## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>1</td>
</tr>
<tr>
<td>Executive summary</td>
<td>3</td>
</tr>
<tr>
<td>History of HeadStart in Blackpool</td>
<td>7</td>
</tr>
<tr>
<td>The Blackpool picture</td>
<td>9</td>
</tr>
<tr>
<td>Whole town strategy</td>
<td>14</td>
</tr>
<tr>
<td>Overview of phase 2</td>
<td>18</td>
</tr>
<tr>
<td>Phase 3 strategy</td>
<td>29</td>
</tr>
<tr>
<td>Youth engagement</td>
<td>69</td>
</tr>
<tr>
<td>Digital vision and strategy</td>
<td>82</td>
</tr>
<tr>
<td>Sustainability</td>
<td>84</td>
</tr>
<tr>
<td>Leadership and governance</td>
<td>88</td>
</tr>
<tr>
<td>Evaluation</td>
<td>93</td>
</tr>
<tr>
<td>Implementation</td>
<td>99</td>
</tr>
<tr>
<td>Risk management</td>
<td>100</td>
</tr>
<tr>
<td>Budget</td>
<td>101</td>
</tr>
</tbody>
</table>
Foreword

Blackpool; a small Northern town right by the sea
A fun, exciting and busy place to be
Bright lights, fast rides and sandy shore
Arcades, the tower and ice-cream galore

However, behind the glamour there is a different scene
Growing up in Blackpool can be quite mean
Low employment, low income and low school marks
Young people feeling the pressure means poor mental health can start

HeadStart is more than a project, resilience more than a word
This is a wellbeing revolution and we are keen to be heard
This is not just a bid, it’s our story of change
A symbol of our commitment a journey of wide range

Bouncing back, bouncing forward no challenge too small
HeadStart empowers young people and families to give it their all
Resilience is a philosophy, a different way of life
Giving and seeking support when need to get through trouble and strife

Young people, we are partners and equal voice throughout
Our involvement has had an impact, given the work massive clout
From budgets and commissioning to recruiting new staff
Evaluating projects, training residential and having a laugh

HeadStart has grown incredibly in our two pilot years
The learning has been phenomenal; through blood, sweat and tears
Different people and services all coming together
Working hard to put young people and their health on the map forever

Young people at meetings has been a learning curve
The impact of sharing our experiences should never be swerved
We add a different perspective of the ‘young people’ kind
We have often taken over, although we’re sure no one minds

Our work for phase three is very exciting
Innovative ways of working make system change inviting
Whole school approaches to make education stronger
Support for families in their homes to keep them together longer
Making communities more inclusive for all
Ensuring the message of resilience stands proud and tall
Creative therapies and thinking outside of the box
Resilience coaches ensuring resilience rocks

For us as individuals our journey has been immense
Our confidence has grown and our passion does not relent
To have our voices heard makes us feel on top of the world
We have overcome so many challenges and our true talents have been unfurled

We hope you read our submission with an open heart and mind
We think it’s pretty fantastic, a total one of a kind
HeadStart in Blackpool matters a great deal
Our learning is ongoing and our commitment to it real

When five years are over and all the money is gone
HeadStart won’t fade away the message will remain strong
Young people and families at the heart of the team
Making our vision a reality, no longer a dream

Written in co-production with the Young People's Executive Group
Executive summary

Blackpool has embraced the HeadStart way of working, and now stands poised to deliver an extensive programme delivering lasting change. It is undeniably true that our young people need this investment more than most. If you pick any statistic which measures a problem, the chances are that Blackpool will be at the wrong end of the league table. 30% of our young people live in poverty, in the most deprived area in the country. Three times the national average are admitted to hospital for self-harm, whilst hospital admissions for substance-related issues are the worst in the country and we have the largest number of looked after children nationally.

But although our young people are facing far greater disadvantage compared to their peers nationally, this disadvantage has not broken them – and this gives us hope. What we’ve learned from HeadStart above everything is that our young people are determined to build a better future for themselves and the next generation. Our partnership has brought our young people together with senior leaders, practitioners, parents/carers, managers, academics, community groups from the voluntary sector, police, health, and schools under the leadership of Blackpool Council. Simply bringing the next generation together with the HeadStart partnership has multiplied our efforts to achieve this goal, and this bid is the product of this fruitful relationship.

Our mission has been developed by our young people, and we will achieve it by building our work on the HeadStart programme’s 5 foundations, delivering an innovative and ambitious programme that will change the lives of our young people forever:
We will build on these foundations using this blueprint for change:

1. **Leadership and Governance – harnessing the power of our leaders to guide us to success.** The linchpin that will hold the investment together, we will nurture our leaders at all levels, from young people to practitioners, managers to senior leaders, ensuring we harness their passion and energy to deliver success. Investment will be made in professional development for our leaders, especially our young people, and effective change management will be a priority. We will build a strong governance structure through the adoption of a key set of core principles that will not only focus on our assets, but also keep us aware of the risks that we face and keep this investment safe.

2. **Co-production - putting young people at the heart of the investment.** Embedding our set of key promises, we will become experts in co-production practice, putting young people and parents/carers at the heart of the investment and working alongside them at all levels to provide a range of opportunities to actively engage them in the programme, including volunteering, traineeships, apprenticeships and a pathway into paid employment. We will then share this learning with the wider partnership through collaboration with the third sector, ensuring that all partners will benefit across Blackpool and beyond.

3. **Sustainability – Creating a legacy that will change young people’s lives forever.** HeadStart Blackpool has developed a sustainability model, focusing on our ecological approach, maximising financial resources and embedding young people’s and community inclusion. This will ensure we have the best possible chance of sustaining the investment after the initial 5 years.

4. **Whole systems change – transforming our systems to work with young people, not against them.** Systems transformation is essential for us to achieve our mission, re-modelling our systems so young people get the right support, at the right time and in the right place. Working in collaboration with A Better Start, Multiple Complex Needs and Vanguard programmes we will deliver a “crib to college” life course approach that ensures prevention is at the heart of our developments, and provides a positive resilience shift for all our young people.

5. **Delivery - building the road to resilience.** We will develop and embed a high quality resilience-focused programme that supports each and every one of our 10,937 10-16 year olds. HeadStart Blackpool will use both evidence and science based interventions to ensure our projects have maximum impact on our young people. To deliver these effectively we need an effective workforce, and we will develop our skills through the approaches of Resilient Therapy and Video Interaction Guidance, all supported by a Community of Practice approach enabling the workforce to embed learning into everyday practice.

**Our approach**

We have learned of Blackpool’s potential to achieve whole-town change through our Big Lottery Funded programmes A Better Start and Multiple Complex Needs. Adopting this principle for HeadStart, our resilience programme will embrace the approach of proportionate universalism to reach all of our 10-16 year olds. We believe that doing this will maximise the potential to achieve outcomes through the mutual aid and understanding which comes from supporting the whole cohort towards resilience. We will also “step up” our offer depending on the level of need, offering three levels of support: Universal, Universal+ and Universal++.

To do this effectively, we’ll focus on developing delivery through 2 main environments: schools and community, but we’ll also reach out into the family home at every opportunity and weave digital solutions into our everyday working practice. This will help us provide more intensive support where it is needed most, targeting our work at three key groups:

- Young people who self-harm;
- Looked after children (our children), and;
- Young people in transition from primary to secondary school.

Our approach to delivering the programme will be asset based - concentrating on the inherent strengths of young people, families, groups and organisations to build their resilience, resolve their problems and deliver their own solutions.

**To help us achieve our mission, Brighton-based Boingboing, national and international leaders in resilience research and practice - will be developing its first offshoot in Blackpool.** The unique experience of this organisation will enable us to achieve our goal of embedding resilient practice across our investment, giving us the prospect of greater sustainability and in the process we will become a centre of excellence regarding resilience and influence local, regional, national and international research and practice to share the learning far and wide.
Our priorities
We will deliver the following projects

Universal
- Support schools by providing expertise to embed a whole school approach that will provide a resilience promoting environment for all 10-16 year olds, and offering universal resilience programmes to every young person in year 5.
- Work alongside Boingboing to provide a community development approach delivered through a new young people’s hub, which will harness the social capital of young people, parents/carers and the wider professional community to embed a resilience approach in the way we work. A creative offer will be provided to all young people visiting the hub, allowing them to benefit from the well researched positive outcomes this will provide.

Universal +
- Improve schools’ pastoral care offer by developing the current workforce, enabling them to provide a resilience approach to supporting our young people. We will offer training, supervision and communities of practice to help them embed Resilient Therapy into their everyday practice, and provide a wide range of opportunities for them to develop these skills further.
- Provide Video Interaction Guidance training and supervision to improve the relationships young people have with their families, friends, teachers and other professionals.

Universal ++
Support will be tailored to our three priority target groups:
- **Our children** will be prioritised for additional support to ensure they get the best chance of succeeding in life. By providing them with a friend for life we will build their resilience, reduce the likelihood of placement breakdowns and add much needed stability into their lives. The digital mentoring community will enable our children to have easy access to a number of adult mentors on line. The edge of exclusion project will provide the support necessary to enable them to remain educated in their chosen school.
- **Young people who self-harm** will benefit from the systems re modelling that will develop enhanced support at all levels, from a robust PSHE curriculum covering emotional health and wellbeing topics, to daily group resilience sessions on the adolescent ward to a team of walk and talk counsellors available in school and the community.
- **Young people in transition from primary to secondary school**, will benefit from support delivered by a team of resilience coaches, starting at the beginning of year 6 and continuing to the end of year 7, sticking with the young person for as long as they need them to ensure they get the best possible start to their secondary education. Their peers in Educational Diversity (Blackpool’s pupil referral unit) will also benefit from the saddle up project, combining equine care and art therapy to improve their resilience.

Improving the life chances of young people in Blackpool is something that the Council and its partners see as a top priority, and HeadStart is a critical element of that plan. Building resilience in partnership with our schools and communities and reducing the number of young people who go on to have more complex mental health problems is essential if we are to really make a difference to Blackpool’s health and wellbeing outcomes in the long term.

All of Blackpool’s public and voluntary sector agencies are fully committed to learning from what HeadStart teaches us in terms of what really works and embedding it as part of our sustainability strategy. We are in a unique place in Blackpool with support from the lottery in terms of Better Start and HeadStart to really impact on the lives of young people, and we intend to work tirelessly in partnership with others to deliver a better future for Blackpool’s young people.

*N Neil Jack*
*Chief Executive, Blackpool Council*
As a direct result of HeadStart we will see:

- An increase in young people’s resilience and mental wellbeing
- A reduction in young people admitted to hospital for self-harm
- A reduction in referrals for young people’s mental health tier 4 placements
- A reduction in the number of young people with diagnosable mental health illness
- A reduction in the number of permanent exclusions, particularly for our children
- An increase in our children accessing traineeships, apprenticeships and paid employment

We also expect to contribute to the following wider outcomes for young people:

- An increase in school attendance
- An increase in the number of young people gaining 5 A* to C’s, particularly for our children

We will see the following system outcomes:

- A reduction in staff turnover in schools
- A reduction in the need for external placements for our children
- A reduction in the number of young people entering local authority care
- A reduction in risk taking behaviour
- Boingboing Blackpool will be a sustainable self-financing organisation, providing a range of services to support the embedding of Resilient Therapy across Lancashire and the North West.
- A robust young people’s, parents and carers engagement and participation framework with co-production practice embedded across the breadth of the partnership

And after 5 years, we will be able to demonstrate we have achieved our ultimate aims:

- Systems transformation, with the HeadStart programme being sustainably funded to ensure that prevention activity continues and the increase in resilience is maintained beyond the initial cohort, and
- A population-level increase in young people’s resilience

We have come a long way over the last 2 years - we’ve made mistakes, learned from them, and emerged with a stronger sense of what this programme will make possible. We’re now ready to take the next step. HeadStart is the missing part of our solution to Blackpool’s many issues. Having A Better Start in Blackpool has paved the way for us to give children the best possible start in life, and we can amplify the advantage that the Better Start approach will bring to future generations, capitalising on the faith you’ve already shown in us.

Imagine Blackpool in 2023, when the first Better Start babies become HeadStart teenagers, whilst our first bunch of 10-16 year olds are off making their way in the world, with all the positive experiences of HeadStart firmly locked into their brains and hearts. Imagine a better town, with stronger people, strident communities, and outstanding schools. Imagine this, and you imagine nothing less than a new Blackpool.

With Blackpool having the highest number of Looked After Children in the country, taking a diligent approach right across the Council is essential if we’re to improve their life chances. We take our Corporate Parent approach extremely seriously, and have a culture of asking ourselves whether the care and opportunities they get would be good enough for our own children.

HeadStart is a fantastic way of providing vital support for those young people and more besides, helping them to overcome a difficult start to life. For many, strengthening their resilience will be the difference between them achieving, or risking a life lived on the margins of society. By breaking down barriers and supporting those who need it most, through this – the most innovative of programmes - we can only look forward to seeing the impact and improved outcomes for all.

Delyth Curtis
Director of People, Blackpool Council
History of HeadStart in Blackpool

Our HeadStart journey started in January 2014, when Big Lottery invited us to submit a phase 1 bid for the HeadStart investment, along with 12 other areas. We immediately saw the potential of this to build on thinking about systems change already underway through development of a Better Start programme, which will improve the lives of 0-3 year olds by getting babies healthy, happy and ready to learn.

Having an approach which makes our young people more resilient would secure all these early gains we hope to make – after all, it’s easier to get on in life and overcome challenges if you feel emotionally strong and have a way of coping. Seeing Blackpool through a HeadStart lens showed us how we could re-shape what we do, making systems come together to help our young people to flourish. Thanks to HeadStart, Blackpool is buzzing with the idea that resilient young people can change our town and their futures.

We have only got this far through the energy and enthusiasm of our young people. We quickly established a Young People’s Executive Group, which has helped us to develop and strengthen our partnership into a real force; by challenging professionals to make the right decisions, and helping us make positive changes as a result. Only our young people know what growing up in Blackpool in 2016 is like, and they have taken the lead in teaching us how this investment can work for them.

Right from the start, we wanted to bring together the most committed and energetic people who are passionate about improving the lives of our young people. In Blackpool, this was the easy part - we found a group of colleagues ready for change and keen to make it happen. From senior leaders to commissioners, practitioners and young people, a range of influential people from across the public and voluntary sectors have driven forward the HeadStart agenda and mapped out our route together. Their commitment and consistency has been central to our achievements to date. Meanwhile, the whole-hearted leadership, support and championing of HeadStart by the Council’s Deputy Chief Executive on behalf of our Council Leadership Team means that local leaders are in no doubt on how important it is to make HeadStart a success.

Life in Blackpool can be tough. Our partnership believes that the solution is to offer young people a scaffolding of support, so they can build their resilience and cope better with the challenges they may face. The Blackpool resilience model (see appendix 1), which has been shared at national and international resilience conferences, will deliver an ecological approach to our programme. As all young people are different, our approach will look at all of the factors which can help or hinder them building and maintaining their own resilience.

Our young people drove the development of the phase 2 bid, going beyond the views of those on the Young People’s Executive Group through a wide scale consultation. This provided us with a fantastic range of views which formed the foundations of the bid, and also provided a unique opportunity to test out different interventions. The learning process brought us closer together as partners, building a shared understanding of what is needed, and refining our thinking.

This shared growth is reflected in our phase 3 proposals, in particular around our understanding and awareness of digital opportunities. We unpicked elements of our project to build in digital ways of working across the investment, ranging from the delivery of Video Interaction Guidance through to our internal structures, where we set up a Google platform for the Young People’s Executive Group to make it easier for them to communicate. Two crucial workshops further informed our thinking. In the first, we looked at the journey through the interventions on offer, which helped us understand how the investment would work in different situations. The second looked at the environments experienced by young people, and how HeadStart would change them, both through delivering new projects or by changing existing services. We now understand what “success” looks like, and what we need to deliver in the school, community, family and digital environments.
The big picture

HeadStart is one of the newer systems change initiatives currently underway in Blackpool, and the development of our phase 3 bid has benefited from work on A Better Start, Multiple Complex Needs and Vanguard initiatives – all of which put individual needs at the heart of their processes. The clearest link to HeadStart is A Better Start, as mentioned above. Together, these investments put us in the unique position of being able to develop a town wide prevention strategy for our children and young people - a “cradle to college” approach, learning from the work of the Harlem Children's Zone and the English model of the Children's Society's Children's Communities. This is supported by the integration of both Big Lottery Funded initiatives into our newly-developed Emotional Health and Wellbeing Transformation Plan (see appendix 2), which will deliver a new approach to ensuring emotional health and wellbeing of children and young people of all ages in Blackpool.

Together, these initiatives have already started to influence work in Blackpool. The new Council Plan (see appendix 3) adopted in November 2015 has two priorities, one of which - “Creating Stronger Communities and Increasing Resilience” - flows directly from the principles underlying these investments. HeadStart has already started to change how we do things, as evidenced by a bid to the Innovation Fund to transform our delivery of services to “vulnerable adolescents”. We know that adopting this approach right across the town and using it to shape everything we do means that it has a much better chance of succeeding.

Our young people

Our young people have stuck with the project from day one and continue to be our biggest asset. The life-changing benefits they have started to see through HeadStart are best told in their words, not ours – so you can read their personal stories in appendix 4. Together we’ve learned about resilience from experts, attending conferences, hearing keynote speeches and being involved in workshops where they have been able to share their own experiences of HeadStart. Young people have also assisted Boingboing, a community interest company linked to the University of Brighton and national and international leaders in resistance research and practice, to develop innovative and creative ways to use their resilience framework.

We have already seen HeadStart inspire change in Blackpool, and have all started to feel the cultural shift which will make the approach sustainable. We are impatient to go on the journey ahead, and keen to accelerate it through the HeadStart phase 3 award.

As we will see in the next section, Blackpool has more than its fair share of challenges. But the movement towards change is starting to build across the whole town. We have put in place some of the building blocks to deliver a once in a lifetime shift of the prospects of the next generation. Led by our young people, and together as a partnership, we are convinced we can deliver system, workforce, and above all personal changes which lasts for a lifetime.
Resilience research shows us there are a number of risk factors that impact significantly on young peoples ability to cope with adversity. This chapter will explore the prevalence of these risk factors in Blackpool and identify the assets we have to redress the balance.

Growing up in Blackpool

We know growing up in Blackpool isn’t easy. All of our 10,937 10-16 year olds – 7.7% of our total population¹ - have challenges which young people in other places are less likely to face. It is impossible to live in Blackpool untouched by the problems of being a booming seaside resort for 8 months of the year, and the poverty which surfaces when the tourists leave in winter. Our town, the most deprived in England², and at the very bottom of league tables for income, employment, skills, educational attainment, mental and physical health, seems to offer few advantages and little cause for optimism to those seeking a bright future. And yet, there are rich and underused assets which we can build on, crucial to realising the benefits of the HeadStart investment.

Our unique circumstances have both created and worsened our issues. One of the most densely populated local authority areas of the UK outside London³, Blackpool grew quickly to service the needs of the booming visitor economy, and decline since the 1980’s has left us with a mass of bed and breakfasts converted into poor quality entry-level housing along with fewer jobs in tourism, our major industry. And yet, with recent reductions in the public sector workforce, our visitor economy is more important than ever, but offers mainly low-skill, low wage seasonal work with little job security.

We are working hard to make our tourism work for the whole town. Blackpool is a small town with a big profile. Millions of people come from all over the United Kingdom every year to enjoy our unique environment and attractions, and tourism continues to dominate our town like no other place in the country. We recognise the increasing contribution which our cultural and creative economy can make to pulling in new types of visitor and providing the fun and spectacle for which we are renowned.

However, exciting and challenging careers can feel distant to young people here. Around 350 16-19 year olds are not in education, employment or training at any one time, an annual rate of 7.2% which is slightly higher than the national average, and which mirrors Blackpool’s higher rate of unemployment generally⁴. We will address this issue by supporting our most disadvantaged young people into employment by investing in 10 apprenticeships across the investment, making it a requirement that all our commissioned services provide at least 1 apprenticeship and inspiring our wider partners to do the same.

Looking in detail at school results reveals some signs of promise underneath this bleak picture. We may rank 135th out of 150 areas for Early Years Foundation Stage performance on pupils with a ‘Good Level of Development’, but pupils exceed the national averages for the progress of pupils between Key Stages 1 and 2 – in fact, key stage 2 performance is in line with the national average for the percentage of pupils attaining Level 4+ in Reading, Writing and Mathematics⁵. The subsequent decline of performance at GCSE level coincides with the age group to be targeted by HeadStart, and the transition from primary to secondary school will be a particular focus of effort.

The Blackpool picture

HeadStart Blackpool – Phase 3 Bid
But there is an even more crucial issue affecting resilience. Child poverty permeates Blackpool. Even our least deprived wards have children living in poverty, but in parts of Claremont, Park, Bloomfield and Clifton wards, more children live in poverty than not. With two thirds of children in poverty living in one-parent families, and a significant level of population churn meaning that people are often disconnected from social support networks, the strain suffered by households in poverty is often demoralising – one parent told us that people “get dragged down by the financial burden”. Studies over the last 20 years indicate a close interaction between factors associated with poverty and mental ill health. When you’re struggling, resilience is difficult to develop and even harder to keep.

The association between poverty and health is well established. With a smaller proportion of the Blackpool labour market being economically active, and a high proportion of those inactive being long term sick, Blackpool is an unhealthy town, with the lowest life expectancy in the country. Our young children are more likely to have a mother smoking whilst pregnant, less likely to be breastfed, more likely to be obese by Year 6, and less likely to be physically active. The level of sexually transmitted infections amongst 15-24 year olds is almost double the national rate.

The ways in which young people in Blackpool deal with their circumstances can be the very things we want them to avoid. Teenage pregnancy offers one potential way of “coping”. Whilst rates have nearly halved since 2003, more than 4 out of every 100 15-17 year old Blackpool girls still get pregnant every year – one of the highest rates in England. Another way is by abusing alcohol, drugs and other substances. 15% of older school pupils say they had drunk alcohol in the previous week, and the rate of admissions to hospital amongst our 15-24 year olds for both alcohol and substance misuse is the highest in England and more than double the national average.

All of this is shocking enough, but there’s a sting in the tail. Population churn – we call it “transience” – isn’t just about people moving house. Pupils change schools within Blackpool with alarming frequency. In 2015, 30% of year 11 pupils were classed as “mobile”, disrupting their education and social networks. And 98% of those who leave Blackpool schools for another area are “high” or “medium” attainers, affecting the chances of those they leave behind. Our approach to resilience therefore needs to overcome the disruption to the most basic building blocks of stability and security amongst our young people.

The implications of having so many entrenched social issues for HeadStart is that every young person growing up in Blackpool is touched in some way by our problems, which makes the universal offer so important. We know it is challenging in Blackpool, but we have a plan and it’s a good plan. The Council Plan 2015-2020 sees us on the cusp of a fundamental change in how we serve the people of Blackpool. Our response to the unprecedented funding cuts of the previous parliament has been positive and far-reaching. We have re-thought our entire approach to services, blending new and continuing measures to support people who most need it whilst reducing the extent of the work we do. For our young people, this will mean that they are not only supported to build their resilience to cope with the adversity they face, but equally as important, they will have the ability to harness the good things, grasp every opportunity on offer them with both hands, so they can not only cope, but flourish and succeed.

Self-harm

Self-harm can occur at any age but is most common in adolescence and young adulthood (10 – 16 years). Females are more likely to self-harm than males, and our rate of self-harm admissions for the same age group is almost triple the national figure, at 917.8 per 100,000. 175 10-16 year olds living in the Blackpool Clinical Commissioning Group area were admitted to hospital because they’d self-harmed or self-poisoned in 2014-15 – just some of the 13% of young people aged 15 or 16 who tell us that they have self-harmed. Moreover, harmful activity is not only focussed on the individual young person themselves - with 48 offences committed for every 1000 10-17 year olds in Blackpool, youth offending rates are by far the highest in the North West.

175 10-16 year olds living in the Blackpool CCG area were admitted to hospital because they’d self-harmed or self-poisoned in 2014-15. Triple the national average.
Our children

Most children in Blackpool become looked after as a result of abuse and neglect. Although they have many of the same health issues as other young people, the extent of these is often greater because of their past experiences and the considerable disadvantage they have faced. For example, nationally almost half of children in care have a diagnosable mental health illness and two-thirds have special educational needs. Delays in identifying and meeting their emotional wellbeing and mental health needs and the lack of opportunity to develop their resilience can have far reaching effects, including the opportunity to flourish and lead happy and healthy lives.

The emotional and behavioural health of our children worries us, we know they are more likely to be affected by the toxic trio of domestic abuse, parental substance misuse and parental mental health. One in three score above the level for concern on the Strengths and Difficulties Questionnaire - three times the rate for British children generally. They also fall behind their peer group educationally, with only 1 out of every 5 achieving 5 GCSE pass grades, compared to over half of young people in Blackpool.

Transition from Primary to Secondary

Blackpool primary schools perform at or slightly above the national average for the percentage of pupils attaining Level 4+ in Reading, Writing and Mathematics and the 2012/13 Year 6 cohort ranked 75 out of 150 local authorities (88/150 in 2013/14). Logic would suggest that one could realistically expect secondary school pupils to perform at a similar level. However, this is not the case. Only 44% of Year 11 pupils in Blackpool schools attained 5+ GCSE grades A*-C including English and Mathematics in 2013/14 (this deteriorated to 41.8% in 2014/15). The national average for all state-funded secondary schools in 2014 was 56.6% and Blackpool’s poor performance was reflected in its ranking of 149/150 local authorities.

In September 2012, when parents of pupils moving into the secondary phase the following year were making their choices, 72.4% of Blackpool primary schools were rated ‘good or better’ by Ofsted. At the same point in time, only 37.5% of the eight Blackpool secondary schools were rated as ‘good or better’. Similarly in September 2013 when parents of the 2014 cohort were preparing their school choices for 2014, 75.9% of Blackpool primary schools were judged to be ‘good or better’, secondary schools remaining at 37.5%.

What this means for our young people transitioning from primary to secondary school is that they will lose a large percentage of their peer group, which is a significant protective factor at this age, but in addition, with a majority of the high achievers not transitioning to Blackpool secondary schools, it leaves an imbalance of pupil profiles in the year 7 classroom, with less academically able pupils without the invaluable peer support of more able pupils. This has a particular impact on aspirations, behaviour, attainment and emotional wellbeing. Couple this with the issues already experienced by young people moving to secondary school, especially those with greater disadvantage, such as anxiety and bullying and then throw puberty into the mix, it is not surprising that this is a significant issue for our young people. A recent survey of year 7 pupils using the mental toughness questionnaire has shown that Blackpool young people have the lowest scores by far than any of their national peers.

In 2014, Blackpool had a rate of looked after children of 152 per 10,000 children equivalent to 445 children looked after. This was the highest rate of looked after children in England.

Approx 60% of looked after children have some level of mental health problem.
What we’ve got going for us – our assets

Starting from this kind of position may look futile to some. There are few easy options or quick wins in Blackpool. But knowing this has given birth to tremendous innovation, willingness to change and to think the unthinkable. Our town’s motto is “Progress”, and the enthusiasm we’ve got for constantly improving our economy and tourist attractions is more than matched by that of our work for residents.

We have an ever increasing pot of assets within our partnership that will keep this investment in safe hands.

- Innovative, committed, passionate leaders
- A town that is ripe for change
- Young people that can lead us to success
- Millions of pounds of additional funding in the system
- The support of leading experts worldwide

Voluntary and community sector

Blackpool has a number of small voluntary and community sector organisations that are passionate about improving the lives of our young people. However, we lack the presence of large national charities to lead this work and our main third sector infrastructure organisation is struggling financially, leaving Blackpool with limited support to develop this sector in line with HeadStart thinking. This situation is evidenced by the low number of applications made to the Big Lottery Fund for their Awards for All and Reaching Communities funding streams.

To address this issue, Blackpool Council will incubate the extension of Boingboing into Blackpool to boost the sector, embed HeadStart principles and benefit from the significant expertise they will provide. See appendix 5 for full details.

What this means for HeadStart

We’ve thought carefully about what these issues and assets mean for how HeadStart should be designed. The science proves that this is a key age group to target to tackle mental health issues, whilst statistics prove that there is substantial need in Blackpool. We have the means and opportunity to make HeadStart work through the energy and commitment of our partners, and we’re small enough that the project can help to shift the level of resilience across the whole town. We know that the mobility of our population will make tracking our progress and evaluating success more difficult, which is one of the reasons why we are keen to access the largest proportion possible of the available funding.

