



**HeadStart  
Hull**

# **Progress Report**



**COMMUNITY  
FUND**

# Introduction

The citywide HeadStart Hull programme was launched in 2017 following a successful two year test and learn pilot which worked with 10 primary schools and 3 secondary schools. The current delivery model was developed in partnership with schools, community organisations, young people and parents to provide effective prevention and early help to improve emotional health and well-being.

## **The programme's vision for the city is to:**

"Enable children and young people to have positive mental health and well-being, thrive in 'their communities' and to 'bounce back' from life's challenges."

"The services HeadStart Hull offer is outstanding and sometimes life changing for our students. As a school we could not have given our pupils the support they need to reach their full potential."

**Well-being Co-ordinator at  
Boulevard Academy**

"HeadStart programme is something that fitted in exactly with what we knew our school needed."

**Headteacher of Francis Askew  
Primary School**

The programme is working with all schools across the city (primary, secondary, special schools and pupil referral units) as well as a range of community providers e.g. youth services, Voluntary & Community Sector (VCS), social care, health etc. to provide a city wide approach to improving emotional well-being.

The HeadStart Hull programme is an integral part of the Early Help Delivery Model. Through the work of the programme we aim to ensure emotional and mental health has parity of esteem in our city with physical health by reducing stigma and ensuring it is seen as "everyone's business".

### **The programme supports children and young people in our city have:**

- A "Trio of Trusted Adults" – in the school, community and at home
- Aspirations for the future – children, young people and family
- Confidence and self esteem
- Positive peer networks – friends they can rely on and support each other
- Stronger family networks

When children and young people have these five assets they come together to form the scaffold of support (protective factors) they need to thrive and bounce back from life's challenges. This scaffold also supports improved academic attendance and achievement and improved engagement with community services e.g. youth services while preventing issues from escalating.

This enables young people to have the skills and resilience to cope with life's challenges and to know where to access support if they (or a friend) need it at the earliest opportunity without fear of stigma.

### **To achieve this HeadStart Hull has put in place a number of universal and targeted initiatives which enable:**

- Children and young people to be confident to discuss feelings/worries with a trusted adult and support their peers
- Children and young people to find and access support when and where they need it
- Parents to confidently and appropriately support their children and young people with emotional health and well-being
- Everyone working with children and young people to be able to identify emotional health issues early and provide effective support to young people and their families
- Quick access to effective targeted early help interventions which reduce the need for specialist/clinical services in the longterm

The support offered at a universal and targeted (early help) level is available to all young people (and where appropriate their parents) including those with additional needs (SEND).

# **What does HeadStart Hull offer?**

## Universal/Thriving (aged 5-16)

- Jigsaw PSHE
- Workforce development and training (including schools and VCS resilience network meetings)
- Whole organisation approach (HeadStart Hull Mark of excellence)
- Young people led campaigns

## Universal/Getting advice (aged 5-19)

- Howareyoufeeling website
- Turn 2 Us drop ins (delivered by HCC youth services)
- Play Rangers (delivered by Hessle Road Network and partners)

## Targeted Early Help/Getting Help (aged 10-16)

If the young person needs additional support there is a menu of options which can be accessed using the HeadStart Hull Checklist (assessment and referral tool). These include:

- Young People's Peer Mentoring (Cornerhouse)
- School Based Group Work (West and North – WRAP, Barnardo's. East – SMASH, Humber NHS)
- Community Based Group Work (Smile – HCC Youth Service)
- Counselling (Mind)
- Emotional Resilience Coaches (HCC Youth Service)

There is also support for parents and carers including:

- Parent Peer Mentoring (Child Dynamix)
- Parenting Group Work (HCC Early Help Parenting team)
- Parenting Group Work for parents of young people with additional needs (KIDS)

## How are services accessed?

Referrals for targeted services are via the HeadStart Hull Checklist (assessment and referral tool).

The checklist uses risk factors and protective factors to assess need and identify the right intervention to meet need. Referrals can be made by schools or other services e.g. youth services, social care, health etc in discussion with the young person and their parents/ carers to help the young person access the right early help. Services can be accessed in school or in the community.

Parenting support can be accessed using the same referral and assessment tool to provide whole family support. This one referral and assessment tool used across the services also enables young people/parents to move between services if needs change or further needs are identified without the need for additional paperwork.

Access times for services are between 4 and 12 weeks depending on the service needed.



# Numbers supported since 2017 (Universal)

UP TO **26,429**

primary aged pupils and

UP TO **15,151**

secondary aged pupils

per year across the city through timetabled **Jigsaw PSHE lessons** to promote **positive mental health**

# 1251

members of staff trained across a range of organisations including **Schools, Youth Service, Social Care, Health, Early Help, Voluntary and Community Sector, Girl Guides** etc since the start of the programme

561 2018/19

Turn 2 Us drop-ins in secondary schools have provided brief interventions to:

# 6887

young people aged 11-16

2856 2018/19

Play Rangers have supported

# 3278

young people aged 10-16 during the school holidays

1646 2018/19



## Numbers of Young People supported since 2017 (Targeted Early Help)

**390**

young people aged 10-16 have been supported by a Peer Mentor

161 IN 2018/19

**1255**

young people aged 11-16 have been supported through Young People's Group Work in schools

551 IN 2018/19

**303**

young people aged 10-16 have been supported through Young People's Group Work in the community

112 IN 2018/19

**988**

young people aged 10-16 have been supported through Young People's Counselling

228 IN 2018/19

**279**

young people aged 10-16 have been supported through Young People's Emotional Resilience Coaches

119 IN 2018/19

## Numbers of Parents supported since 2017 (Targeted Early Help)

**256**

parents have received one to one support from a Parents Peer Mentors

120 IN 2018/19

**304**

parents have received one to one or Group Work

163 IN 2018/19

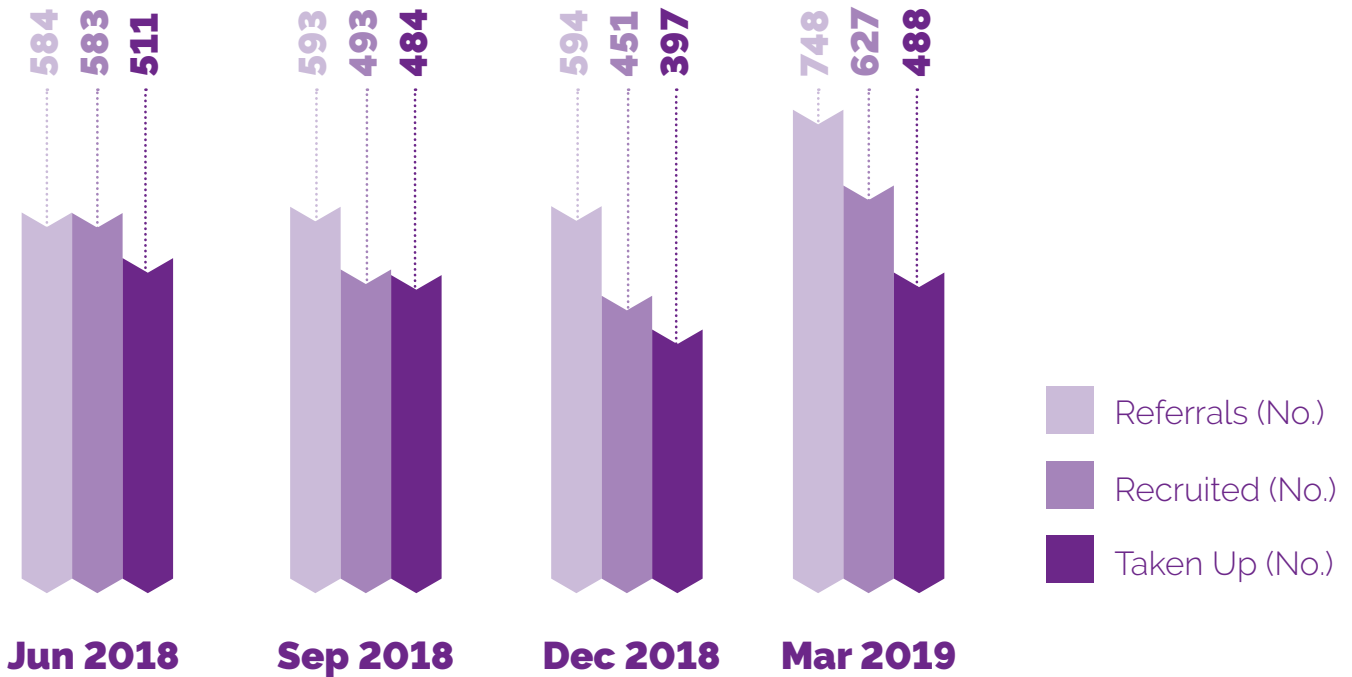
**522**

parents of young people with additional needs have received one to one or Group Work Support

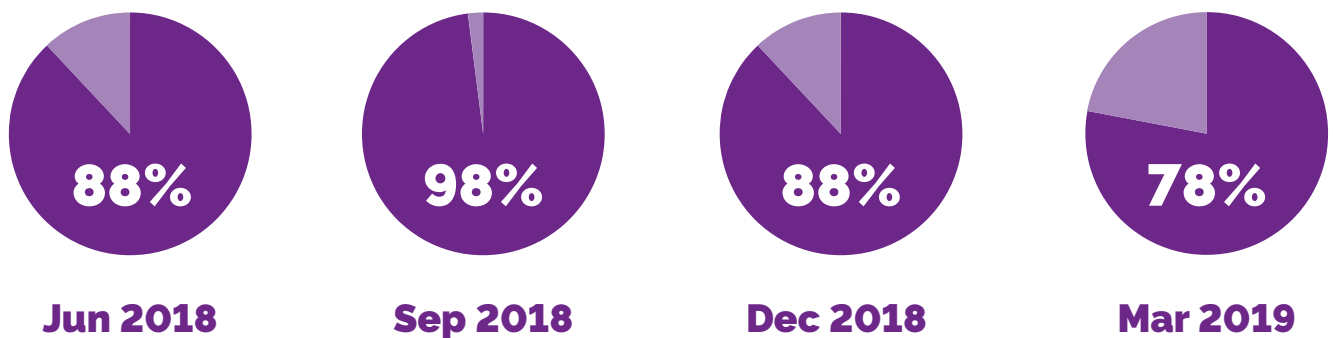
248 IN 2018/19



# Overall uptake of targeted HeadStart Hull early help services (18/19)



## Taken Up (%)



The target % for take up from recruitment was 85% and we achieved 87% over the year

