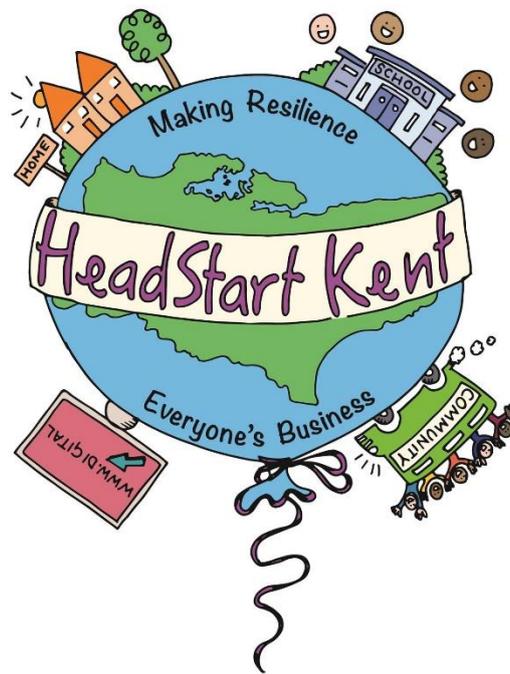


HeadStart Kent

Final Programme Report



MAY 1, 2022
HEADSTART KENT

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Executive Summary

The HeadStart Kent (HSK) Programme has built young people's emotional health, wellbeing, and resilience by equipping them to deal with difficult circumstances and challenges in their lives. Since 2016 the HeadStart Kent partnership has worked tirelessly in partnership with health colleagues and schools to promote early support to young people at school, in their local community, with their family members at home and in their interaction with digital technology.

This report provides a narrative of what has worked well in the programme, what impact has been made and how the learning will be used to sustain the outcomes of the programme. HSK has helped lead whole system change in school and community approaches to young people's mental health. This has been demonstrated through the development and distribution of practice tools, training, and resources to develop the workforce. HSK has led KCC's and the wider partnership's understanding and use of coproduction as a means of engaging young people, families, staff, communities and elected Members in shaping services.

Building collaborative relationships whilst competently and efficiently delivering the programme has enabled the change to be realised. Local and countywide sustainability planning and the sharing of evidence around 'what works' has ensured successful elements of the programme have future funding or are now embedded as business as usual within Kent's children and young people's mental health system.



1 Introduction and Background

- 1.1 HeadStart was a six-year, £11.25 million programme, set up and funded by The National Lottery Community Fund. The purpose of the programme was to develop an evidence-based approach to helping young people build their resilience and emotional wellbeing.

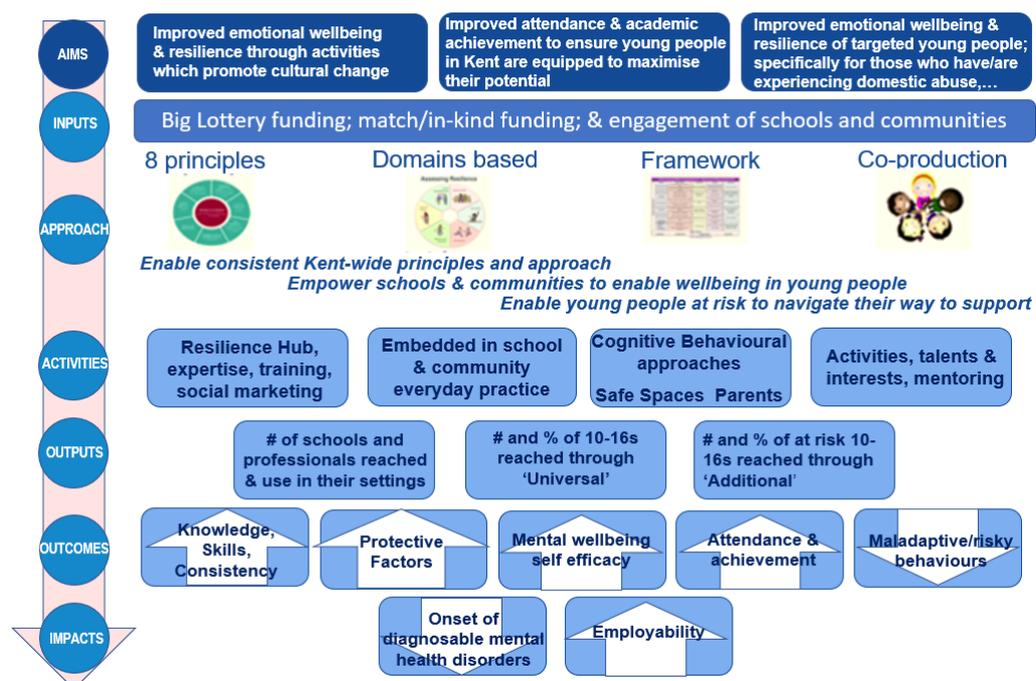
The mission:

“Young people and their families will have improved resilience, by developing their knowledge and lifelong skills to maximise their own and their peers’ emotional health and wellbeing; so, to navigate their way to support when needed in ways which work for them.”

