



HeadStart Newham: Tomorrow's Changers

September 2019



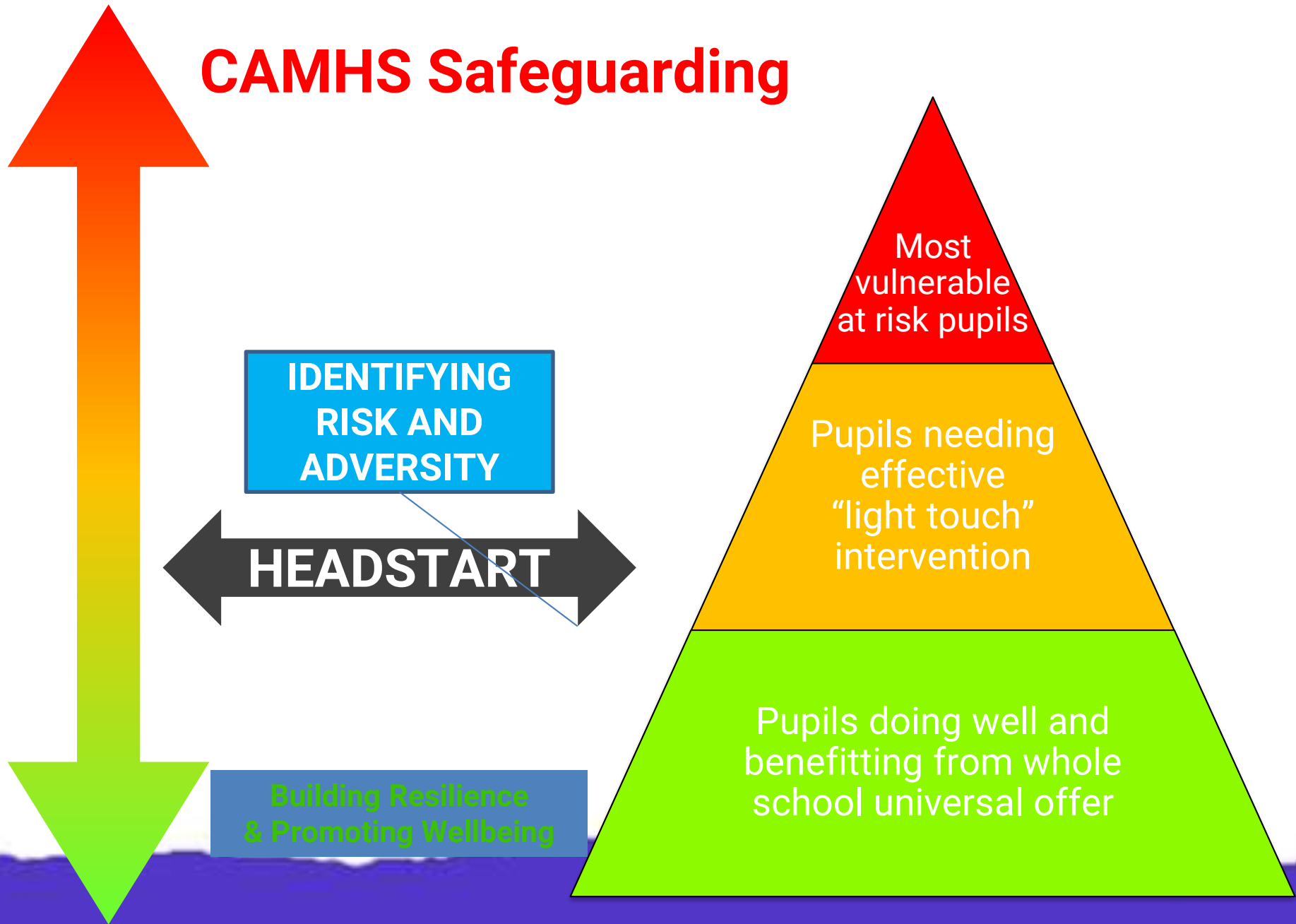
@HeadStartNewham



Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow with Thomas 2007

	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
		Help child/YP understand their place in the world			
	Enough money to live	Tap into good influences	Engage mentors for children/YP	Being brave	Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going		Solving problems	
	Access & transport	The more healthy relationships the better	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
		Take what you can from relationships where there is some hope		Fostering their interests	
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Calming down & self-soothing	Help the child/YP take responsibility for her/himself
		Responsibilities & obligations			
	Exercise and fresh air	Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster their talents
	Enough sleep	Make sense of where child/YP has come from		Lean on others when necessary	
	Play & leisure	Predict a good experience of someone or something new	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them
	Being free from prejudice & discrimination				
		Make friends and mix with other children/YPs			
NOBLE TRUTHS					
ACCEPTING		CONSERVING	COMMITMENT		ENLISTING

CAMHS Safeguarding



 <p>MORE THAN MENTORS</p> <p>A peer mentoring programme in secondary schools enabling young people to train to become Mentors or to sign-up as Mentees.</p> <p>Open to Year 7-8 or Year 10 pupils from HeadStart schools</p>	 <p>TEAM SOCIAL ACTION</p> <p>Young people develop and deliver a social action project that has an impact on their school or community while developing key skills.</p> <p>Open to Year 8-9 pupils from HeadStart schools</p>	 <p>YOUTH PANEL</p> <p>Young people have opportunities to get involved behind-the-scenes of HeadStart to share their views and gain experience in teamwork, project management and leadership.</p> <p>Open to Year 5-11 pupils from HeadStart schools</p>	 <p>HEADSTART CHAMPIONS</p> <p>Opportunity for young people to be trained as HeadStart Champions and support the development of their school's resilience strategy.</p> <p>Open to Year 5-11 pupils from HeadStart schools</p>	 <p>BOUNCE BACK NEWHAM</p> <p>Young people explore up to 10 different life areas linked to building resilience and wellbeing using an age-appropriate workbook.</p> <p>Open to Year 5 & 6 pupils from HeadStart schools</p>
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HeadStart Targeted Resilience Building Interventions

HeadStart Newham offers a range of resilience building activities and courses for young people, Newham families and Newham schools.