**87%**



# Performance indicators



Service user showing an **improvement in presenting issue**



Service user showing **improved confidence**



Service user showing **improved resilience**



Service user showing **improved peer networks**



Service user showing **stronger family networks**



Service user has at least **one additional protective factor**

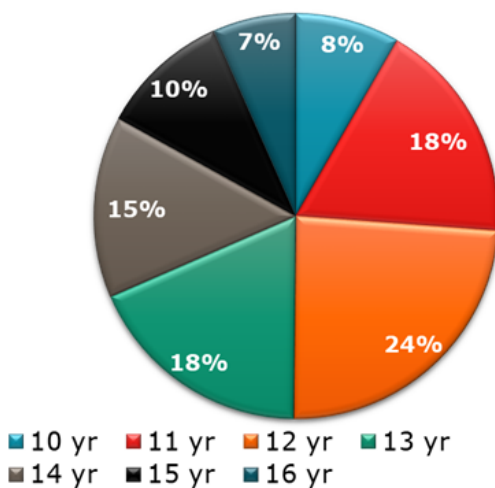


Service user would **recommend to friends & family**

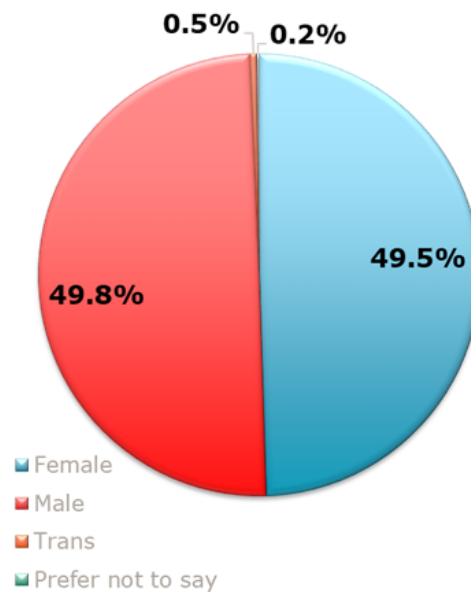


# Breakdown of young people receiving targeted/early help

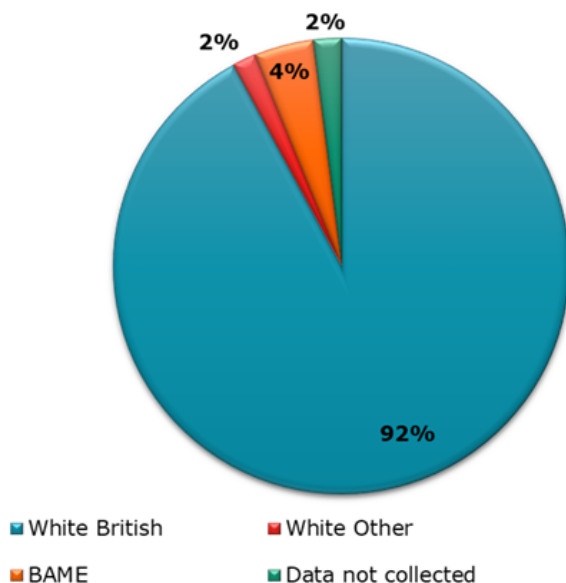
## Age



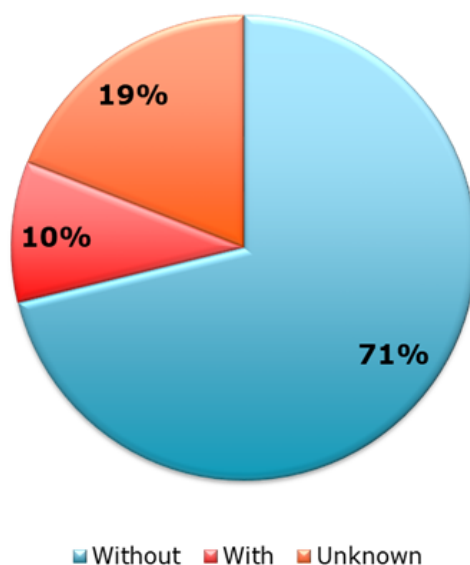
## Gender



## Ethnicity



## Disability



## The main presenting issues for young people include:

- Emotional regulation
- Anxiety and stress
- Bereavement/separation/loss
- Body issues/self-image
- Boundaries and behaviour
- Bullying
- Confidence and self esteem
- Depression/low mood/withdrawn
- Domestic violence/abuse
- Family relationships/family breakdown
- Feelings/emotional difficulties
- Peer networks/relationships/social isolation
- Risk-taking behaviour
- Self Harm
- Transition
- Engagement in school/attendance
- Trauma



## The main presenting issues for parents include:

- Parents emotional difficulties
- Family relationships/family breakdown
- Parenting skills
- Family support
- General support
- Coping strategies
- Parents mental health
- Understanding ASD

# Impact of HeadStart Hull Targeted Early Help 18/19

HeadStart Hull uses the Outcomes Star to measure the difference made (impact) of targeted early help interventions. The My Star is used for young people's intervention and the Family Star for interventions with parents.

Before the start of the intervention the young person discusses with the worker where they feel they are on the scale in relation to the relevant points. My Star covers eight outcomes areas relevant to child's life:

- Physical health
- Where you live
- Being safe
- Relationships
- Feelings and behaviour
- Friends
- Confidence & self esteem
- Education & learning

The Outcomes Star tool helps young people on the journey of change from stuck to accepting help through trying and finding what works for them to achieve resilience.

The Star tool is used as a discussion tool and has an action plan attached which the worker uses to help the young person develop SMART actions, look at options, set clear goals and record their progress on the star chart.

**The tool works in the same way for the Family Star, but addresses the following areas:**

- Physical health
- Emotional well-being
- Keeping your children safe
- Social networks
- Education and learning
- Boundaries and behaviour
- Family routine
- Education & learning

## The five-stage Journey's of Change

### Childs Journey

5. Resilient
4. Finding What Works
3. Trying
2. Accepting Help
1. Stuck

### Context Scales

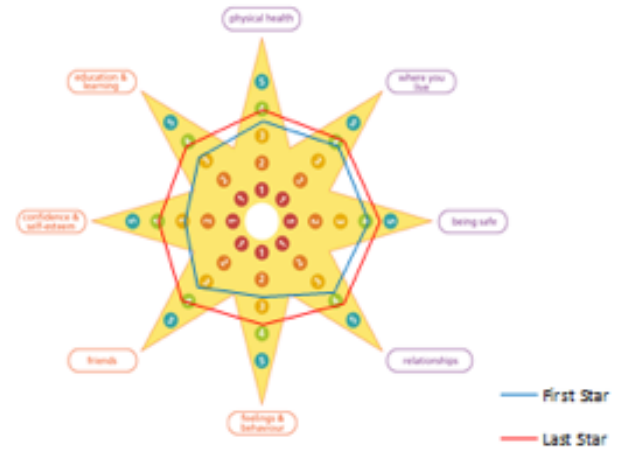
5. Things Are Good
4. Mostly OK
3. No Big Concerns
2. Someone Is Helping
1. Big Concerns



# Overall impact 18/19

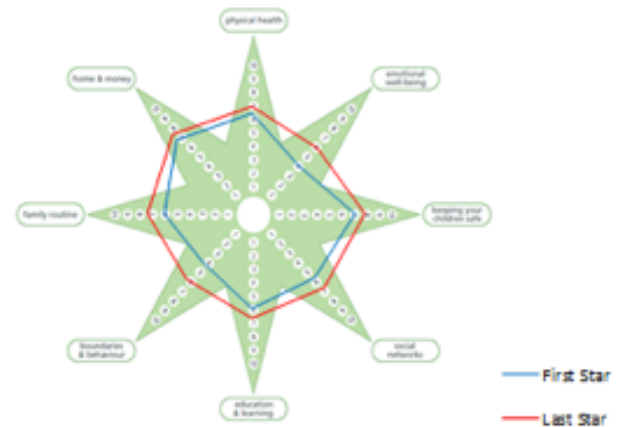
## My Star

	First	Last	Move
Physical Health	3.81	4.25	0.44
Where you live	4.07	4.35	0.29
Being safe	4.05	4.45	0.40
Relationships	3.80	4.38	0.58
Feelings and behaviour	2.79	3.92	1.13
Friends	3.50	4.28	0.78
Confidence and self-esteem	2.90	3.94	1.04
Education and learning	3.43	4.09	0.65



## Family Star

	First	Last	Move
Physical Health	7.16	7.74	0.58
Emotional well-being	4.85	6.66	1.82
Keeping your children safe	7.34	8.10	0.76
Social networks	6.37	7.42	1.05
Education and learning	6.75	7.46	0.71
Boundaries and behaviour	4.89	6.64	1.75
Family routine	6.20	7.39	1.19
Home and money	7.53	8.03	0.50



# Universal/Thriving (aged 5-16):

## Jigsaw PSHE

### What does Jigsaw do?

Jigsaw is a Personal, Social, Health Education (PSHE) programme used in primary and secondary schools across the city that helps children and young people to know and value who they are and understand how they relate to other people and the world.

It offers a mindful, interactive and creative approach to PSHE that provides lessons for every year group for the whole school.

There are 6 Puzzles, each with 6 Pieces. Each Piece is based on specific learning to meet children and young people's needs as well as develop emotional literacy and social skills.

The puzzles are themed around:

- Being in my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me

Jigsaw works with every year group, for the whole school, across primary and secondary schools (from year 1 to year 11, ages 4-16)

### How many does it support?

Up to 26,429 primary aged pupils and 15,151 secondary aged pupils per year across the city accessing timetabled Jigsaw PSHE lessons to promote positive mental health.

### Feedback – Maybury Primary School Teacher

We have been involved with HeadStart Hull for the last few years. The school is in one of the most deprived areas of the city, with a wide range of social and emotional issues and ongoing problems affecting many of our children, which we support and work with.

When we first engaged with HeadStart, the staff, including myself, were confident we were already 'taking care of' our children's well-being. We were, but not in a manner relevant to meet the needs of children today. Following the first meeting, changes needed to be made and we signed up to the Jigsaw scheme. I began with a staggered implementation, and I led by example. Some staff 'came on board' straight away, while others needed more support. Positive feedback from staff and children saw the more resistant staff start to engage and now everyone is on board and enthusiastic about the scheme. They understand its importance and it is embedded within our curriculum.

The school Head Teacher observed lessons while this was being embedded. The feedback was extremely positive and I was asked to implement this in each class. The school governors became involved after I presented the importance of the programme to them. Children were brought on board via the school council, providing valuable input and support. All children in school

were made aware of HeadStart and the Jigsaw programme through assemblies and these continue every half-term, introducing topics and addressing needs and issues, throughout the term.

It has further developed opportunities for safeguarding and well-being discussions to ensure that a child's voice is heard, and staff have strategies to use with children to moderate stress and identify needs. For the children, it has provided the chance to develop strategies they can use in and out of school and broadened their understanding of themselves and each other, presenting them with opportunities to discuss opinions and learn from each other.

They have time to talk openly about concerns and opinions with their peers and staff that might previously not have been given the opportunity to discuss. Topics that might previously have been 'uncomfortable' to discuss are now more accepted and barriers have been broken down.

# Training and Development

## What do we do?

HSH produces an annual training offer, which offers a range of training opportunities aimed at improving the knowledge, skills and confidence of staff working with children, young people and families. The offer will embed emotional well-being as 'everyone's business' with individuals taking on varied roles to build an overall framework of support.

Training is delivered at four levels to meet the needs of staff undertaking different roles within your organisation.