[7] DfE, Early years foundation stage profile results, SFR39/2014
[8] Key Stage 2, National curriculum assessments at key stage 2, SFR 50/2014
[11] ONS, Reference Table 2: Local authorities in England and Wales ranked according to life expectancy at birth and at age 65 respectively, 2000-2002 to 2012-2014
[14] ChiMat, Child Health Profile Blackpool, 2015
[16] Blackpool Council, Business Intelligence Team, 2014
[21] Lancashire Police, MARAC Database, 2014
[22] DfE, Outcomes for Looked After Children in England and Wales, 2013/14
[23] NICE: Promoting the quality of life of looked-after children and young people. 2010

Blackpool children’s strategic needs assessment has recently been refreshed and explores the full breadth of data available (see appendix 6).
Key

School Type
- Primary School
- Secondary School
- All Through
- Special School
- Education Diversity

School List
1. Anchorsholme Primary
2. ASPIRE
3. Baines Primary
4. Bispham Endowed CE Primary
5. Boundary Primary
6. Christ The King
7. Claremont Primary
8. Devonshire Primary
9. Education Diversity
10. Gateway Primary
11. Hawes Side Academy
12. Highfield Secondary
13. Highfurlong Special
14. Holy Family Primary
15. Kincraig Primary
16. Langdale Primary Free school
17. Layton Primary
18. Marton Primary
19. Mereside Primary
20. Montgomery Academy
21. Moor Park Primary
22. Norbreck Primary
23. Our Lady of the Assumption Primary
24. Park Special
25. Revoe Primary
26. Roseacre Primary
27. South Shore Academy
28. St Bernadette’s Primary
29. St Cuthbert Primary
30. St John CE Secondary
31. St John CE Primary
32. St John Vianney Primary
33. St Kentigern Primary
34. St Mary Catholic College
35. St Nicholas Primary
36. St Theresa Primary
37. Stanley Primary
38. Thames Primary
39. Unity Academy
40. Waterloo Primary
41. Westcliff Primary
42. Woodlands Primary
Whole town strategy

Changing context
As the context for delivering public services has changed, Blackpool Council has changed with it. Whilst we have always been drawn to working in partnership with others, we are now doing more work with partners than ever before on an even bigger footprint – working with the County Council on proposals for a new Combined Authority, with Lancashire Clinical Commissioning Groups on the Healthier Lancashire programme, which seeks to stop people from becoming patients and define a better future for health and care in Lancashire, and through setting up a Public Service Board to look at opportunities for shared services, closer collaboration, and ever more radical and innovative approaches to increasing community resilience and reducing reliance on public services.

In October 2015, we made a decisive break with our past ethos of providing services to meet needs through the adoption of a new Council Plan. Heavily influenced not only by the kind of upstream thinking which led to our successful Better Start funding bid, but also the findings of our public consultation process, we adopted just two Council priorities: one around growing our economy, and one aimed at strengthening our communities by increasing their resilience. Projects around improving our wellness service, asset based community development in the form of a food growing and farm scheme, and even our project to create a museum of Popular Culture in the town all contribute to growing resilience through access to positive activities and increasing community pride.

But the main focus of effort in delivering this priority rests on delivering transformational change in Blackpool, with various programmes at different stages of delivery including A Better Start, the Multiple and Complex Needs programme, Vanguard, the Young People’s Mental Health and Wellbeing Transformation Plan, and the Blackpool Challenge Partnership. All have moved on significantly since our previous bid.

A key thread running through these programmes is a focus on prevention. They are inspiring a new way of working which accepts constant change and adaptation. As well as this, a new leadership structure within children’s services has inspired an innovative approach to improving services and a new “getting to good” board has been set up to oversee these developments.

Our school nursing service currently provides a school nurse practitioner in every secondary school in Blackpool. This is currently under review to ensure it has a clear sense of purpose and can deliver on the needs of children and young people in Blackpool, and we have input into this with our learning from phase 2 so we can develop a coherent system of support within schools, focused on the emotional health and wellbeing of our children and young people.

Perhaps the most significant change is the motivation and engagement now being shown by schools. During the phase 2 journey, all secondary schools have now become academies, making the development of strong partnerships with schools and multi academy trusts more important than ever for the success of the investment. The inertia they showed in the early stages has been replaced with tangible commitment to the whole schools approach.

Finally, the Young People’s Mental Health and Wellbeing Transformation Plan has been through consultation and has been submitted to NHS England for sign-off. Although a pan-Lancashire plan, HeadStart has influenced the Blackpool-specific components and it now articulates Blackpool’s journey of change, with a particular emphasis on developing young people’s resilience and preventing the development of mental ill health and has inspired the resilience agenda to be embedded across Lancashire.

We are in a unique place in Blackpool with support from the lottery in terms of HeadStart, Better Start and Multiple Complex Needs to really impact on the lives of young people and we intend to work tirelessly in partnership with others to deliver a better future for Blackpool’s young people.

Neil Jack
Chief Executive, Blackpool Council
What’s coming next

To change systems, we need to shake people out of their current routine and into new ways of working. We know people work better together if they’re located in the same place, so the development of the young people’s hub in Blackpool is key to the vision of whole systems change. The hub will bring together of range of statutory and non-statutory services, including children’s social care, the youth offending team, specialist support services, Connexions and the HeadStart team to create a one stop shop for information, advice and support for our young people.

Blackpool Challenge

Led by Sonia Blandford, Professor of Education and Social Enterprise at University College London Institute of Education on behalf of Blackpool Council, the Blackpool Challenge aims to collaborate with and support, leaders, teachers, parents and carers raise aspirations and improve outcomes.

Vision statement

100% of children progress 100% of the time. We want Blackpool to be a place where all Blackpool children receive a world class education, enabling every child to achieve their best regardless of background, vulnerability or disadvantage. We want every child to have local, regional and national employment prospects, where they have the freedom to pursue their chosen career.

Mission statement

We are committed to working together to improve the outcomes for young people through a self-improving education system. Blackpool will ensure strong and inclusive learning communities, build resilient learners and foster supportive relationships between parents, carers and the local community. Blackpool’s schools and settings will become outstanding through strong leadership, quality teaching and high expectations of learners which foster the aspiration for every child to achieve their full potential.

Better Start

Blackpool’s Better Start has received £45million over 10 years from Big Lottery to support a major systems change programme to improve the outcomes for our youngest citizens and help to break the intergeneration cycle of poor outcomes experienced by families across the town. The funding, along with £30 million leverage funding from local partners, will support systems change and new ways of key agencies working together to make sure babies born in Blackpool receive the early care and nurture they need for healthy development. The interventions will focus on pre school to three year old children with specific attention given to diet and nutrition, social and emotional development, and communication and language – with an overall outcome being that children are happy, healthy and ready for school.

This blueprint for change has four parts - applying a public health approach, implementing targeted evidence-based interventions, systems transformation and developing the Blackpool Centre for Early Child Development to develop and share learning. Governance is through the Blackpool Better Start partnership, led by the NSPCC working with Blackpool Council, NHS health organisations in Blackpool, and a number of local parents and community organisations.

There is already synergy between Better Start and HeadStart and the work taking place with both developments will complement and enhance the work of the other. The Blackpool partnership is using A Better Start as a blueprint for systems change across the town and the ability to step up this change with the 10-16 age group will embed different working practices. It will also enable us to jointly fund work to support this including economic evaluation, workforce development and, importantly for the town, community engagement and participation. This will be shown practically in our joint work on ‘reframing’ key messages such as early child development, emotional wellbeing and social responsibility. We have already started to join up the work with Frameworks Institute (Washington DC) to provide a consistent ‘story of us’ for the town. The use of Video Interactive Guidance is being used across both age ranges providing a consistency of approach which can be built on. An exciting partnership will develop from the intensive review into alcohol conceived pregnancies, currently underway through Better Start. This will provide us with information and deeper understanding to enable us to develop interventions and strategies to reduce/prevent the levels of drinking in our population particularly those of childbearing age. We believe that some of these interventions will be complementary to the work of HeadStart as they will address young people’s resilience and mental wellbeing. The linkage between risky sexual behaviour leading to conception and the prevention of an unhealthy gestation and birth is a key area where Better Start and HeadStart can work together to make the change required to break the cycle of intergenerational deprivation and poor outcomes for our children.
Multiple, complex needs

Blackpool was chosen as one of 12 areas across England to receive funding for this initiative. The programme was planned to run over 7 years and is now in the second year of operation. Blackpool received £10 million from the Big Lottery Fund to deliver the project locally to; improve adults’ lives; help them make a positive contribution to local communities; change systems to better deal with these people in the future and to significantly reduce the current costs incurred by emergency services such as the police and ambulance service in responding to people living chaotic lifestyles. The aim of the programme is to achieve reductions in crime, misuse of alcohol and drugs, homelessness and mental health issues within this client group, resulting in a positive impact on local communities across Blackpool. Considerable emphasis has been placed on the involvement of ex-service users (people who previously had chaotic lifestyles caused by problems with alcohol, drugs, offending behaviour, homelessness and mental health issues) in the design and delivery of this programme. These ‘ex-service users’ will be using their skills, knowledge and experience to identify, engage with and support people currently living chaotic lives.

Vanguard

Vanguard programmes are an NHS initiative that aim to deliver a blueprint for the future of NHS and care services. The development of New Models of Care on the Fylde Coast is an ambitious transformation programme. It is designed to ensure that health and social care services for the people of the Fylde Coast are integrated to provide better care outside of hospital and that parity of esteem is achieved between physical and mental health needs. The programme has a number of sponsors and primary stakeholders from all six health and social care organisations with executive representation at the Programme Board.

The vision for our vanguard New Models of Care across the Fylde Coast is for an integrated care system to improve the health and wellbeing of our adult population; ensuring people are empowered to make informed decisions about their health and care. We are transforming the way care is delivered to adults through a targeted and highly coordinated integrated model of delivery, bringing health, social and third sector services together based within neighbourhoods with a focus on prevention, early intervention, shared decision making and self-care.

For the people living on the Fylde coast, this means less hospital visits and a co-ordinated offer of support in their own homes where appropriate. This will link with community development work, ensuring people are socially connected in their local communities to enhance their overall wellbeing.
Benefits of our whole town approach for the whole family

**Dad**
**A Better Start**
- Parents under pressure programme to enable him to parent effectively despite his alcohol use
- FRED - fathers read every day
- Video Interactive Guidance

**Mum**
**A Better Start**
- Baby Steps - universal antenatal programme
- Enhanced midwifery and health visitor support
- Enhanced perinatal mental ill health support
- Baby Buddy app
- Baby clothing bank
- Safe care - to address neglect

**Grandma**
**Vanguard**
- Regular home visits to help her manage her health conditions
- Enhanced care at home to avoid unnecessary admissions to hospital
- Befriender who visits regularly
- Supported access to community groups

**Younger Sister**
**A Better Start**
- Literacy programmes
- Speech and language support
- Benefits from dental care learning
- Benefits from diet and nutrition support

**Uncle**
**Multiple complex needs**
- Outreach support into the home to motivate engagement with drug services
- Support to attend appointments
- Support to secure appropriate housing
- Allocation of peer mentor
- Support to actively engage in activities
- Pathway into employment through development of social enterprises

**Workforce**
- Professional joined up and co-designing complimentary support for the whole family
Overview of phase 2

How our partnership works

Strong relationships between local public sector organisations in Blackpool mean that we instinctively seek to work in partnership, so from day one we looked for partners who shared our passion and commitment to improving outcomes for young people. Working on the model for the phase 2 bid with the Young People’s Executive Group brought us closer together, and meant we could quickly put in place a formal governance structure:

Governance Model
Engagement from partners in Blackpool has always been excellent, but for HeadStart it has simply been phenomenal. The increased pressure of having to do more with less has been overcome by this unmissable opportunity for change, meaning there has never failed to be a wide group of committed partners from every level who have supported the journey at every stage. We put this firmly down to the enthusiasm of our young people. They have given us a lot to live up to and their energy has been contagious! Even after long days at work, school or college, our evening meetings together have been informal and fun but also productive, thanks in part to our young person’s charter (see appendix 7) which outlines the expectations young people have of adults in meetings.

**Developing our model**

The members of our Young People's Executive Group are committed to be responsible for making sure we get the right support to the right young people, at the right time and in the right place. Young people have told us that they sometimes feel very awkward or ashamed when asking for help and if they do pluck up enough courage to do so, they don’t always want other people at school or at home to know. Having help in health centres, a long bus ride away, somewhere unfamiliar can make them anxious, and sometimes means they don’t go at all. Young people want to feel in control and have choice of where and when they receive support.

The one thing all young people agree on is that the help needs to be fun, engaging and creative, but the most important thing of all is that the staff are kind and friendly, respect them as people and listen to what they have to say. Taken together, this feedback became a set of principles which we used to inform the delivery model for phase 2.

Knowing that the views of our Young People's Executive Group were not truly representative of young people across Blackpool, we decided to go big. We facilitated a large scale consultation with young people, with over 300 10-14 year olds who came to a special event at Blackpool Football Club, in total over 3,000 people engaged in the consultation both face-to-face and online.

By involving young people from across Blackpool of all different backgrounds, we were able to get a representative view from them, telling us what their most important issues were and which activities they prefer. We used their priorities to pick phase 2 activities, and gave them “you said, we did” feedback to describe their role in the process. Our phase 2 delivery model showed how these fit in to our overall approach:
We wanted a good balance and spread of school types, sites and projects. So our delivery model included three clusters. Two of these were made up of a mainstream secondary school and two primary schools. The third, Educational Diversity, is Blackpool’s Pupil Referral Unit. This is the largest in England, and serves pupils unable to attend a mainstream school due to a variety of disadvantages. We developed bespoke approaches to meet their individual need.
Being bold and brave

Doing the same old things but expecting different results was never an option for us. We want everything to be based on evidence or scientific theory, but also be innovative, creative and fun and have the backing and drive of our young people and partners. These examples show some of the creative and innovative approaches Blackpool has taken in developing interventions for young people.

Saddle Up

One of our successes has been Saddle Up, a project combining equine care and art therapy in a 10 week course (see appendix 8) combining both in house team capacity and commissioned support.

Walk and Talk Project

Young people told us they wanted support in ways which worked for them, so we commissioned a post at Blackpool Teaching Hospitals to deliver Cognitive Behavioural Therapy and integrative counselling, but embedding them in activities chosen by the young person.

The results were astonishing. Young people embraced the approach to the full, with sessions taking place everywhere from animal sanctuaries to parks to kitchens. They reported that the activities and locations helped them to open up in a way which couldn't happen in a meeting room.
Measuring success

In Blackpool, we know that delivering new services and initiatives is only part of the story. High quality evaluation is essential to get us thinking about what is going well and what isn’t, and with the spirit of HeadStart being so much about innovation and change, we knew we would need high quality, relevant, timely data to be collected from the start. So we have used a blend of techniques, giving us evidence to change projects as they happen, but also to learn more about what different things could be required.

After taking advice from our public health colleagues, we asked all young people taking part to complete the Strengths and Difficulties Questionnaire, which helps identify young people who need additional support and evidence if they have experienced a benefit from the interventions. Together with other tools used by providers, such as the WEMWBS survey and the Outcomes Star, we have a rich quantitative evidence base to draw conclusions from.

But basing conclusions purely on statistics would be misleading. Any project with young people at its heart needs their views and feedback, so we trained some of our Young People’s Executive Group in the Appreciative Inquiry technique, which they have used to talk to young people benefiting from the project. Not only does this mean that the executive is getting first hand feedback on what the project is doing, but it’s a friendlier way to work. Plus, the information generated from an assets-based approach like this builds on opportunities, instead of getting bogged down in problems, so offers a positive experience for all concerned.

At this stage, we can’t expect to have all the answers. Phase 2 has been an action research project, with feedback gathered being continually assessed to refine the projects being delivered and the content of this bid.

However, this is the data we have available to date, and a number of case studies can be found in appendix 9 and reports from pilot projects can be found in appendix 10.

Phase 2 overarching outputs and outcomes

Workforce Development – Lancashire Mind
(up to December 2015)
- 162 attendees have received training
- 71% of attendees have been school based staff
- 91% of attendees report an increase in both their knowledge and confidence around ‘Resilience in the Classroom’
- 96% of attendees report an increase in knowledge around their own resilience
- 82% of attendees report a raised awareness of young people and mental health

Online Counselling – KOOTH
(up to December 2015)
- 306 young people have registered on KOOTH
- 64% of young people access the service out of office hours (5pm to 9am)
- The most common issue that young people reported was anxiety/stress
- 71% of young people said that they had accessed the service because they needed someone to talk to
- 100% of young people said that they would recommend the service to a friend

Bounce Forward – Lancashire Mind
(up to January 2016)
- 291 young people received Bounce Forward
- 83% of young people, who completed the course, reported an increase in their resilience
- 99% of young people, who completed the course, said that they enjoyed Bounce Forward
Youth Work – HeadStart Team  
(up to January 2016)  
• 79 young people were referred to receive youth work support  
• 305 young people completed a programme of group work  
• 98% of young people said that they were happy with the support they have received  
• 100% of young people said that they would recommend the service to a friend  
• On completion of the support, young people showed an average increase of 20%, on their ability to tell/show other people how they are feeling

Family Support Work – HeadStart Team  
(up to January 2016)  
• 30 families were referred to receive family support work  
• On completion of the support, families reported an average increase of 45%, on how they felt about their emotional wellbeing  
• 90% of families were happy with the support they had received

Walk and Talk Counselling – Connect  
(up to December 2015)  
• There have been 63 referrals to Walk and Talk Counselling  
• 93% of young people have engaged with the service for over 3 sessions  
• All young people who had stated that they felt angry at the beginning of the support, did not highlight this as a concern at the end  
• All young people who had stated that they felt stressed at the beginning of the support, did not highlight this as a concern at the end

Saddle Up  
(up to February 2016)  
• There have been 19 young people who have received saddle up  
• 79% of young people have completed the 10 week project  
• On completion of the support, young people showed an average increase of 29%, on their ability to tell/show other people how they are feeling  
• On completion of the support, young people showed an average increase of 23%, on how good they feel about themselves

Art Therapy  
(up to February 2016)  
• There have been 5 young people who have received 1:1 Art Therapy  
• There have been 16 young people who received Art Therapy through group work  
• On completion of the 1:1 art therapy, young people reported an average increase of 40%, on how good they feel about themselves  
• On completion of the group art therapy, young people reported an average increase of 18%, on their ability to tell/show other people how they are feeling

FRIENDS  
(up to February 2016)  
• There have been 126 young people who have completed FRIENDS  
• 100% of young people completed the ten week programme  
• On completion of FRIENDS, young people reported an average increase of 26%, on their ability to tell/show other people how they are feeling

MPACT – Carers Centre  
(up to February 2016)  
• 4 staff trained to deliver MPACT  
• No programmes delivered  
• No outcome data

Peer Mentoring - UR Potential  
(up to December 2015)  
• 20 trained peer mentors  
• 8 young people have been allocated to a peer mentor  
• No outcome data available

In total 723 young people have benefited from universal support.  
In total 517 young people have benefited from targeted support.
Partnership learning

Working in partnership isn’t always easy, but the best partnerships use different opinions to gain strength, commitment, and more effective joint action.

As you’d expect for such an innovative project, we have a learning partnership. We won’t fail if we make mistakes, only if we don’t accept our mistakes and learn from them. The Big Lottery’s recognition of this as a crucial part of the development process has made us more accepting of our mistakes and has been central to the progress we’ve made. We constantly reflect on our delivery by using feedback from young people, parents/carers and school staff, looking over learning logs completed by staff and provider services at regular stakeholder forums to discuss the delivery of the project. Together, we offer honest and supportive feedback to one another to solve problems and share good practice.

Key learning points

Work in schools needs to be led by schools
When implementing the adaptive resilience programme, we underestimated the impact of the differences in schools, their cultures, priorities, staffing structures, size and curriculum. This meant we tried to do too much too soon with the two secondary schools in the pilot, so the project ultimately didn’t have the desired impact. Our new approach will be to engage with schools, understanding how the project can be tailored to their circumstances so it has every chance of succeeding.

We need the right staff in the right job
Young people have told us how important it is to have the right staff working with them, which means that the competencies staff have - their approach, style and ability to empathise - are as important as their professional skill set. So we have taken the advice of our young people, and they will be a crucial part of the selection process.

Digital is more than just an app!
We’ve learned a lot, quickly, about how to work with digital. We’ve come from thinking that an app supporting mental wellbeing would be the best solution, to realising that digital needs to be hard wired into everything we do. To give young people a real choice in when, where and how they engage, we need to use digital space and interaction as much as we do physical space and personal contact.

Keep young people close at all times
The success of phase 2 has been entirely down to our collaboration with young people, from telling us what their needs are and how to support them, to commissioning services and evaluating their success. Keeping young people at the heart of the investment will ensure we have the best chance of success.

Don’t get distracted!
The lack of a firm theory of change model which clearly shows how we expect the work we do to make a difference has meant we’ve drifted from the original delivery plan and outcomes. This didn’t cause us a problem in phase 2 - we needed the flexibility to adapt and change to settle on a good way of working - but it is essential if everyone working on the project is to have a clear sense of purpose and clarity about their role in meeting the overall outcomes of the investment and a sense of how everything fits together. Our theory of change for phase 3 will make clear what we’re doing, why we’re doing it, and what difference we expect it to make. Developing an agile model which will support the project management framework.

Focus on the positives
Too much of what we’ve done with people in the past has focused on negatives, working out what is going wrong and how to fix it. We need to nurture our assets - including young people, parents/carers, workers, leaders, providers - and use their skills to build lasting change. Everyone has the capacity to achieve and support this – HeadStart simply needs to create the right environment and support for people to lead and deliver the process.
Relationships are everything!
In this respect, HeadStart has confirmed what we already knew. A whole systems approach is impossible without collaboration, and this must be built on strong relationships with people across the system as well as a shared set of principles. Our working relationships are based on mutual respect and support, where honest and open conversations are the norm, and we always take time out to check in with each other on how things are going.

Go where the energy is
We all come across people and organisations which are energy “drains” and “radiators”. Working with the former saps your strength and enthusiasm and makes any progress difficult and slow. But working with the latter makes you feel alive, that anything is possible, and like you want to achieve everything now so you can move on to the next project. We have learned that not everyone is up for change – it needs difficult decisions, takes time, quite often needs faith that things will turn out for the best, and can make people feel uncomfortable.

Even in the ever-energetic Blackpool, not everyone feels this way, we have learnt from phase 2 that the best way to get the momentum going is to focus on the people who are “do-ers”, and help and support them to sell the vision. We use people’s energy as one of our most important assets, and try not to waste it.

Learn from the best!
All the enthusiasm in the world would go to waste if it was not channelled through rigorous academic knowledge, and one of the great things about HeadStart is that it gives us scope to bring in some of the leading experts in their fields to work with us. In phase 2, we’ve benefited from the support of Hilary Kennedy who leads on Video Interactive Guidance, Professor Liz Todd who leads on collaborative theory of change evaluations, and Professor Angie Hart who leads on resilience research and practice and who developed Resilient Therapy, the approach based on the Boingboing Resilience Framework. The inclusion of these evidence based approaches has had a significant impact on the quality of the interventions offered to young people.

Join up the dots
HeadStart will succeed if it brings together systems and services. We can’t afford there to be any gaps which fail our young people and reduce the chance of us making a lasting difference. But joining things up is as much about people being able and aware of where to turn when they need help or their circumstances change. We can design the best pathways and systems in the world, but they don’t always work for every individual. There are many online communities which offer a support network simply based on knowledgeable members who want to help people – this digital model is what we want to replicate in Blackpool.

Communication is key
We have started to think about communications differently, learning our lesson from not budgeting for a robust communication element to the investment. Young people need to know where to get help, workers need to know where to get information and training, managers need to know what’s working in other parts of the system that they can learn from, leaders who need to know what people think and feel about the service they get, and politicians who need to know what’s working and influence local and national policy.

Given the profile of HeadStart and the nationally-important work we want to do, we need to invest in promoting our learning – even if we’ve been involved in projects which don’t work - and the solutions we’ve developed. We’ve also been influenced by the concept of the NHS being not just a health service but a social movement, which mobilises people to do things which make themselves and other people healthier. To do this effectively, we need better communications and engagement structures which offer and encourage this.

It’s not just what we do, but how we do it
We hadn’t realised how strange our meetings must have been for our young people, until we asked them what they thought. We got a lesson in good manners! They told us to talk in plain English, not to be boring or speak too much, to concentrate on what people were saying and not fiddle about with our iPads, to be friendly and respectful, not to think we know everything about young people, to make support for young people fun and engaging, and to get the basics right – like having meetings when young people can attend.
Learning from phase 2 interventions

Youth Work
Youth work has been provided by Blackpool Council and has proved to be a valuable aspect of the HeadStart project; it empowers young people and enables them to make informed choices about their lives, and raises their self-confidence and their aspirations. The foundations of the youth work delivery have been focused on Resilient Therapy, based on the Boingboing Resilience Framework, where young people acknowledge their existing resilience and explore the resilient moves they still need to make. It was decided that 1:1 youth work would be delivered as a time bound 12 week intervention; however data has shown that this was exceeded in 53% of all cases. The feedback from our workers and young people is that it takes much longer than 12 weeks to build a trusting relationship, and therefore the model for phase 3 has been amended to allow up to two years of involvement for young people in transition from primary to secondary school and the roles have been adapted to become resilience coaches and embrace fully the approach of Resilient Therapy.

Family Support Work
The HeadStart project offered family support work for families who would benefit from low level intervention work at Tier 2. However identification of Tier 2 families has been difficult, with the number of referrals received from school being lower than anticipated. Where families have been referred, a high percentage of these have quickly escalated to higher tier services, such as children’s social care. This indicates that further work needs to be done to improve the relationship between schools and families, as this would mean that earlier identification of issues/concerns could take place this would ‘nip a problem in the bud’, rather than it getting to crisis point. Phase 2 has also shown that our Blackpool HeadStart schools have found difficulty in getting families to link in more with schools; a variety of coffee mornings/afternoons, parent groups and awareness raising sessions have been offered but have been very poorly attended. Phase 3 will therefore support schools through the resilience conversations to embed a robust parental engagement strategy and the resilience coaches will extend their offer of support into the family home, ensuring that families benefit as well as young people.

Walk and Talk Counselling
This has proved to be a very successful pilot intervention during phase 2. The intervention has taken face to face counselling out of the traditional counselling room and has enabled young people to say when and where they would like to receive the support, putting them in control of the situation. By allowing these sessions to be carried out in a place where the young person feels safe and comfortable, they are able to open up more and address the issues affecting them. From the beginning of the pilot stage, this service has seen workers at full capacity with their caseloads, which indicates the need for this intervention. The service has provided consistent staff throughout the pilot stage, and this has also allowed the intervention to grow and flourish. This work will be expanded in phase 3 and focus on young people who self-harm.

Peer Mentoring
Evidence shows that peer mentoring has a host of benefits to both mentor and mentee; it provides support at a crucial time for the mentee but also enables a mutual way of learning and allows both participants to develop transferable skills that can help them in their lives. During the pilot, there have only been a very small number of mentor relationships paired, as well as a low number of mentors trained to be peer mentors. Communication with school has been an issue and there needs to be a more collaborative approach, so that schools hold responsibility for the training and for the allocation of mentors, which should bring a more successful outcome. In the pilot stage, the matching process has been too lengthy, and any delay in getting the support to the young person is not acceptable; therefore by having a key link person for mentoring based within the school, this problem could be overcome. The model for phase 3 reflects this learning by commissioning schools to deliver the intervention in house.
Online Counselling

This service provides young people with instant and extended access to support and counselling on a digital platform. During the pilot stage, the service has had four staff changes within the intervention work, which has resulted in an inconsistent approach, and affected the promotion throughout schools. However, over the past four months, a good working relationship with the integration worker, HeadStart team and schools has formed and data shows that the numbers of young people accessing the service is on the increase. Feedback from young people shows that they are finding the service helpful, supportive and like having someone to listen to them. 64% of young people are using the service outside of normal working hours, which indicates that support is required outside of the usual working hours of professionals. This intervention will continue in phase 3.

MPACT

Four staff have been trained in this intervention, however no families have received support. The service has been well advertised and promoted to a number of different services, which work directly with parents with alcohol/substance misuse; however professionals have not been able to get families to commit to the support. Families would need to commit to attend a weekly group for ten weeks, and discuss a sensitive and emotive subject and be willing and ready to make a change. We have learned that this is not meeting the needs of our more vulnerable families and will therefore not continue this intervention in phase 3.

Bounce Forward

This ten week programme has been well received by both the students and teachers in schools. Young people are able to articulate wellbeing and resilience and have learnt strategies that they can put into practice as they move into adolescence. During the pilot stage, the programme was delivered to pupils in Year 6, however due to the importance of their final year at primary school and the curriculum pressures, timetabling has proved to be difficult. On reflection, it would be preferable to deliver the programme to Year 5 pupils, as the young people could take what they have learnt and equip themselves to cope better with the pressure of their SATS and transition to secondary school and for the schools it would be easier to timetable into the curriculum. This programme will be offered to all primary schools as part of phase 3.

Lancashire Mind Training

A training package was developed and offered to schools and wider external agencies to raise their awareness of resilience and basic mental health. Those who attended the courses have shown that it has helped to increase their knowledge and confidence around the subject matter. The numbers of attendees has been lower than anticipated and there has been difficulty in getting school staff released to attend the training. This is due to teaching and other school commitments. A more flexible approach was needed, and training was tailored for different schools and also open access training days were offered. A benefit from the open access training is that it allowed professionals from a variety of backgrounds to be together and a wider learning could take place. Phase 3 workforce development will be focused on Resilient Therapy and Video Interaction Guidance and the awareness raising sessions regarding resilience will be offered by the existing training team to provide flexibility for schools and other partners.

