academy
- UK Safer Internet Centre
- University College London
- University of Brighton
- University of Manchester
- Wave Trust (Alternative Provision Academy)
- WILD Young Parents' Project
- Young People Cornwall

We would like to thank everyone who has been involved in HeadStart Kernow, specifically, HeadStart Kernow would like to thank (in alphabetical order):

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For more information about the HeadStart Kernow programme and to access the local evaluation and learning reports please see www.headstartkernow.org.uk

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Glossary

ACE	Adverse Childhood Experience
APA	Alternative Provision Academy
APPG	All-Party Parliamentary Group
ARB	Area Resource Base
CAMHS	Child and Adolescent Mental Health Services
CCG	Clinical Commissioning Group
CIC	Community Interest Company
CioS	Cornwall and the Isles of Scilly
CORC	Child Outcomes Research Consortium
CPD	Continuing Professional Development
DfE	Department for Education
EBPU	Evidence Based Practice Unit
EHWP	Emotional Health and Wellbeing Partnership
EIF	Early Intervention Foundation
EYFS	Early Years Foundation Stage
KS	Key Stage
LPCo	The Learning Partnership for Cornwall and the Isles of Scilly
MAC	Multi Agency Collective
MAT	Multi Academy Trust
MHFA	Mental Health First Aid
MHST	Mental Health Support Team
MRC	Medical Research Council
NAUWU	Nothing About Us Without Us
NCB	National Children’s Bureau
NYA	National Youth Agency
OSCP	Our Safeguarding Children Partnership
PHE	Public Health England
PSHE	Personal Social, Health and Economic Education
RSE	Relationships and Sex Education
SDQ	Strengths and Difficulties Questionnaire
SLT	Senior Leadership Team
SMHL	Senior Mental Health Lead
SMSC	Spiritual, Moral, Social and Cultural
TIS	Trauma Informed School
TNLCF	The National Lottery Community Fund
UCL	University College London
WMF	Wellbeing Measurement Framework
WRAP	Wellbeing and Resilience Action Plan



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