### Respond

People who are not in a position to provide a lot of support for emotional well-being, but who young people might choose to confide in, are trained to;

- Spot the signs and symptoms of emotional difficulties
- React appropriately if a young person approaches them with concerns
- Understand how day-to-day practice impacts on emotional well-being

### Initiate

People who have strong working relationships with young people and are able to provide general support for emotional well-being, such as youth workers or teaching assistants, are trained to;

- Spot signs and symptoms and initiate discussions
- Discuss issues and concerns relating to emotional well-being
- Support young people to access additional support or services, where appropriate

### Intervene

people who are employed to provide specific emotional support and interventions, are trained to;

- Understand issues affecting emotional well-being
- Deliver evidence-based interventions
- Provide intensive support and guidance

### Influence

People who are involved in planning support for emotional well-being and shaping the work of colleagues, are trained to;

- Have an in-depth understanding of the issues young people face and support available to help them choose and use approaches that meet the needs of their young people

## Examples of training offered:

- The training includes a range of courses including;
- Youth Mental Health First Aid (2 day, 1 day and half day courses),
- Self-Harm (awareness and response),

- Identifying and talking about suicide,
- Attachment and Nurturing,
- SPEAK - Suicide Prevention
- Disassociation
- Understanding Teenagers
- Sleep Awareness

## How many does it support?

1251 members of staff trained across a range of organisations including Schools, Youth Service, Social Care, Health, Early Help, Voluntary and Community Sector, Girl Guides etc. since the start of the programme (561 in 18/19).

## Feedback from staff following training

Although we did not really know what to expect, the session was very helpful and informative, and will certainly help us to deal with any situation that may arise at our weekly meetings and events. - Girl Guides Training Officer

My colleague and I were both impressed and inspired by the training and we are keen to get things in place for the New Year – Secondary School Staff

We attended the Self Harm training. It was very useful and gave us excellent guidance on building young people's resilience, and would recommend it to others – Youth Worker

## HeadStart Hull School's Resilience Network Meetings (School Clusters)

### What do we do?

School clusters are regular meetings for staff working in HeadStart Hull schools. The meetings encourage partnership working and provide opportunities to share learning and best practice around supporting children and young people's emotional well-being and promoting good mental health. Themes of the cluster meetings have included:

- Child and Adolescent Mental Health Services (CAMHS)
- Bereavement, separation and loss training
- Delivering effective PSHE to improve emotional health
- Parenting support
- Accessing community support for young people

The school cluster meetings take place every half term and are hosted within school settings across the city.

### Who do we work with?

Primary, secondary, pupil referral units and special schools that are signed up to the HeadStart Hull Programme are invited to attend the school cluster meetings, with invitations sent direct to Head Teachers and HeadStart Hull leads within each setting.

### Feedback from staff attending the schools and VCS resilience networks

Attending the school cluster meeting is a priority for our school. It has given me the opportunity to link with other schools and share good practice.

– **Primary School Pastoral Lead**

Acadamisation fragmented us, HeadStart Hull has united us.

– **Secondary Pastoral Lead**

## HeadStart Hull's Voluntary & Community Sector (VCS) Resilience Network

The VCS Resilience Network is a collection of voluntary and community sector providers who support the emotional health and well-being of children and young people through their work in Hull by:

- Raising awareness of young people's emotional health and well-being issues
- Increasing the level of support available in the community
- Establishing partnerships and shared learning

### What do we do?

The network meets regularly to share ideas, develop learning and share best practice.

Members of the Network include a wide range of VCS organisations that support the emotional well-being of children and young people in Hull. Themes of these meetings have included:

- Understanding school based support
- Understanding what is being taught in PSHE
- Updates to improve partnership working
- Understanding Sleep

### Feedback from staff attending the schools and VCS resilience networks

This is an opportunity for VCS partners to come together in friendly and informal settings to share experiences and develop best practice

– **VCS Resilience Network Attendee.**



# Whole organisation approach

## HeadStart Hull Mark of Excellence (MOE)

### What do we do?

HeadStart Hull Policy and Practice Officers support the schools and community organisations to achieve the MOE, through regular support and challenge meetings. Young people verify if the criteria has been met by visiting the setting, checking that policies and procedures work in practice and awarding the MOE upon completion.

The application and assessment process will take around 6 – 12 months to complete, depending on the size of the organisation and the number of staff/volunteers able to support the process. Support from HeadStart Hull is available at every step in the process.

### Feedback from Schools

As a Trust, one of the core aims is to ensure that all pupils will be given opportunities to develop socially and emotionally to become resilient. We therefore, made a decision that our schools would work in partnership, with the support of the HeadStart Hull team, to systematically review our current offer and ensure that best practice was shared. The assessment tool allowed us to adopt a holistic view. A strong working relationship with HeadStart allowed us to be self-critical but also celebrate the many support mechanisms we have in place.

- **Constellation Multi Academy Trust**

The process of attaining the MOE was well supported and once the HeadStart Hull Schools Policy and Practice Officer had explained it to us, we felt the RAG rating form was easy to understand and allowed us to provide evidence in a clear and structured way. The audit was stress free and well organised and information and support was given to us by HeadStart Hull, which we have taken on-board. We are proud to have gained the MOE and as a school, this is proof that we are using the HeadStart Hull Services in a productive manner.

- **Priory Primary Academy School**

Emotional Well-being now informs part of the curriculum, and is accessible both in and out of the classroom and pupils have been given a voice to express their thoughts and feelings about emotional well-being, what it should look like, and what the pupils need. Staff are now trained in Youth Mental Health, raising awareness in school for the pupils as well as themselves. Giving parents a support network of others parent has given them an opportunity to speak openly and receive the support they need and discuss strategies that work best for their children with complex needs.

We are very proud to have achieved this award. It is a recognisable achievement which Ofsted will see as evidence that all the criteria has been met and what changes have been

implemented. Oakfield School is looking forward to the future.

- **Oakfield Special School**

### Feedback from community organisations

"The HeadStart Hull MoE process has provided a critical friend role for our service. The comments made by the young people gave us food for thought as well as proving that our service really puts young people first and makes a difference to their emotional well-being and development."

- **Youth Work Manager**

### Feedback from HeadStart Hull young evaluators working on the MOE project

"I like being a young evaluator because we're changing the school and when there's bad things we're trying to solve them"

"My favourite part of being a young evaluator is making the school a better place."



# It's good to talk

#Youarenotalone  
[www.howareyoufeeling.org.uk](http://www.howareyoufeeling.org.uk)



Image by Daniel Moore, HeadStart Hull Volunteer



## What do we do?

The HeadStarters are a group of young people aged 11-21 in Hull who volunteer to create and drive our campaigns, identify and evaluate funding opportunities and be the voice of Young People in the city.

Our volunteers say one of the biggest benefits of being a HeadStarter is being able to make change happen. When young people across the city identify an issue such as bullying, the volunteers are given the chance to try and help fix the problem with awareness campaigns.

They have created and delivered a number of awareness campaigns that cover many

issues ranging from exam stress, bullying, and school transition to suicide awareness.

The group's "You Are Not Alone" campaign was extremely powerful and raised awareness of suicide by installing a soundscape of inspirational messages at locations across the city identified by the young people, as well as promotional materials to help people at risk access support.

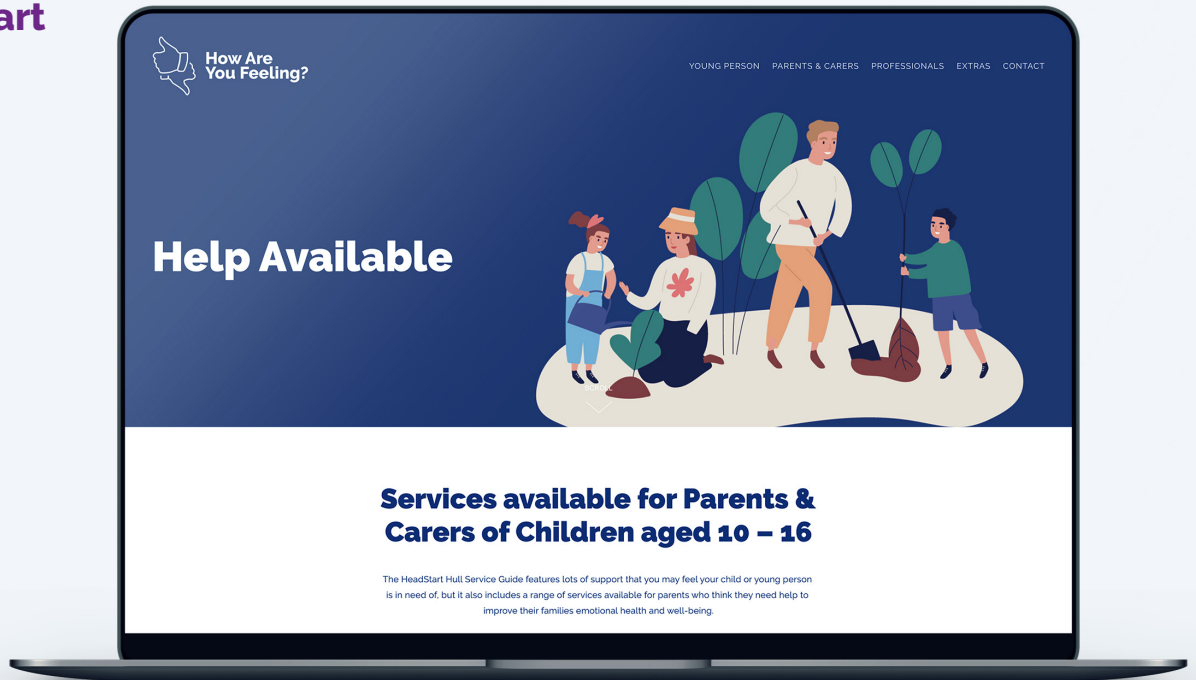
### The volunteers also take on a number of roles such as:

- Campaigner. Helping to campaign on issues that impact young people
- Consultant. Visits youth centres and events to see what issues

affect young people

- Funding panel member. The funding panel decides which youth projects get funding to improve emotional health.
- Planning rep. An elected representative who helps to plan strategy for the campaigns and the next steps for HeadStart Hull
- Young evaluator/mystery shopper. Someone who visits HeadStart funded projects to review its success and its effect on young people's emotional well-being. They also play a key role in the Mark of Excellence evaluation process.

Visit [www.howareyoufeeling.org.uk](http://www.howareyoufeeling.org.uk) to see more examples of the impressive campaigns or to find out more



# Howareyoufeeling? Website

## Howareyoufeeling?

The website [howareyoufeeling.org.uk](http://howareyoufeeling.org.uk) was first created during the pilot stage of the HeadStart Hull programme in 2016.

It was decided in May 2019 to give the branding of HSH a small refresh and start to bring these elements together to strengthen awareness. Following a review of the site, it was clear this needed updating and refreshing to become a more valuable communication tool.