 <p>ONLINE COUNSELLING</p> <p>Young people in Newham can access free, safe, anonymous online support from professional counsellors.</p> <p>Open to Year 5-11 pupils living in Newham</p>	 <p>BOUNCE BACK ONLINE</p> <p>A self-guided online resilience programme designed to help young people think about the challenges they face and find ways to deal with them.</p> <p>Open to any young person who could benefit from HeadStart</p>	 <p>CREATIVE & SPORTS ACTIVITIES</p> <p>Group sporting and creative activity courses in the community including boxing, dance, drama, slam poetry, film making and creative writing.</p> <p>Open to Year 5-11 from any Newham school</p>	 <p>PEER PARENTING COURSES</p> <p>Peer led parenting workshops and 8 week courses focusing on positive parenting, boundary setting, behaviour management and parental peer support.</p> <p>Open to parents of any young person who could benefit from HeadStart</p>
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Children under 16
in poverty

Underweight
children (Reception

Significantly lower
levels of healthy

FSM

Obese children
(Reception to Year
6)

**“Could someone help me with these?
I’m late for math class.”**

e parents
households

Domestic Abuse

Unaccompanied
Asylum Seeking
Children looked
after

lies out of
: children
no adult is in
employment

Relationship
breakup: % of a
whose current
marital status
separated or
divorced

ech,
r
on

Significantly worse
tooth decay in 5
year olds

Significantly worse
healthy life
expectancy

New cases of
children in need

First time entrants
to the youth justice
system



en in need
als due to
family
dysfunction
nt parenting

The Newham Context

(based on Wellbeing Measurement Framework Survey findings for HeadStart Newham 2018)

The survey was completed by approx. **5000** pupils in 13 Newham secondary schools in years 8 and 9

Emotional Difficulties:

22.10% of responses corresponded to elevated/high level of difficulty

Attention Difficulties:

25.30% of responses corresponded to elevated/high level of difficulty

HeadStart Primary Schools

Avenue Primary School
Brampton Primary School
Calverton Primary School
Carpenters Primary School
Central Park Primary School
Chobham Academy
Colegrave Primary School
Curwen Primary School
Earlham Primary School
Ellen Wilkinson Primary School
Elmhurst Primary School
Essex Primary School
Gainsborough Primary School

Gallions Primary School
Grange Primary School
Hallsville Primary School
Kaizen Primary School
Kensington Primary School
Kier Hardie Primary School
Lathom Junior School
Manor Primary School
Nelson Primary School
North Beckton Primary School
Park Primary School
Portway Primary School
Ranelagh Primary School

Ravenscroft Primary School
Roman Road Primary School
Sandringham Primary School
Scott Wilkie Primary School
Selwyn Primary School
Sheringham Primary School
Southern Road Primary School
St Antony's Catholic Primary School
St Edward's Catholic Primary School
St James' C of E Primary School
St Stephen's School
Star Primary School
Vicarage Primary School

HeadStart Secondary Schools

Plashet School
Rokeby School
Royal Docks Academy
Sarah Bonnell School
St Angela's Ursuline School
St Bonaventure's School

Chobham Academy
Cumberland School
Eastlea Community School
Kingsford Community School
Lister Community School
Little Ilford School
Oasis Academy Silvertown

66% Newham Schools



**Fitting in is our greatest barrier to
belonging**



HeadStart Newham: implementing youth-driven social change



@HeadStartNewham





WELCOME TO TEAMSOCIALACTION 2019



12 SCHOOLS
12 WEEKS
12 SOCIAL
ACTION
PROJECTS

STEP INSIDE TO SEE WHAT OUR YOUNG PEOPLE ARE
SAYING ABOUT WHAT NEWHAM HAS TO OFFER TO
SUPPORT THEIR WELLBEING AND MENTAL HEALTH

PLAN DO REVIEW

PLAN



why?



who?



what?



how?



where?