- 1.2 Children and young people in Kent, together with their parents, told HeadStart what support they need to build their resilience:

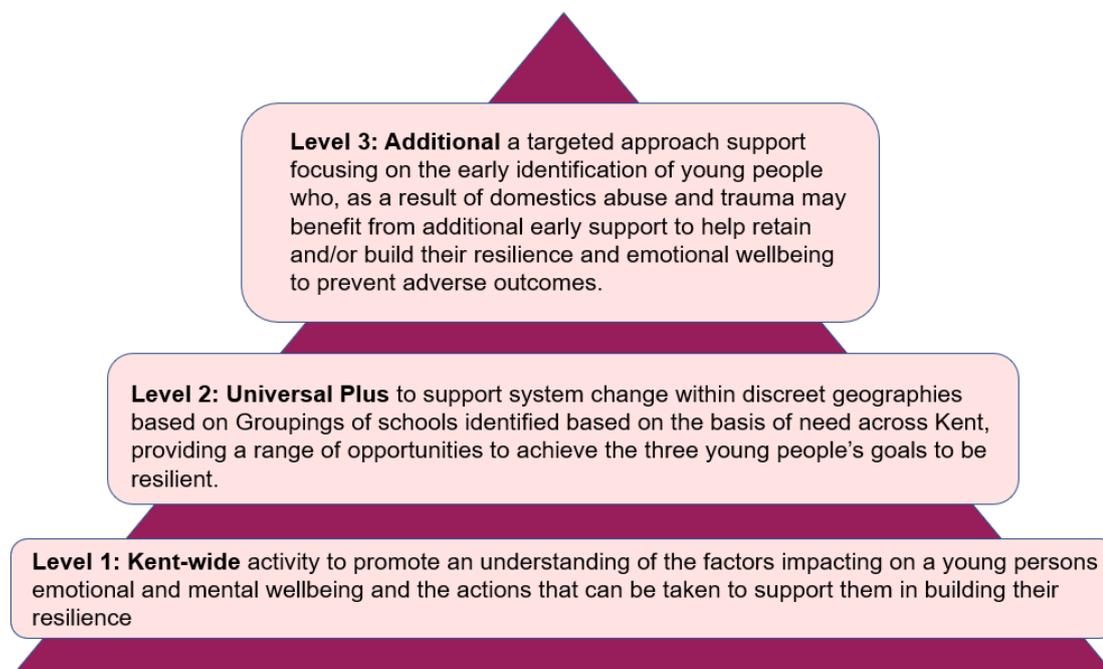


- 1.3. Below is a summary of the aims, inputs, approaches, activities, and outputs to achieve the programme’s short term and longer-term outcomes.

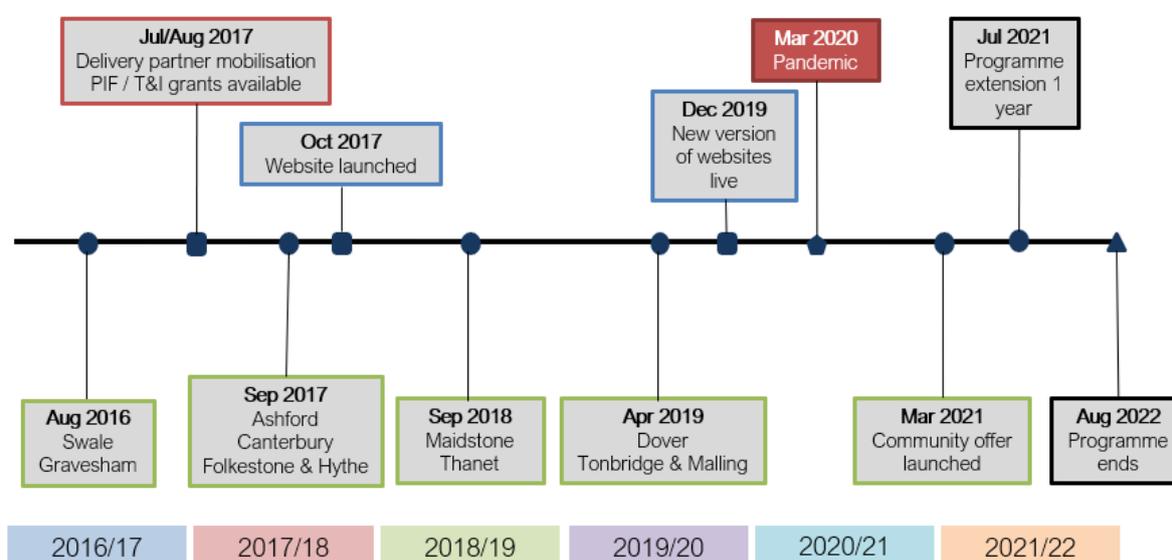


- 1.4. The programme was underpinned by a detailed Theory of Change and operated at three levels. There were different activities at each level, but they worked together to create a whole system-wide approach to improve the resilience and emotional wellbeing of young people.

'Everyone gets something, but some more than others'



- 1.5. The HeadStart team worked intensively with schools in nine district areas, called groupings, for 18 months in a phased approach. Staff training and access to additional support for young people was provided during this time.



- 1.6. Through taking an approach of adaption and adoption the programme has been able to influence key stakeholders to embed principles at a significant scale and make emotional wellbeing of children and young people 'business as usual'.
- 1.7 The HSK three levels: Kent-wide, Universal Plus and Additional comprises specific activities and interacts with the other levels to create system-wide change and long-term sustainability to improve the emotional wellbeing and resilience of children and young people in Kent.
- 1.8 The programme was underpinned by four evidence-based approaches.
 - Promoting the Public Health Whole-school Approach to emotional wellbeing and mental health, through the Kent Resilience toolkit and associated Award.
 - Introducing the Resilience Domains Model as a way of mapping young people's resilience and establishing where they can be supported.
 - Utilising the Kent Resilience Framework as a tool to empower schools and communities to make resilient moves and assess how effectively the school or service promotes resilience and emotional wellbeing and the measures required to improve it.
 - Coproduction with young people, parents, families, and the community to ensure their voice is always listened to.

2 Beneficiaries

- 2.1 HeadStart has benefitted lots of practitioners, young people and parents/carers by providing access to training, funding, resources, and services focused on young people's emotional wellbeing and resilience. Figures 1-5 summarise the reach to different stakeholders.

