

Early
Help



**HeadStart
Hull**

Building resilience with children and young people

HeadStart Hull Mark of Excellence



**Whole School Approach to Supporting
Children, Young People and Families
Mental Health and Well-being**

2021



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Introduction

It's now more important than ever that we look after our own mental health and that of the children, young people and families we support.

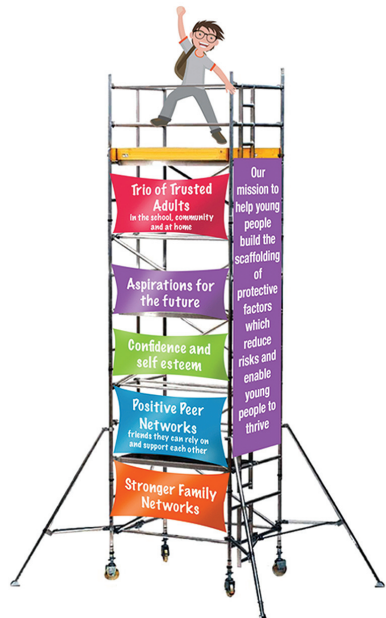
At HeadStart Hull, we want everyone to play their part in supporting the emotional health and well-being of the children, young people, and families of Hull.

The HeadStart Hull model is based on the Public Health England and Department of Education criteria for achieving a Whole School Approach to improving and young people's emotional health and well-being and is mapped against Ofsted criteria to help you provide evidence for future inspections. The Hull model has been recognised as national best practice by the Anna Freud Centre for Children's Mental Health.

The Scaffold of Protective Factors

The Scaffold of Protective Factors reflects HeadStart Hull's vision for building and maintaining emotional well-being and resilience in children and young people.

When children, young people and families have these protective factors in place then they will have more ability to bounce back from life's challenges and thrive in their communities.



The Hull 'Pledge'



We want to encourage as many organisations as possible to sign up to the 'Hull Pledge' to promote the mental health and emotional well-being of children and families in Hull.

Organisations who sign up to the pledge are demonstrating a commitment to:

- Promote good mental health and well-being as part of everyday life for children, young people and families
- Help children and young people to build resilience and thrive, to grow and become the best version of themselves
- Make sure all children and young people have staff they can talk to, who they trust
- Help children and young people to cope when times are difficult and get extra support when they need it
- Promote respect, value difference and be open-minded and challenge stigma and discrimination
- Make sure children and young people have a say in decisions about the things that affect them and matter to them and that their views are valued
- Support the mental health and emotional well-being of our staff and volunteers
- Provide a safe and private space for children and young people to talk to a worker if needed
- Recognise and celebrate children and young people's achievements
- Respect young people's boundaries

**Organisations can sign up to
'the Pledge' via
www.howareyoufeeling.org.uk**

What this means for children and young people (and families)

Organisations signing up to the 'Pledge' demonstrate a commitment to supporting the mental health and emotional well-being of children and young people.

In practice, this means that children and young people (and their parents/carers) who see this sign can be confident that they will;

- learn about the things that promote good mental health
- have opportunities to do things that promote good mental health
- be helped to understand their own feelings and those of others
- feel safe and feel listened to
- be treated with respect
- have a say about the things that are important to them
- have an adult they can speak to who they trust
- be told about other services that can support their mental and emotional health, and how to get help
- get support from trained workers* (including access to a trained Mental Health First Aider)
- be asked about the services and support they receive, and how they could be improved
- learn about confidentiality and consent, and their rights



The next step...

Having signed up to the 'Pledge', some schools may wish to take the next step and apply for a HeadStart Hull Mark of Excellence, which takes a Whole School Approach (WSA) to supporting mental health and well-being.

The WSA is a commitment to supporting the mental health and well-being of your school community. Together, we will work to identify areas of strength and areas for future development, focusing on;

- Leadership Commitment
- Staff development to support their own well-being and that of students
- Enabling Student Voice to influence decisions
- Identifying need and monitoring impact of interventions
- Targeted support and appropriate referrals
- Ethos and Environment promoting respect and valuing diversity
- Curriculum Teaching & Learning to promote resilience and social and emotional learning

- Working with parents/carers

This will help you to;

- make emotional well-being everyone's business
- embed student voice
- link with parents and the wider community
- develop your workforce
- monitor the impact of your support
- evidence that you meet statutory requirements for Ofsted

Our approach to support;

- Individualised and bespoke support, tailored to your school's needs
- Being part of your team; working collectively, at your timetable
- Jointly identifying key actions to make tangible improvements across your school
- Linking into your School Improvement Priorities and continuous development

The Process

To work towards the HeadStart Hull Mark of Excellence, please email HeadStart Hull School's Policy and Practice Officers, via Headstarthull@hullcc.gov.uk

Our School's Policy and Practice Officers will meet with you to agree the following steps;

- A meeting with your staff team to discuss the WSA and find out more about your school
- To arrange regular meetings with your staff teams
- To plan a presentation to the whole school
- To guide you through the RAG rating self-assessment process, reviewing your current policies and practices etc against the criteria
- Young Evaluators
- Action planning and next steps



The Role of the Young Evaluator

Young Evaluators play an important and pivotal role in the process, and ultimately, are the ones deciding if your setting achieves the award. When you begin your MOE journey, young people in your settings will be given the opportunity to apply to be a young evaluator and following an application process based on ensuring the group can offer diverse and relevant insight, 8 are chosen to undergo full training to agree what good AND bad looks like, and carry out the RAG rating exercise.

