

CITY OF WOLVERHAMPTON COUNCIL	Cabinet 6 July 2022
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Report title	Helping our Children and Young People to be Healthier and Happier – what we learnt from Headstart	
Decision designation	AMBER	
Cabinet member with lead responsibility	Councillor Beverley Momenabadi Children and Young People	
Key decision	Yes	
In forward plan	Yes	
Wards affected	All Wards	
Accountable Director	Emma Bennett, Executive Director of Families	
Originating service	Children Services	
Accountable employee	Kush Patel Tel Email	Children’s Innovation Lead 01902 550354 Kush.patel@wolverhampton.gov.uk
Report to be/has been considered by	Directorate Leadership Team Strategic Executive Board	13 June 2022 21 June 2022

Recommendation for decision:

The Cabinet is recommended to:

1. Endorse the learning from Headstart into future planning of wellbeing services for children and young people.

1.0 Purpose

- 1.1 Wolverhampton have been part of a Lottery Funded programme to test and learn from a range of interventions that support improved resilience and emotional well-being. This report sets out how this learning will be embedded within the future offer for children, young people and their families.

2.0 Background

- 2.1 City of Wolverhampton Council is the lead partner for HeadStart Wolverhampton (HW), one of six partnerships across the country to receive National Lottery funding to run a series of test and learn programmes in developing new ways of supporting children and young people aged 10 to 16 and their families with emotional mental health and wellbeing.
- 2.2 HeadStart is a wide-ranging programme, offering different ways to support mental and emotional wellbeing. Children and young people are integral to the programme, working with us on its design, governance, delivery and evaluation.
- 2.3 HeadStart Wolverhampton was initiated as an emergent programme in 2016 following a successful bid, delivered to the National Lottery by the young people of Wolverhampton, for grant funding totalling £9.5 million. From the outset a key factor was the involvement of children and young people in the bid, design, governance, delivery, and evaluation processes.
- 2.4 In line with its 'test and learn' ethos, by 2018, it was evident that the original delivery model would not be sustainable beyond the life of the programme. This was partly due to the emergence of private sector competition and its potential impact on the planned 'earned income' aspects of the programme.
- 2.5 Between 2018 and 2021, HeadStart Wolverhampton restructured and re-aligned its priorities to focus more on joint working with partners in the Council, schools, and communities. This was to ensure the learning and experiences gained from the programme, could be used to positively influence system change via participation in the City's decision-making forums.
- 2.6 A key part of this re-alignment was the emphasis on upskilling those involved with children, young people, and families to recognise and appropriately respond to emotional, mental health and wellbeing issues in their schools and communities.
- 2.7 This led to the development of wellbeing tools, workforce training (e.g., the anti-bullying charter; coproduction charter, Leading Mental Health in Schools (LMHis) Master's module, bid writing, consortium building etc.
- 2.8 Following the outbreak of the Covid-19 pandemic and a countrywide 'lockdown' in March 2020, National Lottery Community Fund (NLCF) offered a further grant of £1.3 million to extend the HW to July 2022 (the original closure date was July 2021). This additional

funding has further cemented the already established links within (and between) schools and communities.

3.0 HeadStart Fundamentals

- A six-year program from 2016 to 2022 with an overall NLCF investment of £10.8 million
- Led by the City of Wolverhampton Council and managed by multi-stakeholders
- Used a test and learn approach to evidence and inform future policy and practice
- Well over 13,000 young people in the city accessed HeadStart support
- 700+ parents and carers also accessed support
- 75 community organisations involved in the design and delivery of the Programme
- Community organisations generated income of more than £500,000
- Young people (aged 10-16) remain at the heart of the city's wellbeing initiatives.
- Ongoing evaluation to collect evidence of impacts and what works

4.0 HeadStart learning

- 4.1 We have tested, we have learnt, and since 2020, we have started to embed the learning and the successes that we have made on our journey. Some of our learning successes and improvements are outlined in appendix 1.
- 4.2 The Council's close involvement in the governance of the programme has allowed its aims and influences to seamlessly merge with new and existing strategic decision-making forums in the city e.g. The Emotional Mental Health and Wellbeing Partnership Board; The Children and Families Together Board and The Children's Services Transformation Board.
- 4.3 The learn and embed phase was aligned to the city's Youth Engagement Strategy #YES as well as other key strategies such as, the local Child and Adolescent Mental Health (CAMHS) plan Refresh Plan 2018-20, Children, Young People and Families (CYPF) Plan.