Young People	
52,532	benefitted from support in schools
25,422	accessed a safe space at school
1,308	trained as peer mentors
15,197	accessed online support and counselling
4,046	had a resilience conversation
2,785	participated in activities and some helped coproduce the programme
748	supported by a volunteer mentor
1,120	supported by an intensive mentor
242	supported by an iCan mentor
598	supported by family focused work
826	received a Talents & Interests grant
459	Resilience Awards
3,509	were 'kept in mind' by notifying their school of an incident of domestic abuse, which may have led to support provided by the school
225	Pay It Forward Grants planned and delivered

Figure 1

Organisations Benefitting	
121	secondary schools
394	primary schools
38	other school settings
59	statutory organisations
143	private sector organisations
330	community and voluntary organisations
53	schools received Emotional and Wellbeing Awards

Figure 2

Training	
3,851	school staff
2,770	other professionals
1,021	Mindfulness
854	Resilience and trauma (including resilience conversations)
1,747	Youth Mental Health First Aid
1,954	Mental Health First Aid online



Figure 3

Parents and carers	
514	trained in Youth Mental Health First Aid and Wellbeing Toolkit
24,983	accessed parents webinar on KRH
578	supported through transition to secondary school or by HSK Senior Early Help workers

Figure 4

Communication	
1,699	Twitter followers
105,071	MoodSpark webpage views
217,990	Resilience Hub webpage views

Figure 5

3 HSK impact on organisational and individual change

- 3.1 The 2019/20 year-end evaluation report evidenced that HSK has taken strategic steps in facilitating system change in school and community approaches to young people's mental health. This had been demonstrated by providing tools, training, and resources to develop the workforce who support young people, and by ensuring plans are in place to ensure coproduction is embedded and championed throughout the system.
- 3.2 Building collaborative relationships and both competently and efficiently delivering the programme has enabled the change to be realised. Local and countywide sustainability planning and the sharing of evidence around 'what works' has ensured successful elements of the programme have future funding or are owned within the system.
- 3.3 There has been a shift to a shared language and approach to young people's emotional wellbeing and mental health. This has been demonstrated using the

Resilience Toolkit and by staff putting learning into practice in schools and communities.

- 3.4 The HSK schools continue to use the Resilience Toolkit as a resource to create a comprehensive plan of activity to embed a whole school approach. 53 schools have achieved the standard to receive the Award for Resilience and Emotional Wellbeing.



- 3.5 A qualitative evaluation of four HSK schools who received the Award for Resilience and Emotional Wellbeing showed that both staff and students thought it was important that careful consideration was needed around the use of language and how situations are approached. They also believed having a variety of staff available to support students and to be champions at promoting resilience and wellbeing throughout the school was essential.
- 3.6 The training delivered by the HSK delivery partners around resilience, mindfulness, and mental health first aid showed that a majority of those completing their post course evaluation reported they were confident using the knowledge learnt during the training.
- 3.7 The reach of the training goes beyond that of school settings with a third of those trained sitting in community roles outside of school. Young Evaluators at one school wanted to capture evidence regarding student's views on the wellbeing support in their school. Just over half felt that they had an adult who they could speak to about wellbeing at school.
- 3.7.1 A significant majority of school staff respondents to the staff self-efficacy survey responded positively to the ten statements. Staff felt most confident that they

could positively influence their student's personal and academic development. Being successfully able to instruct difficult students showed the most improvement compared to the previous year.

Thanks both for delivering some very useful training, I cannot wait to put it into practice

Very informative. Given me a new way in to start conversations with young people

I even took away some bits that will help me as a parent and not just in my role! Great training, thank you!

- 3.8 The Kent Resilience Hub has had 217,900 webpage views. It includes updated content, tools, and resources available for organisations, staff, and parents/carers. MoodSpark, the website, designed specifically for young people, has had 105,071 webpage views. They are considered a valuable resource and users find them simple to use, clear, accessible and visually pleasing. The websites were advocated by the Corporate Director for Children, Young People and Education (CYPE). KCHFT has now taken over ownership and responsibility for the sites.

**Kent
Resilience
Hub**

**MOOD
SPARK**

- 3.9 The social marketing campaign, 'Draw Your Own Solution' delivered by Hitch Marketing, started in March 2020, and ran for around four weeks. The campaign featured on media platforms such as Facebook, Snapchat, Instagram, the Resilience Hub and MoodSpark websites as well as on Spotify.



- 3.9.1 Findings from a survey carried out with young people during the campaign showed that those who stated they knew what resilience meant also rated themselves significantly more resilient than those who did not know what resilience was. A recommendation was noted in the report to increase awareness of resilience among young people as this could potentially have a positive influence on their resilience. Building resilience in a young person will enable your child to overcome difficulties in their life, whether this is in the near or distant future such as; ill health of family members, throughout relationships, education or during their career.
- 3.10 Communications relating to improving resilience and emotional wellbeing were continually shared on social media platforms and websites. These have been linked to nationwide campaigns such as Mental Health Week and Every Mind Matters. Promotion of HSK successes, such as schools receiving their Award for Resilience and Emotional Wellbeing and young people achieving personal awards such as the [Resilience Awards](#) and the [Try Angle Awards](#), were also celebrated and shared widely.
- 3.11 As organisational change started to take shape, so did the understanding of the needs of staff in all settings as well as parents and carers for them to be able to engage and achieve at the level required to support young people. This was both in terms of personal growth to support their own wellbeing, but also how the system worked to support them ensuring they had the information at a time that they required it. The programme responded by:
- Recognising the impact on staff and parents/carers and ensuring that our language reflects that shift in understanding.
 - Including a self-care element to training and the parents and carers webinar.
 - The development of Facebook pages to create a community, and ensuring any information shared was relevant to that community.
 - Providing whole system service information in a timely format – using multi-channel communication approaches ensuring a consistent and clear message of what is available and when without bias.
 - Developing an overview of what was taking place across partners including health and schools and acting as the link across them all. The impact of this was best demonstrated during the pandemic and evidenced by the speed at which we were able to bring partners together to create and publish resources, this helped support children and young people's smooth transition back into school.
 - Although not advertised as an access point, parents and carers have also reached out to the programme via our central inbox and through social media seeking guidance and advice.