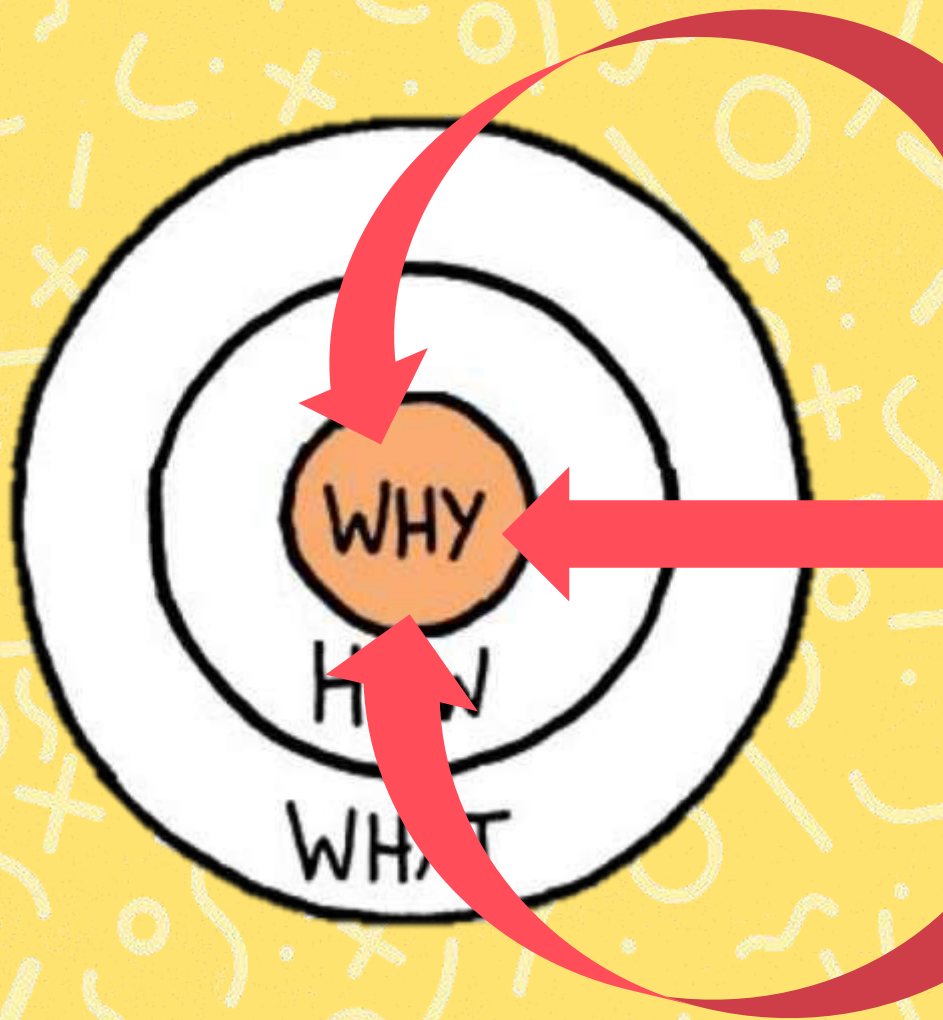


so what?



now what?

stakeholder priorities



PLAN

PLAN

Participation in community



Students show lower than average levels of participation in the community, suggesting that on average they participate in fewer activities outside school and home than other students.

Our focus

Improving outcomes for all

Take a population approach to improving outcomes for all young people and families, not one which focuses only on high risk individuals.

Youth driven social change

Engage young people to create positive social change and make lasting contributions to the place they call home.

Choice and improved access

Provide choice and access to support for young people when and where they need it and in a way that works for them.

Prevention not cure

Focus on early intervention and prevention to tackle risk factors 'upstream', to lessen 'downstream' consequences.

End to silo working

Take a system wide multi-agency approach involving schools, local businesses, community influencers and citizens.

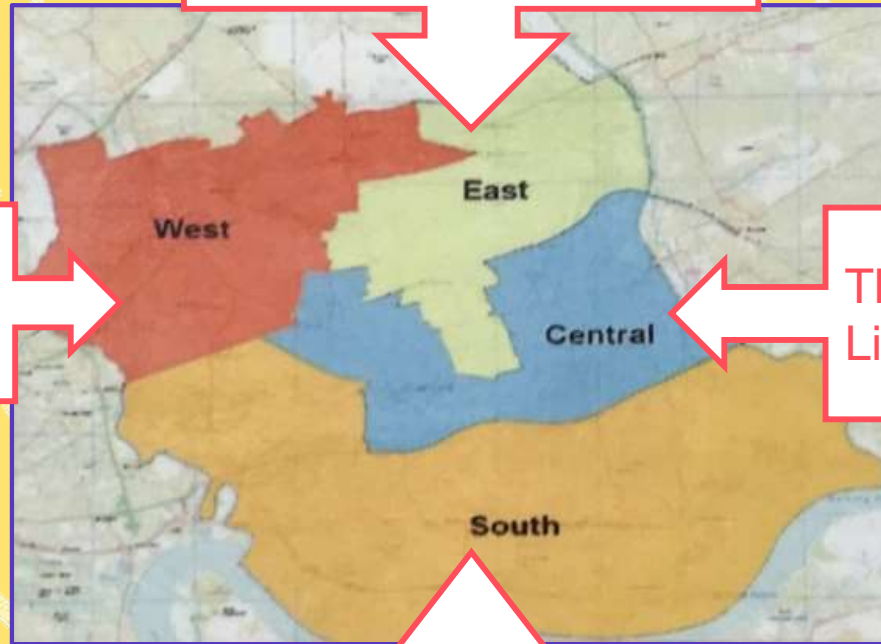
Long term commitment

Accept the complexity of the issues facing young people and make brave, evidence and research informed decisions that demand long term commitments to be effective.