Saddle Up

Selected pupils within Educational Diversity received an innovative 10 week programme, which took them out of the classroom and combined animal care with art therapy. The project had such a positive impact on those who attended, that Educational Diversity financed further projects so it could reach additional young people, and be run on a wider scale across more centres. During the pilot stage, the project was offered to those young people who had short term provision through Educational Diversity; however this has meant that some young people were unable to complete the accreditation. Therefore, it would be more beneficial if the programme was offered to those young people who are in a long term provision, and should show a higher completion rate and enable young people to gain an accredited award. The model for phase 3 offers this programme to all pupils in year 6 and year 7 in educational diversity.

Resilience Advisors

Initially these roles were named ‘Self-harm Advisors’, however this job title quickly changed to ensure that there was no stigmatism. This service has enabled school staff to access a Specialist Senior CAMHS practitioner, and it bridges the gap between clinical services and education. The support is available when the schools request it, and can range from consultation, advice or training and has a specific focus on self-harm. The pilot has shown that it is the relationship which a young person has with a professional that is important, not what qualification or background that professional has. Upskilling the trusted professional has a huge benefit for a young person, who does not have to repeat ‘their story’ to someone else. These posts will continue in phase 3 as Primary Mental Health workers, funded by the transformation plan funding.
Friends

FRIENDS is an evidence based 10 week resilience programme delivered universally to young people in year six in the north locality of our pilot. Each letter of the word FRIENDS relates to a different learning outcome; F – Feelings, R – relaxation, I – I can do this, E – exploring solutions, N – now I can do this, D – don’t forget to practise and S – smile. The programme was delivered to small groups of 15 young people which led to eight groups over two primary schools. Whilst the content of the FRIENDS project has provided young people with some very valuable skills to take forward, we found the Australian philosophy was hard for our young people to relate to. The majority of the activities were based on how animals would deal with certain situations and this was just not relevant for young people living in Blackpool.

The schools were very supportive in the delivery of the programme; however year six is a very difficult year to be able to timetable 10 sessions for four groups in each school. We found that FRIENDS was often sacrificed for many school based priorities; SAT exams, leaver’s assemblies, school trips, sports day. This meant some young people missed sessions and it was difficult to make this up again. In the academic year 2015/16 we have been delivering it to suit the needs of schools with a FRIENDS after school club in Claremont Primary School and smaller targeted groups in Unity Academy. We have also amended the content to make it more relevant and accessible to young people in Blackpool. The programme is more ‘game’ based with reflective activity to enhance learning. The learning from delivering this programme will be embedded in the universal resilience programme offered in phase 3.

Adaptive Resilience Programme

This programme was initially delivered via external training and focuses on three core components; the control of breathing using music, the use of Heart Math to regulate heart rate and a series of diary writing activities to support young people to consider challenges from a different perspective. It was decided that young people in years 7 and 9 of Unity and 50% of young people in years 7 and 9 at Highfield would participate. The appropriate form tutors attend 1 full day and 2 half day training sessions and the intention was for programme to be delivered in form time 2/3 times a week.

It was quickly established this was going to be very difficult to implement for a variety of reasons:

- Not all staff who participated in the training were convinced of the benefits or the appropriateness to delivering within school.
- Some of the staff who attended the training felt they had been ‘told’ to attend and subsequently were not aware of their responsibilities.
- Tutor periods/form time were vastly different within the two schools; one first thing in the morning and one last thing in the day.
- Tutor periods/form time were very short (perhaps 10 minutes maximum) and this was not enough time to commit to the components.

Moving forward the HeadStart Team (youth workers, family support workers and trainers) completed the training and delivered to young people as part of their targeted work, this was done in and out of school. Staff within Educational Diversity were also trained to use the components and equipment and with HeadStart team support the programme has been consistently delivered throughout Athena, Pegasus and the Chrysalis project. Training has also been delivered to the EWIST service (Emotional Well-Being in School Team) as part of their outreach service. The programme will not be continued in phase 3, although elements such as the heart math equipment may be utilised by schools moving forward.

Speech language and communication

A recent needs assessment has shown that 100% of young people in key stage 2 in educational diversity (Blackpool’s pupil referral unit) have speech, language and communication needs. This is shocking data and led to the decision to fund this intervention in phase 2. The intervention has proved highly successful and enabled all teaching staff in educational diversity to benefit from working alongside a specialist speech, language and communication service to raise awareness and help to adapt their teaching techniques and the physical leaning environment to support the speech, language and communication needs of their pupils. The intervention has succeeded in building the capacity of staff and young people have reported that they are finding it easier to understand the learning opportunities due to the adaptions that have been made. This intervention will be continued in phase 3, extending to all key stages and into the outreach units in mainstream schools with the vision of cascading this learning across all mainstream schools by the end of the 5 years.
Phase 3 strategy

Mission

As you’d expect with a project where the drive and energy has come from our young people, they have also decided what the ultimate purpose of our work is, adopting a mission statement for HeadStart to create:

A resilient Blackpool – where young people see the difference, feel the difference and are the difference

We will focus on developing resilient environments in both our schools and our community and harness the social capital that young people and parents/carers offer to help us succeed.

We will use digital solutions within our programme to both enhance access to support and provide learning environments, but we will promote safety online, in what can sometimes be a dangerous and unpredictable world.

We will support the workforce in building their own resilience and mental wellbeing to ensure they are able to support our young people to flourish and succeed.

We will embed the practice of co-production and aspire to become a co-produced investment.

Through delivering HeadStart, we will inspire other services to embrace a new way of working that focuses on people’s assets, on building their resilience and will transform the systems they work in to ensure that young people get the support they need early.
# Theory of change

This is an overview of the model for phase 3, outlining our overarching theory of change that clearly links our target populations with interventions and outcomes.

## Target population

| Universal | 10-16 year olds in Blackpool
| Universal + | All young people aged 10-16 in HeadStart schools that require pastoral care
| Universal ++ | Our children
  - Young people who self-harm,
  - Young people in year 6/7 transitioning to secondary school with low/medium resilience

## Interventions

<table>
<thead>
<tr>
<th>Universal</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal</td>
<td>Boingboing</td>
<td>Young people’s hub</td>
</tr>
<tr>
<td></td>
<td>Digital learning community</td>
<td>On line counselling</td>
</tr>
<tr>
<td></td>
<td>Creative activities offer school resilience programme</td>
<td>Resilience conversations</td>
</tr>
<tr>
<td></td>
<td>Speech language and communication capacity</td>
<td>Universal resilience programme in primary schools</td>
</tr>
<tr>
<td>Universal +</td>
<td>Workforce development</td>
<td>Peer mentoring</td>
</tr>
<tr>
<td>Universal ++</td>
<td>Friend for life project</td>
<td>Digital mentoring community</td>
</tr>
<tr>
<td></td>
<td>Walk and talk counsellors</td>
<td>Self-harm project</td>
</tr>
<tr>
<td></td>
<td>Enhanced transition project</td>
<td>Edge of exclusion project</td>
</tr>
<tr>
<td></td>
<td>Saddle up programme</td>
<td></td>
</tr>
</tbody>
</table>

## Intermediate outcomes

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have an adult they trust who helps them though life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have support with getting the very basics in life, like food, clothing, transport and housing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actually access activities, hobbies and sports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have multiple opportunities to practice problem solving at home, school and in the wider community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feel safe and can be themselves in their homes, schools and community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Know how to calm themselves down and take charge of their feelings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Know what they are good at and are proud of it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support other people, for example, through volunteering and peer mentoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Are supported to understand what they need to do to build their own resilience and support other people in their communities to build theirs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have help to map out a sense of future (hope and aspirations) and develop life skills.</td>
<td></td>
</tr>
</tbody>
</table>

## Final goal

All 10-16 year olds have the resilience to help deal with adversity.
**How everyone will benefit**

To enable us to address the significant health inequalities faced by Blackpool young people. We will embrace the approach of proportionate universalism. This is a key concept that came out of the Marmot Review; looking at the causes of health inequalities in our society and what we can do about it. “Fair Society: Healthy Lives” argues that inequalities in health cannot be tackled effectively if we only focus on the disadvantaged. In essence the report recommends that support should be offered universally, but that the scale and intensity of the support should be proportionate to the level of disadvantage.

![Diagram of resilience and support levels](image)

We want to increase all young people's resilience to enable them to cope with life’s challenges. This diagram shows how the larger universal population will need a lesser level of support to achieve this and the smaller proportion of Universal + and Universal ++ will need a greater level of support, and how this proportionate level of support achieves ideal levels of resilience for the population of 10-16 year olds in Blackpool. The diagrams below map these levels against existing mental health threshold models, which aligns with the Big Lottery Fund requirements regarding the phase 3 programme.
Rationale for target populations

Universal

HeadStart Blackpool has made the bold decision to include all 10-16 year olds in our universal population. Young people feel passionately that there should not be a postcode lottery regarding the HeadStart investment and geographical targeting would be difficult to achieve as we have a high level of movement of young people between schools. Combine this with the fact that we are a small unitary authority benefiting from a significant level of additional strategic funding and with school work supported by the Blackpool Challenge, we believe we can still achieve the desired impact on young people for an investment of this size.

Universal +

Universal + population will include all young people aged 10-16 who require additional support, with particular focus on the school environment. This work focuses on building the capacity of the existing workforce to support our young people to build their resilience. Blackpool’s young people struggle with the significant adversity they face on a day to day basis and the Universal + will enable the support offer to be enhanced to maximise the impact on young people’s resilience and mental wellbeing.

Universal ++

We have already outlined the significant disadvantage that our young people face on a daily basis. Prioritising one group of disadvantaged young people over another has been a complex task. However, we began by asking our young people to identify their priority groups and then cross referenced these with the data available. Three key themes emerged from this process and have become our target populations.

1. Young People who self-harm

This was clearly identified as the top priority by delegates at the first young people’s conference, a result which reflects the level of need in the town (see Section 4). We have started investigating this further, and our early findings suggest that the way we support young people around self-harm isn’t effective. We accept that our system is broken, and needs fixing. The proposal for phase 3 tackles this by:

Developing the workforce – We need all professionals involved to have an increased awareness of self-harm issues and better ways to support young people early and avoid crisis situations. This will include working with staff on the adolescent ward to enable them to provide a resilience promoting environment and offering daily support to young people, parents and carers via the resilience coaches.

The new Young People’s Hub – will make it quicker and safer for hospital staff to discharge young people from the Accident and Emergency department (A&E), by bringing the services they need together in a single place designed by and with young people.
This diagram outlines the current system issues.

By providing additional services - such as online counselling, walk and talk counselling and resilience coaches, we will ensure there is targeted support available for young people who self-harm and in the process gather evidence on what works and prevent young people from getting into crisis.

A small task group will be set up to develop this systems change approach and feed into the steering group and Executive Board. The transformation plan has also allocated resources to carry out an audit of accident and emergency department presentations, providing us with a clear profile of need which we will use to inform our plans for systems change.

To help explain our vision for the systems change, we have developed “Emily’s Story” (see case studies), which shows how these changes will improve the experience of young people as they begin their journey towards recovery.

1. Only a small proportion of young people disclose their self-harm to professionals, however the HeadStart investment will motivate and encourage young people to share their distress with others

2. Currently, professionals feel unconfident to respond to young people who disclose. The HeadStart investment will provide workforce development opportunities to address this issue.

3. Young people are signposted to A&E as a fall back position to ensure their safety. Workforce development and enhanced support in the community will improve this situation and enable more young people to be supported without the need for crisis care.

4. A&E consultants are not confident that there is the required level of support in schools/community and as a consequence adhere to NICE guidance and admit a significant majority of young people onto the adolescent ward. HeadStart will work alongside A&E staff to ensure the robust offer of support in schools and in the community is publicised

5. Young people cannot be discharged from the ward until a CAMHS assessment has been completed. Work will be developed to extend the hours that assessments can be provided and these will be linked with the resilience coaches work on the ward, to enable young people to be discharged promptly, where appropriate.

6. Young people currently only have one option of support on discharge, which is a follow up CAMHS appointment. HeadStart will enhance the offer of community support through the young people's hub to maximise young people's engagement in follow on support.
2. Our children

Our children – Blackpool’s name for children cared for by the local authority - are the second target population for the investment. As described in section 4, Blackpool Council looks after proportionally more children than anywhere else in the country. But however hard we try and however good a job we do, there is overwhelming evidence and research that shows the risks and negative outcomes that are experienced by our children.

We know that 60% of looked after children nationally develop mental health problems - which is reason alone for targeting these young people for more intensive support - but the extra disadvantage of unstable home environments without the support of their birth parents makes things even more difficult. Like any good parent, the Council will give our children a “leg up”, directing as much additional support and resource their way so they can succeed in life. Our recent corporate parenting conference has led the way in focusing our energies on developing our support, embracing our role as the family to our children. We have a wealth of pledges that have been made from both the public sector and business communities, including access to leisure facilities, job placements, apprenticeships and a wide range of opportunities that will see our children flourish. To help with this, we will create a number of young apprentice roles across the project and we will require all HeadStart commissions to include at least one young apprentice role as a contract requirement. These roles will be prioritised to disadvantaged young people, including our children and provide a much needed pathway into employment and a potential career. Josh’s story, in the case studies section, illustrates our vision of support for the future.

3. Young People transitioning from primary to secondary school

We know from feedback that moving from primary school to secondary school causes many young people to worry, as they go from a safe, supportive environment to one which feels very different:

All this is perfectly normal, most young people, with good levels of resilience, find ways to adapt. However, a sizeable minority will find transition much harder to cope with and will struggle to benefit from the opportunity offered by secondary school. For some young people this may prompt the emergence of underlying mental health problems and a need for additional support and understanding.

To guard against this, we need to get in early – so we are proposing to focus both universal and targeted resource to build resilience in young people from year 5 until the end of year 7. This will give them the best possible chance of successfully settling in to secondary school life. Support for schools to improve their universal transition programmes will sit alongside a universal resilience programme delivered as part of the curriculum for year 5 students in all HeadStart schools, which will lead to targeted Resilient Therapy for those year 6 and 7 students identified as having low/medium resilience.
**Programme design**

Our programme design has been guided by youth engagement from the beginning, throughout the test and learn phase and into phase 3. It reflects the resources needed to change our culture and systems across schools and the community. For example, the resilience conversations programme will inspire and encourage schools to embrace a whole school approach to promoting resilience. Ultimately, schools will start to recognise the benefits for their pupils and their school of investing in a resilience-building environment and continue to fund these activities beyond the end of the first 5 years of HeadStart.

In the community Boingboing Blackpool will be incubated by Blackpool Council and provide a community development approach to supporting the HeadStart investment. This will include the provision of training, supervision and communities of practice regarding Resilient Therapy to ensure the approach is embedded across the children’s workforce. Boingboing Blackpool will provide a team of resilience coaches to deliver a number of interventions within the investment. Volunteering, traineeships and apprenticeships will be provided to offer a pathway to employment for young people, parents and carers.

What makes us different is that our programme strategy has an offer for every young person aged 10-16 in a Blackpool school. We will add in additional support when needed without taking anything away, so we’ve called the two additional types of help available “Universal +” and “Universal ++”. This model is reflected on a smaller scale throughout the programme design.

<table>
<thead>
<tr>
<th>Universal</th>
<th>Target population</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Young people aged 10-16</td>
<td>10,937</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Universal +</th>
<th>Target population</th>
<th>Scale</th>
<th>Identification</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All young people aged 10-16 needing pastoral support with their mental wellbeing</td>
<td>2,187 per year</td>
<td>School staff/young people's hub staff</td>
<td>Must have an identified additional need on screening</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Universal ++</th>
<th>Target population</th>
<th>Scale</th>
<th>Identification</th>
<th>Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Our Children</strong> aged 10-16 on the edge of exclusion</td>
<td>Average 35 per year</td>
<td>Identified via Looked After Children Educational Psychologist</td>
<td>Must be at risk of permanent exclusion</td>
</tr>
<tr>
<td></td>
<td>Our children aged 10-12 entering care</td>
<td>Average 15 per year</td>
<td>Identified by children's social care data</td>
<td>No threshold</td>
</tr>
<tr>
<td></td>
<td>Young people aged 10-16 who self-harm</td>
<td>175 admitted to hospital per year, 2,125 in total</td>
<td>Identified by hospital staff, school nurses and practitioner</td>
<td>Must be engaging in self-harming behaviour</td>
</tr>
<tr>
<td></td>
<td>Young people in transition with a low resilience score</td>
<td>270 per year</td>
<td>Identified via the student resilience scale in year 5</td>
<td>Must have a low score on the student resilience scale</td>
</tr>
<tr>
<td></td>
<td>Young People in transition with a medium resilience scores</td>
<td>360 per year</td>
<td>Identified via the student resilience scale in year 5</td>
<td>Must have a medium score on the student resilience scale</td>
</tr>
</tbody>
</table>
HeadStart Blackpool will focus on two main environments, schools and community, reaching out to parents/carers and weaving in a digital response where needed.

**Schools**

We have previously outlined the significant challenges our schools face, particularly our secondary schools with only 2 out of 7 having an Ofsted rating of good or above, the migration of high and medium attainers to schools outside of Blackpool and the consequential poor results at GCSE. Our young people clearly state that they want schools to be a focus of our work, particularly at the transition from primary to secondary and therefore the school environment is one of the 2 main areas we are concentrating our efforts on to ensure all 10-16 year olds have the opportunity to build their resilience.

Our overarching strategy for schools is ambitious and has a vision for achieving lasting cultural change. Our focus is on capacity building, enabling every school to achieve sustainable change for the future. By the end of the investment every primary and secondary school in Blackpool will have completed the resilience conversation universal intervention, using a phased approach to implementation covering all schools by the end of the investment. This whole school approach will be embedded and developed through a community of practice and will ensure that the school environment will offer every 10-16 year old and all school staff the opportunity to develop their resilience and lead happier healthier lives.

Appendix 11 shows the individual school clusters included in year 1, 2 and 3 of the investment. School consultations with Head Teachers assisted us in identifying schools with the energy and commitment to embrace the vision of a whole school culture change from year 1, and we’ve chosen to work with these schools first. In this way, we hope to demonstrate the benefits and use them as catalysts to unleash the energy of schools not yet involved.

A significant focus for schools will be on parental engagement, developing ways to harness the significant social capital they provide. Schools already engage with parents and carers, with great or lesser success and we plan to build on these current strategies, adding in capacity and supporting schools to learn from national good practice and utilising their existing pathways to deliver our resilience focused work. We will encourage schools to explore opportunities for parents and carers to volunteer their time in school, to enhance both pupils and parents/carers experience. This is not just about how we need to support parents/carers but how they can support us, which will benefit all in the process. Schools will also be inspired through this whole school approach to consider the opportunities that the Google platform has to offer, particularly focusing on developing the power of the pupil voice and building the breadth of parental engagement.
Schools will be commissioned in clusters for an initial period of 2 years, with the specific goal of supporting schools to deliver and embed the whole school approach intervention, with the contract providing a clear understanding of the expectations of the programme. A senior leader will lead the development and there will be a clear set of requirements that will need to be achieved prior to accessing the full contract value, utilising a payment by results type model. The school commission includes funding to cover the release of staff to attend training and communities of practice and leadership time to ensure that a senior leader in the school attends all the required meetings and workshops and has the capacity to lead the school in embedding the approach. This payment by results approach has already been piloted by the PSHE programme in Blackpool schools with excellent results and we know from feedback from schools that they would simply not have engaged in the programme without the funding being available. School engagement is the linchpin to achieving our overall mission and we therefore need to proportion the necessary resources to secure their engagement in the investment. An innovation fund will also be available, with a strict set of criteria, to support the development of small scale teacher/staff/pupil led initiatives in school that enhance the whole school approach. This will provide both a top down and bottom up approach to embracing the HeadStart mission. The applications for this fund will be allocated by a HeadStart decision making panel, including young people, focusing on small scale pilot projects that embed resilience in everyday school life and has the potential to significantly impact on young people’s experience in school.

There will be a strong emphasis on transition from primary to secondary, with work starting in year 5 providing the universal resilience programme and continuing in year 6 and 7 with targeted support for young people with low and medium resilience. This support will be via resilience coaches, trained in Resilient Therapy and Video Interaction Guidance. They will work alongside young people and their families to bring about lasting change in their resilience and overall wellbeing.

We recognise that schools will need additional resources to develop their offer for our targeted populations (Universal+ and ++) and we have invested heavily in developing the existing workforce to embed a resilience approach to pastoral care to ensure sustainability and achieve our new way of doing things. Investment in peer mentors, walk and talk counsellors, on line counselling and animal and creative therapies will provide the Universal ++ support.

This is supported by our schools, who’s engagement with the programme has grown significantly since the start of phase 2 and who now share the passion and energy needed to transform our services and systems.

But we are not alone on this mission, Blackpool Challenge Partnership is a strategic board focusing on the vision of 100% of children progressing 100% of the time and takes an holistic view of how this can be achieved, bringing a wide range of partners together to join forces to achieve this goal. The Blackpool Challenge has attracted additional resources such as the Right to Succeed programme and Achievement for All to support schools in their improvement journey. Details are outlined in the whole town strategy section.

The role of our virtual school, supporting the education of our children will be a particular focus for the investment, ensuring that no young person falls through the net and achieves their full potential.
**Community**

The main focus of our community strategy is the development of Boingboing Blackpool, they will be the key driver in the community and will play a crucial role in supporting us to achieve our mission. Boingboing is a community interest company linked with the University of Brighton and an international leader in the development of resilience research and practice. Due to the successful collaborative working developed in phase 2 and the shared ownership of principles such as co-production and social justice, Boingboing has agreed to extend its work into Blackpool, which will be the only area nationally to benefit from this expansion.

Boingboing will provide the community development model in Blackpool that will draw on the significant social capital of our young people and parents/carers, offering them opportunities to volunteer and train in our work, take up traineeships and apprenticeship roles and move into employment; developing a business model that will support the sustainability of the investment beyond 2021 through the provision of training, supervision and consultancy.

A key part of the sustainability of the HeadStart investment, Boingboing Blackpool will embed the resilience approach across the town, using their existing experts, as well as supporting us to grow our own, to drive culture change. Exemplifying our desire to embrace innovation, by learning from their extensive academic research on resilience, their ground breaking work on co-production, and their community of practice approach, Boingboing and Blackpool are a perfect fit.

The main delivery site for our community strategy is the young people's hub. This is a Blackpool Council initiative that will bring together a number of statutory and non-statutory services for 10-25 year olds, including social workers, youth offending team officers, substance misuse workers, sex and relationship workers, CAMHS workers and Connexions advisors. This will be an open access building that will be a one stop shop for young people who would like information, advice and guidance, maybe to learn something new, get more involved or try a new activity. The local authority is developing a bid to the Department of Education innovation fund to support this development, which could see up to an additional £5 million coming into the town.

The young people's hub will ensure that young people have easy access to a range of learning opportunities and activities to boost their resilience; however HeadStart funding will follow the feedback from young people and provide access to a wide breadth of creative opportunities, from photography to dance, to stand up comedy to Shakespeare. We want to inspire young people that don’t even know they like creative activities to get involved and hopefully become inspired to develop this interest, maybe even make a career out of it. Young people visiting the hub will be able to access the support of the walk and talk counsellors, on line counselling and resilience coaches, providing a confidential service where appropriate.

A co-production day was utilised to bring a range of professionals and young people together to explore how the young people's hub should be developed. Lego was used to support young people to fully engage in the process and the report on the day can be found in appendix 12.

The mission is to embed the approaches of Resilient Therapy and Video Interaction Guidance throughout the services within the young people's hub, social workers to connexions workers, youth offending team officers to sexual health and relationship workers; a common approach which will allow the development of a common language. Imagine a world where professionals, young people and parents/carers can understand each other’s language and communicate as equals. Boingboing Blackpool will be instrumental in helping us achieve this goal, as the organisation that developed Resilient Therapy they are the only providers in the county that can deliver the training, supervision and going practice development that is needed to embed this approach across the wide range of professionals we have working in the hub.

All services in the young people's hub will have access to the HeadStart digital innovation fund to inspire their thinking in developing digital solutions to enhance the engagement of young people and parents/carers, as well as improving the quality of the support offer they provide. This funding will be available through an application process, with a decision making panel, including young people within HeadStart. Applications will be accepted from professionals, young people or parents/carers with the goal of utilising the Google platform to support the delivery of the HeadStart mission. Full details of this initiative are outlined in the digital section.
Developing and supporting our workforce is key to the success of this investment. Blackpool is committed to changing cultures in two main environments, in our schools and in our community, and we will fail to achieve this new way of working without developing our existing workforce. We will inspire them to embrace a new resilient approach to working and equip them with the knowledge and skills to embed it in their everyday work with young people and families.

We recognise the challenge this brings; when we consider our vision for schools, we know that nationally and locally we are experiencing real issues with recruiting and retaining high quality teaching staff, especially in our most deprived areas and nationally nearly half of teachers have said they have seriously considered leaving the profession in the last 12 months, citing workload as their main reason. Similarly, there is a national shortage of qualified social workers and in the past Blackpool has struggled to recruit to vacant posts, although a recent targeted recruitment drive has improved this situation. Blackpool has the unique challenge of its location, being at the end of a motorway and away from urban cities adds an additional challenge in recruiting good staff.

We recognise that now more than ever, the workforce needs support. Working in Blackpool is incredibly rewarding but also demanding and therefore we will provide our workforce with the tools to be resilient and cope with the day to day pressures of supporting our young people by providing practitioner resilience workshops and developing the working environment to promote their resilience.

We are embracing the workforce in its widest capacity, not thinking exclusively of professionals and specialist staff, but including young people and parents/carers; recognising the contribution they will make to supporting others and ensuring we benefit fully from the considerable social capital they bring. This approach will also support Blackpool’s vision of developing excellent co-production practice.

Better Start, Vanguard ans HeadStart programmes will work together to ensure there is the capacity needed to develop our workforce and achieve our vision of whole systems change.

There are two key approaches being provided across the whole system to increase resilience in young people and families.

Resilient Therapy

Resilient Therapy is an evidence based approach, developed by Boingboing, that offers a coherent framework for finding ways of helping young people to bounce back when life is particularly tough. By translating the messages from resilience research and practice based evidence, it provides resilient building tools for parents, practitioners and young people to use themselves. A strategic way of thinking and doing, Resilient Therapy compartmentalizes the research and practice evidence base into five key dimensions to focus on building resilient capital: Basics, Belonging, Learning, Coping and Core Self. (See appendix 13)

Video Interaction Guidance

Video Interaction Guidance is an intervention through which a practitioner uses video clips of real life situations to enhance communication within relationships. It works by engaging people actively in a process of change towards realising their own hopes for a better future in their relationships with others who are important to them. The trained worker is called a “guider” and they themselves are guided by the values and beliefs around respect and empowerment. These include a belief that people in troubled situations do want to change, a respect for what people are managing to achieve in their current difficulties, and a conviction that the power and responsibility for change resides within the person and their situations. It is most typically used for interactions between children of any age and adults, either parents or professionals, although it can also be used within pairs (or even groups) of young people and adults.

The ambition for these approaches is that they will be embedded across the children’s workforce, providing a much needed common approach to working with young people and families to increase resilience and prevent mental health illness.

Developing common approaches enables people to have a common language. If achieved, the impact of this would be immense. Imagine a world where a young person can communicate with professionals with equal status and where both understand each others language. The possibilities are far reaching, improving communication on a number of different levels. To achieve this vision we will work closely with Better Start, using their work with the Frameworks Institute to maximise the opportunities to achieve this common language.
**Video Enhanced Reflective Practice**

This is an extension of Video Interaction Guidance. When it is used by professionals to reflect on their own communication, it is referred to as Video Enhanced Reflective Practice. Its aim is to give individuals a chance to reflect on their interactions, drawing attention to elements that are successful, and supporting them to make changes where desired.

**Communities of Practice**

In the community, the development of communities of practice will bring together the skills, experience and knowledge of practitioners, young people and parent carers. By establishing a partnership of mutual support and learning through the mechanism of a communities of practice, and by encouraging the involvement of young people, parent carers, it will create a relationship that respects the different expertise individuals bring to the table and encourage members to be open to change by reflecting on what works well and not so well. The community of practice will be the hub for designing and developing ways to become teachers and mentors for fellow practitioners, parents and young people managing persistent disadvantage.

In schools, the communities of practice will bring together the school staff leading on the whole school approach, developing an open learning environment where members share good practice and seek support in problem solving issues they may be experiencing, in order to embed the school resilience action plan and ultimately provide a resilience promoting environment for pupils and staff.

**Digital learning environments**

The development of digital learning environments in schools and the community will enable the entire workforce, including practitioners, young people, parents/carers, managers and senior leaders to have easy access to resources. These resources will also be printed for those who do not have internet access.

**Schools Offer**

- Video enhanced reflective practice
- Resilient Therapy training and supervision for staff in pastoral roles
- Video Interaction Guidance
- Practitioner resilience workshops
- Teacher resilience workshops
- Whole school approach developing a resilience promoting environment
- Community of practice
- Digital learning environments

**Community Offer**

- Resilient Therapy training and supervision
- Community of practice
- Video Enhanced Reflective Practice
- Video Interaction Guidance
- Practitioner resilience workshops
- Working environment promoting resilience
- Digital learning environments

**Parents/carers**

Families are the bedrock of our society with parents/carers being the single most important influence in the lives of our young people. We know that good parenting is crucial to young people’s social, emotional, cognitive and physical development with those growing up in loving and nurturing environments more likely to develop into healthy and happy teenagers with high aspirations and a good chance of realising their full potential. The vast majority of our parents want the best for their children, even in spite of the significant adversity they face, however as a child grows the role of parenting becomes more complex, a fine balancing act between nurturing their independence and maintaining authority. The teenage years can represent a complex transition period and parents may need to embrace new challenges as their relationship with their children changes and many parents have said they would welcome additional advice and support to enable them to support their children with the challenges they face and help them to reach their full potential.