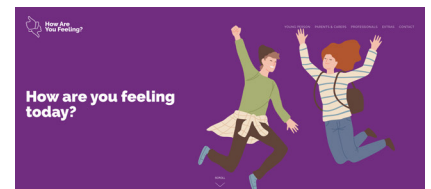
Co-produced with groups of our volunteers, the first workshop established what functions the young people felt they needed and did not need, as well as the overall aim and ethos of the website. This was followed by a second session, which focused on imagery and structure.

The new website "aims to be the trusted source for Young People, Parents and Carers to

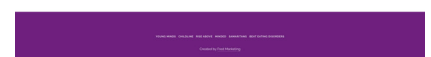
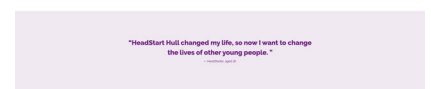
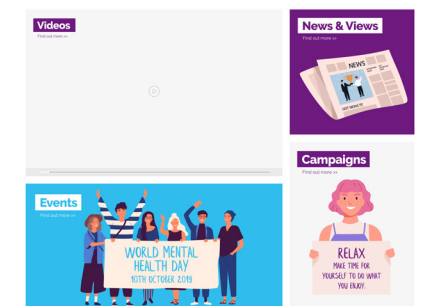
find advice and support." and is now segmented into 3 distinct sections, each identified by the colour of the branding i.e. Purple for Young People, Dark Blue for Parents and Light Blue for Professionals.

Each section contains advice and information on the services relevant to each audience, meaning each visitor will be able to find exactly what they need within just 2 clicks. Each section also contains viewable and downloadable versions of the service guides, outlining the programme and all of the service available. The site features a password protected resources section for professionals which contains useful materials to further enhance the HeadStart Hull message and support their roles.

You can also follow HSH on social media by searching for [@Headstarhull](#) on Facebook and Twitter.



This site aims to be the trusted source for Young People, Parents and Carers to find advice and support.





## Universal/Getting Advice (aged 5-16):

### Play Rangers

Fun family activities in parks and open spaces during the school holidays, provided by youth workers. Play Rangers is delivered in partnership by Hessle Road Network, Max Life and St Michael's Youth Project.

#### What we do...

With lots of different activities to try like arts and crafts, sports, games and music and dance, we help you build confidence, make new friends and reduce feelings of stress and anxiety. There's no need to book, just turn up!

#### How many does it support?

Play Rangers have supported 3278 young people aged 10-16 during the school holidays since 2017 (1646 in 18/19).

#### Feedback from young people:

"The stress balls are so good - they help because I get stressed and angry."

"This session made me feel really happy."

"Badminton is sick, I've never played it before"

"I look forward to these events so that I can spend some quality time with my Mum"

"It's nice to be able to sit and talk rather than getting moved on. You don't mind if we don't want to do stuff "

#### Feedback from parents/carers

"I'm really impressed by what you put on for the kids. I've had a really enjoyable afternoon"

"We enjoyed crafting the Christmas tree decorations - making memories"

"It's great for the kids to be out of the house meeting new people"

"It's great to see you every holiday - we come to find you"

"Thanks for being here again, I don't know what I'd do if you didn't have these activities on."

It's great to get out of the house for a few hours"

My son has really come on since coming to the cycling sessions. He's not good around new people but loves spending time with the staff and it's a safe environment"

"It's great that there's something for the kids to do that's free."



## Turn 2 Us drop ins:

### Delivered by HCC Youth Services

#### What we do...

Support for young people in secondary schools, giving you a chance to talk to a youth worker in your lunch break.

If you are feeling a bit stressed, fed up or anxious about something and want someone to talk to, our youth workers will be there to listen and give support, and, during the school holidays, you can come and see us in youth centres across Hull.

#### How many does it support?

Turn 2 Us drop-ins in secondary schools have provided brief interventions to 6887 young people since 2017 aged 11-16. (2856 in 18/19).

#### Case Study

##### Background information

Young woman (C) aged 13 years lives at home with her parents.

Grandma who was her rock and the person who held the family together had recently died. Father is alcohol dependant and Mum has depression.

Aware of the change in circumstances her teacher noticed that C was becoming withdrawn, appeared anxious and was not mixing with the other pupils. He suggested that if she didn't want to talk to him she could always have a chat with a Turn 2 Us youth worker. He suggested to the Turn 2 Us worker that she might be able to encourage the girl to talk by gently approaching her during lunch.

##### Support Provided

Initially C was shy and nervous but after a few chats gained confidence. She began to open up and talked about her lack of friends and how she had been bullied by a group of girls. Since her Grandma had died she was feeling very lonely and low.

The youth worker began to build trust between her and the young person and the bigger picture became clear. C was also struggling with her father and his alcohol dependency and caring for her mother.

The youth worker suggested that C could join the Young Carers Group to meet other young people with caring responsibilities for some support. C was interested but apprehensive, however she felt more confident when she realised that the youth worker worked on this session and that she would meet C from school and walk with her to the group.

Joining this group was an opportunity for C to join in fun activities and make new friends who were dealing with similar issues.

Attending this group helped C to talk about her worries and pressures with others. She has grown in confidence and no

longer feels withdrawn or lonely.

Youth workers also contacted her parents to seek consent for C to participate in a day trip and took this opportunity to introduce themselves and discuss the wider family support that early help services can offer. C's mum was happy with the support her daughter had received and the positive change she had seen in her, which meant she was keen to talk about what the family had been going through and access support.

## Impact

A year after C first spoke with our youth worker she is happier and more confident with a network of friends and the reassurance that her parents are receiving the support they need too.

The youth worker provided appropriate support for the whole family due to her ability to build a trusting relationship with the young person and the wider knowledge of local services.

C now accesses the wider universal youth club sessions and additional school activities including singing and performances. She is also exploring the possibility of setting up a local anti-bullying group to support other young people through challenging times.

## Feedback from YP and Parent

"Having someone to talk to was a weight off my shoulders "... C

"This is the best support we have ever had "... Mum



## Quotes from young people

'It gives young people who are too scared to talk a chance to, and that's appreciated' YP aged 15.

'I can't talk to other adults but I can talk to you' YP aged 14

'Don't like to talk to many people but I can talk to you' YP aged 14

## Feedback from schools

'Having spoken to all the Heads of Year, they are really pleased with the work that Turn 2 Us do for the school and the students.....we are not always able to see every student whose needs are greater than others, this is where your team step in. They do a fantastic job' **St Mary's School**

'Both myself and pupils alike really value the session.....staff regularly use their initiative and go to different social areas to make contact with various groups' - **Newland School for Girls**

'There is always a calming atmosphere with the young people during the lunchtime period when the youth workers are in the school' - **Compass PRU**

'The school really appreciate the presence of the youth team in the school and the feedback from the pupils is always positive' - **Malet Lambert**

## Targeted Early Help / Getting Help (aged 10-16) for Young People

### Young People's Peer Mentoring (Cornerhouse)

1-2-1 support over a number of sessions from a trained peer mentor who is a similar age to you, who can lend a listening ear and give support to help you deal with your worries.

#### What we do...

Young people have told us our fully trained young mentors help with issues such as making friends, building self-esteem and self-confidence, bullying, worries about changing schools (transition), worries about exams or family issues.

#### How many does it support?

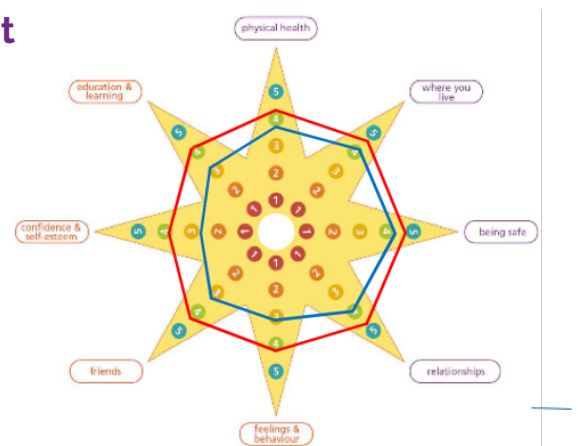
- 390 young people (10-16) have been supported by a young people's peer mentor since 2017

#### In 2018/19 this service has worked with

- Number of young people Identified (referred) – 275
- Number of young people recruited (appropriate referrals) – 191
- Number of young people taking up the service – 161

There is no waiting list. Young people are contacted within 7 days of referral and are matched with a mentor within 28 days (subject to mentor availability)

#### Overall Impact



#### Case Study of a year 7 male mentee

##### Background

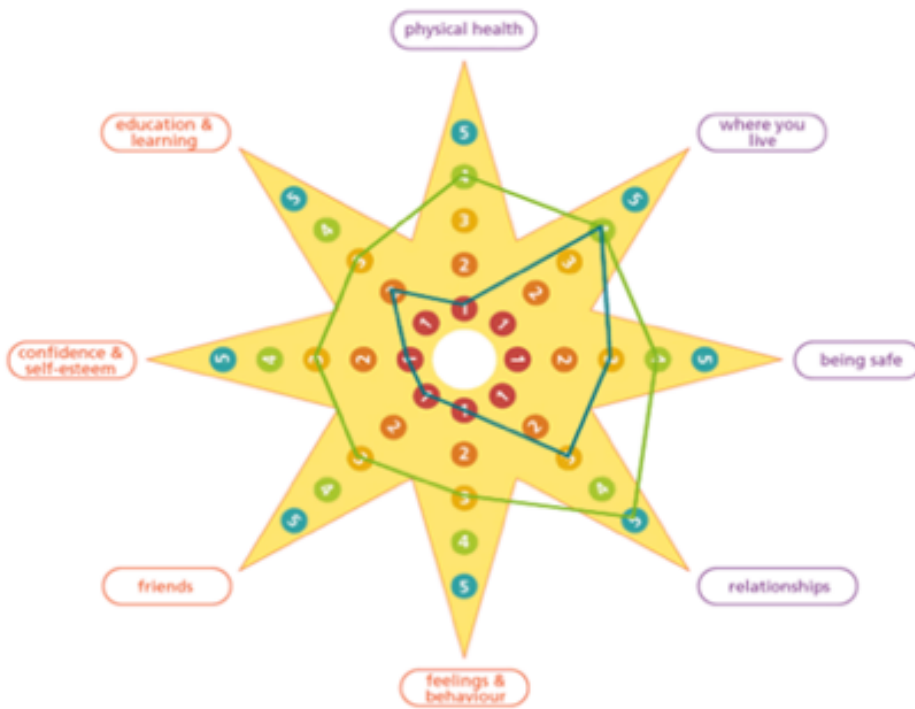
The young person (S) needed support with transition to Secondary School from Primary School. In the initial meeting, the young person was very quiet and shy. Once the project worker explained the project, the young person decided that they would like a Mentor.

##### Support Provided

'S' was presenting as being highly anxious about everyday situations such as shopping and struggled with changes to his routine.

The project worker met with 'S' to discuss how a peer mentor could support him.

On the self-assessment 'S' identified that he wanted support with building confidence. The project worker looked at who would be a suitable mentor to work with 'S' and arranged a meeting to



introduced them to each other. 'S' worked with the mentor on confidence, and met the school nurse weekly to deal with anxiety caused by a fear of getting lost or separated from mum and behaviours such as over washing of hands.