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Little Ilford School
Plashet School
St Angela's School
St Bonaventure's School

Sarah Bonnell School
School 21



The Cumberland School
Lister School

Eastlea School
Kingsford School
Oasis Academy Silvertown
Rokeby School
Royal Docks Academy

Team Social Action

W/C	Project Stage	Deliverables
29 April 2019	Team Social Action projects launch in Newham secondary schools	Map what is available in school and on the doorstep?
6 May 2019	Youth Practitioners collect suggestions for project name to be voted on via HeadStart Twitter @HeadStartNewham	
13 May 2019	Project Manager and Deputy Project Manager nominated in each school. Media and parent consent collected to allow young person to attend Project Managers Meeting in Half Term.	
20 May 2019	Make clear the links between this project and wellbeing and resilience. Finalise format of deliverables Consent for PM to attend half term progress meeting	Deep dive into a local activity or organisation
3 June 2019	Choose 3 project managers to present update to HeadStart board in 2 weeks Choose 1 project manager per quadrant to present to Youth Panel in 3 weeks	
10 June 2019	Consent for pupils to attend Newham Show	
17 June 2019	HeadStart Board Meeting (18.06.19)	Wish list: what's missing?
24 June 2019	Newham Show Content finalised with HeadStart Youth Panel (28.06.19)	
1 July 2019	Plan celebration and next steps	
8 July 2019	13th and 14th July: Newham Show	Display and present findings at Newham Show to get others excited about youth social action
15 July 2019	Project debrief & post-survey Next steps for all pupils and project outcomes "You said, we did..."	

2019

summer

How can schools maximise impact?

The Minimum

Check and act on the weekly session updates regarding attendance, concerns and school actions, pupil shout outs & good news, project stages, Twitter posts

Next Level Support

Drop in to a session
Offer to help the group map support available in school
Reward & share good news stories with staff and parents
Arrange for groups to present their work and progress to SLT
Ensure key staff drop by at Newham Show to visit group
Evaluate the impact of the intervention, analysing pre and post surveys and deciding next steps for participants

Be a TSA Ninja!

All participants attend sessions regularly
You have supported participants to understand how this intervention can impact positively in other areas of their lives (e.g. school)
You follow up all school actions in session updates promptly
The group have presented to SLT/governors or school assembly
Form tutors follow progress and achievements of tutees
Parents have been informed of pupils' achievements
You are rewarding achievements highlighted every week
You know the identity of the group's project manager and how they are doing in the job
You are following HeadStart Newham on Twitter

project managers

PLAN

TEAM SOCIAL ACTION

Project Managers Meeting

SCHOOL

NAME



Why are we here?

Team Social Action this term focuses on school and community mapping through the lens of POY—the young people living in Newham. The mission of each Team Social Action group is to educate as many young people as they can about what their school and community offers young people and the value of getting involved in social action projects – for young people themselves and for Newham. The key deliverable for each team are:

Map what is available in school and on the doorstep
Draw down into a local activity/competition
Win, let: what's missing for young people in Newham?
Display and present your findings at the Newham Show

agenda

- 2:00pm Welcome & introductions
- 2:10pm Icebreaker
- 2:20pm What's available in Newham?
- 2:50pm Break
- 3:00pm Project Manager updates
- 3:45pm Mini-skill workshops
- 4:00pm Close and networking opportunity



What's available in Newham?

Identify and identify if you believe in your neighbourhood provided access to the each type of support for young people.

Traffic light scores:

Planned activities for young people

Support to mental health and wellbeing

Online/health advice and support

Online health advice and support

Online health advice and support

Online health advice and support

Online health advice and support

Online health advice and support

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Planned activities for young people

Support to mental health and wellbeing

Online/health advice and support

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Online health advice and support

Online health advice and support

Online health advice and support

Online health advice and support

Online health advice and support

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Online health advice and support

Online health advice and support

Team Social Action - My Ideas Board

Use this board to plan your social action project. Think about what you want to do, how you want to do it, and who you want to do it with. You can use this board to plan your social action project, think about what you want to do, how you want to do it, and who you want to do it with. You can use this board to plan your social action project, think about what you want to do, how you want to do it, and who you want to do it with.

TwitterTakeover

Top Tips

Eye-Catching Tweets

People remember visual information at an astonishingly higher rate than text only information. Images get 122% more retweets than videos.

Ask for a Retweet

Remember that a call to "Retweet" results in a 12 times higher retweet rate!

Pay attention to #hashtags

The presence of hashtags increases the likelihood of a retweet 52%.

#NationalObesityAwarenessWeek #NOAWC2015 #JoyOfMoving
#ObesityAwareness #headstart #firstteach #firstteach #firstteach #firstteach #firstteach #firstteach

Numbers stand out

Tweets with numbers have 17% more retweets than ones without any digits.

Put a Link in it

22% of user interactions on Twitter are link clicks. Place links about 1/3 way through your tweet. Use the free version of Bitly to shorten.

Stats

1 in 3 children are overweight or obese by the time they leave primary school. Children who are obese are more likely to be obese in adulthood.

Poor diet & low levels of physical activity are primary factors to excess weight. 15% of children consumed 5 or more portions of fruit & vegetables a day (2015).

Commissioning is about getting the best possible outcomes for the population. This involves researching local needs, deciding priorities and strategies, and then buying and shaping services on behalf of the population.

How can young people influence commissioning?