The last 10 years has seen a significant level of central government investment in the whole family approach. “Think Family” providing focused investment on improving support for families at risk and this work has been continued with the troubled families agenda. Blackpool was a pathfinder area for the think family agenda and developed one of the first family intervention services in the country “springboard”. This work has been developed further over the last 10 years and Blackpool now has a highly successful Families in Need team that is the back bone of our early help offer, supporting families at level 3 and above.
A great deal of learning regarding work with parents and carers has therefore been developed in Blackpool, this has been cemented by A Better Start and the development of the Centre for Early Child Development, which will enable us to benefit from cutting edge research on how to best to support parents across the age range, including the work with Frameworks, Video Interaction Guidance, parental engagement and pathways into volunteering, training and employment.

The offer to parents/carers will be layered reflecting their individual circumstances, this will offer a range of opportunities for parents/carers to benefit from the investment and reflects the approach we have developed for our young people.

**Awareness raising**
- Digital learning communities
- Paper based resources for parents
- School parental engagement practice
- Parents/carers consultations

**Engagement and participation**
- Volunteering/Pathways to employment
- Membership of governance groups
- Parents/carer forum
- Membership of communities of practice
- Co-training staff
- Collaborate with schools on parental engagement approaches

**Direct support**
- Resilient Therapy
- Video Interaction Guidance

The focus of face to face support for families will be provided by the resilience coaches, supporting parents/carers of children in year 6 and year 7 and offering evidence based interventions such as Resilient Therapy and Video Interaction Guidance to improve family relationships. However, as well as supporting parents/carers to provide a resilience promoting environment for their children, this work will be balanced by the focus on developing opportunities for parents and carers to actively participate in the programme. We recognise that our parents/carers are an untapped asset in our community and we would like to nurture and enable our parents and carers to become part of the solution for achieving our mission in Blackpool. What would it look like if parents and carers were part of the everyday life of this investment?
Interventions map

Community offer

1. Boingboing Blackpool
2. Young people's hub
3. Digital learning community
4. Online counselling
5. Universal creative activities offer

Tier

UNIVERSAL

Young people who needs a bit of extra support / the Universal offer hasn’t been sufficient

UNIVERSAL +

Our children
Self-harm
Transition

UNIVERSAL ++

Early symptoms – young person's hub staff, screening form
Self select

Early symptoms (self-harm)
Risk factors (our children)
Self select

6. Workforce development

Early symptoms – low/medium resilience, self-harm
Self select

Looked After Children Educational Psychologist - our children

Schools offer

11. Universal resilience programme in primary school
12. Whole school approach - primary and secondary
3. Digital learning community
13. Speech, language and communication capacity building

14. Peer mentoring
6. Workforce development

15. Enhanced transition project
16. Saddle up project
17. Edge of exclusion project

Each of the interventions listed in this diagram has a corresponding intervention sheet in appendix 14, which are colour coded to identify if they are Universal, Universal+ or Universal++. 
**Description of interventions**

Below is brief summary of each of the interventions in phase 3 which are detailed in the interventions sheets found in Appendix 14.

**Universal**

**Boingboing Blackpool**

To provide the boost needed for our local voluntary and community sector and benefit from the extensive expertise regarding resilience research and practice, we will support the extension of Boingboing into Blackpool. They will provide a community development model to ensure young people and parents/carers have the opportunity to get involved in the HeadStart investment, offering opportunities to volunteer, train, take up traineeships and apprenticeships to develop their skills and experience and offer a pathway to employment. Communities of practice will be developed and embedded to provide the opportunity for the wider community to learn about resilience research and practice.

**Young people's hub**

Currently in development and led by Blackpool Council. This is in response to Blackpool’s lack of a young people’s hub; it will allow all services for adolescents to come together to offer a lead professional model of integrated working. Case reviews show that some of our most disadvantaged young people can have 5 or more professionals involved in their life and at times not engage with any of them. The young people’s hub will address this lack of engagement by providing a one stop shop, where young people can drop in and get information, advice, guidance and support, as well as access a range of formal and informal learning activities. The hub will bring together a range of statutory and non statutory services to provide this integrated model of support where the young person can benefit from building a key relationship with just one professional.

**Digital learning communities (school and community)**

Phase 2 taught us that communication is key, we want our community to be involved in HeadStart, helping us to achieve our mission. We are supporting this by developing our Google platform to allow young people, parents/carers and practitioners to access information relevant to the HeadStart investment. People will have a HeadStart address that will enable them to access the platforms and benefit from the wealth of information provided. This will include what activities they can attend, how to get more involved in HeadStart, information on the Boingboing resilience framework, Resilient Therapy and community of practice, updates on HeadStart etc.

**Universal resilience programme**

Building on the success of phase 2, we will continue to provide a universal resilience programme delivered as part of the curriculum to all pupils in year 5. This will be the start of preparing all our young people for their transition to secondary school. The programme will be based on the Bounce Forward intervention, delivered in phase 2, consisting of a 10 x weekly activity based sessions which involve the family as well as the pupils. The programme will introduce the Boingboing resilience framework as part of the resilience curriculum.

**Resilience conversations**

This whole school approach has been developed by the Blackpool Educational Psychology service. It offers a school led approach that involves leading a school working party in an exploration and evaluation of different ways (based on research) in which school life impacts on the resilience of pupils. At the end of this, school move to a planning phase where they identify a number of objectives and work out steps to achieve them. This intervention has been developed and piloted in phase 2 in response to the significant challenges they are facing. Schools have engaged well and are developing their practice. Phase 3 will see this intervention offered to all primary and secondary schools by the end of the 5 years investment, the work will be supported by membership of a community of practice that meets termly to support the schools in developing and embedding new approaches within their school. The community of practice will be supported by a number of resilience specialists including young people, parents/carers, educational psychologists, academic resilience consultant, and trainers etc. to ensure a robust support offer is available. The provision of workshops for senior leaders, teachers and school staff will be included to address key areas such as teacher resilience, understanding the resilience framework and building warm and nurturing relationships with pupils.

We did not want a one size fits all approach to our work with schools, therefore this bespoke approach benefits from both the resilience conversations element, led by our educational psychology team and Boingboing’s academic resilience approach and meets the equality thresholds and resilience factors outlined in the Resilience Approaches to Supporting Young People’s Mental Health report in appendix 15.
Speech, language and communication

This intervention will build on the work in phase 2 that aims to enhance the capacity in Educational Diversity to develop their environment to support the speech, language and communication needs of pupils. This is in response to the recent needs assessment that showed that nearly 100% of pupils in Educational Diversity key stage 2 had speech, language and communication needs and addresses the need to build their resilience through improved communication, which permeates all factors of the resilience framework. The work will include a speech, language and communication specialist working alongside teaching staff to understand how they can adapt the physical and wider learning environment to meet the needs of pupils, with the aim of the learning being cascaded into mainstream schools.

Universal creative experiences

Young people have continually told us that the support we offer needs to be fun and engaging, they like the creative offer already provided in phase 2 and coupled with the extensive research that shows that engagement in the arts provides a significant boost to mental wellbeing, we have extended this offer in phase 3.

All visitors to the young person’s hub aged 10-16 will have subsidised access to a high quality creative activities offer, however we will ensure that our most disadvantaged young people will have enhanced support to access these activities, including both financial assistance and support in getting there if needed. This will be a hub and spoke model with the main offer delivered through a central hub, offering the opportunity to experience theatre, performance, written and visual arts. This offer will be co-produced with young people and parents/carers and use creative experiences as a way of learning about resilience and inspiring young people to make resilient moves. The offer will provide taster sessions in the young people’s hub to encourage and motivate further engagement.
On line counselling

Continuing the support offered in phase 2, all 10-16 year olds will have access to high quality on line support, consisting of a tiered approach where young people can access self help information, read peer written magazines, access peer support through moderated chat rooms as well as brief interventions and structured counselling. This will ensure that support is always at hand and that even our most marginalised young people, who do not engage with traditional services can access support.

Universal +

Workforce development

There will be significant investment in the development of the children and family workforce, to enable the embedding of a town wide approach to building resilience. The work will be focussed on school staff and the young people’s hub workforce, including volunteers, trainees, apprentices, practitioners, managers and senior leaders. The two main approaches will be Resilient Therapy and Video Interaction Guidance, providing science and evidence based interventions for young people and their families to develop their resilience and lead healthier and happier lives. Different levels of training and supervision will be offered as appropriate and embedded through a community of practice approach.

Peer mentoring

A peer mentoring scheme will be developed in all secondary schools and Educational Diversity, to offer younger pupils the opportunity to benefit from being supported by an older peer. This work began in phase 2, however will be remodelled to maximise its impact. The school clusters will be commissioned to provide this intervention, with the expectation that they will procure externally for the training element of the scheme. This will ensure that young people struggling to settle into secondary school can be supported and the peer mentors themselves will benefit from being trained and supervised and helping out their younger peers.

Universal ++

Our children - Friend for life project

This is a unique project, initially offering all 10, 11 and 12 year olds entering local authority care to have the opportunity to choose a volunteer friend for life, with the possibility of extending the scheme if evidence shows it is working. This will be an adult volunteer who is trained and supported to offer the young person a consistently warm and caring relationship with a person they can trust. The friend for life is not a professional, they are a friend who will stick with the young person through thick and thin, meeting regularly, going out, sharing experiences and offering a listening ear when times get tough. The project will be co-ordinated by the local authority. The project is based on the overwhelming evidence that a warm and caring relationship with a trusted adult over time has the biggest impact on young people’s resilience. The project will address the significant upheaval experienced by our children when placements break down.

Our children - Digital mentoring community

This initiative will expand the role of volunteer mentors into the digital world. Our children will have the opportunity to contact an adult mentor on line to have a chat, get advice and information or some support if they are having a tough time. Each mentor will have a profile and young people can choose who they would like to contact, they will show their weekly availability to enable young people to decide who they will contact based on their skills, experience, personality and availability. This will be developed and managed through the local authority. This intervention will build much needed support systems around our children who often lack the level of support that other children benefit from through parents/carers and wider family members.

Our children - Edge of exclusion project

Too many of our children are being permanently excluded from schools due to issues with their behaviour and struggling to cope with yet another upheaval in their lives. Our children on the edge of exclusion will benefit from a package of support that brings together the school, family, looked after children educational psychologist and resilience coach to maximise the opportunity to maintain the young person in mainstream education. The existing looked after children educational psychologist will identify young people on the edge of exclusion, working closely with the young person, school, family and resilience coach, a support package will be developed providing individual support for the young person and family and ensuring that schools adapt their approach to allow young people to engage positively in their learning. Learning from this intervention will be cascaded wider across schools with the aim of reducing the number of permanent exclusions.
Self-harm - self-harm project

We have treble the national average of young people being admitted to the adolescent ward for self-harm and we want to significantly reduce this number. Young people admitted onto the adolescent ward for self-harm will have access to a resilience coach, offering daily group sessions (including weekends) providing fun and creative activities that introduce the Boingboing resilience framework and promote the young person to make resilient moves. This builds on the significant success of the work in phase two that has seen a 40% reduction in re-referrals onto the ward and planned development of the hospital garden into a therapeutic outdoor space. This work has been supported by the School Nursing Service. All School Nurse Practitioners based in our secondary schools have been trained in using the newly developed self-harm screening tool and a pilot is currently taking place to explore its potential impact.

Self-harm - walk and talk counselling

Walk and Talk counselling offers young people the opportunity to receive cognitive behavioural therapy and integrative counselling embedded in activities to enhance the engagement with the therapeutic process. This intervention builds on the work in phase two, which has seen excellent outcomes achieved and positive feedback from young people who benefited from the intervention. In phase 3 the work will be focused on young people who self-harm to boost the support available to them in schools and in the community. Activities, times and places will be chosen by the young people.

Transition - saddle up project

Young people love this intervention, 3 pilot programmes have been run in phase 2 and the plan for phase 3 is to focus the programme for young people in year 6 and year 7 in Educational Diversity. There is significant evidence to prove the therapeutic benefit of horses as well as the benefits of art therapy and this programme gives disadvantaged young people a unique experience they may not have had before and could result in a career or hobby later in life.

This is a 10 week programme that takes place at a local equestrian centre and brings together the therapeutic power of the horse and visual arts to support young people in year 6 and 7 attending educational diversity. The sessions are weekly from 10am to 2pm and focus on supporting young people to build a warm and caring relationship with their allocated horse, attuning to their needs. Young people learn how to care for their horse and are taught how to ride and then reflect on their morning through the use of art materials. The focus of this programme is on enhancing young people’s understanding of how to build healthy relationships with others.

Transition - enhanced transition project

Young people have clearly articulated the struggles they can face when transitioning from primary to secondary school. We will support this transition by providing resilience coaches to work closely with schools and offer young people who have scored low or medium on their student resilience scale Resilient Therapy, based on the Boingboing framework. Young people with low resilience scores, and their families, will benefit from weekly support on an individual basis for a maximum of 2 years if needed. Young people with medium resilience scores will benefit from Resilient Therapy group work.
This table links the target populations with the interventions and intermediate outcome

<table>
<thead>
<tr>
<th>Target population</th>
<th>Interventions</th>
<th>Intermediate outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal</td>
<td>Boingboing</td>
<td>• Resilience skills are embedded and sustainable in the local workforce</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Find long term employment</td>
</tr>
<tr>
<td>Young people's hub</td>
<td></td>
<td>• A system that allows young people to access the right support at the right time in the right place</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reduce the demand for specialist services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Shift of funding towards prevention activity</td>
</tr>
<tr>
<td>Online counselling</td>
<td></td>
<td>• Problem solving opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self soothing and coping skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Support other people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Build own resilience and share with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sense of future and life skills</td>
</tr>
<tr>
<td>Creative activities offer</td>
<td></td>
<td>• Engaged in activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Problem solving opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pride in abilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self soothing and coping skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Build own resilience and share with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sense of future and life skills</td>
</tr>
<tr>
<td>Universal Resilience programme in schools</td>
<td></td>
<td>• Support with basics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Engaged in activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Problem solving opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Feeling safe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self soothing and coping skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pride in their abilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Build own resilience and share with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sense of future and life skills</td>
</tr>
<tr>
<td>Resilience conversations</td>
<td></td>
<td>• Schools embed a whole school approach to building resilience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• School identify young people in need early and ensure provision of support</td>
</tr>
<tr>
<td>Digital learning community</td>
<td></td>
<td>• Develops whole community understanding of resilience and mental wellbeing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Safe environment to discuss problems and connect to solve them</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sustainable and supportive learning community is established</td>
</tr>
<tr>
<td>Speech, language and communication capacity building</td>
<td></td>
<td>• Problem solving opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self soothing and coping skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Build own resilience and share with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sense of future and life skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teachers implement appropriate approaches, techniques and environments</td>
</tr>
<tr>
<td>Target population</td>
<td>Interventions</td>
<td>Intermediate outcomes</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Universal +**         | Workforce development                | • Practitioners are able to apply tools knowledge and techniques to nurture resilience in young people  
                              |                                      | • Practitioners are able to apply tools knowledge and techniques to nurture resilience in the workforce |
|                         | Peer mentoring                       | • Engaged in activities  
                              |                                      | • Problem solving opportunities  
                              |                                      | • Self soothing and coping skills  
                              |                                      | • Pride in their abilities  
                              |                                      | • Support of the people  
                              |                                      | • Building own resilience and sharing with others  
                              |                                      | • Sense of future and life skills |
| **Universal ++ our children** | Friend for life                      | • Trusted adult  
                              |                                      | • Engaged with activities  
                              |                                      | • Problem solving opportunities  
                              |                                      | • Feeling safe  
                              |                                      | • Self soothing and coping skills  
                              |                                      | • Build own resilience and share with others  
                              |                                      | • Sense of future and life skills |
|                         | Digital mentoring community          | • Trusted adult  
                              |                                      | • Problem solving opportunities  
                              |                                      | • Feeling safe  
                              |                                      | • Self soothing and coping skills  
                              |                                      | • Building own resilience and sharing with others  
                              |                                      | • Sense of future and life skills |
|                         | Edge of exclusion project            | • Trusted adult  
                              |                                      | • Support with basics  
                              |                                      | • Engaged in activities  
                              |                                      | • Problem solving opportunities  
                              |                                      | • Feeling safe  
                              |                                      | • Self soothing and coping skills  
                              |                                      | • Pride in their abilities  
                              |                                      | • Build own resilience and share with others  
                              |                                      | • Sense of future and life skills |
| **Universal ++ Self-harm** | Walk and talk counsellors            | • Problem solving opportunities  
                              |                                      | • Self soothing and coping  
                              |                                      | • Reduction in self-harm behaviours  
                              |                                      | • Young people have greater understanding of thoughts/behaviours and how to influence them |
|                         | Self-harm project                    | • Reduction in self-harm behaviours  
                              |                                      | • Young people have greater understanding of alternative strategies to avoid self-harm  
                              |                                      | • Reduced repeat admissions  
<pre><code>                          |                                      | • Families develop further understandings of self-harm and techniques to manage |
</code></pre>
<table>
<thead>
<tr>
<th>Target population</th>
<th>Interventions</th>
<th>Intermediate outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Universal ++</strong> Transition from primary to secondary</td>
<td>Saddle up project</td>
<td>• Engaged in activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Problem solving opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self soothing and coping skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pride in their abilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Build own resilience and share with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sense of future and life skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Feeling safe</td>
</tr>
<tr>
<td></td>
<td><strong>Enhanced transition project</strong></td>
<td>• Trusted adult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Support with basics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Engaged in activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Problem solving skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Feeling safe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self soothing and coping skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide in their abilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Support other people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Building own resilience and share with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sense of future and life skills</td>
</tr>
</tbody>
</table>
Identification of young people for targeted interventions

Universal +

The interventions at Universal + level will be delivered by the existing workforce, and predominantly focused on building capacity in the pastoral support systems in schools.

Young people in school will be identified for Universal + support by a range of school based staff. The development of the whole school approach will enable all staff working in school from senior leaders to catering staff to identify young people who need additional support and ensure they are provided with the proportionate level of support needed, including peer mentoring. The development of a resilience screening tool will support the decision making process at all levels, providing the information needed to assess the pupil’s level of need. All schools already have their own pastoral systems in place and HeadStart will enhance these pathways.

Once a need has been identified, the young person will then be discussed at the school’s case work meeting. This meeting is a multi-agency, multi-disciplinary meeting where key staff meet to discuss young people in need of additional pastoral support and make recommendations regarding the type and level of support needed. A lead practitioner will be allocated to meet with the young person and ensure they access the support on offer. The lead practitioner will then feedback the young person’s progress on a regular basis in the case work meeting until the young person is able to manage their own resilience and can step down to the universal support offer.

Staff notice that a young people may benefit from some additional pastoral support

Staff make time to talk to the young people and discuss any issues

- Young person requires a greater level of support than the staff member can offer
- Young person is discussed at the schools multi agency case work meeting
- Decisions are made regarding the support response needed and a lead worker allocated
- Young person meets regularly with lead worker and accesses support
- The young person is reviewed regularly in the case work meeting
- Young person no longer requires support and is stepped down to universal support

- Young person requires low level of support that the staff member can provide
- Staff member makes time to have regular talks with the young people and signposts to other support available
- Young person no longer requires support and is stepped down to universal support
Universal ++

Support at this level is provided by HeadStart and is focused on our target populations.

Our children

Friend for Life – all young people entering the care of the local authority aged 10, 11 and 12 years old will be offered the opportunity to be matched with a volunteer friend for life via children’s social care team.

Digital mentoring community – all our children aged 10-16 years old will be offered the opportunity to be mentored online through Blackpool Council’s Google platform via children’s social care team.

Edge of exclusion – our children who are on the edge of exclusion will be provided a package of support to enable them to remain in school, where appropriate. The Looked After Children’s Educational Psychologist will be notified by school when one of our children is on the edge of permanent exclusion and the threshold for this intervention will be managed by this role. A clear set of guidance on thresholds will be developed however these will include consideration on the history of temporary exclusions, severity of psycho social and behavioural issues present, capacity of the school to support, capacity of the carers to support.

Self-harm

Self-harm project – all young people aged 10-16 who have been admitted onto the adolescent ward for self-harm will have access to daily resilience based group work, resources for self management and connected with support in the community where appropriate via ward staff.

Walk and talk counsellors – all young people aged 10-16 who are engaged in self-harm, but not in specialist services will have access to this intervention through both schools and community environments. There is an existing referral process in place which has been developed as part of phase 2.

Transition from primary to secondary

Enhanced transition project – these project offers 1-1 and group support to young people, delivered by resilience coaches trained in Resilient Therapy. Young people will have low or medium resilience scores on the student resilience scale. These thresholds will be developed with experts in the field to ensure that the appropriate level of support is offered to young people.

Saddle up – all young people in year 6 and year 7 in the Educational Diversity will be offered a place on the programme during their time in these school years.

The case studies demonstrate these processes clearly from a young person’s journey perspective.
Case study 1 – Amy

Amy is 14 and in year 9 at school, she has recently met with a HeadStart young apprentice who is working as a peer researcher as part of the evaluation programme. They meet with young people regularly to find out what support they have received and if it has helped them in any way. School has regular assemblies about HeadStart and how they are supporting people to learn more about resilience, so Amy knows all about the programme and she volunteered in year 7 to meet with the peer researchers as she was interested in HeadStart and how it might help her. The sessions were straight after school and she liked going as it was a chance to talk about how she was getting on in life, and there was always biscuits and hot chocolate involved as well!

When Amy was in year 5, she remembers a person coming into the class once a week to do really fun activities all about resilience, these weekly sessions were part of the schools universal resilience programme. She still remembers learning about the Boingboing resilience framework because she has kept the magic box they made, it has cards with all the resilient moves inside it, like “be brave” and “have a laugh” and “focus on the good times” which help her feel more positive when times are a bit tough. She particularly remembers this because she knew from the framework that it is important to get involved in activities and hobbies, so she had signed up for choir and gymnastics after school with some of her friends and had also decided to join the girl guides. She has carried this on and is now starting her Duke of Edinburgh through school and really looking forward to the expeditions she will have to do because she loves camping and being out and about in the countryside, where she feels a sense of freedom and calm that she doesn’t always get at home in Blackpool.

Amy really enjoyed her time at primary school; she really liked her teachers and felt safe and happy there. Life at home could sometimes be a bit difficult, her mum and dad got on well most of the time, but occasionally when they had too much to drink they argued and this really upset Amy. Over time Amy had learnt how to deal with this, through using the mindfulness techniques she learnt in primary school as part of her PSHE lessons and learning the importance of having good friends and going out and doing activities that she enjoyed.

Amy’s teacher in year 6 knew that sometimes Amy would come into school a bit upset if her mum and dad had been arguing; this information had been shared by her previous teacher in year 5 as Amy had spoken to her about it. Amy’s teacher had taken part in the resilience training for all staff in school and understood the importance of building warm relationships with pupils; she had a good relationship with Amy and always made a special effort to be kind and caring if she could see she was upset.

At the end of year 6, Amy had been invited by her secondary school to a number of different days in school. All the pupils starting school that year had been invited as part of their universal transition programme. These had been great because she had met other people that were going to be in her class and done some really fun activities, playing games and getting to know each other in the process. She particularly remembers how fun it was to do laser quest round the school and she had been able to ask some year 9 pupils that were there all the questions she had about how the timetable worked, what the teachers were like and how you got your lunch etc. They had been trained by school to be buddies to help out pupils in year 7 as part of their peer mentoring offer.

Amy remembers a few difficult times in year 7, the first few weeks were a bit tough, everything felt very different and she was worried about getting lost, or being late for class but she knew from assemblies that she could pop into the pastoral room at lunch or after school if she wanted a chat, which she did sometimes, but after a while she felt more settled and less worried about things so she didn’t need to go anymore. There was also a group of girls, in her year who were a bit mean to her for a while, calling her “weird” and saying no one liked her, but her form teacher had attended training as part of the schools resilience approach and consequently picked up on this situation quickly. She knew from the work done as part of the whole school approach that feeling safe was very important for pupils and bullying was a main reason for feeling scared in school. Whatever she did worked because it stopped after that. At the end of term, Amy felt a bit anxious about her end of year exams, but she still did her mindfulness and had a few really good friends that she talked to and she actually surprised herself with how well she coped, she reached all her targets by the end of the year and felt really proud of herself.
Amy had really enjoyed year 8, she felt more settled in school by then and had been picked for the hockey team, which she really loved. She got on well with her team mates and school were really good at organising games and trips to other schools to play. Her school had developed their sporting offer as part of their whole school approach to resilience, focusing on team sports and strengthening their engagement with other schools in the process. Her mum and dad still argued from time to time, but she had remembered the resilient move of being brave and after talking to the pastoral worker about what she could do, she had plucked up courage and spoken to them about how much it upset her. As a result of this, they had started drinking less and spending a bit more time together as a family, which was great. School had developed regular family activities in school which the family usually attended, they even won an I pad at the summer fair! The provision of these after school and family activities had been developed after the school had embedded their whole school approach, developing a resilience promoting environment with the support and direction of the HeadStart initiative.

Now that Amy was at the end of year 9 and looking back at the last 5 years, she realises just how strong a person she is. She is proud of herself that she had stuck with the hockey team, even if it is tough when you had to practice in the winter, she is a good player and school has organised a trip to Holland at the end of the year so they could play some Dutch teams. This is the first time she will have gone abroad and she is really excited. Amy also realises that, even though she is luckier than other young people in her class in that she knows her mum and dad love her and she is good at sport (which always helps) she has also had a few tough times and has coped with them well and every time she has bounced back and got on with life.

Amy isn’t sure yet what career she wants, but she has heard a few parents/carers who have come into school to talk about their jobs and one of them has been a sports physio, which she thought would be really interesting. She has talked to the schools career advisor about it afterwards and visited some websites for information on what she would need to do if she was serious about it as a career. The career advisor had also given her some information on volunteering with sports organisations, which was a good option to help her decide if she really enjoyed this type of work.

Amy realises after talking to the HeadStart young apprentice that she believes in her own abilities and realises that whatever challenges life throws at her as she grows up, she will be able to cope and who knows, she may even be able to help other young people learn how to do the same. She has heard in assembly about opportunities to train as a peer mentor in school and thinks she would have a lot to offer.

Amy benefited from a number of universal interventions provided by the HeadStart investment. Primary school provided a universal resilience programme in year 5 and the whole school approach to resilience developed through the resilient conversations intervention provided the school with the awareness raising and support to develop their environment. In this case, school had provided whole school staff training on resilience, focusing on the importance of developing warm relationships with pupils and picking up early when pupils were in emotional distress. In addition to this the school had provided mindfulness training to all staff, young people and parents, they made this decision as part of the resilience conversation intervention and commissioned it with pupil premium funding.

Amy was supported by the universal transition programme provided by her secondary school to settle in. Activity days were provided by a combination of school staff and resilience coaches to ensure young people had the chance to build relationships with each other before starting school, but also to become familiar with the school building and learn their way around. The school made sure the activities were fun and engaging to encourage all the pupils to take part.

Amy’s secondary school had also engaged in the resilient conversations intervention, developed their resilience action plan and implemented their actions. School had a communication strategy regarding HeadStart and the benefits this offered its staff and pupils, evidenced by the use of assemblies to communicate information to pupils. They had developed an easily accessible pastoral offer and provided training to staff on resilience and relationship building. The development of their after school and family activities were as a direct result of their whole school resilience approach and their parental engagement strategy enabled parents/carers to volunteer their time in school, in this case to talk about their profession as part of their careers advice offer and linking in to the resilience framework by “giving a sense of future”
Case study 2 – Josh

Josh is 15 years old and lives with his foster carers in central Blackpool. Josh was born and bred in Blackpool but had a very difficult start in life, he suffered significant neglect from his parents who were both opiate users and he was eventually removed from the home along with his older brother Dan, under an emergency police protection order and placed in foster care, which was a different placement than his brother. Josh was 10 years old at the time and really struggled with settling into his new home, he missed his mum and dad and particularly his brother who had looked after him all his life. He didn’t see his mum and dad very often but did have weekly contact with his brother. Josh didn’t like his foster carers, they were always telling him what to do and he wasn’t used to this, eventually the placement broke down due to Josh’s difficult and sometimes violent behaviour and at the age of 11 he was placed in a new foster care placement with Karen and Mark.