4 Sustaining 'what works'

4.1 Universal elements of the Kent Resilience Hub and MoodSpark websites promote and provide practitioners, parents and young people with a shared language across the system. The websites are constantly developed in response to changing needs. For example, the programme worked closely with Specialist Teaching Services, KEPs (Kent Education Psychology Service) and experts in the field to develop Covid 19 Back to School guidance and resources on eight areas of Emotional Wellbeing. These resources continue to be developed as new learning emerges. Ownership of the websites has now been transferred to KCHFT Public Health School Nursing Service.

4.2 The school resilience toolkit and Award for Emotional Wellbeing and Resilience enables a whole school approach to be embedded in the school with 88% of Kent Schools signed up to the toolkit.

4.3 The responsibility of the Toolkit and its associated training is now with KCHFT as part of the Public Health School Nursing contract. This toolkit alongside the training, development of participation, safe spaces, peer mentoring and



having resilience conversations with young people enables a school to ensure young people are kept emotionally well, and to be able to respond early when there is an emerging need.

4.4 HSK has worked closely in partnerships with health colleagues from the Clinical Commissioning Groups. Undertaking and developing joint commissioning opportunities including the increased investment Kooth online counselling, across Kent and Medway for all young people aged 10-25, and extension intensive mentoring service and Youth Mental health training as well as providing HSK with investment to lead on the engagement of schools for the Mental Health Support Teams (MHST) and participation workers.

4.5 After sharing the evidence of the Talents & Interests grant successes and working with a charity, they have been awarded resources to employ link workers from the Primary Care Network which focus on social prescribing for young people. This grant has also received additional funding from the Reconnect programme to expand the opportunity for young people aged 5-19.



5 Workforce Development

- 5.1 6621 school and professional staff members have taken part in HSK training. Demand for the training both for school and community staff has remained consistent during the lifetime of the programme.
- 5.2 Going forward for school staff, KCHFT will deliver Resilience Conversations and Trauma Informed training for free once per term: [Schools resource hub | Kent Community Health NHS Foundation Trust \(kentcht.nhs.uk\)](https://www.kentcht.nhs.uk/schools-resource-hub/)
- 5.3 For KCC staff, the Resilience Conversation tool training page has been developed on the internal learning and development site. This includes a video to walk through the tool, plus links to further guidance, downloads, and information on the Kent Resilience Hub website. The training session can be accessed here: <https://www.delta-learning.com/course/view.php?id=1898>
- 5.4 The virtual low-cost training for trauma, resilience, and the resilience conversation for the VCS (Voluntary and Community Sector) sustainability is an area to be finalised.
- 5.5 The HSK Mindfulness curriculum has been refreshed for the programmes extension and is available alongside the community of practice. There are ten trainers for Youth Mental Health First Aid, funded by the CCG Kent. The Kent Safeguarding Children Multi agency Partnership (KSCMP) will offer these courses free of charge to participants across the county until March 2024.

6 Coproduction

- 6.1 There is an increasing evidence and appetite across all services in the value of the voice of children being used to help shape service delivery. Providing young people with the opportunity to lead empowers and improves confidence. Both of which better equip them for adult life.

HSK have led the development and championing of co-production across children's services in Kent, increasing the emphasis on coproduction in policy and decision making ensures that intervention design and delivery meets the needs of young people.
- 6.2 The key influences of young people's intervention and voice within HSK is underpinned by the characteristics of the young people who were recruited to lead. The team reached out to young people with lived experiences, many of whom would not typically have put themselves forward, as well as young people from diverse backgrounds, increasing aspirations and wellbeing, and developing a sense of agency.

“To be honest, at the beginning it was just something to do. I thought I may as well go and try it. But what made me want to stay was actually being part of something that mattered [...] At HeadStart the things you do actually matters and makes a difference.”

- 6.3 The various opportunities from HSK for involvement in young people including decision making; website development; social marketing; evaluation; Pay It Forward (PIF); designing post-it notes; bookmarks; press opportunities; interview panels, coproduction training and production of the Youth Charter All opportunities have enabled young people to grow in confidence and develop lifelong skills.



- 6.4 HSK’s demonstration of effective participation has also enabled a step change in involving young people as business as usual within Kent. This has been enabled through the following approaches which has been led and funded by HSK.
- 6.5 Coproduction training – Young people from HSK, the Children in Care Council, the Young Adult Council, and the Kent Youth County Council (KYCC) designed and delivered coproduction training to at least 211 adults. The range of adults continue to be broad; KCC senior leads, school staff, commissioners, KCHFT, Mental Health Support Teams (EWT) and many more. The training is viewed as a success and has helped staff to think about how they can positively engage the young people they work with through coproduction to provide better outcomes.
- 6.6 Many staff have made pledges to ensure they put what they have learnt into practice. Work is continuing to train staff across the districts before the end of the programme, so knowledge around coproduction is fully embedded and can be sustained. This has been developed further by young people with a health perspective which embeds the Thrive framework.
- 6.7 Young people’s influence – Led by HSK, KYCC and Virtual School Kent Children in Care Council, The Kent Youth Charter has been developed by young people in Kent and agrees six Youth Charter principles that they want all services working with young people in Kent to adopt the Youth Charter. A

range of resources as well as Coproduction e-learning has been developed which is freely accessible to all practitioners. The Youth Charter has been adopted by KCC services and currently being embedded within all practice through the leadership of KCC's ICS practice development team.