- HeadStart Champions and Youth Panel
- LBN Youth Assemblies
- Youth engagement boards
- School Councils



RESEARCH TOP TIPS

- 1 Observations—go to the local library and observe an activity
- 2 Interviews—ask other young people questions
- 3 Focus groups—host a discussion about a specific topic
- 4 Collect new data—use surveys or questionnaires
- 5 Analyse existing data—using the internet



building skills

PLAN



PLAN



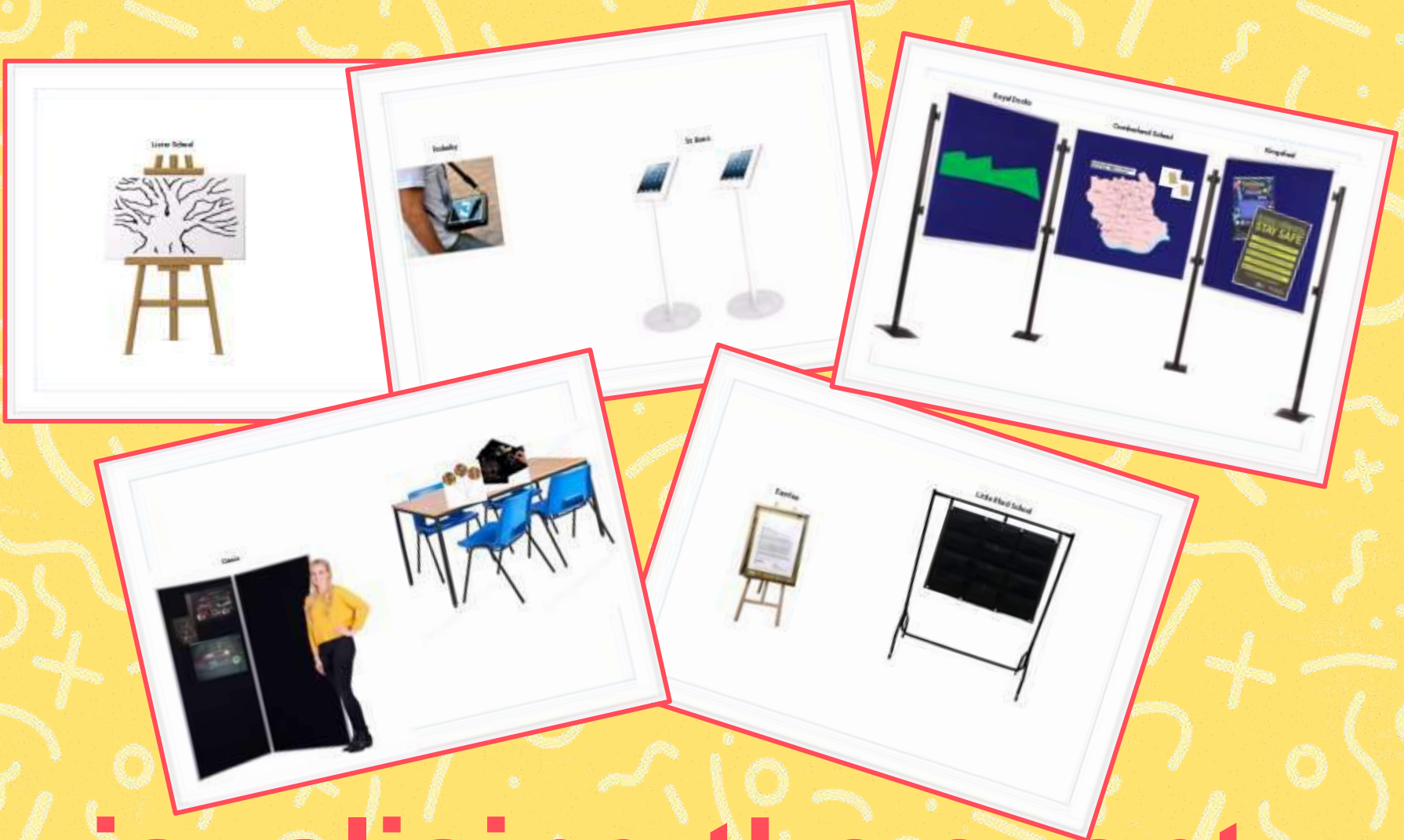
the deep dive

the projects

PLAN

Exploring what makes spaces feel safe	Branching out to make life better for young people in Newham
Re-imagining Cundy Park as it could be	An open letter to the Mayor
Shaping the future through work experience	Information and advice website
Top Tips to stay safe in Newham	Twitter Takeover
Little Ilford's Mental Health Support Team (LIMHS)	What is where in Newham to support mental health and wellbeing?
Giving advice through animation	Where I feel safe

PLAN



visualising the event

DO



DO



Little Ilford School

Spring 2019

Little Ilford's Mental Health Support Team (LIMHS)

The Social Action Team, LIMHS, at Little Ilford School found that Newham needs more safe spaces for young people to hang out, get sexual health advice and have opportunities to volunteer. They wanted to find amazing local opportunities for young people to be supported in each of these areas and provide information via their 'LIMHS Youth Pockets' display. The pockets are significant because their hope is that eventually all young people will have relevant and up to date information about what is available for them—and it will be as easily accessible as if it were in their own pocket.