When Josh was placed in foster care, his social worker (Kerry) asked him if he would like to meet someone from the friend for life project. She explained that there were people who wanted to help children who had come into foster care, but for lots of reasons couldn’t be full time foster carers themselves. They would be there for him throughout his life, a bit like an aunty or uncle. Josh really wasn’t very sure, but after Kerry brought some profiles of people and he could see what they looked like and read a bit about their life, he agreed to meet John Smith who he thought looked alright and supported Manchester United, which he felt was a good start. After meeting, John and Josh agreed to meet more regularly, it was usually about once a fortnight, but they also facetime each other and Josh knew he could call John whenever he needed or wanted to. Josh really liked John, they got on really well, they talked about football which was great, but also about how Josh was getting on at school and at home, most importantly, Josh felt that John genuinely cared about him and he remained a consistent person in his life, even though his foster placement broke down and he moved to secondary school, John was always there and Josh knew he could rely on him no matter what happened.

Luckily Josh was able to stay in the same primary school when he moved to his new foster placement, which was great as he felt safe in school and liked most of the staff there. The school had embraced a whole school approach to building resilience, supported by a team from HeadStart. The school had embedded their resilience action plan into their school improvement process and had a well embedded behaviour strategy and social and emotional learning programme that was working well. As well as other developments, all staff in school had had resilience training and could easily explain their approach to resilience and describe the Boingboing framework they used.

Josh really liked Mr Hitchin, who was his teacher in year 5. They got on really well and even though Josh knew he messed about a bit too much and occasionally got into trouble for fighting, Mr Hitchin would always be fair with him and they had a good laugh in the classroom and this helped Josh enjoy his lessons. This had not always been the case for Josh, he knew he wasn’t the brightest in the class and struggled with his work, but in year 5 he had started to believe in himself a little bit more and his work had improved.

Josh knew that his primary school talked a lot about resilience. They had talks in assemblies and had sessions for a term that were really fun. These sessions were the universal resilience programme that HeadStart provided to all primary schools. Mr Hitchin had had a wall in his classroom that was all about resilience, Josh had even had a piece of his art work displayed on the wall (which he felt very proud of). At the end of year 5, Josh had filled in a form called the student resilience scale, he had to answer a number of questions and had a little bit of help from the teaching assistant to make sure he understood the questions properly. When the results were analysed, school learnt that Josh had a low resilience score and this triggered the enhanced transition intervention, where Josh would have weekly sessions with a resilience coach who would work alongside him until the end of year 7 if that is what he wanted.
When Josh moved into year 6 he struggled to settle in his new class. His new teacher, Mrs Jones, was really strict and he felt she was always picking on him and suspected that she didn’t really like him. Josh met Sophie, his resilience coach. He knew all the people in his class met with a resilience coach, just some met more often than others. Sophie explained to Josh that she would be meeting with him regularly to help him to build up his resilience and get him ready for the move to secondary school, she seemed really nice and friendly and over the next few months they met either weekly or fortnightly and did lots of really fun things together. Josh really liked the resilience road that Sophie showed him, which was a real road made out of wood and helped Josh to understand that building his resilience was a bit like a journey, it helped him to realise what he was already good at and what he could work on to build his resilience even more. It wasn’t difficult to understand, things like doing activities out of school, eating healthy food and getting enough exercise, knowing how to solve his problems and being able to calm himself down when he got stressed.

Josh knew that Sophie talked to his teacher about him, but he was OK with this as it seemed to help. Josh, Sophie and Mrs Jones met a few times in year 6, Mrs Jones had benefited from the training that her school had provided to all staff on resilience and understood the importance of building warm and caring relationships with pupils, especially those that were more at risk. Mrs Jones explained to Josh that she was a strict teacher because she felt that it was important to concentrate when learning and that year 6 was a year when they had to do a lot of work to prepare for secondary school, but she also said that she really liked Josh’s sense of humour and felt he was very kind and caring to his classmates, which made him feel better. Mrs Jones kept a special eye out for Josh, she chatted to him in the morning, asking him what he was looking forward to that day and had told Josh he could talk to her if he was struggling with anything.

Josh continued to meet with Sophie during the year and he was feeling a lot more settled, he could really talk to her about what was on his mind and she helped him to think through what he could do about it. Josh played tag rugby as well as football as part of the after school activities and Mark supported him to join a local team which he really enjoyed. He had talked to his foster carers about joining scouts, which some other boys in his class went to.

Josh felt most stressed at home, his foster carers were kind and friendly but he struggled when they told him what to do, he had to do jobs around the house and keep his room tidy and this really annoyed him. He was worried that occasionally he got really angry and shouted and threw things around and he knew that this really upset his foster carers. The foster carers had been talking to Kerry, Josh’s social worker about their struggles with Josh’s behaviour; they were very committed to keeping Josh with them as they knew he had been moved once already, but knew they needed help.

Kerry knew about the HeadStart support available through Josh’s primary school as all her team had a briefing on the HeadStart investment and how it could support the young people on their caseload and she was booked on the Resilient Therapy training that was offered by HeadStart as she was really interested in this approach. Kerry contacted school and learnt that Josh had just been allocated a resilience coach and spoke to Sophie about Josh and shared Mark and Kerry’s concerns about how they were managing his behaviour. Sophie had already arranged to meet with Mark and Karen as her role as resilience coach meant she offered support to families as well as young people, so she agreed to discuss this further with them all as a family and look at how she could support them.

Sophie started working with the whole family and supported Mark and Karen to fully understand the resilience framework and how they could support Josh by embracing the principles of working with the framework for themselves; they also talked through some behaviour strategies that could help manage Josh’s behaviour. Over time Karen and Mark started to feel far more confident in their abilities to support Josh, they understood one another as they were all speaking the same language (used in the framework) and his behaviour gradually improved over time. Josh was also really happy that they were getting support as well as him.

Sophie continued to work with the family, there were regular multi agency meetings with all involved to discuss and plan a coherent approach to supporting Josh and his foster carers and Josh was definitely benefiting from all the support he was getting. His behaviour was improving in and out of school and he was becoming more confident in class. Sophie had discussed Josh’s case with the walk and talk counsellor on her team and they talked through some worksheets she could use and had a general discussion about Cognitive Behavioural Therapy BT to address Josh’s mood swings and where to get self help tools on line. She had introduced these tools in her sessions and could see that Josh was engaging well, particularly with the on line support.

Sophie had registered Mark and Karen with Blackpool’s digital community for parents/ carers; this was a forum where they could get information and advice and contact one another for peer support and she also gave their details to the HeadStart training team who had put them on the mailing list so they got regular updates of training that was available to them. They had already attended a session regarding young peoples’ anxiety and depression and had got a lot out of it.
Josh had a remarkably uneventful transition to secondary school, he felt supported by Sophie and had been into his new school and met lots of the other pupils that would be in his year as part of the schools universal transition programme and felt confident and happy. Sophie had already reduced the frequency of their sessions and by the middle of year 7, Sophie and Josh started talking about finishing their sessions and thinking about what other support he might need instead. They looked at a few different options, Josh visited the online counselling website and enjoyed reading the magazine and had a quick look at the chat rooms and they also spoke about a peer mentor. Sophie had spoken to school and there was a boy in year 10 who was trained and had had a similar life as Josh and they both agreed this would be helpful, even just for a short while.

Year 8 was a really settled time for Josh, he had enjoyed his time with his peer mentor but felt he no longer needed the support. Josh was engaging well in his learning, he still struggled academically, but now felt more confident in his ability to learn, even if it was a bit slower than his friends. School offered him additional support in English, which is where he struggled most and this was really helping. Josh had realised that he was good at art and had a great relationship with his art teacher; he had even won an award in school and got a drawing entered in a national competition.

It was the start of year 9 that Josh began to experience some issues. Josh had hit puberty and the hormonal changes were really affecting his mood. Karen and Mark contacted Kerry, his social worker, who was now based at the young people’s hub in town and they arranged to meet at the centre. All the services that work with young people’s wellbeing were based there, both statutory and non statutory, and it was a great place to go to find out what support was on offer.

Josh liked the place, it was bright and welcoming and there were young people working there on apprenticeships that made him feel more at ease. He talked to Kerry about how he was feeling, he had made a new friend at school who was smoking and drinking and Josh and his friends had started experimenting. Although Josh knew this was a bad idea (he had learnt all about drugs and alcohol in his PSHE lessons) he didn’t want to be the only one saying no, but at the same time, he really didn’t want to be doing this anymore. Kerry knew her colleague, based in the hub, that worked in the young persons substance misuse team and also did prevention work in schools and she agreed with Josh that she would arrange for him to come into school and talk with him and his friends about doing some group work. This worked out really well for Josh, as he and his friends engaged well with the groups and even though his new friend continued to use drugs and alcohol, all his other friends decided together that they would stop and felt better doing this as a group.

Josh now feels happier than he has ever done in his life; he has been living with Mark and Karen for 5 years now and has allowed himself to believe that this will be his home till he moves away to college, which has really provided the stability he needed to grow emotionally. He still has regular contact with John who has stuck with him through thick and thin, he sometimes comes to watch his rugby matches and they occasionally go to watch Manchester United matches together when John’s mate lends him his season ticket. John works in adult education and has really helped him to think about his career and what qualifications he will need to get into art college, he has even spoken to his art teacher in school and they have arranged for his additional support with English to be extended to maths to make sure he is well prepared for GCSE time. All this is on his personal education plan and is funded through enhanced pupil premium, which John discussed with his school and social worker.

Josh knows that there will be tough times ahead; he will no doubt get stressed when GCSE’s are due and he knows that he will have to work harder than anyone else to stand a chance of passing, but he is determined to do well. All the work he has done to build his resilience has enabled him to believe that he can cope with the problems that come up, but also to recognise that he has a safety net of people around him to help if and when he needs it.
Josh has benefited from the friend for life project that offers all 10, 11 and 12 year olds an opportunity to be matched with a volunteer friend for life, this intervention is triggered by the social worker who has a full understanding of the benefits that HeadStart offers our children, including the friend for life project as this has been part of an ongoing workforce development strategy that includes training in Resilient Therapy and Video Interaction Guidance.

In primary school Josh has benefited from the universal schools interventions. His school has completed their resilience conversations intervention and embedded a whole school approach to developing a resilience promoting environment. They have also embedded the universal resilience programme into their year 5 curriculum and are actively promoting resilience through assemblies and linking in with the wider HeadStart agenda.

The student resilience scale triggers the 1-1 support from the resilience coach as part of the enhanced transition intervention, they link closely with school and other professionals involved in the young persons and family’s life and provides the Resilient Therapy approach based on the Boingboing resilience framework, the consistent approach promoted across Blackpool, provided by Boingboing and funded by HeadStart. The resilience coach enlists help from the walk and talk counsellors in the team when she needs to, but delivers the support herself in order to reduce the number of professionals introduced into Josh’s life. Josh’s foster carers also benefit from the support of the resilience coach and the universal digital learning community provided by HeadStart.

Josh benefits from the secondary schools universal transition project and is linked in through his resilience coach to the on line counselling service and peer mentoring project, both funded by HeadStart, as a step down when her support is no longer needed.

The young person’s hub is a collaborative development between HeadStart, Blackpool Council and Health, offering a one stop shop for advice, information and support. The HeadStart resilience coaches are based in the building alongside social workers, youth offending officers, connexions workers, substance misuse workers, sexual health workers and CAMHS primary mental health workers. The young person’s hub will work alongside young people and their families to ensure a proportionate response is offered, based on their individual needs. This may be anything from access to activities to a robust support plan with multi disciplinary input and a lead professional.

Having professionals under one roof enables relationships to be built, building greater awareness of the full support offered to young people and their families and improving communication. Josh has benefited from this and accessed support already on offer through the young persons substance misuse service.

Josh will have the opportunity to take up an apprenticeship within the HeadStart investment. These apprenticeships will offer a range of opportunities from ICT to communications, training staff to evaluating the programme. These apprenticeships will be prioritised for Blackpool’s disadvantaged young people.
Case study 3 – Kyle

Kyle is 13 and in year 8 in secondary school. Kyle moved to Blackpool from Barnsley with his family when he was 9 years old and they have been living in the same house ever since. Kyle has 2 younger sisters and a brother that’s in year 10.

When the family arrived in Blackpool, Kyle started at the local primary school and seemed to settle in well, although he was a quiet boy he was always well mannered and got on with his work. He made one good friend with another quieter boy in his class and they always played together during breaks.

At the end of year 5, Kyle filled in something called the student resilience scale with the rest of his class. He already knew about resilience because they had had weekly sessions for a term all about how to build your resilience, which helped you to cope with life’s challenges. Kyle really enjoyed these sessions, they were fun, but they also helped him to realise that lots of other young people struggled with things in life. These sessions were part of the universal resilience programme that the HeadStart programme had funded for all primary schools. Kyle had always assumed that it was only because he was weak that he couldn’t cope as well as others. He had kept the magic box he had made in these sessions with all the resilient moves he could make, which he looked at when he was feeling a bit down. Also, after one of the sessions one week, someone called a resilience coach had talked to the class about joining a group that was a one off opportunity to turn the resilience framework digital, and as he was really into computer games he had put his name down.

Kyle’s teacher was surprised when the results from the survey were analysed. She had not expected Kyle’s result to reflect that he had a lower than average resilience score, he was always so quiet and well behaved. His score wasn’t as low as others in the class but she did realise that he would need some support in year 6 to really prepare him for his move to secondary school. The school had embraced the HeadStart philosophy by completing the resilience conversations intervention and embedding a whole school approach. The resilience coaches worked with year 6 pupils to build their resilience and prepare them for the move to secondary school. This was part of the enhanced transition project developed by the HeadStart programme. After discussing Kyle’s scores with the team in school, it was decided he could benefit from some group work, provided by the HeadStart resilience coach.

Kyle loved the groups he attended in year 6, they were after school on a Wednesday. The resilience coach was really friendly and kind and they got drinks and biscuits towards the end of the group, when they were chatting about what they had done that week. The groups went into more detail about the resilience framework he had learnt about in year 5, and after a few weeks of feeling quite awkward and shy, Kyle had started to join in more and actually had fun with other young people in the group. He started playing with them more at break times and started to feel more comfortable with himself. The great thing was that because Kyle had been meeting with other people at the young people’s hub in the town centre and helping to develop the framework to get it on line, he knew more about it than anyone else in his group and for the first time in his life, he was able to help other people understand more about things. This really helped Kyle to feel more confident and he started to believe in himself more. He really enjoyed the sessions at the hub and started thinking about how great it would be if he could get a job designing digital stuff, there was a man from the digital company helping in the sessions and he had told him how he had got into his job and how brilliant it was.

Kyle’s teacher in year 6 got regular updates about his progress from the resilience coach, and she could see the positive changes that he was making. She decided to give him some responsibility within the class room and she could see that he really thrived on this and his confidence grew more. Kyle’s teacher had also received training on the resilience framework through her school’s whole school approach to resilience; she understood the importance of giving young people responsibility and helping them to develop a sense of self efficacy.

Kyle had started helping his younger sisters by giving them the magic box and talking to them about the resilient moves they could make. Kyle also showed his mum the box and talked about the groups he was in and what they did, he really enjoyed these chats with his mum, just the 2 of them and he had realised that his mum was paying him more attention which felt really good.
Towards the end of year 6, Kyle started going to groups with young people from other primary schools that were all going to the same secondary school. Kyle was surprised at how well he coped with meeting the new people and made a couple of friends who lived near him and they encouraged him to come to the local football team, he had never had the courage to do this before, but he did go and to his amazement got signed up for the team. His dad had started to watch him when he had a game and got to know some of the other dads; he had even started coming to training sessions as well. Kyle felt a lot closer to his dad now that they were spending more time together.

Kyle had a brilliant day in his new secondary school towards the end of the summer holidays. This was part of the universal transition programme provided by schools in Blackpool. There were a lot of other young people who were starting in year 7 there and they spent the day playing games in school, getting to know each other and talking to older pupils in the school about what it was like. The older pupils were trained peer mentors that helped younger pupils to settle in school by offering support and advice. Sally, the resilience coach who provided the resilience groups, was there and some of his friends from his school, so he didn't feel too anxious. Kyle felt a bit overwhelmed by the thought of starting secondary school but he had spoken about this in the resilience groups in primary school. Sally had arranged for him to meet up with a peer mentor during this induction day. They got on really well and Kyle was surprised to hear that Zack had also struggled in year 7 and understood his worries and fears.

Year 7 was hard at times, but Kyle met with Zack every week and they had a really good chat about things that were on his mind. Zack also told him about the online counselling service, he didn't really want the counselling but he liked visiting the chat rooms to talk to other young people and he read the magazine that was written by young people who shared their own experiences. Kyle also had a pastoral worker who he knew he could go to if he needed to; this had been arranged by Sally, the resilience coach. In the first term he went to their room a few times a week, sometimes he would have his lunch in there or just drop in at break and speak to the workers, he liked it because he felt safe there. After a while the visits got less often and now he is in year 8 he only pops in occasionally just to say hi.

Kyle now feels a lot more confident in himself, he is still playing football for his local team and has made good friends there, he really enjoys his PSHE lessons that have helped him understand about feelings and that it is normal in life to have times when you feel nothing is going right and that it will pass. The emotional health and wellbeing lessons were part of the PSHE development that had been initiated as part of the whole school approach and delivered by teachers who had had special training to teach this subject.

Kyle now feels part of life in school and has encouraged his mum and dad to join the parent's forum that was talked about in assembly. They haven't done this yet, but his mum does come to the coffee mornings in school once a week and does the Zumba class on a Friday which she really likes. His dad has been into school to talk to the year 10 pupils about his job as a plumber, he has his own business as well so he talked a lot about that. Kyle felt really proud of his dad for doing this and he could see his dad felt really happy that school had asked him as part of their parental engagement work and he has agreed to do it next year as well.

Kyle is looking forward to starting year 9, he knows that the work will start getting harder but he also knows he will be OK. He feels settled and happy, with a good group of friends both in and out of school and feels confident that he knows where to go for help if and when he needs it.
Kyle’s primary school benefited from the resilience conversations intervention, a universal offer that supports schools to develop and implement their whole school approach to developing a resilient environment. This is evidenced in this case study by the resilience training that school staff had received and the provision of the universal resilience programme in year 5. The strong collaboration with Boingboing has enabled Kyle to get involved in the co-production of the digitalising their resilience framework, meeting other young people, fostering his talents and giving him aspirations for his future.

Kyle had a medium score on his student resilience scale and this initiated a group work intervention from the HeadStart resilience coaches, as part of the enhanced transition project. Kyle also attended his secondary schools universal transition day which are supported by the HeadStart resilience coaches as part of the integrated partnership working developed.

The secondary school has also embedded their whole school approach after completing the resilience conversations intervention. The head teacher leads this initiative and teachers have benefited by access to teacher resilience workshops and support each other through a peer supervision model provided by HeadStart. The peer mentor intervention is part of this development and is delivered by school but commissioned by HeadStart and promotes the on line counselling intervention to other pupils. Another direct result of the whole school approach is the easy access that Kyle has to the pastoral team in year 7 and their proportionate response to his individual needs as well as the high quality PSHE lessons embedded in the curriculum.

The school have developed their parental engagement to benefit from the considerable social capital that parents and carers can offer school. In this example, parents and carers have been invited to volunteer their time to talk about their career as part of the careers advice provided by school, this also fosters the parents and /carers sense of connectedness with school. The coffee mornings and Zumba classes have also been developed as part of this strategy and hopefully encourage parents and carers to feel comfortable coming into the school building and make relationships with staff.
Case study 4 – Emily

Emily is 14 and attending a secondary school in Blackpool, she came to live in Blackpool 2 years ago when her family moved from Rochdale and this is the 5th time she has moved areas and had to start at a new school, she is the oldest of 4 children.

Emily is settled in school and really likes her form teacher, who she has built a relationship with over the last 2 years, she is academically very capable and progressing well and she enjoys coming to school because she feels safe there.

However, recently Emily has started to have a difficult time emotionally. She has begun to put on weight and has developed the usual puberty spots and her mood has been very up and down. Emily spends a lot of her time at home on social media and has begun to get bullied online. This bullying is becoming worse and is very personal, mainly attacking Emily about her appearance and understandably Emily is in a great deal of emotional distress. She feels she is not in control of her life anymore as she can't stop this bullying and it's getting worse all the time.

Emily does not want to talk to her mum about this; she doesn't want to worry her as she can see her mum is struggling with being on her own bringing up her younger brothers and sisters and working full time in the care home. However, Emily does have a couple of good friends at school and she has spoken to them about her situation and how upset she feels. At the same time, Mrs Taylor, who is Emily's form teacher, has noticed a change in her, Emily is quieter than usual and her school work is starting to be affected, not handing in her homework on time etc. There is a culture in school of promoting nurturing relationships with students and training is regularly offered within school to build the staffs capacity to support pupil’s resilience, through the embedded whole school approach.

Mrs Taylor asks Emily if she can have a chat with her, she asks her if anything is wrong but Emily does not want to talk about it, she's worried that school will contact mum and also she feels ashamed of not being able to cope with this by herself. Mrs Taylor has received training through her school professional development programme and understands that there is something that Emily does not want to share with her, so she reminds Emily that she is always available for a chat and tells her about the school nurse who is based in school and offers confidential help and information about the online counselling service, she decides she is also going to keep a close eye on her and make a special effort to build their relationship.

Emily has also been accessing websites about self-harm. She knows quite a bit about it because she had some really good PSHE lessons where they discussed lots of different ways that young people cope with their feelings, both positive and negative. Emily knows that cutting herself is a negative way to cope with her feelings, but she is feeling increasingly out of control as the bullying is getting worse and even though her friends are telling her to talk to someone in school, she is still afraid that they will tell her mum and she will get really depressed again and things for the family will get worse and worse. She has some superficial cuts on her arms that no one knows about.

One Saturday night, after experiencing some particularly bad online bullying, Emily drinks some of her mums wine and cuts herself, she accidentally cuts deeper than she meant to and panics, she tells her mum what has happened and they go to A&E to get the wound seen to and to get some help as mum is really worried and doesn't know what else to do.

After a long wait, they are finally seen by a paediatrician. Luckily they have recently been received training about self-harm that was offered to all the paediatric A&E staff regarding the support available to young people in the community and provided by HeadStart. All staff know there is a young person’s hub in the town centre that is open 6 days a week which offers advice and support and can link young people in to the wider offer of support. After completing a risk assessment, the consultant feels confident that it is safe for Emily to go home if mum promises to get her to the hub the next day. There is a system in place that enables the sharing of information with the staff in the hub, so the hospital will know if Emily has attended.
Emily and her mum are welcomed at the hub by Mark, he is a young apprentice who is really helpful and friendly and Emily immediately feels at ease in the company of another young person. Emily and her mum sit down to wait for the worker to come and chat with them, the place has a nice feel to it and they are offered a drink while they wait. Mark introduces Emily and her mum to Rebecca, the resilience coach, and mum waits outside whilst Emily talks to the worker and they have a really good chat. For the first time Emily shares some of her family background, the domestic violence she has witnessed when younger, the impact of her mum's past depression on the family and how she has spent a lot of time growing up caring for her younger brothers and sisters. The worker is also experienced in working with young people who self-harm as they also work on the adolescent ward and do assessments with CAMHS, so they talk through the distraction box and the different things you can do to help cope with feelings and alternatives to cutting. They agree that a good way forward is to share Emily’s situation with school, so she can get some ongoing support from the pastoral team.

The resilience coach is an experienced resilient therapist, who regularly supports school staff in working with this approach and they agree to meet Emily in school with her form teacher and the pastoral worker who she will work with and agree a way forward.

Emily quickly builds up a relationship with her pastoral worker and begins to feel the benefits of their time together. Her pastoral worker has benefited from working alongside the resilience coach and has now embraced the Resilient Therapy approach, meeting regularly with Emily after school. Mrs Taylor has regular chats with the pastoral worker to keep informed of Emily’s progress and continues with her informal catch ups as Emily seems to enjoy them. With support, Emily is able to address the cyber bullying and starts to become more engaged in life outside of her room. She joins a local dance group as she used to love dancing classes when younger and does weekly Zumba after school with friends. Emily has spoken about wanting to improve her relationship with her mum and the pastoral worker enlists the help of a resilience coach to deliver Video Interaction Guidance for Emily and her mum. This lasts for about 3 months and afterwards both mum and Emily talk about being closer and able to talk more about their feelings, mum feels more confident in her communication as a parent and this motivates her to start counselling through her GP to help her deal with the past abuse.

Emily and her pastoral worker review their work together and whilst Emily is feeling a lot better and very rarely now self-harms, she still has nightmares about the domestic abuse she witnessed, still experiences significant anxiety when in new situations and feels mistrustful of boys which is affecting her day to day life and relationships. They agree that some time with the walk and talk counsellor might help to work through some of these issues and Emily spends the next 3 months working with the counsellor and as she has always loved horses, they have their sessions at the local horse rescue centre. These sessions not only help Emily therapeutically, but offer her the opportunity to realise that she would like a career with horses and she begins to volunteer at the rescue centre with the view of taking on an apprenticeship when she is older.

After another 3 months working with her pastoral worker, they both agree that she is able to cope well on her own with the support of her family and friends and they agree to meet monthly for a catch up and Mrs Taylor is aware of the situation and keeps a watchful eye out for any changes in Emily.

Emily has continued to cope well, she regularly visits the online counselling service to read the magazine and has even had an article she wrote printed in the last edition and occasionally she visits the chat rooms when she feels a little low. Emily has heard in assembly that there is the opportunity for pupils to train as peer mentors and has put her name forward as she feels she would like to use what she has learnt to help other young people in similar situations.
Emily has benefited from the resilient conversations intervention that her school has engaged in to develop their whole school approach. As a result, the staff in school have been trained in resilience, they know the importance of developing warm and nurturing relationships with pupils and have good awareness of the Boingboing resilience framework, what they can do to help and how they can support young people to make resilient moves. The PSHE curriculum has been developed to include resilience and emotional health and wellbeing lessons to support their whole school approach.

In the hospital, the A&E staff have benefited from training that HeadStart provided, specifically looking at self-harm, introducing the self-harm screening form and outlining the support that is available to young people both in schools and in the community. They understand the system of support that is provided and have the information sharing protocols in place to know if young people have accessed appropriate community/school support post discharge.

The young person’s hub is a collaborative development between HeadStart, Blackpool Council and Health, offering a one stop shop for advice, information and support. The HeadStart resilience coaches are based in the building alongside social workers, youth offending officers, connexions workers, substance misuse workers, sexual health workers and CAMHS primary mental health workers. The young person’s hub will work alongside young people and their families to ensure a proportionate response is offered, based on their individual needs. This may be anything from access to activities to a robust support plan with multi disciplinary input and a lead professional.

Emily and her mum benefit from the brief intervention with the resilience coach and the links they make into school. The pastoral officer has benefited from training offered by HeadStart on Resilient Therapy and is supported by the resilience coach working alongside them as part of their supervision. All resilience coaches are also trained to provide Video Interaction Guidance to complement the Resilient Therapy approach and provide an evidence based intervention to support the building of warm and attuned relationships.

The walk and talk counsellors are commissioned by HeadStart to provide integrative counselling embedded in activities for young people who self-harm and is young person led. This support can be accessed both through school or the community. Emily then has the opportunity to access the on line counselling as part of the universal offer and benefits from the peer mentoring intervention offered by school but commissioned by HeadStart.
Case study 5 - Callum

Callum is 16 years old and moved to Blackpool when he was 13 with his mum and younger brother. They had moved around a lot and Callum had lost count of how many houses he had lived in since he was born. His mum had moved the family to Blackpool after finally plucking up the courage to leave his dad, who was a violent man who had terrorised his family. They were settled in central Blackpool in rented accommodation, which Callum didn’t think was great, but at least he knew they were safe.

Because of how chaotic Callum’s life had become, there were a lot of services in and out of his life. In fact, Callum had lost count of the number of workers he had been introduced to. Social workers, family support workers, youth offending team officers, drug workers, youth workers. Some of them were actually all right and had helped him a bit, but looking back, Callum can see that he really didn’t want to be helped or he didn’t know he wanted to be helped, he couldn’t explain it even if he wanted to.

Callum had been in a pupil referral unit since he was 12 years old, he did not cope very well with school life and the pressures of secondary school, he felt so different to everyone else and couldn’t help but get really angry whenever he thought anyone was judging him or putting him down. This was happening quite a lot, Callum just exploded, sometimes he didn’t know why. Because of this when Callum arrived in Blackpool he moved straight into Educational Diversity, which is Blackpool’s name for its pupil referral unit.

Callum had always struggled with lessons, he felt frustrated because he didn’t understand a lot of the words being used. He also felt like he didn’t understand what he was being asked to do; he didn’t know how to ask for help and just assumed that he was thick and would never amount to anything in life. Some of his teachers would try and help him out but Callum struggled to explain to people what was going on in his head, he couldn’t seem to find the right words and when this happened he used to get really angry and kick out. Callum was often described as being rude because of the language he used, but it was the only way he knew how to try and gets his thoughts across, so in the end he just stopped trying.

The staff in Educational Diversity really invested a lot of time and effort with Callum to help him settle in, supporting him, trying to understand his behaviour and showing him different ways of getting across how he felt. Callum also started to spend time with different pupils in his school and realised he had lots of things in common with them. Callum’s learning groups were a lot smaller than in his old schools, this meant he had more time with the teachers and could stop worrying about what people were thinking of him. Callum found that the teaching staff were actually quite nice and spent time listening to pupils instead of just shouting at them. The lessons were different and delivered in ways that made it easier for Callum to understand. Callum found it easier to ask questions and found the staff helped him learn from his mistakes. This made Callum feel less pressured.