- 6.8 The programme has secured the funding from the CCG for the continuation of two participation workers until 2024, focusing on the voice of young people, parents, and carers with lived experience of the mental health system.
- 6.9 Going forward HSK participation workers will lead on Kent Youth County Council (KYCC) including Kent Youth Voice, enabling seven members of the Kent UK (United Kingdom) Youth Parliament to represent Kent nationally, supporting the development of local youth voice, commissioning engagement, leading the Kent participation community of practice, Try Angle Awards, Youth Charter implementation, Coproduction Training, Big Conversation, Peer mentoring train the trainers and supporting the VCS in delivering Emotional Wellbeing programmes. This small team will also work alongside Virtual School Kent, the VRU (Violence Reduction Unit) programme and the SEND (Special Educational Needs and Disabilities) transformation.
- 6.10 The Pay It Forward project aims to enable young people to help others, as helping others can improve wellbeing. Young people can apply for funding for their school, youth club or another community organisation. Grants up to £1,000 have funded community fun days, community wildflower gardens, and intergenerational projects. The projects are assessed by groups of young people on their potential to improve the wellbeing of others.

“The young people bonded and learnt how to work together as a team and achieved good results. The project was very entertaining, educating, and creative. They developed valuable skills, made new friends, developed their confidence, look happier and feel good.”¹

“We wanted to make a film about mental health... We want people to feel that they are not alone and that things can get better, it's not an endless road and there is light at the end of the tunnel if you ask for help....”

“I was bullied at school and felt angry about it but I have learned that we should think about others more and be kind and understanding. Some people are not strong and need more help. This project has made me stronger now”

7 Partnership working and influence

- 7.1 Building collaborative relationships and influencing partners within the system contributes to achieving the ambition that change can be realised. This has

¹ <https://youtu.be/eXFo3SDSkZ47>

been demonstrated by HSK competently delivering the programme which has given partners confidence, they have seized opportunities and know key people within the system.

7.2 Relationships with partners – Working with partner agencies, such as Kent Police, the Police and Crime Commissioner, Probation, Health and district councils, the Kent and Medway Domestic Abuse Strategy was agreed. Learning from HSK around working with schools was drawn upon to inform the strategy, and the learning from the HSK programme has been transferred to this team via a project officer who is now working on the delivery of the strategy.

7.3 Based on the learning from HSK, elements of the programme were incorporated into additional projects which aim to support young people, such as the Kent Violence Reduction Unit where three non-HSK schools within an academy trust adapted the HSK programme. The Intensive Mentoring service developed by HSK also benefited from investment from the VRU programme. Going forward the VRU are investing to extend the HSK participation team to develop further opportunities for young people who would benefit from the VRU project.



7.4 HSK is project managing the rollout of Mental Health Support Teams (MHST) across Kent and Medway. By 2024 this will reach 147,000 children and young people. As HSK is regarded by partners in the health system as a programme that has been effectively delivered through agile project management, this influenced the decision to have HSK in a leading role in the rollout of MHSTs.

8 Additional Support

8.1 Through developing an evidence-based framework and resilience conversation toolkit and agreeing a mechanism with the police for sharing Domestic Abuse notifications with schools, HSK have been able to support early identification of young people at risk. This work has been at the forefront of protecting children and building the confidence for trusted adults to be able to engage with young people about their lives.

8.4. The profile of young people taking up HSK additional support with HSK are:

- The average age was 13.5 years old
- 57% were female and 42% were male
- 11% were ethnic minorities²
- 30% had Special Educational Needs and Disabilities

² 5% unknown ethnicity

- 31% were eligible for Free School Meals
- 33% lived in the top 20% of most deprived areas in Kent³
- 8% experienced domestic abuse⁴

8.5. The young people were given tailored support to help with their individual needs and many built strong relationships of trust with their workers. On average young people were supported from between 3 to 6 months depending on the type of support they had. There was a significant improvement in the wellbeing⁵ of the young people that successfully completed the support.