DO

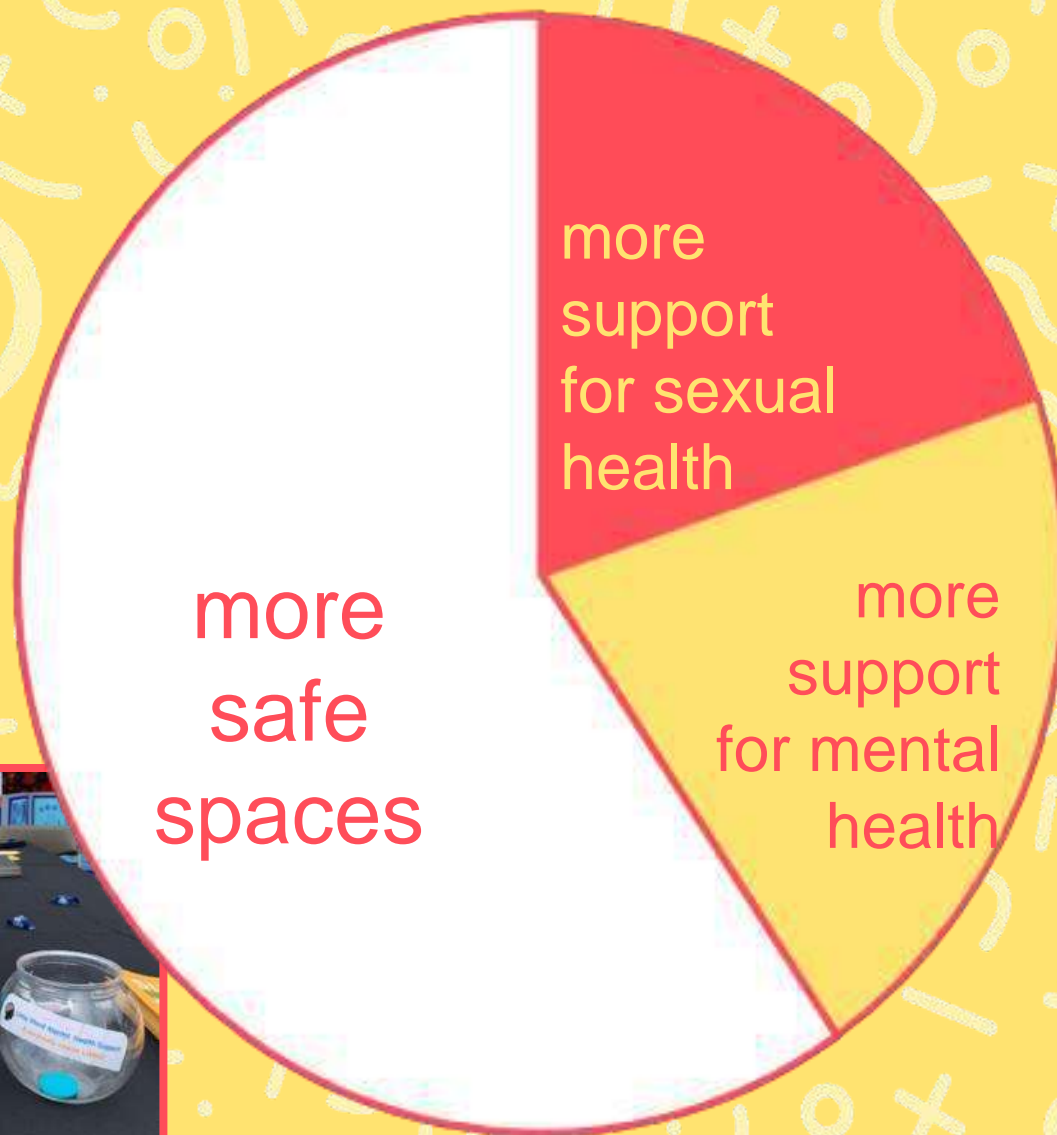


the showcase

youth-driven social change



what young people want



REVIEW

social media

181 profile visits

118 likes

40 retweets

19 new followers

17 mentions



REVIEW



REVIEW TSA summer 2019 feedback

Planning Stage

Highlights?

Lowlights?

What would you keep?

What would you change?

Doing Stage

Highlights?

Lowlights?

What would you keep?

What would you change?

Reviewing Stage

Highlights?

Lowlights?

What would you keep?

What would you change?

Team Social Action

The Health Check



REVIEW

TSA PRIORITIES

1

improve data collection

improve engagement and attendance

2

achieve consistent delivery and outcomes

work to Key Performance Indicators (KPIs)

3

achieve “meaningful” social action

ask the right questions to reflect the outcomes



TSA PRIORITIES

1

Weekly Data Smash

Attendance
Engagement
Pre/post survey results
Session reports

2

Structure, Support & Sign-off

Timeline & Milestones
Project managers
Tangible outcome
School engagement
Observations & feedback
Sharing best practice

3

The Right Measures

Grit
Cooperation
Community Social Action
Benefits

REVIEW



Thank you

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@HeadStartNewham



In partnership with



HEADSTART CHAMPIONS



@HeadStartNewham



in partnership with



Co-production in Newham



Nothing about us
without us.

Judi Chamberlin

Values and Principles:

1

Inclusive, with steps taken to ensure that everyone can be meaningfully involved.