Although it was getting better Callum would still get angry. Instead of punishing Callum if this happened the school had a room he could use that was a quiet space when he could feel he was losing his temper, there was even a school dog called Archie who he really liked and was allowed to take him walks round the school playing fields if he needed to calm down. He had always wanted a dog but couldn’t have one, some days Archie was the only reason he got out of bed and came to school.

At the end of his first half term in school, Callum had a review with his teacher to see how he was settling in. Mr Clarkson was alright as far as teachers go and Callum quite liked him on the quiet. Callum explained that things sometimes get jumbled up in his head and that he couldn’t find the right words to ask for help. Mr Clarkson talked to Callum about speech and language therapy, he explained that a lot of pupils in educational diversity struggle in this way and they had a speech therapist that came in and worked with teachers to help them support pupils better, using the right language and teaching and explaining things in different ways. Callum felt he could trust Mr Clarkson and agreed to give it a go, he found these sessions really helped and liked it that the teachers were learning at the same time.
The next year in school was better for Callum, he settled down and even though he was still struggling with his anger, which got him into trouble, the lessons felt better and he did better in class. Callum’s class was introduced to a youth engagement worker from a programme called HeadStart. They did team games and activities to help the class find out more about HeadStart and that it worked with young people to help to build their resilience, which was all about coping when times get tough. The youth engagement worker explained that there was a conference for young people coming up, the conference was for young people all across Blackpool to have their say about how HeadStart should work. Callum was nervous but wanted to go (the free lunch sounded great!).

The school took a group of pupils to the conference in their minibus, at the conference Callum took part in lots of fun activities; he also got the chance to meet other young people from other schools. Callum enjoyed having his say, he really felt people were listening to his opinion and not judging him. Callum met Dan, a young person from the HeadStart Young People’s Executive Group. Dan explained that they were part of a group of young people who meet and get involved in running the project, Callum really liked him and felt he was just normal, not one of the clever kids, just like Callum really but a bit older. Dan explained that they got to go on trips and tell adults what they really thought, which sounded OK, he asked Callum if he wanted to join, this made Callum feel brilliant and he gave Dan his contact details.

A few days later Dan contacted Callum and said there was a meeting the following week and that he would call round for Callum and they could go together. The meeting was at the Town Hall, Callum had seen this building before and thought it looked quite posh and important; he couldn’t believe that someone like him was allowed to go inside.

The worker at the meeting gave Callum a book about resilience, it was written by young people from a group called Boingboing, it was all pictures and very easy to read. It helped Callum understand resilience a little bit more. Dan was the chair of the meeting and the workers that were there helped him, the workers didn’t tell Dan what to do, they just helped him, Callum thought this was cool. The worker explained that HeadStart needed to make sure young people were supported in the best way possible and they needed other services to help them to do this. The young people did an activity where they had their own money to spend on services and had to decide how. Callum liked feeling responsible for something so important, he even contributed some ideas on how to get the best deal possible and save money.

Callum continued to attend the meetings on a regular basis, he found that by attending the meetings he learnt lots about the project and what it does, Callum felt like a really valued member of the group and not just someone who made up numbers. Callum was learning new things all the time and found that the adults he met really listened and found different ways to help Callum get his point across, he learnt that discussions were two-way and didn’t feel attacked if someone disagreed with him.

At one of the meetings the worker talked about the young people being invited to speak at a strategic meeting called the Health and Wellbeing Board, the presentation was going to be about what young people had been involved in and how they felt their opinions counted. Callum was terrified but the workers and his staff at school helped him write down what he wanted to say and helped him practice. When Callum got to the meeting, he felt a little bit intimidated with all the people wearing suits but the other young people stood with him throughout. Callum spoke about the conference he attended and some of the ideas he had about HeadStart. Callum was invited to attend the strategic meetings on a regular basis, after his shock he was excited, he wanted to make sure the people in suits kept listening to young people and was really pleased to have been asked.

After about six months Callum was getting more and more involved in the group, he was attending regular meetings and had done some interviews for new staff. He met an engagement worker from Boingboing, he knew that Boingboing was linked to the University of Brighton and had just developed Boingboing - Blackpool as part of the HeadStart initiative. They took all the learning from resilience research and made it understandable for everyone, they did this in co-production with young people, parents/carers and “anyone that has a pulse and is interested in resilience”. Even though there was a resilience forum in Blackpool that Callum had been going to, the worker invited the group to visit the resilience forum in Brighton to share all their good work. The worker explained what the forum was about and how many different people attend, the theme for this forum was resilience in education and Callum was really interested given his experiences of Educational Diversity. With his workers support Callum felt brave enough to speak about the work his teachers had done with helping him to understand his feelings and how he can share them in a positive way. The resilience coach took a picture of Callum whilst he was talking and sent it to his mum; his mum told Callum she was proud of him. Callum couldn’t remember the last time she had said that.
Callum met Professor Angie Hart who runs Boingboing, who was really friendly. He had not met a professor before, but Angie was fun and down to earth and she was really interested in all the work he was doing in Blackpool. A few weeks later, the youth engagement worker contacted Callum to say that Angie has been in touch and wondered if Callum was available to speak at a conference with her in Glasgow, it was all about resilience and how being involved in co-production can be just as helpful to people as other support like counselling and therapy. Callum could not believe it, he was really scared but the youth engagement worker reassured him that they would come with him and that he would meet Angie in Blackpool a few days before and she would spend some time with him so they got to know each other better and worked out what they were going to say. Angie helped Callum to realise that his work on the project was having a real impact on the staff and senior leaders in the town, helping them to learn from his experiences, not letting them forget what life is like for young people and giving them first hand experience of the power and benefits of co-production.

Callum did go to the conference and did a fantastic job, he was filmed doing the speech and his mum keeps it on her laptop to show anyone and everyone, she is incredibly proud. She had told Callum that she had sent it to his old youth offending team worker in Bury and they said they couldn’t believe it and they were expecting him to be in custody by now. For the first time in his life, Callum started to feel a little bit proud of himself and what he was doing.

There is talk of going to Canada next year to the “Road to Resilience” conference, which Callum is hoping and praying he can go to, they think he will get funding to go from Boingboing as he will be helping to present a workshop there. Between HeadStart and Boingboing, Callum feels like his life has changed dramatically, he can’t believe the things he has done and how much more capable and confident he feels as a result. He is definitely going to carry on being involved, he wants to be the chair of the group when Dan leaves to study youth work at the local university and for the first time in his life, feels like there is a possibility of a future ahead that doesn’t involve prison, drugs and violence.

Callum has benefited from the whole school approach that his school has embedded as a direct result of the universal resilience conversations they completed. The teaching staff were trained in the importance of developing warm and nurturing relationships with young people and in particular the importance of staying calm and caring when pupils get angry and upset, this has led to a wider development regarding their behaviour strategies. The school now has a nurture room that pupils can go to calm down, that is staffed by an experienced and trained worker (funded by the school and trained as part of HeadStart) the school has also invested in a pet assisted therapy dog, who has had a significant impact on pupils in the school, increasing attendance, offering a calming presence and encouraging engagement in learning.

Callum has also benefited significantly from the HeadStart funded work regarding speech, language and communication. The school has 3 days a week from a commissioned specialist service to build capacity within the school to provide an environment that meets the needs of pupils with these issues. Teachers have adapted their teaching techniques and their classroom environment as a result. School separately funded access to a speech therapist for those pupils with greater need.

This case study highlights the power of co-production from a young person’s personal development perspective. Even with his considerable disadvantage, Callum has been able to engage with the fantastic opportunities that HeadStart offers, and the completely unique opportunities that Boingboing provides for disadvantaged young people, levelling out the playing field by providing greater access to research and the world of academia that may otherwise be completely out of reach.
Interface between HeadStart and existing services

The left side of the diagram illustrates our partner organisations in the community, separated into tiers. The right side of the diagram illustrates our partner organisations in schools, separated into tiers. HeadStart pathways will be modelled to interface with existing services to ensure young people and families have a seamless journey through support services.
This diagram outlines the vision for whole systems change that Blackpool aspires to achieve by the collaboration between the HeadStart investment and the Emotional Health and Wellbeing Transformation Plan.

Systems re modelling vision

1. Reduce the number of unnecessary admissions to the adolescent ward by developing a process for staff in the A&E department to assess levels of risk and make robust decisions regarding the need for admission, informed by their awareness of the level of support available in the community.

2. Provide timely mental health assessments on the adolescent ward to allow prompt discharge home, where appropriate.

3. Develop a flow of information between the A&E department and the young people's hub to ensure young people who have presented at A&E or been discharged from the adolescent ward have accessed support from the young people's hub as recommended and to ensure a speedy response if the level of risk escalates and crisis support is required.

4. i) Develop the workforce in schools to support young people early and avoid signposting to A&E
   ii) Enhance the flow of information between A&E department and young people's community health services (school nursing/ CAMHS/young people's hub) to ensure that young people are signposted to support after A&E presentations
   iii) Young people, parents and carers attending A&E know what support is available in school and in the community.

5. i) Develop strong working partnerships between CAMHS and schools to provide school staff with advice and consultations to build their capacity and prevent young people from escalating to specialist services.
   ii) Develop information sharing protocols between CAMHS and schools to enable young people to access the appropriate level of support across the breadth of the system.

6. Enhance communication and collaboration between schools and parents/carers to effectively communicate the support on offer to young people in school and ensure there are opportunities for parents/carers and schools to collaborate and discuss how best to support young people requiring additional support.

7. Develop strong partnership working between the young people's hub and the CAMHS service to ensure young people are kept safe in the community and that staff embed a resilience approach to working with young people that includes co-working cases.

8. Reduce the number of inappropriate referrals to CAMHS by promoting the community and school offer to all GP practices.

9. Build strong working partnerships to ensure schools are supported to embed a resilience approach to supporting young people.

10. CAMHS service works collaboratively with parents and carers, where appropriate, to ensure there is a robust support offer to young people and their parents/carers that outreaches into the family home and include the parent/carer in the support plan.

11. Provide a community development approach that offers a range of opportunities to young people and parents/carers to get actively involved by volunteering, traineeships, apprenticeships and pathway into paid employment.
Youth engagement

What we’ve done so far

Article 12 of the United Nations Convention for the Rights of the Child (appendix 16) or UNCRC for short tells us that “Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account”. This is a commitment that HeadStart Blackpool has taken extremely seriously from the very beginning of the investment in January 2014.

The Young People’s Executive Group have quite simply been at the very heart of the investment and have had involvement in all major decisions throughout. They have supported, advised, represented and advocated to ensure that HeadStart is working in the best way to support young people across Blackpool. The Young People’s Executive Group consists of a core of 12 young people but has seen many others involved in various projects throughout the last 24 months. The young people are all volunteers, their motivation lies with their passion to make sure as many young people as possible are able to access the support they need. The young people currently meet fortnightly; they have a formal meeting where they review the current project data, set targets and receive updates on the development of the investment. The more informal meeting is to allow the young people to reflect on their learning and develop ideas, but also to socialise with the friends they have made through the work they do. It is important to us that the young people feel like they ‘belong’ and have good relationships with staff and each other.

To make sure the young people feel happy and confident to take part in the very best way, and at a level they feel comfortable, they have been supported by staff and partners throughout. The young people have attended two training residential; one in October 2014 where they were supported to develop skills in budgeting and commissioning, recruitment, selection and supervision of staff and evaluation. The second residential in April 2015 supported the young people to learn about the art of Appreciative Inquiry (an asset based approach) and how to quality assure services and staff. The young people have taken part in workshops and co-delivered conferences and they have written a charter to help staff make sure meetings and sessions are young people friendly.

A HeadStart young apprentice was employed in July 2015 to work alongside the programme lead. This role has ensured that the young person’s voice has been embedded at all levels of the investment and has provided a bridge between the Young People’s Executive Group and other governance groups within the structure.
Activities to date

One consistent message the young people have been giving is that HeadStart has to be proactive to the needs of young people in Blackpool. Projects need to be fun and attractive to young people they need to be easy to access and creative, not just “more of the same”. Young people have been vital in developing new pieces of work and new ways of working. Young people have not simply just attended meetings but have played a key role in ensuring the voice of young people is not only shared but heard at every level of the investment.

The young people have combined their personal experiences of using services alongside information and stories from other young people to offer advice and direction on what ‘good’ looks like and how the projects and activities could be improved. With regards to direct design our large scale consultation conference in March 2014 (appendix 17) set the scene with young people voting and commenting on what they did and didn’t want to see within phase 2 of the bid. This was replicated with a second large scale consultation event in October 2015 to support the development of our phase 3 bid.

On a more intimate level, the young people have designated places on the many different strategic and operational meetings and work-groups. The young people act as critical friends to make sure the investment is constantly reflective of young peoples need.
The young people have been very clear with the message that they want the right staff for the right job; they want staff that are skilled and knowledgeable at what they do, staff that have a lot of experience but perhaps more importantly they want staff who are committed, passionate and dedicated to both young people and HeadStart.

The young people were clear that they didn’t want to simply ‘sit’ on a panel of professionals at interviews and ask a question or two to candidates; the young people wanted to identify the staff needed, they wanted to help write the job descriptions and person specifications to ensure the ‘right’ people applied for jobs and perhaps more significantly the young people wanted to have an equal say when it came to making the final decision of recruitment.

At every interview the young people had their own interview panel, with their own questions and their own scoring system. The two panels then came together at the end of the interviews to discuss their scores and opinions. When there was disagreement, the panels would discuss each question individually and agree a plan. Such heavy involvement of young people in this process has provided all staff involved with significant learning; the young people were able to highlight different perspectives and have helped the adult panel members recognise how the personality of a candidate can help or hinder their relationship with young people.
Young people’s engagement in budgets and commissioning has been very educational and has opened the door to process change in terms of language used, the manner in which budgets are presented and how young people are involved in the assessment and review of commissions and contracts.

The involvement of young people in decision making has become a contract requirement for commissioned services ensuring the voice of young people is sewn into all systems and services (internal and external) and not just bolted on. In the awarding of commissions the young people had their own panel and score weighting in order to evaluate the specific question on young people’s involvement.

The young people have had control of their own specific budget, designated for young people to get involved and have their say. This has allowed the young people to practise and develop their skills in commissioning. The young people have used this to fund the two large scale consultation conferences and to allow a young person attending an international conference in Canada.

The high standard of skills and knowledge displayed by the young people has seen the demand for their expertise increase with other services asking them to support their commissioning processes and evaluate applications and contracts. This is vital in ensuring integration into wider services and supporting the sustainability of the group moving forward.
The young people have not only used their personal past experiences to ensure the project and remains relevant; they are a pivotal part of the constant cycle of evaluation, reflection and learning. Young people have been trained to utilise the Appreciative Inquiry approaches and have used this to create an evaluation system, working directly with young people. The young people have attended sessions, and where appropriate, have quality assured the work to ensure it is of a high standard.

The information collected through the interviews with young people has been used to inform projects moving forward to phase 3 and has advised workers of expected standards and whether any changes need to be considered.

At their formal monthly executive meetings the young people invite staff / partners to present the work they do, challenges encountered and overall impact. The young people are able to challenge and question implementation plans alongside critiquing data and statistics. The young people are also able to offer staff a valuable insight to finding the best solutions.
It is not an exaggeration to comment that the young people have been involved in every aspect of HeadStart in Blackpool. They have worked relentlessly to make sure the voice and views of children and young people in Blackpool remain central to the work undertaken.

Alongside their commitment to HeadStart, young people have maintained full time education and employment as well as attendance at other groups and activities i.e. Duke of Edinburgh and the Children in Care Council. The young people have been invited to speak about their work at events across the country and external partners have asked them for advice and guidance on new initiatives.

Appendix 18 is an electronic version of the scrap book that outlines our co-production journey, told though the eyes of our young people.
Tangible evidence of how young people have shaped decisions

In preparation for the phase 2 and phase 3 bid submissions the team supported two consultation conferences with young people. The conferences were to gather the thoughts and ideas of young people to move forward with innovative ways of working. As well as contributing via the activities young people were also asked to vote in each of the areas; the results of these votes has directly impacted on the investment and work moving forward.

**At the 2014 consultation conference the young people in the ‘school zone’ voted for:**
1. Self-harm nurses
2. Peer mentors
3. Transition support

**What’s happened?**
- 2 x Self-harm Nurses recruited to offer support and guidance to parents, staff and young people around the issue of self-harm and mental health.
- Peer mentor project commissioned with training for young people taking place across a number of schools and centres.
- Targeted and universal transition programmes in summer term with activities happening over the summer holidays.

**At the 2014 consultation conference the young people in the ‘community zone’ voted for:**
1. Animal therapy
2. Creative therapy
3. A community farm

**What’s happened?**
- The HeadStart team has a trainee Art Psychotherapist on university placement.
- ‘Saddle Up’ a 10 week art and equine therapy project has been taking place within our Educational Diversity project.
- Art therapy has been taking place in our schools and youth groups in small groups and on a 1-2-1 basis.
- Partnership work has been taking place to research and bid for a community farm.

**At the 2014 consultation conference the young people in the ‘digital technology zone’ voted for:**
1. Online counselling
2. Create an app
3. Support for online abuse

**What’s happened?**
- An online counselling provider has been commissioned to offer 1-2-1 and chat room support to young people. Young people can also access online magazines and handy tips guides.
- Young people have worked with the NSPCC and BOLD to create a digital platform to support young people in a variety of ways.

**At the 2014 consultation conference the young people in the ‘home and family zone’ voted for:**
1. Family residentials
2. Family activities
3. Support for special issues, including activities

**What’s happened?**
- 2 x Family support workers recruited to offer targeted and universal packages of support to families and young people.
- Family activities have been delivered in school holidays and coffee morning / drop in sessions take place in all schools.
- MPACT project commissioned to deliver a support package to families impacted by parental substance misuse.
At the 2015 consultation conference the young people in the ‘school zone’ voted for:
1-Transition support
2-Breather days
3-My School is a happy school campaign

What’s happened?
Resilience coaches will support young people with transition from the beginning of year six through to their time in year 7. Work with schools on the resilience conversations will take a whole school approach and will consider how the resilience of young people is incorporated throughout curricular and non-curricular support.

At the 2015 consultation conference the young people in the ‘community zone’ voted for:
1-Animal therapies
2-Walk and Talk
3-Creative therapies

What’s happened?
‘Saddle Up’ a 10 week art and equine therapy project will continue. Walk and talk has proved to be a huge success and will continue into the next stage of the investment.

At the 2015 consultation conference the young people in the ‘digital technology zone’ voted for:
1-Online counselling
2-Create an app
3-Internet and technology classes for parents and carers.

What’s happened?
The commission for online counselling, providing online support via forums, chat rooms and resources is due to continue. Following previous work with the NSPCC and BOLD a business case has been submitted for further development of the ‘mind dump’ application. Safer internet use including resources for parents is included within the whole school approach.

At the 2015 consultation conference the young people in the ‘home and family zone’ voted for:
1-Family activities
2-Family residential
3-Family therapy and support

What’s happened?
The whole school approach using the resilience conversations supports schools to develop their parental engagement, including family activities. Resilience coaches recruited will have a remit to work with families, providing support and guidance including activities. Staff and young people are trained to use Video Interactive Guidance to support and coach positive family relationships and interactions.
What we’re going to do next

Phase 3 will provide Blackpool with the opportunity to build on the fantastic work developed so far. Working alongside our young people we want to become experts in the field of co-production and in turn share the lessons learned widely across Blackpool and beyond. With that in mind this section of the bid was written as a collective of our key partners; young people from the HeadStart Executive Group, HeadStart Blackpool Youth Engagement Support Worker, HeadStart Blackpool Programme Lead and Chief Executive of Lancashire Mind who is also the Chair of the HeadStart Co-Production working group.

In order for co-production to become enshrined throughout the investment as a natural occurrence and not as an added extra we have created a set of principles or promises on how we will all work to ensure ‘Inclusive Engagement’. These principles will be the undercurrent of our co-production plan and will set the scene for making sure young people are always equal. To help us learn more about this we have adopted the ‘Participation Ladder’ by Roger Hart (appendix 19), the ladder explains the different levels of engagement and how it is very important to make sure it is genuine engagement and not tokenistic. Our principles are designed to support young people to get involved at a level of their choice, at a time that is right for them.

We want to make a clear commitment that young people are not involved in HeadStart for decoration, but are central to its success. We also want young people to progress as far as possible both personally and professionally, by using Harts Ladder as a guide we want to support young people to get the skills, knowledge, experience and confidence to ‘climb’ as high as they can / want to.

Our principles for Inclusive Engagement:

- Co-production will be ACCESSIBLE; we will not use jargon or confusing language, we will make sure all meetings are at times when young people can attend and in places that are easy for young people to get to. Our work will also strive to be interesting and relatable so young people want to be there.

- Our relationships will be RESPECTFUL and our input MEANINGFUL; young people will receive regular feedback so they know their voices have been heard and opinions counted, young people will have the power to make sure decision makers at the highest level are held to account within appropriate and transparent boundaries. Relationships and working will be built on a culture of CONSTRUCTIVE CHALLENGE; where it will be safe to challenge/disagree and that having a different opinion is OK.

- Everyone involved will work together to make sure it is an EQUAL PARTNERSHIP; where young people have a safe and equal chance to get involved at the right level for them and we understand that whilst perspectives will be different they are all equally valid.

- Decision making will be TRANSPARENT; young people will be involved in all appropriate decision making at the highest level and will be made aware from the very beginning what is ‘in-scope’ and ‘not in-scope’ for their involvement and decision making.

- Engagement with young people will be HONEST; it will consider individual strengths and weaknesses as well as provide feedback to young people when they have contributed.

- Young people will be REWARDED for their involvement; the benefits of their engagement will be made clear to young people as well as the benefits to HeadStart, young people will be supported with training and accreditation and access to further/additional education. Young people will be supported with a personal/professional development plan and employment opportunities within HeadStart. Young people would like food/refreshments to be provided at meetings.

- Engagement will be FUN; ways for young people to be involved will be creative, innovative and dynamic. Involvement will be ‘outside of the box’. The young people want everything they do to have a reason that relates to their work and HeadStart, but are keen that their involvement goes beyond meetings.

- Systems and processes will be EMPOWERING; young people will be supported so they feel happy to speak up, they will be trained and updated to ensure they feel knowledgeable to contribute; young people will be encouraged to be confident so they feel able to dissent / disagree if they need to. The young people want to create a culture where young people having their say becomes a normality.

- Engagement with young people will not be exclusive to HeadStart, it will be PROGRESSIVE; we will promote good practise to our partners, it will be sewn in to our commissions and a requirement to commissioned projects, we will influence engagement to our wider partners and we will work to increase community capacity.

- MUTUAL DIALOGUE and LEARNING; will be a foundation in our work moving forward. Young people will be valued by the staff and visa versa. Young people and staff will learn and reflect together.
Having a set of principles is fine; however they are not going to be effective if we don’t use them in a constructive way to impact on our practise and the way we work. In Blackpool we are committed to changing the system to meet the needs of our young people. We do not expect young people to change the way they work to fit our systems. Our practical action plan is based on the Spectrum of Participation; this model suggests that engagement happens across five different levels; Inform, Consult, Involve, Collaborate and Empower. To ensure the model is as inclusive and accessible as possible we have renamed the levels to make them not only clearer but more relevant to how we work in Blackpool; Telling, Listening, Sharing, Doing and Leading. By using this model we were able to think about not only our immediate and short term ‘goals’ for young people in be involved, but a wider more proactive plan to be spread beyond the HeadStart investment and across Blackpool as our programme timeline progresses.

We found that whilst the model was incredibly helpful, there were instances when issues and ideas overlapped through different sections and the solid lines made it hard for us to be accommodate/translate this. We also wanted to move away from young people having to be in ‘one’ box at a time and show that whilst young people can progress, they can also choose where they want to be and what they want to be doing. Young people should be able to work at different levels on different parts of the investment; strategy, commissioning, implementation and review. To best demonstrate this we moved to use dashed lines to show fluid movements through the sections.

<table>
<thead>
<tr>
<th>Level of Participation</th>
<th>Inform Telling</th>
<th>Consult Listening</th>
<th>Involve Sharing</th>
<th>Collaborate Doing</th>
<th>Empower Leading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which young people?</strong></td>
<td>Every young person age 10-16 years old in Blackpool - 10,937</td>
<td>Selected groups from Primary and Secondary Schools - 170 Young people from Community organisations - 100 Young people who access the re-launched Pupil Voice Network - 660 Young people who access the digital platform - 2,700</td>
<td>Trained Young People’s Executive Group - 20 Wider young people Voice forums i.e. Children in Care Council - 50 Targeted / focused groups or events i.e. Lego Day - 30</td>
<td>Trained Young People’s Executive Group - 20 Wider young people’s voice forums i.e. Children in Care Council - 50</td>
<td>Trained Young People’s Executive Group - 20</td>
</tr>
<tr>
<td><strong>Our message to young people?</strong></td>
<td>This is HeadStart... HeadStart is here... HeadStart means... How to access HeadStart...</td>
<td>Tell us... Challenge us... Suggest to us... Help us understand...</td>
<td>Travel with us... Guide us... Teach us... Share with us... Work with us... Show us... Be patient with us... Learn with us...</td>
<td>Join us... Grow with us... Together we are stronger...</td>
<td>You can... Initiate Develop Go on to the next step Help others Influence Lead Be a role model Shape services</td>
</tr>
</tbody>
</table>

Trained Young People’s Executive Group - 20
<table>
<thead>
<tr>
<th>How will this be done?</th>
<th>How will we know this is working?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-launch of the Pupil Voice Network for School Councils&lt;br&gt;Co-produced messages to young people and media campaigns i.e. leaflets/posters&lt;br&gt;Creation of a digital platform&lt;br&gt;Specific school-by-school HeadStart ‘offer’&lt;br&gt;Integrate theme of resilience into Blackpool wide campaigns i.e. anti-bullying and carers week</td>
<td>Online surveys or polls&lt;br&gt;Young people project / intervention evaluations&lt;br&gt;Event evaluations;&lt;br&gt;Number of young people who attend / participate in events&lt;br&gt;High % of young people who say they feel they were able to have their say&lt;br&gt;High % of young people who felt valued and listened to&lt;br&gt;High % of young people who join the Young People’s Executive Group&lt;br&gt;Each young person gets an individual development plan to support their personal and professional progress; this includes their individual evaluations about their involvement and how they have felt&lt;br&gt;Young people will measure their empowerment levels through a validated scale (empowerment is linked to resilience), we should see increased empowerment levels as young people become more involved / empowered to be involved&lt;br&gt;Number of young people who progress to paid employment / training or Higher Education</td>
</tr>
</tbody>
</table>
## Five Year Co-Production Journey - HeadStart Project

### Year One and Year Two:
- Continued support for existing Young People's Executive Group Members.
- Enhanced development of the young People’s Executive Group to include recruitment of more young people inclusive and representative of Blackpool (see diagram on next page).
- Further development of young people’s involvement throughout the strategic and operational levels of the project.
- Development of accredited training packages to build the skills, knowledge and confidence of the Young People's Executive Group.

### Year Three and Year Four:
- Begin the development of a ‘town-wide’ engagement strategy i.e. partnership collaboration, vision setting and consultation.
- Enhanced development of links to local and regional ‘voice’ forums for young people.
- Begin the development of a Blackpool ‘independent’ forum for young people i.e. partnership agreement, research and creation of a business plan.

### Year Five and beyond:
- Implementation of ‘town-wide’ engagement strategy.
- HeadStart continues to support the development of a cohesive and united youth voice vehicle.

---

Dan is a young person in Blackpool and this is his journey to get more involved in HeadStart.

### Telling:
- Dan attends a HeadStart Primary School and receives a leaflet telling him about what HeadStart is.
- Dan receives HeadStart support with his transition from Primary to Secondary School.

### Listening:
- Dan completes an evaluation on the HeadStart support he received.
- Dan joins his School Council and learns more about HeadStart.
- With their school council Dan attends a HeadStart Conference to discuss the progress of the project.
- Dan learns about the Young People’s Executive Group and ways for young people to get more involved.

### Sharing:
- Dan joins the HeadStart Young People's Executive Group and attends the regular meetings.
- Dan begins the accredited training and increases his skills and knowledge.
- Dan becomes involved in co-planning, co-delivery, co-design and evaluation of the project.
- Dan encourages his mum to attend the Boingboing resilience forum.

### Doing:
- Dan attends and begins to co-chair HeadStart Executive and Steering Group.
- Dan is co-responsible for the recruitment and selection of staff and the evaluation of commissions.
- Dan co-delivers engagement training to staff throughout the project.
- Dan attends training residential and completes an Individual Development Plan to support his progress.

### Leading:
- Dan chairs the Young People's Executive Group meetings and leads on the creation of quality standards for staff.
- With the Young People’s Executive Group Dan leads on evaluations and delivers training to staff.
- Dan recruits other young people to join the Young People's Executive Group and attends other local and regional voice groups to share the work.
- Dan attends college.
- Dan is employed as a HeadStart Apprentice and (with staff support) leads on the engagement of young people throughout the project.
Representing vs representative:

As discussed in section 4, Blackpool is a town made up lots of very diverse groups and communities. We are also very aware that young people go through many different challenges and circumstances in their lives. This means we need to be very aware of making sure we hear the voices of not only as many young people as possible but young people from as many different backgrounds as possible. We especially want to make sure that there are clear and easy ways for young people from groups often marginalised by society. The target diagram below highlights the work we have done and will continue to do to make sure the Young People's Executive Group is reflective and representative of the needs of young people in Blackpool. Our ultimate target (bullseye) is to have a mixed and diverse group with lots of different experiences and perspectives.