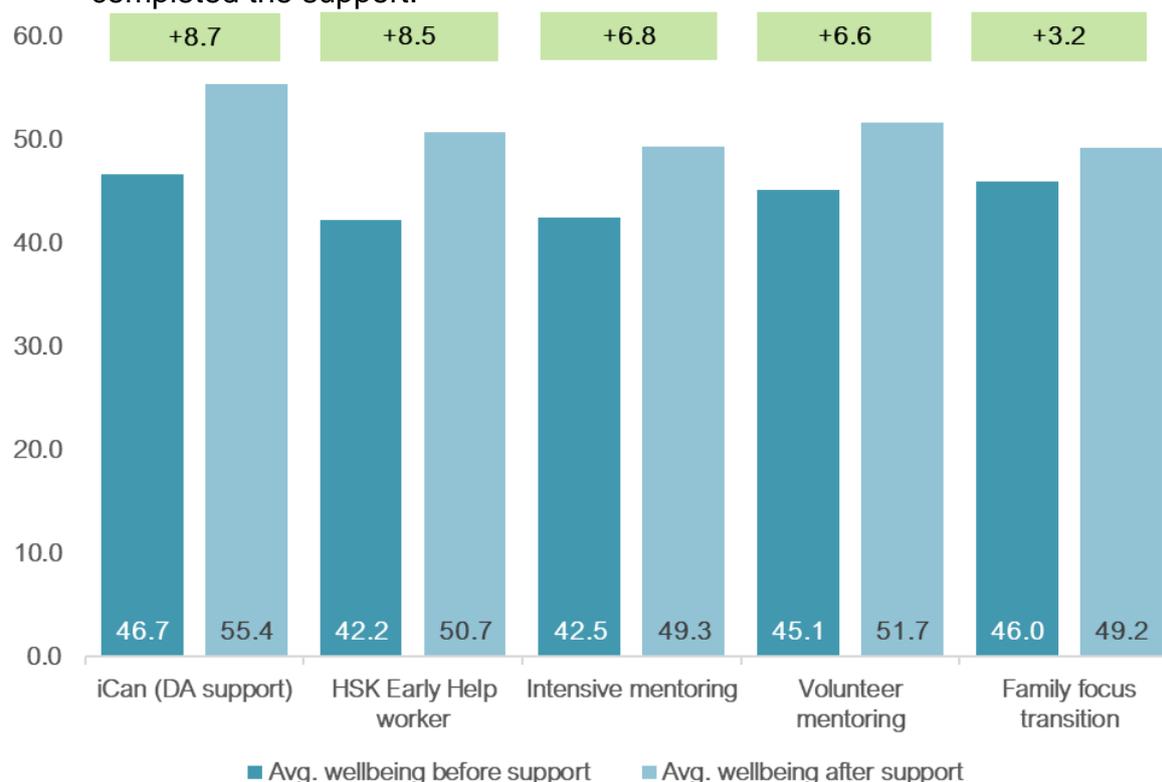


Figure 6

“I worry a lot less. The different strategies we covered have really helped in my day-to-day life.”

“Having a mentor is comforting, not to feel judged and having someone that I can talk to, and trust has been so helpful. I feel listened to.”

8.6 Through an expert group held in 2018 a gap in service provision was identified for young men aged 13-16 who have witnessed or experienced

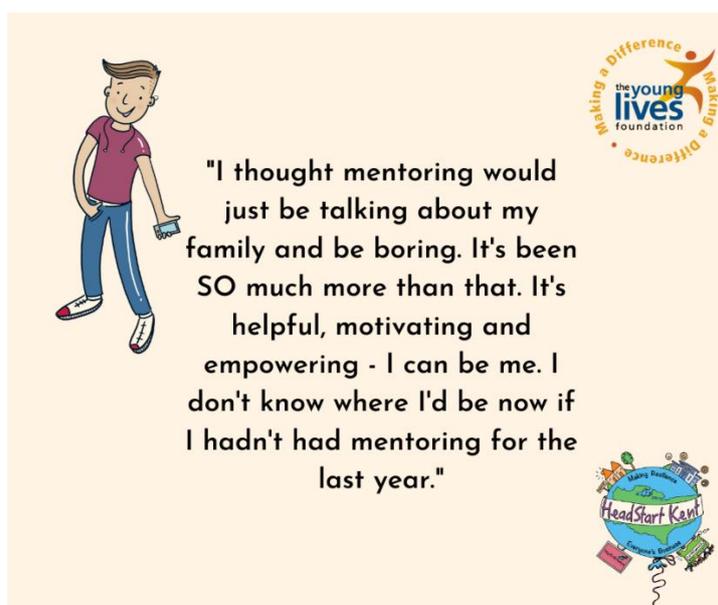
³ Index of Multiple Deprivation (IMD) Kent & Medway Lower Super Output Areas (LSOAs)
www.gov.uk/government/statistics/english-indices-of-deprivation-2019

⁴ A domestic abuse incident notification was received from the police by HeadStart and sent to the young person's school

⁵ Warwick Medical School (2015). Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) [online] Available at:
www2.warwick.ac.uk/fac/med/research/platform/wemwbs/

domestic violence. The iCan service aimed to develop resilience so there is a greater capacity to defend against the adversity associated with domestic violence in childhood. The ican programme materials⁶ are freely available for practitioners on the [KRH](#).

- 8.7 The Intensive Mentoring service was established by HSK in 2014. It adopts a strengths-based approach to supporting children, young people, and their families. It uses a range of evidence-based approaches and tools (such as FRIENDS) and through a team of paid mentors, work to understand needs and implement an action plan to address these. Additional funding through HSK, Reconnect, the CCG and VRU project has enabled the is service to reach across Kent for a wider age group of 5–19-year-olds until August 2022.
- 8.8 A Volunteer Mentor is a positive role model, who is there to guide and advise, striving to meet set goals to help young people achieve their potential. Trained adult volunteers from the community work with young people for up to 6 months. Additional funding through HSK and the Reconnect project has enabled the service to broaden the reach across the whole of Kent and extend to a wider age group of 5–19-year-olds.



- 8.9 826 young people have benefited from Talents and Interest Grant, which aims to improve and sustain young people's emotional wellbeing by promoting and enabling them to have access to enjoyable, creative, and purposeful opportunities. It aims to promote community engagement a sense of belonging and self-worth. It instantly benefits⁷ young people and has been one of the outstanding successes within the programme. The extra resources provided by Reconnect supports young people aged 8-19 (up to 25 with

⁶ <https://kentresiliencehub.org.uk/resources/ican-programme/>

⁷ Talents and Interest <https://youtu.be/fuHYIQP49bY>

SEND) to engage positively in their communities. This funding ends in August 2022.

- 8.10 Young people, families, schools and community staff highly value the support they received through the mentoring and talents and interest grants as they are tailored to their interests and needs, with the offer of choice and flexibility in how they were supported.

“Having that money still there to give these young people something that they need is really important.”