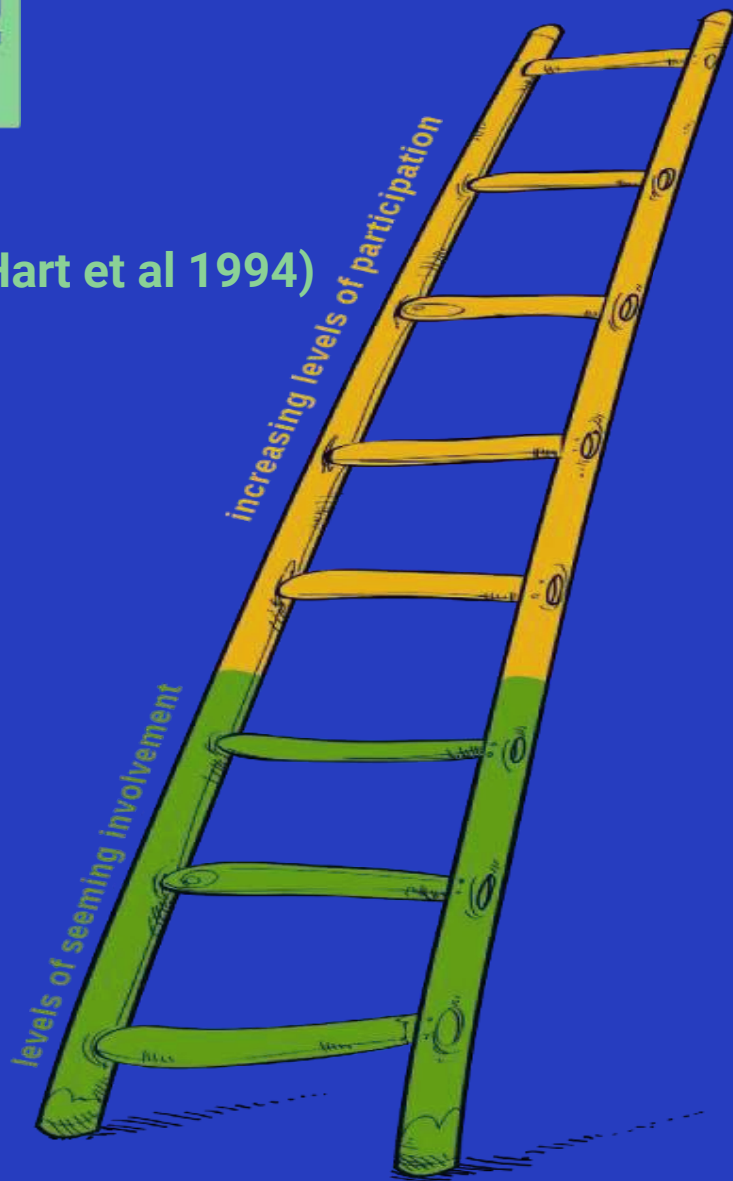
2

Asset or strengths-based, recognising, respecting and building on the capabilities and contributions of everyone involved.

3

Based on mutuality and co-operation to achieve a shared goal or interest and reciprocity, where everyone who has contributed gets something back.

(Roger Hart et al 1994)



Ladder of Participation – Striving for Excellence

Co-production in Newham Schools

School
Councils

Co-identification
of need and

Co-decision
making in the
allocation of
resources

**What does Co-production
in schools or the
community look like where
you are?**

**HEADSTART
CHAMPIONS**



Can you show us how it looks to be a HeadStart
Champion?

Co-
evaluation /
review

Planning of
resilience
initiatives / safe
spaces /
support options

Students
involved in
staff
recruitment
+

Planning
of
curriculum

Headstart Champions

1

We work to activate vulnerable youth voice in schools.

2

Fortnightly group work sessions with up to 15 young people across Primary and Secondary schools in Newham.

3

Young people who meet the criteria for early mental health intervention.

What do Headstart Champions do?

Headstart Champions play an important role in helping schools create and implement their resilience and wellbeing strategies. They reflect upon both positive areas and areas for development within their school.

Champions feed directly into the development of the school well-being strategy, to ensure that it will effectively support the whole school community.

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow 2007 www.boingboing.org.uk

	BASICS	BELONGING	LEARNING	COPING	CORE SELF
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		The more healthy relationships the better	Map out career or life plan	Fostering their interests	Help the child/YP take responsibility for her/himself
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	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Remember tomorrow is another day	Foster their talents
		Responsibilities & obligations	Highlight achievements	Lean on others when necessary	
	Exercise and fresh air	Focus on good times and places	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them
	Enough sleep	Make sense of where child/YP has come from			
	Play & leisure	Predict a good experience of someone or something new			
		Make friends and mix with other children/YPs			
NOBLE TRUTHS					
	ACCEPTING	CONSERVING	COMMITMENT	ENLISTING	

What is in it for our schools?

Giving students a voice helps to increase their self confidence and develop communication skills.

Schools are then able to meet the students needs more effectively by prioritizing decision making around their voice.



It has a positive impact on developing students capacity to be successful, independent and effectively contribute to their education.

In being heard and participating in decision making students feel more invested in their school community.

***'Are we the only
school who has
Headstart
Champions?'***

***'How can we meet
other children who
take part in
Champion's and find
out what they are
doing in their
schools?'***

**Young people
asked us...**

...and we listened



Using Headstart themes we co-produced three Headstart conferences for our Champions groups to help increase a sense of belonging across the school communities.



How did Co-production work in developing the conferences?