Our current Young People's Executive Group is highly representative of young people who face marginalisation in society, and who statistically face higher risk of mental health issues not being addressed i.e.

- Lesbian, gay, bisexual and trans young people
- Children in care and young people who have left care
- Young people not in education, employment or training
- Young people who have been supported by CAMHS

To make sure we have got as many views as possible from as many young people as possible our wider engagement includes (including the above):

- Young/teenage parents
- Young carers
- Young people with Special Educational Needs (SEN)
- Young people from Black and Minority Ethnic Groups (BME)
- Young people with physical disabilities
- Young people who are in alternative education

Our plans for future engagement is to ‘widen’ the Young People’s Executive Group to increase our inclusivity to include:

- Mapping of all community based voice forums and linking with them
- Sensitive but proactive recruitment of phase 3 target groups, in particular young people with experience of self-harm, young people with experience of CAMHS and young people who are on the edge of school exclusion
- Ensure staff support is in place to support young people with their individual needs to enable more vulnerable young people to get involved in engagement structures
- Enhancement of peer learning opportunities with young people with higher academic abilities i.e. from the gifted and talented cohort.
**Digital vision and strategy**

HeadStart Blackpool will motivate young people to use digital technologies, the internet and social media wisely, positively as an enabler to build resilience and improve their life chances rather than be drawn into negative aspects of the Internet and social media.

We aim to weave digital solutions throughout the HeadStart partnership, enhancing every aspect of our work. This includes the provision of interventions, where we plan to train our workforce to deliver Video Interaction Guidance as a tool to enhance communication in relationships as well as developing practitioner practice through Video Enhanced Reflective Practice. The commissioning of online counselling will provide young people access to self help information, moderated chat rooms and structured counselling, as long as they have connectivity or Wi-Fi access they can engage whenever and wherever they choose.

However, it is not usually our young people that need help in realising the potential that digital has to improve the way we do things. We plan to use our existing Google platform as a vehicle to embed digital solutions into the everyday working practice of our children’s workforce and provide the necessary capacity to work alongside staff to help them understand and recognise the opportunities that the platform will provide for their everyday practice. Developing the platform will not be the hard task, inspiring people to utilise its potential will be the hard nut to crack. We want to challenge practitioners to reimagine their work and engagement with young people through the use of digital technologies.

**HeadStart Blackpool – the virtual hub**

We currently have a fantastic resource within Blackpool Council, a Google platform that has the potential to enhance services to young people across the partnership, but currently remains underutilised largely due to the lack of understanding regarding its potential.

HeadStart Blackpool will provide a secure/safe digital virtual hub as part of its universal offer. This virtual hub will be built within the existing Google for Education cloud platform enabling access to all young people across Blackpool who already have a login to this platform. The platform is also being used to catalyse transformation within the Blackpool Challenge Community to benefit all our schools.

The Google platform/framework/shell is under constant iteration by Google and provides access to constantly evolving cutting edge social/creative networking tools within a managed environment. The important distinction between a managed platform and many of the consumer based tools Google offers freely to general public, is that we can manage and tailor it for Blackpool young people in a safe and secure way. The power lies in the directory of Blackpool young people and educational professionals whose user accounts already exist on the platform. The platform provides a fantastic opportunity to give every one of our Blackpool young people a voice. Through the platform we can make it easy for young people and professionals to connect to solve problems, whether that be through group discussions or one to one private chats. As well as creating resources, we can also use the platform to syndicate content and applications relevant to supporting young people’s resilience.

The HeadStart digital virtual hub will provide multiple pathways for self-referral, self-management facilitating communication, sharing and collaborating with the Blackpool HeadStart community; essentially it will provide a virtual community for all things HeadStart and will facilitate digital permeating the whole Blackpool HeadStart programme.
The HeadStart Blackpool digital virtual hub will be accessible to the whole Blackpool HeadStart community and will iterate and grow through co-production with Blackpool young people. It will provide a new way for young people to influence, shape and design resilience services that will support their mental wellbeing and allow them to flourish. The hub will provide a platform to engage with Blackpool young people on the issues that effect and impact their lives. It will facilitate digital engagement providing young people with a voice to help shape and influence the policies that impact their lives within the Blackpool community. It will be possible to quickly survey, gather real time feedback on how young people feel about the issues of the day and create opportunities to address their concerns and get involved in shaping their community, which will feed directly into the local evaluation process and help us to constantly improve our offer.

Targeted Blackpool HeadStart groups would be able to access closed sub-communities within the Blackpool HeadStart virtual hub creating a safe place for targeted groups to communicate, share and collaborate.

A digital innovation fund will be available to motivate staff to think digital and develop small initiatives that make full use of the Google platform. The fund will be managed by a panel of professionals and young people working with HeadStart and have strict criteria to ensure it will directly benefit 10-16 year olds in Blackpool. The purpose of the fund will be to enable practitioners to reimagine how they can enhance their delivery and communication using digital. An example might include a Resilience Coach using the Google Platform to make themselves more accessible, easily contactable with the young people they work with. The platform will enable them to invite each of the young people they work with to connect with them. Once connected they will then be able to easily communicate through chat, voice or video using Google Hangouts. This can be a one to one, or a one to many communication enabling other practitioners and young people to participate in group sessions. The resilience coach would be able to facilitate contact and connections with other professionals. Should for example a young person’s social worker change, the resilience coach could quickly schedule a Video Hangout with the new social worker to introduce them to the young person and quickly alleviate any concerns or anxiety the young person may have. The technology can facilitate and enable a better flow of communication and a higher quality of timely interactions with the young person, making professionals more accessible when it really matters.

Another example of using the platform will be to grow the support capacity beyond Blackpool. Such as enabling Boingboing Brighton to more easily communicate and interact with Boingboing Blackpool. A guest speaker from Boingboing Brighton could host a Hangout for Blackpool professionals or young people and use the platform to facilitate a Q&A session. The Boingboing Brighton young people could participate in the Blackpool Young People’s Executive Group meetings.

An important aspect of the platform will be to quickly gather the views and feedback of young people. Traditionally getting the views of diverse groups of young people is expensive and time consuming. It is anticipated practitioners will be able to rapidly develop quick questionnaires, polls and surveys to gather almost real-time feedback on the issues impacting Blackpool young people.

It is anticipated that the Google platform will work mainly as a private closed community only open to invited members. However, many of the resources developed within the community will be made available for dissemination to the wider HeadStart community and a more public dimension of the community will be developed nationally via the Google+ App to share and disseminate resources and practise.

**Digital/ICT Support**

Blackpool Council IT department will provide the system administration of the HeadStart virtual hub and provide E-safety/security/policy support for the HeadStart community ensuring young people stay safe online. We will use the 360 safe framework and employ its principles to ensure that we use ‘best practice’ advice, support and guidance to keep young people safe and employ a range of tools and resources developed by experts such as CEOP and Thinkuknow, working closely with schools and in the community to ensure that best practice is embedded regarding safeguarding online and is communicated widely to young people on an on going basis.

There will be training available to staff, a helpdesk and day to day support to ensure that staff are fully enabled to deliver this digital vision.
Making HeadStart sustainable

For us, making HeadStart sustainable is about making it “the new normal”. The funding simply gives us an opportunity to undertake real change, re-shaping the system and services around evidence-based initiatives which support real change carried out with people, not for them. This means embedding HeadStart into the culture of the partnership and organisations so that it becomes the way in which we all work, both as individual organisations and together as a partnership.

It is our biggest challenge. With significant funding cuts to local authority grants and public health funding, it is tempting to prop up services focussing on dealing with crisis care. Indeed, “sustainability” for a local authority usually just means finding a new source of funding to replace the one which is about to run out. But the truth is that there is plenty of need in Blackpool to absorb this and millions of pounds more. We have to be brave and honest and make some decisions which will seem unfair to some, and there are specialist services which will simply need to stop. We will have a ruthless focus on long term outcomes, ensuring that we are investing in prevention activity that works. We need to be needed less and eventually have a community that is resilient, coping with adversity and seizing opportunities to flourish.

There will be an uncomfortable period where we have to manage the change from dealing with need to preventing the need happening in the first place, and our political leaders recognise that this must happen. To make sure this happens, we’ll need to pay close attention to the findings emerging from the monitoring and evaluation process, and keep abreast of all the latest evidence emerging. We will need to constantly reflect on the transition process, and make sure that we remove money from crisis services in a way which doesn’t create a group of people whose needs go completely unmet.

All of this together means that we’re using money from our usual funding sources differently, to the point that HeadStart funding can end and we’re left with a different, sustainable, way of working. This is captured in our model of sustainability:
How the finances will work

The transition period will be shown in a robust financial plan, modelled over the 5 years of HeadStart funding. This will clearly articulate how we will re-direct our finances away from crisis management towards prevention through a clear evidence base that links activities, outcomes and savings. The evidence from evaluation will also allow us to demonstrate where individual initiatives or innovations could attract further funding, both from other sources within our partnership or externally. This kind of “invest to save” culture across the partnership will support innovative practice at all levels from practitioner led front line work to large scale commissioning, and potentially deliver attractive options for gaining additional funding and resources.

Recognition that government funding will continue to dwindle in the near future has led Blackpool to include resources in the bid to explore how user-funded models or social and philanthropic investment could support the investment moving forward, including the development of new vehicles such as Community Interest Companies to facilitate this if necessary. We have a long tradition of using alternative delivery models in Blackpool if this best fits the outcomes we want to achieve – including the ability to attract additional investment.

Building our knowledge and capacity

Building the infrastructure within Blackpool to support growth and sustainability is essential. To do this, we need strong senior leaders immersed in the development of local and national policy who can make decisions on this basis. But leadership won’t just come from the top of the partnership. Many change initiatives fail at middle management level, and we’ll need to make sure that we empower staff to communicate the vision and inspire people to embrace change by providing a robust change management training programme.

Nothing will happen until we have the right staff in the right jobs. The relational model that we have developed relies heavily on the ability of staff to develop meaningful relationships with young people, parents/carers, colleagues, key stakeholders and senior leaders. Our workforce development strategy will therefore include a plan for recruiting the best staff possible, providing the training they need to do the job well, and create a nurturing environment where staff want to stay and grow professionally. It will also include a “grow your own” scheme where young people from Blackpool have an opportunity to train and gain employment not just within the HeadStart investment, but capitalising on the pledges made at our recent corporate parenting conference, within the wider business and public sectors. This will develop young people’s skills and enable the to make careers for themselves as a result.

Capacity and knowledge go hand in hand. The use of robust evidence-based interventions will complement the science-based innovative practice developed in phase 2 to ensure that the activity has a secure grounding to build on. As part of our approach to continual learning, we will embed the positive things we learn through a community of practice approach. The one slight exception to this is in the area of digital solutions. We’re conscious that these can sometimes feel a little bit unreal, or be difficult for some people less immersed in digital life to comprehend. To address this, we will set up a digital innovation fund. This will have two aims - to encourage the workforce to develop digital solutions across the partnership, but also to support staff in their own learning and development journeys on what is possible through the digital medium.

Doing it differently

The concept of systems is fundamental to sustainability. More than just a series of different services, the system can make our efforts more than the sum of its parts – or prevent our efforts from working at all. We are exploring the impact of the different parts of the system on young people’s resilience and mental wellbeing. It’s not enough to look at the individual elements, we need to understand where there are conflicts, or potential benefits which could multiply the impact we have. Work will be carried out across the different systems in Blackpool, including schools, children’s social care and early help, Blackpool Teaching Hospitals and the voluntary and community sector to ensure a seamless system of support comes together to build and maintain resilience in a the widest possible variety of circumstances.
Changing our culture

We have already come a long way from a culture where services were about providing a solution to a problem, and know that building resilience is “the right thing to do”. We have come a long way from thinking that we always know best. By building on the strengths of our communities, we can develop solutions which are both financially sustainable (because they cost less money to deliver) and sustainable from the community’s perspective (because the resource and desire for change comes from the community themselves as much as partner organisations).

This new culture is well understood by partners, but we increasingly need to get the whole town to buy into a new culture focused on helping people to help themselves, creating the right environment to enable our community, young and old, to become more resilient and within that to have the confidence and ability to solve their own problems and know where to get help should they need it. With the help of our young people, we will focus on promoting the HeadStart mission and purpose far and wide, showing examples of how it can help, and winning hearts and minds as we embed this change across the town.

A robust programme of change management support will be provided to key managers and leaders to enable us to achieve this town wide cultural shift.

Planning and checking

To be successful, HeadStart needs to be ready to react and change quickly where things aren’t right or we think we can make bigger improvements. But this doesn’t replace the need for short and medium term action planning, and long term strategic and operational planning. In fact, it requires a sensible and pragmatic approach to the management of risk which enables innovation instead of preventing it, but which also acts as a prompt to check if we need to change direction. Together, these processes will protect our investment and maximise our chances of success.

The evaluation framework is a crucial part of this. It will ensure that the initiatives being delivered are making a significant enough impact in order to continue them, and to adapt them in line with scientific principles should this be needed. It will pick up on the locally distinctive elements of our offer, enabling the difference that these are making to be assessed in line with the overall programme, and will do so in a timely manner which reinforces the commissioning process. An overall local evaluation of the programme will also be scheduled to tie together the individual elements in a way which allows us to assess the overall impact of the project elements on the change in outcomes observed.
Safeguarding Sustainability

The risk and protective factors table below indicates the overall considerations Blackpool will give to protecting the investments sustainability.

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Protective factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>No available funds to continue the investment</td>
<td>Cultural shift focusing on prevention</td>
</tr>
<tr>
<td>Schools do not engage fully</td>
<td>Embedded in long term strategic plans</td>
</tr>
<tr>
<td>Change in national policy</td>
<td>Robust co-production practice</td>
</tr>
<tr>
<td>Reduction in core funding</td>
<td>History of innovative practice</td>
</tr>
<tr>
<td>Big Lottery funding ceases early</td>
<td>Proven track record of reducing young people’s risk taking behaviour</td>
</tr>
<tr>
<td>Young people will not engage</td>
<td>Excellent links to expert help</td>
</tr>
<tr>
<td>Parents/carers will not engage</td>
<td>Proven track record of delivering strategic programmes</td>
</tr>
<tr>
<td>Lack of capacity of stakeholders to deliver support</td>
<td>Significant strategic funding secured</td>
</tr>
<tr>
<td>Workforce unable to deliver new way of working</td>
<td>Excellent partnership working at strategic level</td>
</tr>
<tr>
<td>Legal/HR issues arise from systems change</td>
<td>Small unitary authority</td>
</tr>
<tr>
<td>Project does not implement on time</td>
<td>Skills and expertise of the workforce</td>
</tr>
<tr>
<td>Local evaluation does not evidence the impact and savings made</td>
<td></td>
</tr>
<tr>
<td>Interventions do not achieve successful outcomes for young people</td>
<td></td>
</tr>
<tr>
<td>Core partners withdraw from the project</td>
<td></td>
</tr>
<tr>
<td>Inability to recruit to core team posts</td>
<td></td>
</tr>
<tr>
<td>Commissioning of services does not meet legal requirements</td>
<td></td>
</tr>
<tr>
<td>Force Majeure</td>
<td></td>
</tr>
<tr>
<td>Funding is not re directed to HeadStart activity</td>
<td></td>
</tr>
</tbody>
</table>

Good Governance

Sustainability is a key priority for the HeadStart Executive Board and will be considered through a standing item on the agenda. Senior leaders on the board are key decision makers and provide the essential links into the wider agendas at local level. The post of business development manager will lead on securing social/philanthropic funding, with an aim of lobbying foundations and other sources of funding to invest and support HeadStart in the longer term.
Leadership and Governance

Good governance is about doing the right things in the right way. It is about demonstrating accountability and transparency in our actions and decisions. It affects everybody and it has numerous benefits, it promotes confidence in the investment and leads to better, more ethical decision making.

HeadStart Blackpool has agreed a set of core principles for the Executive Board:

**Independence** – Freedom to govern in the best interests of young people and their families.

**Openness and Transparency** – confidence in decision making and management of the investment

**Accountability** – responsible and accountable for all decisions and actions taken, including finance

**Integrity** – act with honesty, selflessness and objectivity ensuring high standards of probity and propriety

**Clarity of purpose** – Ensuring that all stakeholders have a clear understanding of the mission and what their part to play is in the investment

**Effectiveness** – ensure the investment delivers quality outcomes efficiently and represents good value for money.

Key areas of focus

- Focus on the purpose of the investment, on achieving quality outcomes for young people and their families and implementing a vision for the whole town.
- Work together to achieve a common purpose with clearly defined functions and roles
- Promote the values of the investment and demonstrate the values of good governance through upholding high standards of conduct and behaviour
- Take informed and transparent decisions which are subject to effective scrutiny and manage the risk associated with delivering the investment.
- Develop the capacity of the members of the governance structures to be effective
- Engage with young people, families and other stakeholders to ensure robust public accountability.

Effective leadership and robust governance will be the linchpin that holds the HeadStart investment together. Our governance structure for HeadStart places it in the heart of our local decision-making process, connecting it to a strong formal system to maximise the use of our most senior leaders’ skills. As Blackpool is a small unitary authority, there is a high level of cross membership between strategic governance structures, which we have already adapted to Better Start and Multiple Complex Needs investments as well as other strategic funding streams. This is to our advantage when considering how and in what way we engage key players in learning and development opportunities which will achieve systems transformation. This is essential if HeadStart Blackpool is to achieve its mission.

HeadStart has benefited significantly from the support of our lead elected member for children. Councillor Cain is the chair of the Health and Wellbeing Board and has been involved in the development of HeadStart in Blackpool throughout. As Cabinet Secretary, he is in an ideal position to encourage and ensure buy-in from all members of the Council’s executive, making links across other areas of responsibility and ensuring it has enough support to achieve lasting change. There is an energy and excitement about HeadStart across the board that has been achieved by having key people involved and promoting the mission.

But it would be remiss of us to think of leadership only in the context of senior roles, as effective leadership is crucial at all levels of the investment. We have already outlined the enormous benefit that the young people have brought to HeadStart, young people who have developed as HeadStart has progressed and whose leadership is central to the success of the investment. Creating a governance structure which gave power and legitimacy to this role by creating a Young Person’s Executive Group has been essential to make progress, and we will maintain this arrangement if we receive phase 3 funding.
The governance structure

We believe that to be most effective, we need to keep our governance structures simple. The Executive Board feeds directly into the Health and Wellbeing Board through the Children and Young People’s Partnership allowing a space for debate and oversight. The Children and Young People’s Partnership is a strategic group of senior leaders, such as the Director of Children’s Services, the Acting Chief Executive of the Hospital Trust, and Chair of the Clinical Commissioning Group amongst others and will add an additional layer of robustness to the investment. Within the HeadStart Blackpool initiative, the Young Person’s Executive Group and Steering Group feed directly into the Executive Board and the communities of practice will be developed to ensure that the governance groups have a clear pathway to the learning from the programme delivery.

HeadStart will be represented in a number of different governance groups across the partnership, these are listed as follows:

- Blackpool Challenge
- Children and Young People’s Partnership
- A Better Start Governance
- Multiple Complex Needs Governance
- Vanguard Governance
- Strategic Commissioning Group
HeadStart Executive Board

The Executive Board will be ultimately responsible for the success of the investment. They will:

- Through their substantive roles, drive wider systems change to ensure the impact of the investment is maximised
- Lead on embedding the vision across the partnership
- Shape the development of a sustainable approach, to ensure the investment leaves a legacy
- Establish effective performance management and action learning arrangements to ensure the quality of the work and the appropriateness of initiatives implemented
- Ensure the investment is safe by adhering to legal requirements and controlling and managing the risk register

Terms of reference and membership are outlined in appendix 20.

Signed partnership pledge in appendix 21.

Young Persons Executive Group

Young People’s Executive Group is a shadow board that was set up and developed as part of phase 2. The Young Person’s Executive Group will continue to be an integral part of the investment and will have equal access to all Executive Board papers. The Young People’s Executive Group will continue to have the power to co-plan, co-produce, co-deliver and co-evaluate throughout the investment as well hold partners to account by inviting practitioners/leaders to their group meetings to discuss the investment outcomes and progress in detail. Young People’s Executive Group will have a learning and development budget to ensure the on going professional development of the members and young people will have personalised development plans to support this. Young People’s Executive Group members will continue to receive appropriate training (accredited) and will be supported to access further education, training or employment. Two members of Young Person’s Executive Group will also be supported to be full members of the HeadStart Executive Board, as equal members they will provide agenda items, feedback from the Young Person’s Executive Group meetings, and lead discussions.

HeadStart Steering Group

This group was developed in phase 2 and will continue to focus on the operational delivery of the investment in phase 3. It will include key leaders of services for young people and families across the town and focus on ensuring high quality support is available for young people and families and lead the systems change vision for the investment. The group will have a strong problem solving element to address the operational issues that arise from the delivery of the investment. The group will work hard to ensure the vision set out in the case studies become a reality. They will also be responsible for moving resources around the system to support the success of the investment. Terms of reference are outlined in appendix 22.

HeadStart Expert Advisory Group

An expert advisory group has been developed by Better Start and will be mirrored in the HeadStart governance structure. The role of the group is to ensure that the investment benefits from national and international expertise, not just in the arena of resilience and mental health but looking investment wide and including business development, change management, evaluation and research and co-production, ensuring that the five foundation areas of the investment are well supported. The group will discuss the development of programme strategy as well as advising on individual interventions of the programme that will feed into the Executive Board for consideration. The group will meet in July 2016 to review the investment strategy and make recommendations for the initial 12 month business plan and meet regularly after this time.

Communities of Practice

A community of practice approach will establish partnerships of mutual support and learning, and by including young people and parents/carers it will create relationships that respect the different expertise brought to the table and encourage members to be open to change by reflecting on what works well and not so well. The community of practice will also play an important role in the action learning element of the local evaluation.

The development of communities of practice will ensure that there is a clear pathway for the learning from front line work with young people and families into the formal governance structure. We believe that it will benefit the investment enormously to ensure that members of the governance groups are never far away from the realities of front line work and are not reliant on what other people’s perception of this is and therefore the members of the Executive Board will attend at least one community of practice per year.
To support this principle, there will be a number of opportunities developed to ensure that members of the governance groups have an opportunity to volunteer their time to support our children in their role of corporate parent, and this will be a requirement of all HeadStart employees, where appropriate.

**Programme management**

The successful implementation of the programme will be a particular priority over the first 3 years of the investment, and this will be a focus of our early evaluation work. Successful implementation maximises and can amplify the benefits of the initiatives being implemented, so it is with this in mind that we will approach project management with particular vigour.

The Programme Lead will be the overall director of the programme, leading on implementation and development over the five years. Structurally, this role will report to the Chief Executive of Blackpool Council, providing the highest level of support for the investment. The role will lead on embedding the vision of systems change across the partnership, and will be responsible for ensuring that the programme focuses only on projects which fit its theory of change model.

The role will chair the Steering Group and report to the Executive Board and Young Person’s Executive Group as well as attending a number of key governance groups across the town to ensure the work of HeadStart investment is promoted across the partnership and key links with other areas of work are maintained to support the system transformation agenda. The role will also convene, facilitate and advocate for the findings of expert advisory group and attend the communities of practice.

The programme will use the PRINCE2 model which is a process based method for effective project management, supporting the design, planning, implementation and achievement of the overall investment. The model is used widely in the local authority and HeadStart will draw on this expertise to support the effective programme management. The Programme Lead will lead on this model supported by the administration role.
Staffing structure chart

Strategic Lead

Programme Lead

Delivery Lead (HeadStart Partnership Officer) X 1FTE

Educational Psychologist X 1 FTE

3 x CAMHS Posts (CCG Funded)

Advanced Practitioner x 1 FTE

Friend for Life Supervisor Co-ordinator X0.5 FTE

Friend for Life Volunteer Co-ordinator X0.5 FTE

Training Team (PH Funded) X2 FTE

Administrator X1 FTE

Young Person Engagement Officer X1 FTE

Ed Psych Assistant X0.5 FTE

School Co-Ordinator X1 FTE

Resilience Coaches x 13 FTE

Digital Lead

Impact & Data Lead

Finance Lead

Communication lead

Community Lead

Communication lead

Delivery Lead (HeadStart Partnership Officer) X 1FTE

Educational Psychologist X 1 FTE

3 x CAMHS Posts (CCG Funded)

Advanced Practitioner x 1 FTE

Friend for Life Supervisor Co-ordinator X0.5 FTE

Friend for Life Volunteer Co-ordinator X0.5 FTE

Training Team (PH Funded) X2 FTE

Administrator X1 FTE

Young Person Engagement Officer X1 FTE

Ed Psych Assistant X0.5 FTE

School Co-Ordinator X1 FTE

Resilience Coaches x 13 FTE

Digital Lead

Impact & Data Lead

Finance Lead

Communication lead

Community Lead
We recognise in such an innovative project that evaluation is crucial, and the interface with the national evaluation project is absolutely essential if we are to advocate for widespread adoption of the HeadStart approach both locally and nationally. As a result, there are two main roles the local HeadStart – Blackpool evaluation needs to deliver on:

- Supporting delivery of the national evaluation by providing a local point of contact, knowledge and co-ordination, embedding the collection methods and ensuring the availability of high quality data;
- Adding additional evaluative learning by using a formative approach, capturing shareable learning from our specific local implementation of HeadStart and creating space for the HeadStart team to reflect on findings and adapt their approach.

Pending appointment of the phase 3 national evaluation provider, we recognise the need for adaptive approaches. We have based our evaluation proposals on a number of assumptions. However, in light of any of these assumptions becoming untrue, our approach can also be readily remoulded in line with any new direction taken by the national phase 3 evaluation, with the budget identified for local work is subject to further refinement as more information becomes available.

Our current assumptions are that the focus of the national evaluation will be on undertaking detailed quantitative analysis of the Common Measurement Framework, supported with local monitoring and intervention information, alongside programme-level qualitative research. We also assume that suitable arrangements for us to receive identifiable Common Measurement Framework data will be made, and that wherever data can be matched at the national level before we receive it – such as that from the National Pupil Database or NHS Spine – will be matched in this way.

The role of the local evaluation will therefore be to provide quantitative support on the above processes and be in a position to enrich this with locally focused qualitative insight on project level interventions. We feel that a local level of detailed study can also be a source from which the national evaluation can draw from.

**Key Principles of our Evaluation**

We believe it is important to have a degree of independence built into the evaluation process, but not at the expense of a close working relationship with the HeadStart delivery team. By calling on the experience and skills of Blackpool Council's Corporate Development team, we have the advantage of creating an arms-length in-house resource to lead and manage our local evaluation. This ensures the production of good quality data and insight, clear accountability for the regular flow of information, and the agility to change tack if needed whilst retaining a view on the outputs. It has the further benefit of linking HeadStart directly into the local policy and partnership environment managed by this team, with the strong networks they build and maintain ensuring that the wider lessons and benefits can be shared and realised across the Council and its partners.

So far, we have developed logic models for the initiatives planned, and a programme level outline of how activity links to outcomes which nestles underneath the national aims for HeadStart. However, to take it to the next level we intend to engage expert external support. We will work with Professor Liz Todd from Newcastle University, an expert on using co-production methods with staff, young people, parents and other stakeholders, to develop this into a full local Theory of Change. For us, this is fundamental in ensuring buy-in to the work and a constant fidelity to how the principles of the HeadStart programme translate into delivery on the ground. Liz will support the further development of the local evaluation framework and continue to be involved with the evaluation in a critical friend role, advising on the fit between our evaluative research and the underlying Theory of Change.

As part of an integrated approach, we will also seek to create local capacity for evaluation by including evaluative requirements into commissions and through developing practitioner evaluation skills. This will be achieved through the creation of a small local evaluation team. We prefer this approach to commissioning bespoke research products from external suppliers as it makes evaluation sustainable and integrated, as befits the aims of a systems change programme.

Our common interest here is not simply determining if an intervention has value, but understanding why it does, what we can learn, and what we can change. Our aspiration is to develop a strong learning culture across the HeadStart delivery programme, ensuring that the programme team is nimble enough to adapt when needed.
It is impossible to overstate how important the relationship between the evaluation programme and schools is in the evaluation. It’s crucial to ensure they have buy-in to the process of undertaking the Common Measurement Framework, that adequate time is given to data capture, that they understand the data gathered, and that it does not conflict with or duplicate other pupil measurement processes being undertaken. Ultimately they need to see the evaluation as integral to HeadStart, to understand the process and commitment involved, and to feel there is a net benefit specifically from undertaking the evaluation work.

Delivery

Our approach to delivering the evaluation has three major elements.