The mentor and 'S' met over a period of 13 weeks, with the first few weeks used to build a trusting relationship. An early stage Outcomes Star identified that 'S' felt stuck and needed support with, physical health, feelings and behaviours, friends and confidence and self-esteem. 'S' mentioned he always felt 'tired' which meant he 'couldn't be bothered' a lot of the time. When the mentor discussed his physical health, he said he struggled to get to sleep on a night. Focusing on his 'bedtime routine' identified that 'S' had a lot of screen time just before going to sleep. Together they developed a new bedtime routine, which reduced screen time, replacing it with relaxation techniques and activities such as colouring. The mentor used positive reflection to support 'S' with increasing self-esteem. 'S' identified his

confidence issue was linked to a lack of friends and being alone at break times, so the mentor worked with 'S' on identifying a basketball club and other clubs that he could do at break time.

## Impact

The young person said that having someone to talk to had really helped and he was now going to the library on a break and was no longer sitting alone at break/lunch. 'S' reported an improvement in physical health due to getting more sleep and using the techniques that he had worked on with the mentor.

Although the young person is still needing other support, which the school has put in place, there have been improvements on all areas of the star that 'S' felt stuck on.

The peer mentor explained that the progress was visible in the motivation 'S' now had to try and support himself and was now bringing ideas to the sessions and discussing what was working and why.

The Outcomes Star below shows the impact/ improvements delivered as a result of the intervention.

## Feedback quotes from Mentees

"Peer mentoring has helped me to build confidence to make friends, join clubs and stand up to my bully" Year 7 male

## Feedback quotes from Mentees

"I think it's really important for young students to have someone to speak to their own age, I wish it had been available when I was younger as it would have helped me a lot" Year 9 Female



## School Based Group Work (West and North – WRAP, Barnardo's. East – SMASH, Humber NHS FT)

### What we do...

School based group work sessions run 1 day a week per term and can help improve emotional and mental health.

Before joining a group, we will meet with you and your parents to talk about your need for support. You'll need your parents permission to attend these groups as they are in school time.

### How many does it support?

- 1255 young people (11-16) have been supported by through school based group work since 2017

#### In 2018/19 this service has worked with

- Number of young people Identified (referred) – 741
- Number of young people recruited (appropriate referrals) – 626
- Number of young people taking up the service – 551

The school based group work is delivered in the North and West of the city by Barnardo's and is known as the "WRAP" project.

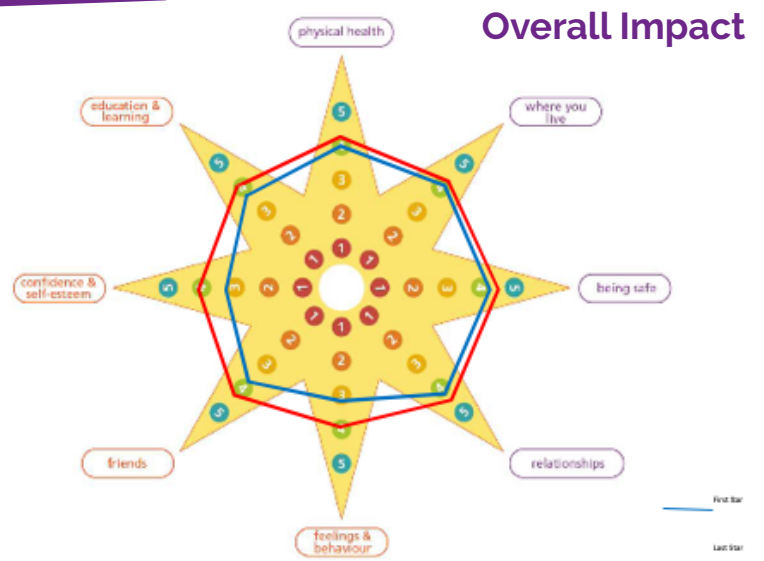
The school based group work in the East of the city is delivered by Humber NHS FT and is known as the "SMASH" project. Both delivery partners work to the same service specification.

## WRAP (Barnardo's) 8 secondary schools across West and North localities

### How many does it support?

WRAP (working across 8 schools)

- Number of young people Identified (referred) – 530
- Number of young people recruited (appropriate referrals) – 427
- Number of young people taking up the service – 349



## Case study of year 8 female accessing the WRAP project

### Background

The referral for WRAP identified that "L" is very sensitive and takes matters to heart; she has friendship issues and has been bullied due to her appearance and sexuality. "L" is currently living with her father. "L" disclosed that she has self-harmed in the past, and has had suicidal thoughts.

### Support provided

An initial visit was made to the family home to seek consents from dad.

"L" completed a My Star assessment and identified her goal as wanting to feel 'more confident'.

"L" attended the WRAP programme. Initially she was quiet and sat by herself but with the support of the project workers and group members started to open up about her experiences. "L" started to speak to other members about her interests, becoming more confident within the group, and joined in with the group activities and sat with other group members on her lunch breaks.

"L" worked through her triggers which she was able to identify,

and these linked with the suicidal thoughts. "L" received one to one sessions in school as well as the group work, to explore these in more detail. During a one to one "L" disclosed that the suicidal thoughts have been daily but she could not pin point the reason behind them. A CAMHS referral was made however CAMHS were unable to offer support as they felt "L" did not meet their threshold.

During a one to one session "L" made a list of all the things that were causing her stress which included school, waiting for GCSE subjects to be confirmed and family issues which were causing her upset.

It was agreed with "L" that we would look at further support post group work. We agreed on a referral to MIND and a creative arts group in her local community. The Barnardo's Project Worker also gave "L" information on Cornerhouse support groups in relation to sexuality.

After a community youth group attended a session to discuss what they offer young people locally the Barnardo's Project Worker arranged for the group members to attend a session at the youth club with their support. This was a really positive experience for "L". She really enjoyed the session and made new friends. "L" has continued to attend the youth club.

### Impact

"L" has seen changes herself since completing the project and feels more confident. The suicidal thoughts have reduced a lot and she is feeling less stressed. "L" has formed new friendships from the WRAP group and within the community.

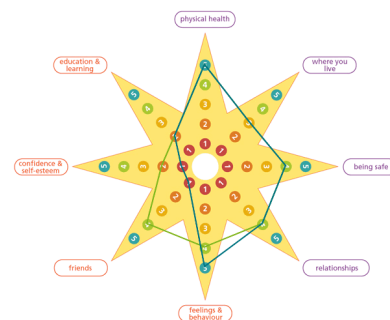
Dad has reported changes in "L" and has seen her become more positive and opening up more about her feelings at home.

The Barnardo's Project Worker observed "L" become more confident with the other group members; she talked to every group member and spoke openly about her triggers and early warning signs.

"L" has spoken about her aspirations for the future, building on these by linking into community groups locally

### Next steps

Referred to MIND for one to one support. Referred to creative arts youth project.



## Other Feedback

### Feedback from young person accessing WRAP

"My relationships have improved a lot. People are saying they've noticed a difference in me. I've made an effort to spend time with my mum, we are still doing mindfulness colouring together and have done some sequin art too. We sit and do it together. We do wellness tools too like watch a movie once a week. Instead of

sitting in my room on my own, I spend most my time downstairs watching films with my mum. I've tried to stop going on my phone as much too." (boy, age 13).

### Feedback from Parent on the WRAP project

"She is so much more aware of her feelings now and knows it is ok to feel like that; she is able to know what she can do to get through it."

### Feedback from school staff on the WRAP project

"The offer is allowing the school to access support that previously we would have been waiting for or could not access. The well-being of our students has been placed as a priority which is having a positive impact on them but also the parents."

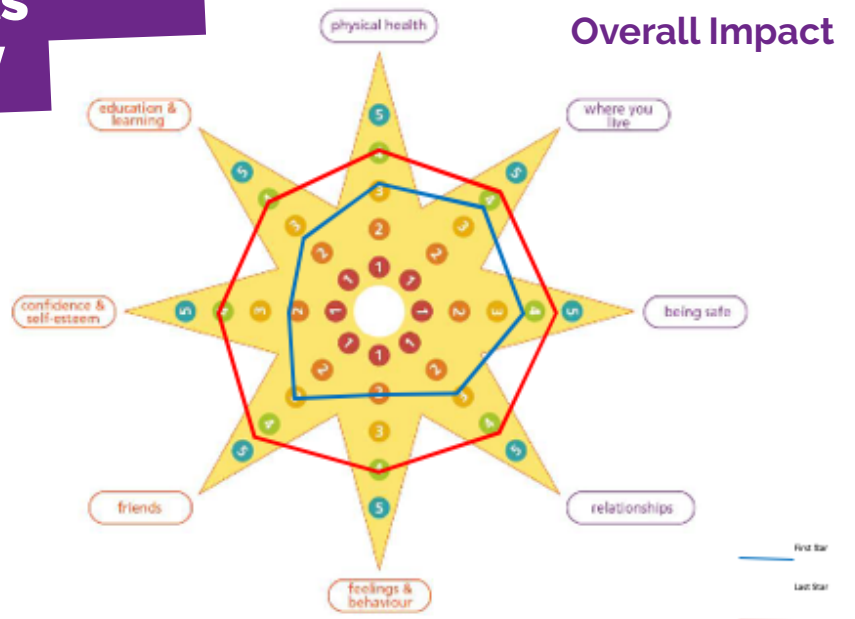


## SMASH/Humber NHS FT 3 secondary schools across East locality

### How many does it support?

#### SMASH (working across 3 schools)

- Number of young people Identified (referred) – 211
- Number of young people recruited (appropriate referrals) – 202
- Number of young people taking up the service – 202



## Case study of year 9 male pupil accessing the SMASH project

### Support provided

The young person was referred to the programme for significant behavioural changes that had been witnessed within the school.

Some of the changes in behaviour were around anger control and emotional self-regulation.

The young person was recruited onto the SMASH project as it was identified that group work would meet his needs.

Intensive family outreach was completed with the parent in the form of consistent telephone contact via text and telephone discussion. The contact focussed on positive updates, alternative support and working in partnership to address needs holistically.

During the intervention it was identified that a team around the family meeting would be beneficial to ensure all services and home were working together to meet the young person's needs. The SMASH worker co-ordinated and chaired the

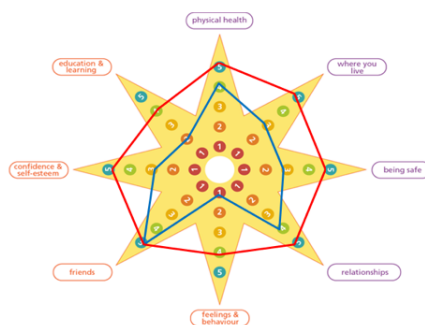
meeting and the outcome was very successful and together we were able to formally agree a plan and move forward.

Communication had broken down between home and school following the recent change in the young person's behaviour resulting in several incidents that the school felt required a more punitive approach to managing.