9 The Future

- 9.1 HeadStart Kent has helped strategic leaders to recognise fully the importance of good emotional and mental health for our children. The Kent and Medway Local Transformation Plan (LTP) has adopted the national Thrive Framework⁸ which describes the range of emotional and mental health provision available. The model places an emphasis on children, young people and their families being empowered through active involvement in decisions about their support.
- 9.1.1 The revised priorities outlined in the LTP for 2021/22 aims to further develop an integrated system of support that aligns with the Thrive quadrants as part of the strategic plan to support transition from HeadStart to Thrive activity. HeadStart Kent has contributed to the ‘Getting Advice and Getting Help’ Quadrants.
- 9.2 Mental Health Support Teams were established through the 2017 “[Green Paper for Transforming children and young people’s mental health](#)” to provide extra capacity for early intervention and ongoing help for mild to moderate mental health needs. Kent and Medway have 21 teams in place to focus on areas and schools with the greatest need. Each team is geographically located to be able to reach a population of 7,000 5-19 olds. HSK will continue to lead the recruitment and engagement of Kent schools as well as project managing the implementation of the service in partnership with the CCG and NELFT (Northeast London Foundation Trust).
- 9.2.2 Further to this initiative and in response to a request from HSK schools, the HSK community of practice is being sustained and extended across the county and will be resourced by the CCG. This will enable the relationships which have been developed with schools based around young people’s emotional health to be strengthened further.
- 9.3 Designated Senior Mental Health Leads in Schools is a national initiative informed by the HeadStart national work which is the introduction of Designated Mental Health Leads in Schools. These positions are charged

⁸ <http://implementingthrive.org/>

with leading the school and partners to take a coordinated and evidence-informed approach to mental health and wellbeing. Evidence clearly shows that good emotional health and wellbeing in children results in greater readiness to learn, improved attendance, attention, behaviour, and attainment.

- 9.4 The DFE 'Wellbeing for Education Return' (WER), project launched in September 2020 with the expectation that schools would engage in wellbeing training enabling them to support staff and students coming back into school during the pandemic. The programme has been led by HSK and delivered in partnership and the Education People on behalf of KCC. In total 215 schools have engaged with WER training.
- 9.4.1 One of the areas being supported is students with low attendance and at risk of being withdrawn by their parents due to anxiety-based school avoidance. Working with the Educational Psychology team training sessions with a consultant style session follow up was organised and to date 121 delegates have attended. Due to the high demand and positive feedback three further sessions have been funded.
- 9.4.2 Alongside this we have used the resource to train schools to increase their awareness of how to support the wellbeing of communities, such as Gypsy Roma Travellers and to keep them in a school setting. 102 staff in Primary schools have received this training. In terms of feedback 96% of those who attended sessions and provided feedback are highly satisfied that the training is meeting the learning outcomes and the quality of the content is particularly good.
- 9.4.3 The Wellbeing in Education funding has also been used to provide opportunities for young people who are part of the Youth Offending Service and provided open access staff in the South training on Cognitive behavioural approaches through the FRIENDS programme.

10 Additional Funding

- 10.1 Figure 7 illustrates the elements of the programme capabilities and benefits which has been sustained through either additional funding or absorbed into the business-as-usual functions of the HSK partnership

Programme Element	Source
Work with schools (MHST)	CCG
Participation with children, young people and parents and carers	CCG
Participation workers with children and young people	KCC Public Health
Kent Resilience Hub and Moodspark Kent Schools Resilience toolkit Schools Resilience and trauma Training	KCC Public Health
Youth Mental Health First Aid	CCG
Online counselling	CCG
Intensive Mentoring	CCG/VRU/Reconnect Kent
Volunteer Mentoring	KCC Reconnect
Talents and Interest Grant	KCC Reconnect
resilience conversation Coproduction and Youth Charter	KCC Children's Services

Figure 7

11 HSK Legacy

- 11.1 The key legacy of the HSK programme is the learning, standard setting and a system wide response to mental health and wellbeing. HSK has provided the evidence of the importance for the emotional wellbeing system to continually collaborate to ensure young people and families access the right support for their needs.
- 11.2 Much of the HSK resources, tools and materials have been secured for future use, and the area for further investment is required for; Voluntary community sector training, Pay It Forward youth participation budget and the Talents and Interests Grants.
- 11.3 HSK's reputation with schools and partnerships has also resulted in the resilience conversations seen as a business as usual for discussions with young people across all settings, and our intensive mentoring approaches attracting funding and development with the CCG's and VRU programmes.
- 11.4 HSK focus on domestic abuse led to the strategic lead leading on the Kent and Medway Domestic abuse strategy; implementation of which is being done through programme management principles with project management staff led by former team members.