Firstly we will establish processes to ensure the national Common Measurement Framework is able to link with the other data sets necessary for measuring progress against the national HeadStart Theory of Change. These will be phased based on how quickly we expect to overcome the technical and legal obstacles. Particularly important given the focus on Our Children is the link to social care data. We want to focus particularly on monitoring how HeadStart impacts on the type and frequency of contact with our social work teams on a range of data. Similarly, youth offending data will be available early in the process, whilst we expect that datasets which are more difficult to access – such as detailed health data – will be integrated from year 2 onwards. Where data linking is not possible, we will use cohort-level data to undertake comparisons.

We intend to develop a local measurement and monitoring framework, which will consider additional data needed at a local level. This will include consideration of Key Performance Metrics for commissioned projects, secure referral monitoring so we know who has received which interventions, and monitoring of any Council delivered activity. Data Reports will be produced quarterly and shared with schools, the HeadStart team and the Young People’s Executive Group.

Secondly we will establish a qualitative engagement programme which will generate ongoing intelligence about why and how the project is working from the young people’s perspective. This will be delivered by research focusing in depth on key elements of the project. These elements will be tied together with the latest data from the Common Measurement Framework to produce a local Annual Evaluation Report, which will consider learning and progress. Alongside a regular series of topic-based reviews shared as they are completed, the Annual Evaluation Report will synthesise emerging evidence and be the prompt for HeadStart governance groups to reflect and consider progress to date and what the learning means for future approaches.

This will be complemented by the use of three in-depth explorations of our key initiatives by PhD students, who will have the space and skills to undertake deep-dive exploration of three of our initiatives, with a view to sharing learning through academic peer-reviewed journals. Two of these will be based with Boingboing examining the Friends For Life and Resilient Therapy projects, with the third based at Edge Hill University to take advantage of their teacher training expertise in looking at the resilience workforce initiative. They will nevertheless be treated as part of the core evaluation team to ensure their work remains grounded in our Theory of Change, taking active part in development and planning sessions, and being supervised locally as well as by their academic institution.

The qualitative strand will also draw on the quantitative data generated, ensuring that a robust research context is generated for both the local and national evaluations. It will add to the weight of evidence available for projects to determine their worth and the mechanisms that are contributing to or counteracting their successes.

Finally, wherever possible we will work with commissioners and practitioners to design and embed evaluation approaches and tools into their work. This will allow the project to generate additional evaluation material specific to projects and interventions at very little cost but whilst maintaining data quality standards. Two proposals for this are already in place using existing resources. The first is the peer evaluator project, which will see young people trained to interview their peers to gather young person’s perspectives on interventions and activities. This will mirror the evaluation work programme, allowing practitioner, client and stakeholder perspectives to be compared, giving a rounded view of the interventions. A further project is for the practitioner-led evaluation of resilient conversations involving detailed baseline work and facilitated conversations around implementation.

Emerging knowledge will be reported to the groups within the HeadStart governance process as research work is completed, with key pieces of work and the Annual Evaluation Reports being disseminated across the wider system to further the process of wider system awareness and change. We will undertake a full programme review in year 5, which will be used to ensure the sustainability of the project.
Process Requirements

To develop a strong quantitative backbone for the evaluation a robust and quality assured approach is needed to capture the Core Measurements described in the Common Measurement Framework. The information also needs to be stored securely and carefully managed. We have budgeted for a staffing resource devoted to processing data returns, developing appropriate data storage solutions with links to case management, cleaning and linking data and ultimately providing the national and local evaluation teams with access to data as needed.

In addition the specific requirement of the Common Measurement Framework for data linkage to external and internal databases will require not only strong technical skills but also careful consideration of legal and ethical responsibilities. We propose to bring in expert data protection consultancy services to facilitate this process and ensure a strong and fair grounding for processing data. Should there be a local requirement to deliver the Common Measurement Framework survey, we have an in-house primary research provider, Infusion Research, which could undertake this work at cost at short notice.

The data collection work is only half of the challenge for local evaluation. In addition to the PhD students mentioned above, additional local research capacity is needed to carry out qualitative evaluation fieldwork and analyse the quantitative data generated for the core measurement framework. We will recruit an Evaluation Specialist Practitioner for this role.

They will be responsible for working with stakeholders at all levels of the evaluation, holding focus groups and evaluative workshops, developing and supporting practitioners to self-deliver, and working alongside the peer evaluators and the HeadStart evaluation apprentice to bring the voice of young people into the evaluation. Alongside the Evaluation Lead in the Corporate Development Team, they will help integrate basic monitoring and evaluation into HeadStart practitioner roles, which will be an integral part of commissioned interventions. This will include advising on appropriate methodologies, and providing appropriate tools and training.

Both of these roles will assume responsibility, with the evaluation sponsor and evaluation co-ordinator, for liaison with schools, developing their awareness of the process and the need for good quality data. When reports are finalised, they will take responsibility for ensuring schools are not only kept in touch with the emerging findings, but that these are presented with service and policy change ideas so that schools can use them to continue their internal dialogue around system change.

In common with the other elements of HeadStart, we’re keen to use the local evaluation as an opportunity to give a young person practical development on the first rung of the career ladder. A young apprentice will help with the evaluation, helping to develop a small group of volunteer peer evaluators, but providing support across the evaluation programme as a whole, whilst learning about the processes involved.
Framework

HeadStart is a complex project with a wide combination of interventions, which will require a wide range of methods and mechanisms to collect data. The table below outlines the nature of the work packages envisaged for years 1 to 3. Work in years 4 and 5 will include an Annual Evaluation Report in 2019-20 and an end of programme report in 2020-21, which seek to assimilate knowledge on the effectiveness of the whole programme. The nature of evaluation will also begin to change in year 4 with a focus on sustainability of the project and a focus on leaving behind integrated self-evaluation.

To be effective, we need a clear view on which elements of HeadStart we need to evaluate, allowing us to commission research in line with need. Again, this is subject to further refinement once details of the phase 3 national evaluation programme are confirmed. The table below sets out how national and local evaluation data will be brought together to focus on the potential impacts of HeadStart, together with issues which could disrupt the change process outlined by our logic models:

<table>
<thead>
<tr>
<th>Work Package</th>
<th>Evaluation</th>
<th>Quantity / Resource</th>
<th>Level of impact measured</th>
<th>Confounding factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative Research</td>
<td>Intervention research projects—individually tailored and designed appropriately to the intervention but including appropriate methods e.g:</td>
<td>Up to 2 per year, 80 days allocated</td>
<td>Strategic School Child Intervention</td>
<td>Transience Impact of non-HeadStart initiatives</td>
</tr>
<tr>
<td></td>
<td>• Interviews</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Focus groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Appreciative Enquiry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Observations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Soft data reviews e.g. notes, reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaborative working with PhD Students and Practitioners where appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thematic research projects – designed to take a broad look across an entire programme theme (workforce, pupil support, systems change) – based on interviews, workshops and soft data reviews</td>
<td>Up to 1 per year, 40 days allocated</td>
<td>School Child Intervention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stakeholder Review Workshops – process orientated look at the project outcomes and progress toward them including explicit ‘valuation’ activities</td>
<td>Up to 2 per year, 8 days allocated</td>
<td>Strategic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Area baseline at Borough and Ward level using DFE pupil characteristics and socio-economic data</td>
<td>7 days then 3 per year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visioning workshop to agree additional strategic outcomes from service re-design</td>
<td>3 days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Package</td>
<td>Evaluation</td>
<td>Quantity / Resource</td>
<td>Level of impact measured</td>
<td>Confounding factors</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td><strong>Quantitative Research and Data Management</strong> (Also assumes that the analysis of the Common Measurement Framework will be a national priority)</td>
<td>HeadStart Local Datastore – development of a local secure database for holding management information and Common Measurement Framework data in identifiable format.</td>
<td>1 datastore – 90 days allocated for development in year 1. 30 days development year 2.</td>
<td>Strategic School Child Intervention</td>
<td>Transience</td>
</tr>
<tr>
<td></td>
<td>Ongoing processing, management and linking of Common Measurement Framework Data</td>
<td>Ongoing process – 60 days allocated</td>
<td></td>
<td>Multiple interventions</td>
</tr>
<tr>
<td></td>
<td>Quarterly Monitoring Data Analysis including participating/non-participating school comparisons</td>
<td>4 per year, 30 days allocated</td>
<td></td>
<td>School mergers and changes</td>
</tr>
<tr>
<td></td>
<td>Common Measurement Framework Data Analysis</td>
<td>1 per year – 40 days allocated year 1. 60 days from year 2 for bespoke analysis requests</td>
<td></td>
<td>Impact of non-HeadStart initiatives</td>
</tr>
<tr>
<td></td>
<td>SHEU survey analysis (years 8, 9, 10)</td>
<td>Ongoing process – 5 days per year</td>
<td>School Child Intervention</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TIDIER process – analysis of type of impact of different initiatives</td>
<td>Ongoing process – 5 days per year</td>
<td>School Child Intervention</td>
<td></td>
</tr>
<tr>
<td><strong>Peer Evaluator Project</strong></td>
<td>Training of 3-5 young people in peer evaluation working with Resilience Coaches</td>
<td>2 peer evaluations per year 5 days allocated (training)</td>
<td>School Child Intervention</td>
<td>Transience</td>
</tr>
<tr>
<td></td>
<td>Deep studies of:</td>
<td></td>
<td></td>
<td>Multiple Interventions</td>
</tr>
<tr>
<td></td>
<td>• Friends for Life intervention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Resilient Therapies intervention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Resilient Workforce theme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outputs to be decided but likely to include</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Academic Publications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interim Research summary reports PhD Thesis Reports Years 3-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Evidence Synthesis and Reporting</strong></td>
<td>1 per year, 20 days allocated</td>
<td>Strategic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Annual Evaluation Reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interim Research Reports (based on progress of thematic reviews, data findings, intervention research)</td>
<td>3x Quarterly Summary of Activity, 30 days allocated</td>
<td>Strategic School Child Intervention</td>
<td></td>
</tr>
</tbody>
</table>
**Change theory**

**Target groups**

- **Wider workforce**
- **School workforce**
- **All 10 to 16 year olds in Blackpool**
  - Self-harm group
  - Primary to Secondary Transition Group
  - Our children

**Activities**

- Develop a vulnerable adolescent hub, bringing services together
- Establish local base of expertise by extending Boingboing into Blackpool
- Training in Video Interactive Guidance and Resilient Therapy
- Staff resilience training and workshops
- Engage schools in “resilient conversations” whole school change programme
- Provide Wide Range of Resilience Interventions to Young People*
  - Universal
  - Universal +
  - Universal ++

**Short term outcomes**

- Young people have access to integrated support
- Integrated, resilience based models of working are developed
- Staff are able to apply tools, knowledge and techniques nurturing a resilient workforce and environment
- Resilience action plans in place
- Intervention specific outcomes e.g. Edge of Exclusion: Child stays in mainstream school

**Long Term Outcomes**

- A system that allows young people to access the right support, at the right time, in the right place
- Integrated, resilience based models of working are developed
- Schools embed a whole school approach to building resilience
- Schools identify young people in need early and ensure provision of support
- Intervention specific outcomes e.g. Edge of Exclusion: Child stays in mainstream school
- Family resilience outcomes e.g. Resilient parents feel more able to support their children and build their resilience

**Impacts**

- Reduced demand for costly specialist services
- A shift of funding toward earlier intervention and prevention
- A confident, caring, resilient, motivated and skilled workforce
- A sustainable workforce specialism in resilience based approaches becomes part of the local system
- Improved engagement in school and improved academic attainment
- Socially significant improvement of the mental wellbeing of at-risk young people
- Reduced engagement in ‘risky’ behaviour: e.g.; Substance abuse Criminality Teenage pregnancy
- Increased employability
- Reduction in the onset of diagnosable mental health disorders
- A sustainable workforce specialism in resilience based approaches becomes part of the local system

**Notes:**

* For details of interventions please see our intervention sheets
** The Boingboing Resilience Framework is at the core of our project and we aim to improve outcomes across the 10 themes
**Implementation**

In Blackpool we understand that the success of the HeadStart investment will rely heavily on the successful management of the implementation phase. First impressions count and we need to ensure that partners are reassured that we are capable of delivering a large scale, ambitious project such as HeadStart as we realise that this will have a significant impact on their future engagement with the programme.

The delivery aspect will not only be down to the quality of the interventions provided, but the way in which we implement them. You can have the highest quality, evidence based programmes but if sufficient energy is not applied to implementing them successfully, with a clear focus on managing the detail, then its success will be severely compromised.

We are not going to make this mistake in Blackpool. We have a clear understanding of the resources and energy needed to achieve successful implementation.

1. A coherent approach to programme management. We will utilise the PRINCE2 model to ensure that the programme is administrated and organised in a way that supports successful implementation.

2. We will commission a theory of change exercise from Newcastle University to ensure that all partners are involved in co-producing the model, developing a clear understanding of how all the components fit together and that everyone understands their part in the system.

3. We have developed a detailed implementation plan (appendix 23) which covers the initial 18 months of the programme and provides detail on the activity of the differing work streams including commissioning, recruitment, induction and training of the core team, evaluation, leadership and governance and implementing the interventions, with key milestones and chronology.

4. The detail will be managed by the core team and will be the ultimate responsibility of the programme lead. This will be overseen and supported by the various levels of governance groups.

5. Embedded co-production practice will enable us to understand what our partners are experiencing in the implementation stage and ensure that we have a collaborative approach to addressing issues quickly, as and when they arise.

6. The model will be agile, allowing us to flex and change our implementation and delivery in response to challenges and learning along the way.

7. A programme of change management for key roles in the investment will support us delivering our ambitious cultural change vision.
The Blackpool HeadStart partnership is acutely aware of the level of risk involved in managing an investment of this size and ambition. We know that to successfully deliver a programme of this size we will need to overcome significant challenges and there will be many bumps in the road on our journey. Our close collaboration with A Better Start, Multiple Complex Needs and Vanguard programmes, through shared involvement in governance groups, is enabling us to constantly learn from our other strategic programmes, to help us identify and understand the risks involved and mitigating against their impact on the success of the investment. The co-location of the HeadStart core team with A Better Start team will further enable this sharing of learning.

Key areas of risk

- **Engagement of young people, parents/carers** – one of our biggest risks is developing a programme that young people, parents/carers do not engage in. They are at the heart of our development and we simply cannot deliver this investment without them. Co-production practice throughout the development of the bid has mitigated against this risk and we will develop our practice even further in phase 3.

- **Engagement of partners** – our strategy relies heavily on the engagement of key partners, especially schools, to achieve our mission. We have therefore factored in significant capacity to maximise this engagement, both financial capacity and staff/expertise.

- **Evidence of impact** – the sustainability of the investment is reliant on the redirection of core funding to HeadStart activity and the leveraging in of additional funding to continue after the end of the Big Lottery investment. This will not be possible if we cannot evidence that the investment has reduced the need for costly specialist services. There has been a significant focus on ensuring that the necessary resources to achieve a robust evaluation are embedded from day one.

- **Workforce** – the recruitment of suitable staff and development of the existing workforce to deliver this investment is vital to its success. Young people have told us specifically the type of qualities they want in staff and the strategy relies heavily on their ability to build warm and nurturing relationships with young people and significant resources are available for workforce development and a robust recruitment and retention strategy has been developed.

- **Leadership** – to achieve our mission of whole systems change, leaders in the system will need to change the way they do things, have the energy and motivation to re-model the systems in their organisations and fully engage with other leaders to ensure it all fits together. Resources are available to support leaders to achieve this change.

- **Finance** – Achieving change is more than just having more funding, however over the lifetime of the investment, we will need to ascertain the level of funding needed to continue our work and explore avenues to secure this funding. The role of an experienced business development manager will lead on this work.

A full risk analysis has been developed with all partners to articulate our work in this area and will be fully utilised as a constant reminder of risks involved and how to address them. This analysis will be managed in the HeadStart Steering Group and overseen by the HeadStart Executive Board (see appendix 24).
Budget

Full budget

It is not surprising that given the ambition and scale of the HeadStart Blackpool bid, we are requesting £9,996,248, (a large proportion of the maximum funding available). This investment will enable Blackpool to achieve its town wide strategy of embedding a resilience approach in all its primary and secondary schools in addition to wider services in the community. The investment will enable us to add in the necessary capacity to pump prime the new, innovative approaches and provide research and evidence on which approaches have had the biggest impact and achieved the greatest reduction in the need for costly, specialist services.

The budget outlines the tapered approach that Blackpool is adopting to ensure that the sustainability of the investment is a priority, with many of the interventions only being fully funded for the first 2-3 years with a clear expectation that successful interventions will be funded from other sources such as schools or the clinical commissioning group.

There will be a clear focus from the beginning of the investment to lever in additional funding from other sources to support the HeadStart investment, supporting financial growth and keeping it safe from any unexpected issues in the future. This work will gather momentum once the evidence regarding the impact of the investment grows and can be used to support the economic evaluation in later years.

Reduced budget

As requested, Blackpool has also submitted a budget for £6,210,948 This budget can only be achieved by halving the number of primary and secondary schools we can support and ceasing/reducing the number of interventions offered to young people. The main impact of this reduced budget is that we will be unable to deliver the whole town strategy that our bid is focused on achieving. We will work instead with 50% of the schools, focusing where we can on schools that have the closest relationships, either geographically or because they are multi academy trusts.

Summary of impact

- Only work with 50% of schools and reduce all related school support by 50%
- Reduce the number of young apprentice roles from 10 to 6
- Remove the community development alignment with A Better Start and Vanguard
- Remove the digital innovation fund
- Remove the school innovation fund
- Reduce the resilience coaches from 10 to 6
- Remove the resilience coach support from the whole school approach
- Reduce the academic resilience support for schools
- Reduce the walk and talk counsellors from 4 to 2
- Remove the youth and community engagement capacity building from year 3
- Remove the universal creative offer
- Reduce the change management capacity
- Remove the professional development budget for the Young People’s Executive Group

Full budget outlines in appendix 25 and 26.
<table>
<thead>
<tr>
<th>Intervention</th>
<th>Staff</th>
<th>Non-Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Walk and Talk Counsellors</td>
<td>733</td>
<td>7,667</td>
<td>8,393</td>
</tr>
<tr>
<td>B: Online Counselling</td>
<td>2,427</td>
<td>55,473</td>
<td>57,899</td>
</tr>
<tr>
<td>C: Peer Mentoring</td>
<td>317</td>
<td>7,667</td>
<td>7,983</td>
</tr>
<tr>
<td>D: Boing Boing</td>
<td>2,427</td>
<td>6,247</td>
<td>8,674</td>
</tr>
<tr>
<td>E: Young Person's Hub</td>
<td>3,173</td>
<td>76,667</td>
<td>79,831</td>
</tr>
<tr>
<td>F: Online Counselling</td>
<td>4,989</td>
<td>6,247</td>
<td>11,236</td>
</tr>
<tr>
<td>G: Speech, Language and Communication</td>
<td>1,105</td>
<td>3,000</td>
<td>4,105</td>
</tr>
<tr>
<td>H: Universal Primary Approach</td>
<td>6,400</td>
<td>152,000</td>
<td>158,400</td>
</tr>
<tr>
<td>I: Whole School Approach</td>
<td>142,444</td>
<td>311,677</td>
<td>454,121</td>
</tr>
<tr>
<td>J: Young People and Community Engagement</td>
<td>21,240</td>
<td>30,860</td>
<td>52,093</td>
</tr>
<tr>
<td>K: Edge of Exclusion</td>
<td>12,800</td>
<td>84,000</td>
<td>96,800</td>
</tr>
<tr>
<td>L: Digital Mentoring and Learning</td>
<td>2,598/247</td>
<td>3,000</td>
<td>5,597</td>
</tr>
<tr>
<td>M: Friend for Life</td>
<td>25,787</td>
<td>39,213</td>
<td>64,999</td>
</tr>
<tr>
<td>N: Creative Experiences</td>
<td>2,311</td>
<td>36,673</td>
<td>39,017</td>
</tr>
</tbody>
</table>

| Project Total | 1,698,627 | 2,737,685 | 4,436,312 |
| Contributions from partnership | 1,698,627 | 2,737,685 | 4,436,312 |
| BLF Contribution | 4,436,312 | 4,436,312 | 4,436,312 |

<table>
<thead>
<tr>
<th>Year</th>
<th>2015/16</th>
<th>2016/17</th>
<th>2017/18</th>
<th>2018/19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>1,351</td>
<td>1,351</td>
<td>1,351</td>
<td>1,351</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>3,067</td>
<td>3,067</td>
<td>3,067</td>
<td>3,067</td>
</tr>
<tr>
<td>Total</td>
<td>4,418</td>
<td>4,418</td>
<td>4,418</td>
<td>4,418</td>
</tr>
<tr>
<td>Staff</td>
<td>3,067</td>
<td>3,067</td>
<td>3,067</td>
<td>3,067</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>3,067</td>
<td>3,067</td>
<td>3,067</td>
<td>3,067</td>
</tr>
<tr>
<td>Total</td>
<td>6,134</td>
<td>6,134</td>
<td>6,134</td>
<td>6,134</td>
</tr>
</tbody>
</table>
# HeadStart Blackpool: Budget - £6m Version

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>189,267</td>
<td>289,578</td>
<td>281,081</td>
<td>279,416</td>
<td>285,004</td>
<td></td>
<td>96,901</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>119,893</td>
<td>154,707</td>
<td>142,140</td>
<td>142,140</td>
<td>142,140</td>
<td></td>
<td>47,380</td>
</tr>
<tr>
<td>Intervention A: Walk and Talk Counsellors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>57,533</td>
<td>87,367</td>
<td>88,967</td>
<td>89,767</td>
<td>91,033</td>
<td></td>
<td>30,533</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Intervention B: Online Counselling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Intervention C: Peer Mentoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>640</td>
<td>960</td>
<td>960</td>
<td>827</td>
<td>760</td>
<td>253</td>
<td>4,400</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>6,400</td>
<td>13,867</td>
<td>16,000</td>
<td>9,600</td>
<td>2,133</td>
<td></td>
<td>48,000</td>
</tr>
<tr>
<td>Intervention D: Boing Boing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>141,533</td>
<td>214,767</td>
<td>218,533</td>
<td>218,533</td>
<td>220,567</td>
<td></td>
<td>73,967</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>189,280</td>
<td>221,920</td>
<td>167,553</td>
<td>152,120</td>
<td>152,120</td>
<td></td>
<td>933,700</td>
</tr>
<tr>
<td>Intervention E: Young Person's Hub</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>2,182</td>
<td>3,273</td>
<td>3,273</td>
<td>2,918</td>
<td>2,740</td>
<td></td>
<td>913</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>21,067</td>
<td>55,333</td>
<td>47,147</td>
<td>28,587</td>
<td>14,013</td>
<td></td>
<td>169,100</td>
</tr>
<tr>
<td>Intervention F: Saddle up project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>831</td>
<td>1,247</td>
<td>1,247</td>
<td>1,069</td>
<td>980</td>
<td>327</td>
<td>5,700</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>8,000</td>
<td>12,000</td>
<td>12,000</td>
<td>12,000</td>
<td>12,000</td>
<td>4,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Intervention G: Speech, Language and Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>1,716</td>
<td>2,573</td>
<td>2,573</td>
<td>2,218</td>
<td>2,040</td>
<td>680</td>
<td>11,800</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>16,800</td>
<td>25,200</td>
<td>25,200</td>
<td>25,200</td>
<td>25,200</td>
<td>8,400</td>
<td>126,000</td>
</tr>
<tr>
<td>Intervention H: Universal Primary Resilience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>3,662</td>
<td>5,493</td>
<td>5,493</td>
<td>4,738</td>
<td>4,360</td>
<td>1,453</td>
<td>25,200</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>32,000</td>
<td>76,000</td>
<td>86,000</td>
<td>54,000</td>
<td>19,000</td>
<td>3,000</td>
<td>270,000</td>
</tr>
<tr>
<td>Intervention I: Whole School Approach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>65,084</td>
<td>98,827</td>
<td>100,627</td>
<td>85,916</td>
<td>62,993</td>
<td>18,453</td>
<td>431,900</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>54,307</td>
<td>131,460</td>
<td>116,460</td>
<td>48,127</td>
<td>35,693</td>
<td>7,987</td>
<td>382,300</td>
</tr>
<tr>
<td>Intervention J: Young People and Community Engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>29,720</td>
<td>45,113</td>
<td>45,913</td>
<td>46,780</td>
<td>47,680</td>
<td>15,993</td>
<td>231,200</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>3,987</td>
<td>5,980</td>
<td>5,980</td>
<td>5,980</td>
<td>5,980</td>
<td>1,993</td>
<td>29,900</td>
</tr>
<tr>
<td>Intervention K: Edge of Exclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>26,498</td>
<td>40,213</td>
<td>40,913</td>
<td>41,393</td>
<td>41,880</td>
<td>14,060</td>
<td>204,800</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>6,187</td>
<td>9,580</td>
<td>9,580</td>
<td>9,580</td>
<td>9,580</td>
<td>3,193</td>
<td>47,900</td>
</tr>
<tr>
<td>Intervention L: Digital Mentoring and Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>26,920</td>
<td>40,847</td>
<td>41,547</td>
<td>42,313</td>
<td>43,113</td>
<td>14,460</td>
<td>209,200</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>10,653</td>
<td>15,980</td>
<td>15,980</td>
<td>15,980</td>
<td>15,980</td>
<td>5,327</td>
<td>79,900</td>
</tr>
<tr>
<td>Intervention M: Friend for Life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>26,547</td>
<td>40,353</td>
<td>41,153</td>
<td>41,953</td>
<td>42,753</td>
<td>14,340</td>
<td>207,100</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>7,987</td>
<td>11,980</td>
<td>11,980</td>
<td>11,980</td>
<td>11,980</td>
<td>3,993</td>
<td>59,900</td>
</tr>
<tr>
<td>Intervention N: Creative Experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Non-Staff</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,048,893</strong></td>
<td><strong>1,604,618</strong></td>
<td><strong>1,528,301</strong></td>
<td><strong>1,372,976</strong></td>
<td><strong>1,279,991</strong></td>
<td><strong>421,268</strong></td>
<td><strong>7,256,048</strong></td>
</tr>
<tr>
<td><strong>Income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributions from partnership</td>
<td>85,760</td>
<td>128,640</td>
<td>128,640</td>
<td>234,507</td>
<td>343,640</td>
<td></td>
<td>123,913</td>
</tr>
<tr>
<td>BLF Contribution</td>
<td>963,133</td>
<td>1,475,978</td>
<td>1,399,661</td>
<td>1,138,469</td>
<td>936,351</td>
<td></td>
<td>297,355</td>
</tr>
</tbody>
</table>
**HeadStart Blackpool: Match Funding**

In addition to the funding being sought from the Big Lottery, and the specific match funding being put into the project by Blackpool Council and its partners, the following funding will be available in Blackpool over the next 5 years to sit alongside the HeadStart project and support delivery of the HeadStart outcomes.

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Description</th>
<th>Value</th>
<th>Total Project (TP) or Per Annum (PA)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better Start</td>
<td>Joint Funded Projects:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Evaluation</td>
<td>£50,000</td>
<td>TP</td>
<td></td>
<td>To look at the economic impact of preventative work in Blackpool</td>
</tr>
<tr>
<td>Frameworks</td>
<td>£20,000</td>
<td>TP</td>
<td></td>
<td>Coincide joint visits from Frameworks</td>
</tr>
<tr>
<td>Workforce Development</td>
<td>£30,000</td>
<td>TP</td>
<td></td>
<td>Investment in Strategic Leadership Group</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>£50,000</td>
<td>TP</td>
<td></td>
<td>Projects in capacity building and volunteering model</td>
</tr>
<tr>
<td>Education Funding Agency</td>
<td>Pupil Premium</td>
<td>£3,300,000</td>
<td>PA</td>
<td>£3.3m is the total 2015/16 Pupil Premium allocation for Blackpool Secondary Schools and Educational Diversity</td>
</tr>
<tr>
<td>LAC Pupil Premium</td>
<td>£300,000</td>
<td>PA</td>
<td></td>
<td>The element of LAC pupil premium to be aimed at children attending Blackpool Schools aged between 10 and 16 years may change each year, but is £300k based on 2015/16 figures</td>
</tr>
<tr>
<td>Public Health</td>
<td>School Nursing</td>
<td>£200,000</td>
<td>PA</td>
<td></td>
</tr>
<tr>
<td>Right to Succeed</td>
<td>School Improvement Programmes</td>
<td>£420,000</td>
<td>TP</td>
<td>Based on £400k x 35% in 2016, 2017 and 2018</td>
</tr>
<tr>
<td>Blackpool Council / Public Health</td>
<td>Specialist Support Services</td>
<td>£654,000</td>
<td>PA</td>
<td>Based on draft 2016/17 budgets; £457k Public Health funded</td>
</tr>
<tr>
<td>Blackpool Council / Schools</td>
<td>Pupil Welfare</td>
<td>£624,000</td>
<td>PA</td>
<td>Based on draft 2016/17 budgets; £267k buy-in from schools</td>
</tr>
<tr>
<td>Blackpool Council</td>
<td>Educational Psychology</td>
<td>£314,000</td>
<td>PA</td>
<td>Based on draft 2016/17 budgets</td>
</tr>
<tr>
<td>Blackpool Council</td>
<td>Vanguard</td>
<td>£250,000</td>
<td>TP</td>
<td>Community development element of Vanguard bid</td>
</tr>
</tbody>
</table>