Being You	<p>The learning has informed and enhanced; city-wide co-production offer as demonstrated by the commitment made at the 2020 launch of the Youth Engagement Strategy (#YES). This has 'opened the door' for young people to have a voice in key areas of the city's strategic decision-making forums. This input not only empowers the young people, but it is also helping to increase awareness about the importance of individual and collective emotional and mental wellbeing. This involvement has included young people's membership and participation in the development of:</p> <ul style="list-style-type: none">✓ Co-production Charter as part of #YES,✓ Refresh of Children Young People's Participation and Co-Production Strategy 2019/21
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	<ul style="list-style-type: none"> ✓ Wolverhampton's Junior Safeguarding Children Board, ✓ Youth Council ✓ Children in Care and Care Leavers Forum ✓ The 'Town Deal Fund' a £25 million programme with Actors of Urban Change.
Being Healthy	<p>The development of an emotional and mental well-being toolkit based on the modules delivered within HeadStart schools, was accredited by the personal, social, health and economic (PHSE) Association in 2021.</p> <ul style="list-style-type: none"> ✓ This is now available nationally for all schools to include in their PHSE Curriculum. <p>Black Country and West Birmingham Sustainability and Transformation Plan (BCWBSTP) has been successful in its application to become a trailblazer for Mental Health Support teams in Schools.</p> <ul style="list-style-type: none"> ✓ Learning from HeadStart is informing the shaping of a localised approach
Being Connected	<p>The ambition for HeadStart community groups was for them to become self-sustaining. Since the life of the programme the community groups have successfully secured over £700,000 additional funding to complement and enhance the HeadStart offer. This ensures the fantastic community work developed through HeadStart can continue to be integrated as part of the 'City Vision for 2030'</p> <p>'A vibrant civic society focused on the future, empowers local communities and is supported by local businesses and institutions.'</p>
Being Trained	<p>Liaison with colleagues across the Council's Organisation Development Service, the University of Wolverhampton and Black Country and West Birmingham STP has ensured that the regional workforce has access to a Continued Professional Development (CPD) framework that enables them to continue offering effective support to children and young people.</p> <ul style="list-style-type: none"> ✓ The Department for Education (DfE) assured, HeadStart funded, 'Leading Mental Health in Schools (LMHis) Master's Award' is now a key CPD training opportunity for school staff with a leading role to play in developing the social, emotional, and mental health (SEMH) support and provision for children and young people in school. The first cohort (Class of 20-21)

	<p>received their certificates at an award ceremony on 9 December 2021.</p>
Being Informed	<p>Elements of the Well-being Measurement Framework (WMF) have now been integrated within the bi-annual Health-Related Behaviours Survey(HRBS) (led by Public Health) to give a longitudinal understanding of emotional wellbeing in the city.</p> <ul style="list-style-type: none">✓ From the WMF the Strengths and Difficulties Questionnaire (SDQ) was added to the HRBS for all ages. The HRBS for students aged 11 will now contain Trait Emotional Intelligence Questionnaire – Adolescent Short Form (teique-asf) and the HRBS for younger students will include the Me and My Feeling (M&MF) survey.✓ These extra surveys on mental health and wellbeing will give further insight into the mental health of young people in the city and allow this to be tracked by cohorts over the two year periods of the HRBS. <p>Examples of key findings up to 2020 include: -</p> <ul style="list-style-type: none">✓ Over the past four years (no WMF survey in 2021 due to Covid) seven secondary schools and two special schools have taken part in the national HeadStart annual WMF survey to gather data about the emotional health of young people.✓ The findings from the 2018-2019 SDQ survey showed that there are comparable proportions of young people with emotional, behavioural and attention difficulties in Wolverhampton and nationally.✓ Overall young people in Wolverhampton reported less emotional and attention difficulties compared to the National HeadStart average, but higher levels of behaviour problems and less inclination to help others.✓ This fits with the other surveys that showed less understanding of empathy in Wolverhampton along with young people feeling less of a sense of connection to their communities.✓ Pupils showed higher than average levels of difficulties with peers, suggesting that on average they are less able to interact successfully with peers than with others.✓ In the local evaluation, primary children felt more resilient than secondary children, with girls being more resilient than boys✓ Among the secondary children, girls were both less resilient than the norm and less resilient than boys.