- Consultation with primary school pupils on workshop activities.
- Co-produced and co-facilitated workshops with secondary age Headstart Champions and youth panel members.



Headstart Champions Conference

Three conferences took place last academic year.
November 2018, March 2019, June 2019

Over 100 Headstart children from over 22 primary and
secondary schools across Newham attended.



Time to try.....

1

**Discuss: What are the key elements to having a positive relationship?
Thinking about important relationships in your life might help.**



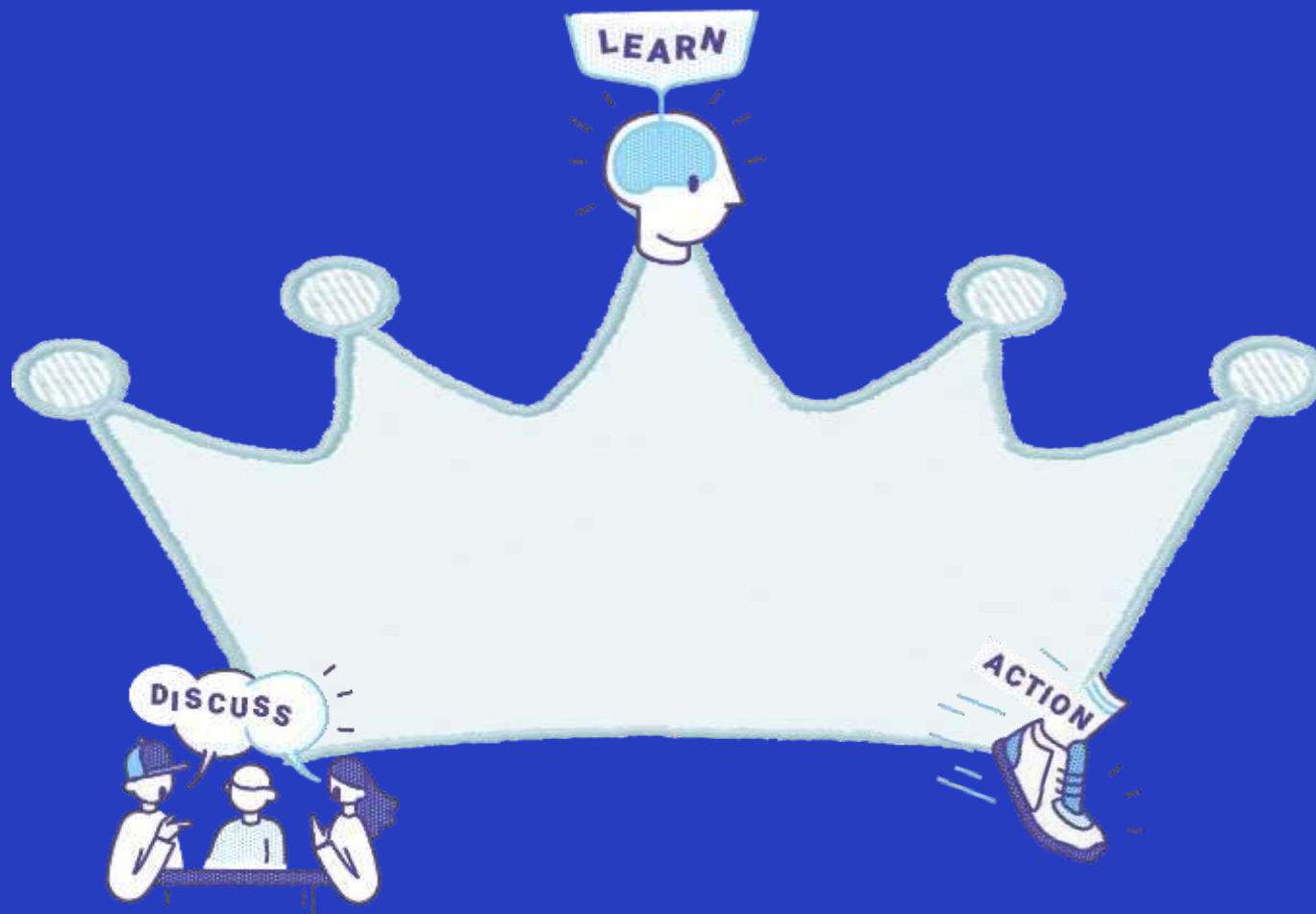
Create your own positivity shape

2

Using the bunchems create your own positive relationship shape – what do you need from a positive relationship. Key elements are colour coded as follows:

Blue	Trust
Purple	Respect
Red	Loyalty
Orange	Fun
Black	Reliability
Green	Encouragement
Pink	Support
White	Whatever you want it to be!

After the conference...



Champions were tasked with taking back a pledge from the conference to their school.

Year 5 Vicarage Primary School



Southern Road Primary School used exam stress resources to support year 6 pupils during the SATs period.

HeadStart Champions in Sarah Bonnell will be delivering positive relationship workshops to Year 7 pupils.

HeadStart Champions in Royal Docks will be delivering mindfulness relaxation activities to fellow pupils to help them manage exam stress.

Mariana

Challenges & Learning

Logistical organisation

**Delivering three conferences
across an academic year**

**Capacity of our
colleagues in school**



What did the young people say?

“We did fun things and it made me relax”



**“I know when I am
stressed I can go to
someone
understanding”**

**“It’s taught me how to
handle
future exams”**



Advice for your younger self