The TAF meeting facilitated the opportunity for a transparent discussion and enabled a collaborative review of the current support plan to successfully modify the interventions and support to meet the young person's changing need and build positively on communication.

The outcome of the TAF meeting was that the young person would finish the remaining group sessions and access bespoke one to one support that would expand on work completed around anger.

### Impact



Impact from the SMASH project was observed at home, school and during the SMASH group sessions.

The young person showed an increase in engagement within the therapeutic group, evidenced by an increase in enthusiasm, participation in the group work, the support he offered to his peers and the artwork he produced.

The school verbally expressed that the young person was evidently more mature and much better equipped to manage his emotions and behaviours. They stated that the young person's attitude has improved towards school, enabling him to access lessons more effectively.

Mum shared that she was now better equipped with strategies and techniques to facilitate improved communication at home, which has resulted in a significant improvement in their relationship. This was echoed by the young person during the exit My Star interview and within the group session around trusted adults.

## Other Feedback

### Feedback from young person accessing SMASH

"It's helped me understand things better and helped me learn to talk about how I feel and I've been able to make new friends that I have in school because of SMASH."

### Feedback from parents of young person accessing SMASH

"My child has told me he gets a lot from SMASH and I have noticed a great change. He has opened up and been a lot calmer so all in all it has been great for Him"

### Feedback from school staff on the SMASH project

"I have seen a noticeable change in my students who are attending the SMASH program, they have given me very positive overview of the work they have received"



A 12 week group work project for young people, delivered in local youth centres by youth workers.

### What we do...

Run by youth workers, the SMILE group offers a mix of activities to help you understand your feelings, talk to other young people and build positive relationships.

Young people have told us this has helped with developing problem solving skills, experiencing success and achievement and developing support networks. It also helps to deal with issues such as bullying, stress, body image issues, low self-esteem/confidence, and behaviour changes.

There is no waiting list. Young people are contacted within 7 days of referral. Smile group work is run on a rolling basis so young people can join at any time after the initial contact meeting.

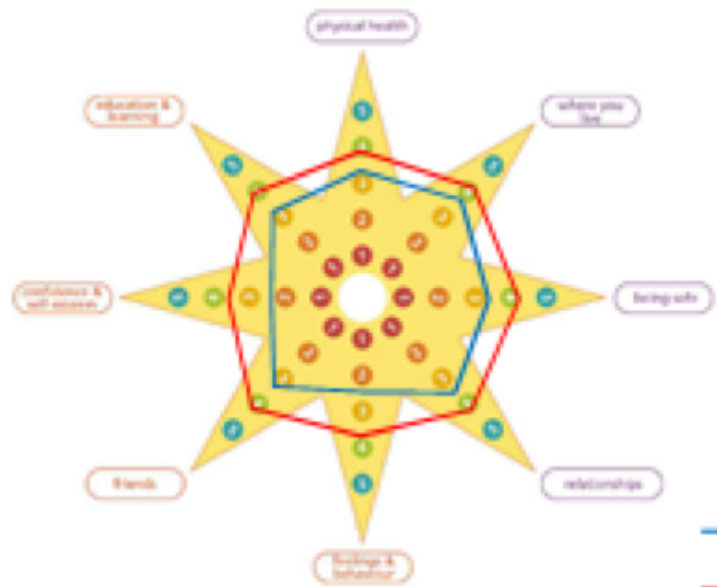
### How many does it support?

- 303 young people (10-16) have been supported by through school based group work since 2017

#### In 2018/19 this community based group work has worked with

- Number of young people • Identified (referred) – 178
- Number of young people recruited (appropriate referrals) –140
- Number of young people taking up the service – 112

### Overall Impact



## Case study of year 6 male accessing the Smile project

### Background

Check list was submitted by the health visitor who was seeking support for the young person.

The young person lives at home with his mother and 4 siblings and was home educated by his mother after experiencing bullying at school. The young person had become withdrawn and fearful of going back to school. The young person was due to move into year 7 in September.

The referral highlighted a number of issues that were having an impact including a family breakdown, body image, bullying over his weight, his low mood and prospect of moving on to secondary school after being home educated.

The young person and his mother were visited in the family home where the Smile group work project was discussed. By attending Smile it was hoped that the young person could start to explore strategies in coping with difficult situations and build his self-esteem to go back into mainstream education.

### Support Provided

The young person was invited to take part in the Smile group work for 12 weeks, focusing on confidence building and developing strategies in dealing with difficult situations.

To gain a better understanding of the support needed the young person completed a My Star which highlighted areas in their life where they felt they needed support and improvement.

### Impact

Initially the young person was quiet and tended to observe group discussions rather than join in. During the project the young person became more willing and took part in group activities and discussions. Although some of the topics were challenging to talk about the young person did share personal experiences and talked about their feelings.

During the group discussions the young person highlighted how bullying had affected him, made him feel isolated at school and left him feeling that he had no friends. The young person began to build positive relationships with the other young people and youth workers and continued to engage and share how he felt about being a victim.

As the plan was for the young person to re-enter mainstream education a lot of work was carried out on building his resilience.

The young person reviewed his My Star and felt more confident being part of a group and felt able to join in group activities and discussions

The young person's mother said he was a lot happier and looked forward to coming to Smile and had formed new friendships.

### Next Steps

After completing Smile he joined the Young Men's Group at a local Youth Centre and is an active member.



## Other Feedback

### Feedback from young person:

I feel that I can talk more to my mum. I recognise how my behaviour can sometimes upset her & that I need to work more on our relationship!

### Feedback from parent of young person accessing Smile

"My son enjoyed the Smile programme and since finishing the group has gained the confidence to join a scout group"



## Emotional Resilience Coaches (HCC Youth Service)

1-2-1 support to help young people who have a range of emotional health issues and who are struggling to cope.

### What we do...

An Emotional Resilience Coach meets you at home, in school, or any suitable place to help you identify your issues or concerns, making a plan with you to get you back on track. Over a number of sessions, we will help you develop skills to cope with any problems, as well as improve confidence and self-esteem. Young people have told us this can help with low-level anxiety and depression, stress, identity/body image, early signs of self-harm, transition from primary to secondary, secondary into education, employment and training, or between schools.

Young people are contacted within 7 days of referral and will receive a service within between 8 and 12 weeks depending on demand for the service.

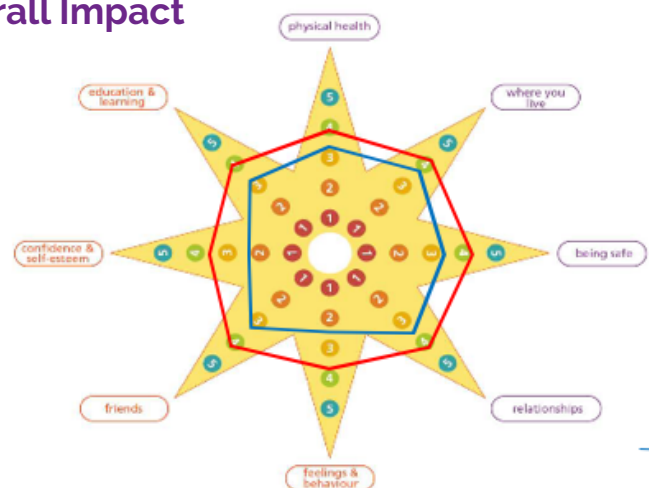
### How many does it support?

- 279 young people (10-16) have been supported by an Emotional Resilience Coach since 2017

#### In 2018/19 this service has worked with

- Number of young people Identified (referred) – 268
- Number of young people recruited (appropriate referrals) – 183
- Number of young people taking up the service – 119

### Overall Impact



## Case study of 12 year old male accessing the Emotional Resilience Coach project

### Background

Mum and three children in the family home. Father no longer in the home due to historic domestic violence, which "O" was exposed to and father has no contact with the family.

"O" presents as low in mood at school, fights with his brother and wants someone to talk to.

He is a young carer but has not engaged with the social session for young carers at the youth centre for a year. His social worker requested Emotional Resilience Coaching due to stepping it down to Early Help.

### Support Provided

Home visit with the social worker as the introduction to "O" and the family.

12 x 1:1 sessions delivered at the local youth centre focussing on exploring why he tends to get into a lot of arguments as he states he doesn't want to react like that.

The TAF meeting was led by school. Mum, Early Help social worker, School House Team Lead, School Child Protection Officer, CAMHS (for "O"'s brother) and Family Group Conferencing were also involved as well as the Emotional Resilience Coach.

### Impact

ERC worker- "O" presented as withdrawn during the first two 1:1s and reluctant to open up. Time was spent getting to know "O" and establishing a positive working relationship which resulted in "O" opening up and becoming upbeat and animated throughout the sessions. He engaged really well. Initially, he didn't seem invested in the support but by completion he said "it has really helped".

Young Person My Star results- Wanted to focus on Feelings and Behaviour, which he began as a 3 and ended as a 5. "O" said his Feeling and Behaviour are 'miles better as I don't get that angry now and if I do I use the stress ball. I'm managing really well now.'

Family- Mum reported an improvement in "O"'s behaviour at home and was delighted when she heard the school saying the same. Mum was glad he re-engaged with the Young Carers' social session, giving him

time to himself away from home and school environment and a break from his brother.

### Next Steps

Continuing engagement with Young Carers' social session at the local youth club.

School continues to monitor "O"'s behaviour, attendance, punctuality and academic achievement.

Family Group Conferencing continuing engagement to support around house rules.

CAMHS working with "O"'s brother.



## Other Feedback

### Feedback from young person accessing the Emotional Resilience Coaches:

"The Resilience Coach has helped a lot. It has helped me to understand how to be good. I have been able to talk about what's going on at home and at school"  
"male 11yrs

### Feedback from parent of young person accessing the Emotional Resilience Coaches:

"My daughter has got better at talking to me and her temper is better. She loved the well-being pack. The support has really helped. I really appreciate your help"

### Feedback from young person:

"O" provided feedback rating the Emotional Resilience Coaching service as excellent and would recommend it to a friend as 'it helps you with all of the stuff you are going through'.

### Feedback from parent:

Mum was very grateful for the support and said that he always looked forward to the sessions. School reported that they had seen a change in "O" his behaviour had improved and he presented as happier and if he was encountering a difficulty he came to the House team office to discuss this.





## Counselling (HEY Mind)

### What do we do?

Counsellors work 1-2-1 with young people to help you identify what you are struggling with and help you find ways to overcome these problems. Sometimes this could include working with your family, or others, to identify the best ways to do this. Young people have told us counsellors can help with low mood, anxiety, bereavement, bullying, anger and low self-esteem, as well as sexuality and gender issues, identity and body image issues and risk taking behaviour. This service can take place in a range of venues across the city.