12 Generous leadership

- 12.1 HSK has worked closely with the five other HeadStart areas developing a reflective partnership based on collaboration and generosity. HSK has benefited from attending events in Wolverhampton and Blackpool, where participation has been a strength of their strategic programmes.
- 12.2 There has been a sharing of strategies with partnerships as well as working together to directly benefit young people. Kent benefited from the online counselling evaluation in another area to develop the evidence base for why this investment would work in Kent. HSK also reviewed Hulls' whole community approach which influenced our own community engagement approach. Kent spent the day with Newham HeadStart where 'Bounce Back' was being delivered in Newham schools.
- 12.3 Kent has been stable in its leadership which has enabled us to be generous with the opportunities to share. Kent shared their whole school approach with Cornwall and the NCB. We have also reached out to the other partnerships by sharing our skills of participation, coproduction, and peer mentoring. We have also shared our expertise on running a programme through implementing the Managing Successful Programme framework ([MSP](#)) principles and governance programme alongside our existing financial monitoring and partnership working mechanisms we utilise throughout the county.
- 12.4 We have worked alongside [Collaborate](#) to share our programme partnership approaches in Essex to tackle the Sports England investment to enable cultural change in physical inactivity.
- 12.5 In Wales we spoke of our approaches in mobilising the emotional wellbeing system and shared our peer mentoring and coproduction approaches. During 2019 we attended the World Social Marketing conference, again where we illustrated how coproducing campaigns with young people has better impact. At this conference our coproduction snakes and ladders game were also shared with international partners.
- 12.6 HSK young people and staff also contributed and benefited from the Learning events as well as the parliamentary event with Norman Lamb. The young people in Kent benefited from attending a House of Commons Debate, and our apprentice represented Kent at the National Apprenticeship event. A young person was also provided with the opportunity to attend Sony for the day which was "life changing" for him. Following their work with HSK one of our young people received the National Children and Young Person's Award in 2019.
- 12.7 Within Kent, and explored earlier, is the learning and approach of HSK which has led to the successful trailblazer bid to roll out the Mental Health Support Teams in schools. HSK project manage and chair the county steering group and are currently providing the leadership for the Schools Link Programme.

13 Unforeseen outcomes

- 13.1 The development of young people's Coproduction extending beyond the programme's boundaries was unforeseen but imagined. Coproduction training was included in the HSK original investment plan, but with support at the most senior level it is now embedded, and the eLearning course is now mandatory for all staff.
- 13.2 The Youth Charter has been adopted by the whole Directorate and our practice development leadership is working to embed this across the county. This has in turn influenced our partner organisations, signing up to the Youth Charter and accessing both the face to face and coproduction e-learning. The benefits of coproduction within the HeadStart programme are clear to see. After their training the CCG invested in two Emotional Wellbeing Participation Workers to improve their coproduction with young people and parents/carers.
- 13.2 The Covid pandemic was an unforeseen event and provided opportunities for the programme and system to reimagine the offer for children and young people. The acceleration of the commission for online counselling across Kent and Medway with a widened age group is an illustration of this.
- 13.3 The pandemic also enabled the Kent Resilience Hub and MoodSpark to become central to providing information and resources to schools, practitioners, communities, parent/carers and young people. HSK provided the leadership for the whole system regarding Back-to-school guidance, which enabled further collaborations with education and mental health specialists.
- 13.4 KCC's recovery response to the pandemic is the Kent Reconnect programme. HSK is leading the Health and Happiness theme and so far, has allocated £2million additional resources to support children and young people's emotional wellbeing. This has included broadening mentoring and counselling services, as well as focusing resources on populations who have been disproportionately affected by the pandemic such as Gypsy Roma Traveller, disabled and younger children.
- 13.5 During Covid, services and engagement with young people moved online which provided opportunities to work across groups geographically. Participation Workers were very responsive to the types of activities and wellbeing sessions delivered offering more regular informal check in sessions with young people. Group social activity sessions were also provided to support young people to have some fun and mix online in a safe place with other young people while in lockdowns. This led to fortnightly social sessions which grew in number of young people engaging during lockdown.
- 13.6 During lockdown 'reading for resilience group' for young people was set up. Some young people are reading books for the first time, sharing stories of their resilience and connections to characters, having challenging conversations about family relationships, neurodiversity, gender, race, and sexuality. Participants loved being read to, but also now read for each other.

- 13.7 Through developing a relationship with a young person, we realised that part of their non-attendance at school was because the family could not afford the travel costs so through supporting them to access other activities, we applied for a Talents & Interest grant and bought an annual bus pass for them. They are now engaging with several other services and their school attendance has improved by 50%.
- 13.8 Connecting a young person from the Speak Out group with a young person that was newly diagnosed with a health condition, led to that young person joining our group. The young person recently won a Try Angle award for their ongoing support and mentoring they provide.
- 13.9 A HSK participation worker attended a local community group and saw a group of young people sanding down old skateboards. They talked to the group about applying for a group Talents & Interest grant and supported their application there and then. It was successful and now that group of young people are teaching younger members of the group to build and skateboard with the necessary safety equipment and a paid coach.

14 A Learning partnership

- 14.1 Working alongside the NLCF Relationship Managers, the National Learning Team and the other HeadStart partnerships have enabled a culture of learning to be developed. We have behaved as a learning community establishing the skills, knowledge and attitude of openness and facilitation. The relationship managers have always been open to new experiences and have ensured they are visible and approachable to schools, communities, and young people. Their willingness to support and ask open questions enables a real exploration of the issues faced. We have found the monthly catch up useful in sharing and shaping our journey.
- 14.2 The visits and insights from Tarn Lamb have also provided us with strategies to ensure the community benefits as much from the programme as schools.
- 14.3 We have been introduced to the local funding managers who we have built up trusted relationships with, particularly through our monthly communications regarding the Pay It Forward Grants and are able to sign post the voluntary community sector to when new needs emerge.
- 14.4 This collaboration has enabled complete transparency in a test and learn programme. It has enabled us to behave generously and openly within our own partnerships, through constantly looking through a learning and reflective lens. The enthusiasm of the relationships managers mean they have been able to continuously inspire us to develop the programme further.
- 14.5 The relationship managers are always responsive and agile to any questions or needs and have a willingness to sit with us and explore our changing strategic environments which has enabled our local strategies to adapt with changing needs. This has ensured our continuous relevance. For example, the Kent Resilience hub was broadened during the Covid 19 pandemic,

enabling it to lead all the resources and classroom activities for the Return to school.

- 14.6 Our strong and stable leadership and relationships across our partnership has also enabled the agility of the local programme. Our NCLF team and have led by example, being visible and committed to the local partnership's success, which KCC and partners feel fortunate in receiving such levels of support, which has been very enabling.