5.0 Embedding the HeadStart learning

- 5.1 Between 2018 and 2021 the WHSP focus shifted away from “direct” delivery of classroom interventions towards supporting new and existing initiatives, that would ‘upskill & equip’ the HeadStart community and school cohorts in the four identified areas of the city. The whole programme was re-profiled to gradually reduce intervention related staffing, delivery and rental costs and increase spend on the development and delivery of training modules, courses, charters, train the trainer sessions, consortium building and school holiday specific activities.
- 5.2 The first strategic step towards ensuring the programme’s continued ability to influence decision making at the strategic level was the merging in November 2019, of the HeadStart Partnership Board with the City’s CYP Emotional Mental Health and Wellbeing Partnership Board. This enabled HeadStart Wolverhampton to directly participate in and/or report to, the city’s CWC Cabinet; CYP Scrutiny Panel; Health and Wellbeing Together Board; Children and Families Together Board; SEND (Special Educational Needs and Disabilities) Partnership Board as well as the CYP Emotional Mental Health and Wellbeing Partnership Board

6.0 Current Achievements of learn and embed

- 6.1 The prioritisation within the CAMHS transformation plan of WHSP’s key driver to build a confident, accessible, and responsive workforce for Young People with staff who share a common language and common approaches through a transformed system of cross-disciplinary, multi-agency and multi-layered working partnerships.
- 6.2 The agreement by Wolverhampton Clinical Commissioning Group (WCCG) and the City of Wolverhampton Council (CWC) to joint fund of the Emotional Wellbeing Service going forward (initiated as a pilot in 2019 with ⅓ funding from HeadStart).
- 6.3 A central coproduction team. This aligned the HW coproduction goals with Wolverhampton Council’s and strengthened the voice of young people in key areas of development work in the city through the embedding of the Coproduction Charter
- 6.4 Utilisation of the community offer to act as a ‘seed bed’ for Wolverhampton’s growing commitment to supporting its community organisations, children, young people, and parent/carers. This is most clearly evidenced in the current Council Plan (2019 – 2024) and City Vision for 2030 which puts the community at the heart of the plan’s primary objectives, ‘A vibrant civic society focused on the future, empowers local communities and is supported by local businesses and institutions.’
- 6.5 The commissioned community providers ‘capitalisation’ of their growing visibility and voice, to successfully access monies from the Department for Work and Pensions (DWP) Household Support Grant and DfE and Holiday Activity (HAF (Holiday Activity Fund)) Grant.

7.0 Evaluation of alternative options

- 7.1 Options were considered in relation to the National Lotteries requirement that learn and embed is based on the evidence from the test and learn of the HeadStart programme. The evidence from national surveys, local surveys, community feedback, young people.

8.0 Reasons for decision(s)

- 8.1 The decision has been based on evidence of what works in relation to improving wellbeing and resilience in young people. The National Lottery funding requires local areas to have a learn and embed plan based on the test and learn of the programme. Budgets have been realigned to reflect the plan.

9.0 Financial implications

- 9.1 The Council was awarded a grant of £10.8 million from the National Lottery to cover the period of 2016 to 2022 for the Headstart programme.
[JG/27062022/L]

10.0 Legal implications

- 10.1 There are no legal implications associated with this report.
[SB/24062022/H]

11.0 Equalities implications

- 11.1 The programme is subject to an equality impact assessment and an equalities group has been established to ensure compliance and consideration to all protected characteristics with an emphasis on identified vulnerable groups; young carers, black and minority ethnic background, those at risk of gangs/crime, those witnessing domestic violence, family history of mental ill health, lesbian, gay, bisexual and transgender (LGBT), Roma and new arrivals.

12.0 All other implications

- 12.1 HeadStart Programme is a test and learn programme in developing new ways of supporting children and young people aged 10-16 and their families with emotional mental health and wellbeing.

13.0 Schedule of background papers

- 13.1 None

14.0 Appendices

- 14.1 Appendix 1: Table of lesson learnt and areas for improvements.