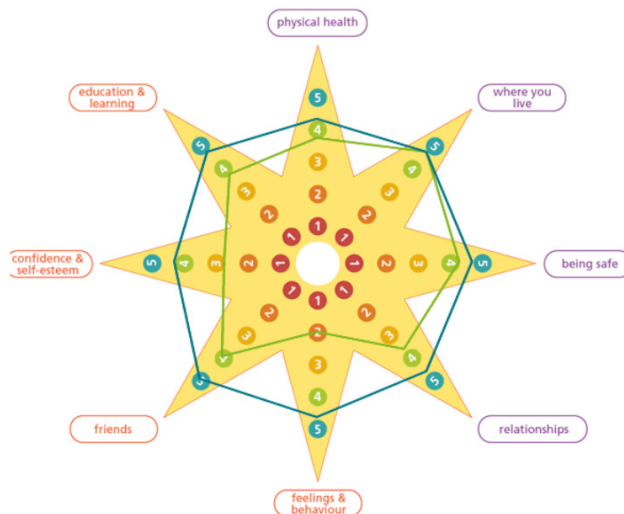
Young people are contacted within 7 days of referral and will receive a service within between 8 and 12 weeks depending on demand for the service.

### How many does it support?

- 988 young people (10-16) have been supported by a young people's peer mentor since 2017

#### In 2018/19 this service has worked with

- Number of young people Identified (referred) – 294
- Number of young people recruited (appropriate referrals) – 283
- Number of young people taking up the service – 228



## Case Study – 11 year old male accessing Counselling

### Background

J lived at home with his Mum, Dad, older brother and sister. A checklist was completed by a social worker for all the young people in the family following a child protection order for emotional harm. J had some special educational needs, moderate learning difficulty and some speech and language difficulties. J was not subject to an Education Health Care Plan but was on the Special Need Pathway..

J was referred following concerns about the family's ability to function effectively and mental health concerns. J had previously been witness to domestic violence and coercive behaviour from his father and concerns were raised following assessment about exposure to physical and emotional harm. J was discharged from CAMHS due to lack of engagement and it was considered alternative options may be more helpful. It was decided the parents be referred for parenting support via

HeadStart and J and his siblings offered individual counselling sessions.

J received 11 sessions of counselling. Initially J was unsure why he had been referred for support. School contacted the service to express that they were having difficulties managing his behaviour in school including issues with lying and attending in not approved clothing to school.

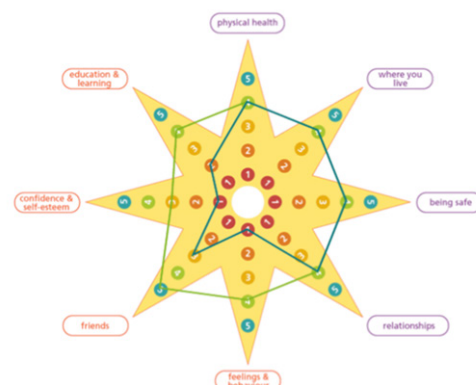
J used sessions to identify that anger was a problem for him. He learnt how his thoughts and feelings interplay and how this may be affected by the people he is with and the situation that he is in. He was able to identify that anger came from a place of anxiety related to how he feels about his speech and language differences. He was able to explore these thoughts and feelings and identify ways to manage them. J acknowledged his differences and learned how to identify what was triggering his reactions. J was offered different options to support him and asked that he be supported to share his fears with school so that they were aware and able to help him manage them better. J found this helped a great deal. J completed sessions and reported he felt more in control

of his emotions and responses.

J felt he had a clearer understanding of the relationships he had and was more confident in school. He was able to recognise his emotions and what triggered them and learnt strategies to manage them. J recognised that he was no longer getting into trouble with school and was not fighting in and out of school.

### Next Steps

J was offered further intervention, which he declined, however, Social Services remain involved with family support and the parents were referred for parenting work as agreed.



### Other Feedback

#### Feedback from Staff working with young people accessing counselling

"I don't know what we would have done had we not been able to ask you to advise us on the best way to manage when X is struggling in class. We were feeling a bit out of our depth before"

#### Feedback from parent of young person accessing counselling

"I hadn't thought about everyone being involved before but it was nice to come away with a plan for all the family instead of having to attend lots of different assessments for each of us. We walked away with a whole family plan and that felt reassuring"

#### Feedback from J

J stated that whilst he was unsure if he wanted it at first, he was glad to feel more in control of how he felt and was no longer as anxious about being in social situations. He reported that he was no longer as worried about his speech and language difficulties now that school understood him better. He thought the best thing about his care was "being helped with his anger"

#### Feedback from young person accessing counselling

"Thanks for bringing my mum in to the session. It was the best thing I ever did"



1-2-1 support from one parent to another over a number of sessions.

### What we do...

Trained Parent Peer Mentors offer a listening ear, help parents to access services, and support them to identify the changes needed to build a happy family home. The mentors recognise the role of parents in the life of children and young people and believe that reducing parental stress, improving their emotional well-being and providing them with parenting skills and knowledge, helps them to support their children and young people.

Our volunteer mentors also offer group workshops and a drop-in service in schools and the community. Parents have told us this can help with issues such as family breakdowns, lack of family support, social isolation and advice on family boundaries and parenting.

Parents are contacted within 7 days of referral and will receive a service within 28 days (subject to mentor availability)

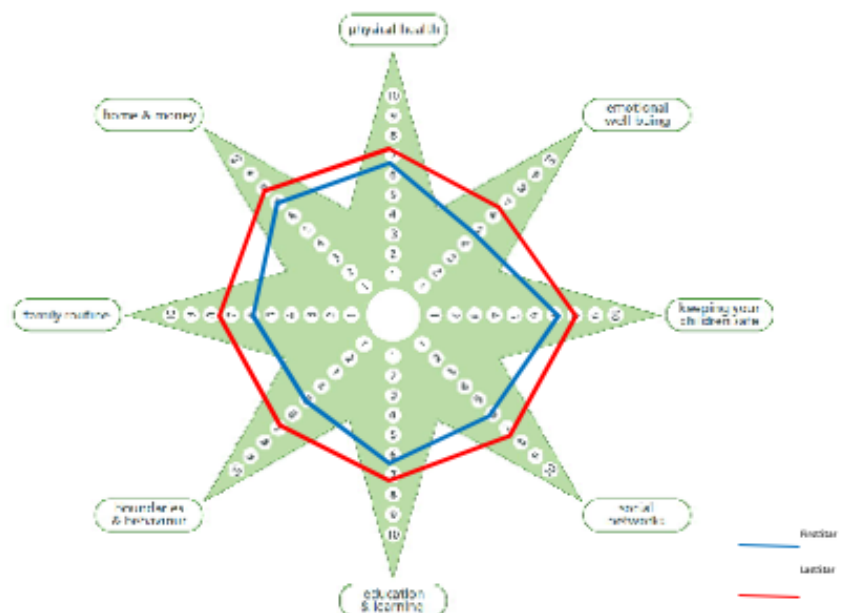
### How many does it support?

- 256 Parents of young people aged 10-16 have been supported by an a parent peer mentor since 2017

#### In 2018/19 the Parents peer mentoring project have worked with

- Number of parents Identified (referred) – 228
- Number of parents recruited (appropriate referrals) – 166
- Number of parents taking up the service – 120

### Overall Impact



## Case study of Parent accessing the Parent Peer Mentoring project

### Background

Mother and Father of son aged 5 years and daughter 13 years.

At the initial visit, Mum was very emotional and struggling to deal with thoughts about abuse she had suffered as a child, which had surfaced as her life had become more settled. She was isolated, and her relationship with her teenage daughter was unsteady and she focused on the negatives in her life and struggled to see the positives.

Mum attended the Talking Teens workshops, by the Parent Peer Mentoring Project, at a HeadStart Hull secondary school as she was having issues with her relationship with her daughter. During the sessions, she often became tearful, and a worker gave her time to talk after the sessions. Following the completion of the workshops Mum was offered 1-2-1 mentoring to address her emotional needs and identify goals.

### Support provided

Mum attended 4 workshops and 11 x 1-2-1 support sessions. The mentor offered the Mum the opportunity to talk about her feelings and family life.

With the mentors help, Mum made a self-referral to the Let's Talk service to address her emotional health and the mentor supported her to attend her first appointment. She made an appointment with her GP and was prescribed anti-depressants. Together they talked about self-care and made a list of strategies Mum could refer to when she was feeling low in mood. Mum identified that she would like to learn how to crochet. They researched web sites together and Mum taught herself how to crochet. With the support and motivation of her mentor, she started to re-connect with friends who she had not seen for a while and started to attend the local church group for parents. The mentor offered family nurturing parenting strategies and encouraged her to be more empathic when considering her daughter's behaviour and feelings. With peer support, she was helped to consider the importance of having 1-1 time with her daughter. They also discussed the importance of boundaries with her children and focusing on the positives.

Mum had an interest in childcare and crafts and was encouraged to consider courses and volunteering. The mentor attended a local centre with Mum to find out about courses running.

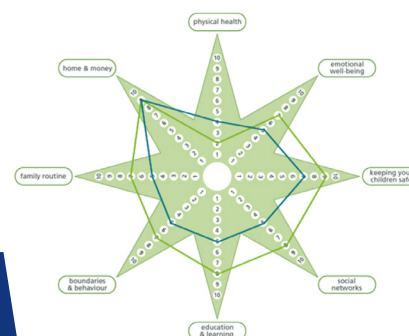
### Impact

The Mum is now attending counselling by herself and her mental health is more stable. She is using boundaries, choices and consequences to manage her children's behaviour. The relationship with her daughter has improved and they are spending time together, something her daughter had craved before. Following a discussion with the Peer Mentoring Project Worker a referral was made to the SMASH Project for her teenage daughter to access support. Mum enrolled on a Maths and English course and enquired about childcare courses. She has applied for a job as a lunchtime supervisor at her local school and has volunteered at her son's school to gain experience. Mum now has a new interest in crafts and crochet is one of her self-help strategies when she is feeling low in mood.

### Next steps

Mum was receiving continued support from Let's Talk and was waiting to be referred on to a specialist service for trauma therapy.

### Impact of the intervention



### Feedback from Talking Teens workshops

"I Loved the group, nice to know I am not on my own and made new friends"

### Feedback from the mentee

"My Mentor is amazing she's helped me with my problems and got me through this."

### Feedback from other parents (mentees) who had one to one support from mentors

"I realised that I can take ownership of situations and that I do have the ability to support my family, I'm stronger than I realise."

### Other Feedback

### Feedback from parents who accessed Talking Teens Group work

"The change in my family since getting advice and doing this course has been amazing."



# Parenting Group Work (HCC Early Help Parenting Team)

Parenting Practitioners work with parents to help them support the emotional well-being of their young people.

## What we do...

We offer group work sessions and 1-2-1 support. Parents have told us this has helped them to provide emotional warmth, stability and consistency for their children to grow into healthy young adults by improving boundaries and behaviour, showing love and limits, and improving relationships.