This process is different for all and is bespoke to be flexible to the needs and abilities of the young people involved. The HeadStart Hull co-production team agree this process with the setting's HeadStart lead. This can include many methods such as consulting with fellow students and with staff, conducting observations, sharing their own personal experiences, and 1-2-1 or group discussions with the coproduction workers.

Drawing on their own observations and experiences and those of their peers, the young evaluators rate the setting based on what works well and what doesn't work well, and suggest ways the setting could be 'even better if...'

Based on all the feedback, the

young evaluators establish the RAG rating, with RED meaning the setting is not yet ready and more work is needed, AMBER, shows they are almost there, and GREEN, which achieves the MOE award.

Once the decision is made, the feedback is shared with the setting by the group, and based on this, the setting will meet with the young evaluators and PPO to set and agree goals, as well as managing expectations as to what can be realistically achieved. It is here that the young people can identify their continued role as an evaluator in the next steps and in many instances, the settings have utilised the group to continuously evaluate and improve well-being support.

With the decision made and next steps established, the young evaluators will then present the MOE plaque to the settings who have achieved it.

The inspection process

The 'Inspection' will take place in 3 stages;

- A review day to look at your supporting evidence with the HSH Schools Policy and Practice Officer

- Consultation with children and young people in your school
- A meeting to feedback children and young people's comments (and a written feedback report)

When your school is successful, you will receive the HeadStart Hull Mark of Excellence award and certificate, together with a logo that can be used in publicity and promotional materials.

Celebration event

Organisations that have been awarded the Mark of Excellence will take part in a celebration event. This takes place in the school and the young evaluators who provided the feedback will present the MOE plaque.

Next Steps

Having achieved the HeadStart Hull Mark of Excellence, the Schools Policy and Practice Officers will continue to support you in your ongoing School Improvement Priorities and development of best practice, embedding the culture of emotional health well-being.

To hear about other Hull schools journeys and experiences of the Mark of Excellence process visit www.howareyoufeeling.org.uk

Secondary School Feedback - What changes/improvements were made

"The Headstart process allowed us to implement structures within the Academy to provide a co-ordinated approach to supporting our students and their well-being. Staff proactively championed new systems to raise awareness and ensure students were accessing the right support networks.. The increased emphasis allowed staff CPD to become a focus and making staff aware of referral systems and support on offer was a huge step forward;" -

Sirius West HeadStart Lead

"Since Headstart became involved with us we have embarked on a huge journey. We now have a dedicated well-being coordinator and team that provides daily support to our children. Covid 19 has seen child mental health concerns increase so daily support has been necessary. Recent pupil voice tells us our students feel very supported.

We now have a dedicated department and team that support youngsters on a daily basis and provide referrals to several external agencies." -

Boulevard Academy, SLT Inclusion Vice Principal



How things were before support from the HeadStart Hull Programme

"The Academy provided emotional support for students but only at the very basic level of support with guidance quite ad hoc. Most staff did not feel confident with dealing with the most basic concerns regarding resilience, anxiety and mental health." - **Boulevard Academy, SLT Inclusion Vice Principal**



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Primary School Feedback - Evidence of impact (the changes made / contributing to system change)

"We celebrated what is in place already and what we do 'without thinking'. We re-evaluated roles and responsibilities and we now have an even larger team of staff dedicated to emotional health and well-being. We further raised the profile of mental health and well-being and created a culture of 'It's everyone's responsibility', which in turn created a much stronger whole-school approach.." -

Cleeve Head teacher and HeadStart Lead Deputy HT

"The process of working towards the HeadStart MOE was extremely useful for the school. Many of our pupils have complex well-being issues, so ensuring our work meets our children's needs is essential. Our school is now able to say with certainty that we are providing quality wellbeing support for the pupils (and staff) which has been externally verified - something our pupils and staff are very proud of. " -

Adelaide School.

Young Evaluation Process - Feedback From Schools

"The young evaluation process was fantastic! To see the children looking so proud to be representing their peers/the school was lovely. The process allowed some children, who were not normally confident, to really excel and grow in confidence in just a few days! We will use the young evaluator process as a model for other aspects of the school such as the curriculum." -

Cleeve Primary School

"The Young Evaluators were instrumental in identifying positive impact around the Academy and also identifying ways forward within our action plan. The benefit that we got as an Academy was allowing our students to make their own independent judgement on this area, with the feedback actually identifying that they were surprised with the amount of support systems that we have within the Academy." -

Sirius West

"It's incredibly important and powerful as a Head to have so many pupils involved in key decisions around how THEY wish to be supported and the pupils have appreciated having a direct platform to be able to show what THEY feel needs to happen." -

Northcott Special School

Young Evaluator Feedback

"It was an all-round great and exciting opportunity."

"Children tend to understand each other so I think it's important that the pupils decide if our school gets the Mark of Excellence, instead of adults."

"It was interesting and fun and I couldn't believe I got picked for such an important role."

"We got to talk about things that are important, like the school and how they can improve and I thought it was important that we were a part of it."

"Being a young evaluator makes you lucky enough to talk about things that you wouldn't normally get a chance to."

"It was great fun, and I got to talk about how I feel about the school."

"If you're not sure about being a young evaluator, you should just do it, it has given me more confidence."

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