Parents are contacted within 7 days of referral and will receive a service within 28 days



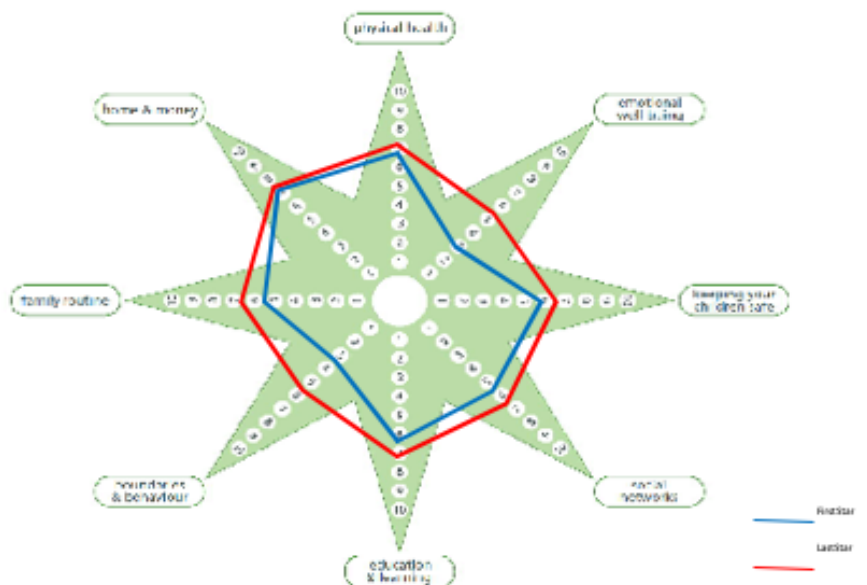
## How many does it support?

- 304 Parents of young people aged 10-16 have been supported by an a parenting worker since 2017

### In 2018/19 the Parents peer mentoring project have worked with

- Number of parents Identified (referred) – 305
- Number of parents recruited (appropriate referrals) – 219
- Number of parents taking up the service – 163

## Overall Impact



## Case study of Parent accessing the Parenting project

### Background

D is a 10 year old boy in year 6 at the local primary school. He lives with his mum and dad and 18 year old sister. There are further siblings who do not live at home. Mum and Dad do not work and were claiming ESA when I first met them due to mum's anxiety and depression issues. Mum does not leave the house on her own. The referral for parenting came from the Early Help Family Worker due to parents struggling to manage D's behaviour at home. School considered the issues to be lack of boundaries at home as they said D was fine whilst in school.

When I first met the parents mum presented as very low. Both parents were struggling to manage their son's behaviour, especially his angry outbursts and said as soon as he walked in the door from school he generally 'blew'. Family outings were very hard with D demanding things whilst they were out and then deciding he wanted to go home. If they did not comply with his wishes he ran away, causing further stress for the family. D did not sleep on his own, sharing a bed with his mum and she had to stroke his hand every night to get him to go to sleep. Parent's felt unable to challenge their son or put boundaries in place and D ruled the household with his temper tantrums and emotional outbursts.

### Support provided

One to one parenting support to provide strategies to address more severe issues. During this time it became apparent D possibly had an additional need and demonstrated behaviours consistent with a child on the autism spectrum. Strategies were discussed with parents specific to D's needs. It also became apparent D was struggling at school more than school thought so TAF meeting arranged. At the TAF meeting school were made aware of concerns over D's additional needs but they did not agree with what we had observed. A Emotional Resilience Coach attended the TAF meeting and agreed to pick D up to support on recognising and managing his emotions. At this point a request for an Educational Psychologist was turned down by the school. Mum was referred back to the GP for support with her mental health and is now engaged with Let's Talk. A referral was made to Kids for the Sleep workshop, the ASD awareness course and SENDIASS. Mum agreed to attend the Stepping Stones course and completed this. Mum and dad attended the Sleep Workshops. Mum and her sister completed the ASD awareness course. Mum and D were supported to attend appointments with the Community Paediatrician who made an ASD referral for D.

### Impact

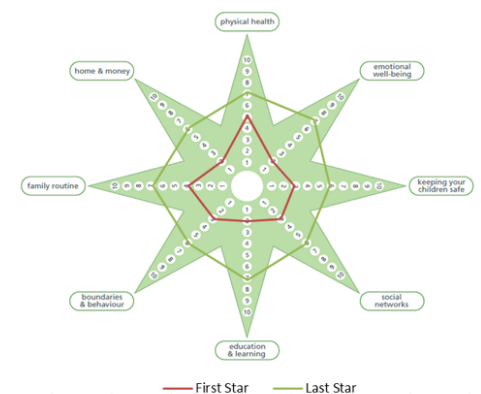
Mum's mood has greatly improved. The family have a better understanding and

strategies to manage D's behaviour. They are more able to support D and to ensure his needs are met by schools/ professionals. Family outings are much more successful. Dad's relationship with D has gone from strength to strength. D received a diagnosis of dyslexia and, after visits from Speech and Language, school brought in the Educational Psychologist who identified some of D's sensory issues that were affecting him in school. D is now on the waiting list for an ASD assessment and with the support from the Kids Sendiass worker an EHCP has been applied for. The Emotional Resilience Coach had an impact on D as he did not feel school were listening to him initially and they did this.

### Next steps

Mum still feels she needs some on-going support and so I have referred on for a Child Dynamix Parent Peer Mentor.

Kids Sendiass are also still supporting with the EHCP and D's access to education.



## Other Feedback

### Feedback

Mum- 'The TAF meeting was useful to help with school issues'

### Feedback from other Parents

Parent B with child with undiagnosed additional need:- 'We only started getting somewhere when you got involved. Some of the strategies really work with her.'

### Quotes from SF10-14 group work (attended by parents and young people):-

"I feel like I listen to my child more and am able to help them and understand them more"



# Parenting Group Work for parents of young people with additional needs (KIDS)

## What do we do?

We provide a range of group work delivered across Hull, offering parents/carers guidance and practical support, such as:

- Stepping Stones Triple P (children aged 2-14)
- National Autistic Society Teen Life (children aged 10-16)
- Balancing Act (children aged 10-16)

1-2-1 support is also available to parents who want to attend these workshops, which can be accessed without a SEND diagnosis. Parents have told us this can help with issues related to parenting teenagers with a disability and lack of supportive family networks and good child-parent relationship.

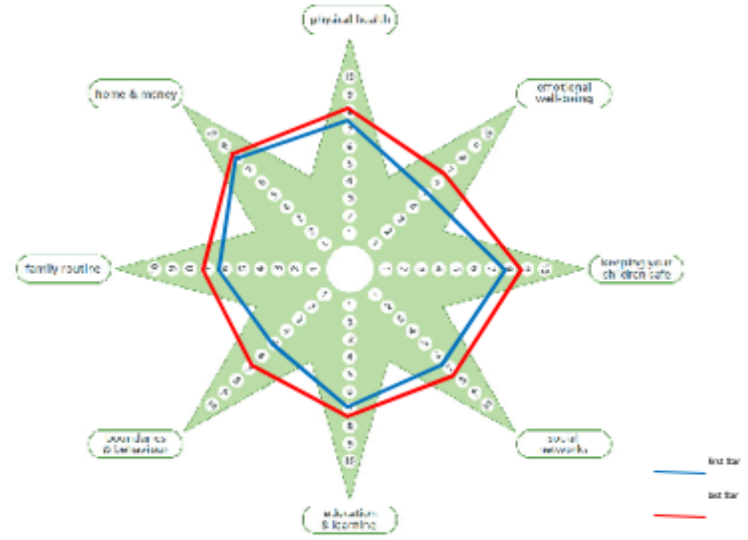
## How many does it support?

• 522 Parents of young people aged 10-16 have been supported by an a parenting worker since 2017

**In 2018/19 the Parents peer mentoring project have worked with**

- Number of parents Identified (referred) – 243
- Number of parents recruited (appropriate referrals) – 301
- Number of parents taking up the service – 248

## Overall Impact



## Case study of Parent accessing the support for parents of child with additional needs

### Background

**Mum, Child A - male - 14, Child b - male - 11, has learning difficulties**

Mum was living on her own

Children were in foster care due to neglect issues, under LAC services and subject to section 20. Family were having LAC reviews regularly

Referral came in to HeadStart Hull services from Social Care due to neglectful home conditions, inappropriate use of physical chastisement, and volatile relationships between family members.

### Support provided

Worker attended LAC reviews and discussed prioritising training for mum.

Mum had a domestic abuse worker (DAP) and a housing support worker and had also been referred to Let's Talk, Parent peer mentoring for one to one support and Talking Teens group. Mum was also offered an ASD Awareness workshop and Stepping Stones through Kids service.

Initially mum did not attend the training offered due to social anxiety and the next training offered was when the Parent Peer Mentor Service became involved. Mum completed both courses with the Peer Mentor attending with her to support her engagement. She now felt more confident in her approach to managing the behaviour of her children.

The housing support team found new, more appropriate housing for the family and Child A and B returned home. The Parent Peer mentor service continued to support mum.

### Impact

Mum and both boys were now in a calmer, cleaner household and mum feels in a good place. She is still supported by Parent Peer Mentor service and Housing Support. The final Family Star showed improvement in all areas. Child A feels settled at home, and feels having ground rules is good. He knows the consequences for poor behaviour and rewards for positive behaviour.

### Next steps

Mum is on the waiting list for Teenlife as Child B is a waiting ASD assessment.

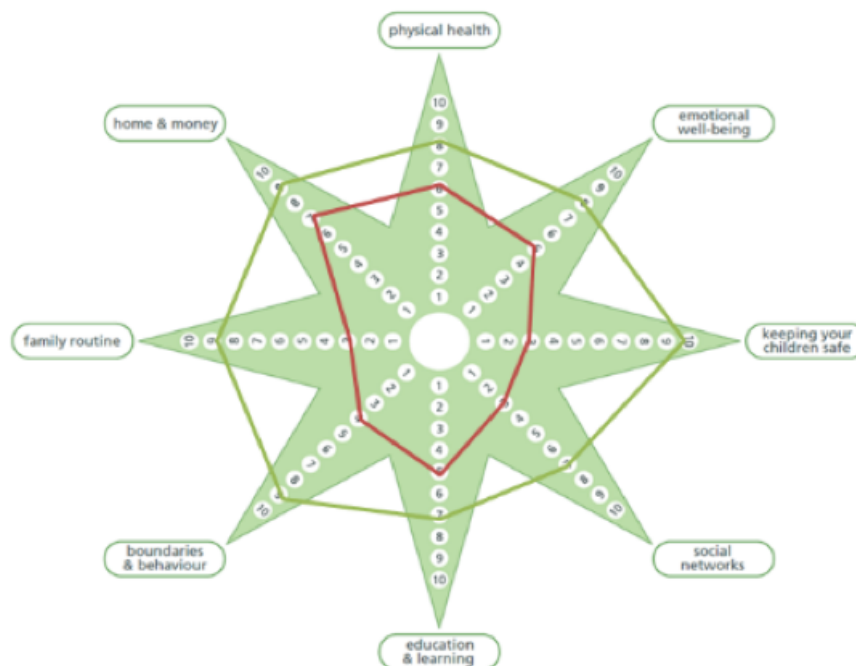


### Other feedback from parents

"This course helped me to understand my little boy's needs more and how to try and manage it as well as help him."

### Feedback from staff who accessed training:

"As a social worker, having been on the KIDs training I feel like I can confidently speak to my families about Autism and know how the course can help them".





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