Southampton HeadStart Investment Workshop

Held at:
Eastpoint Centre

9 January 2014

Workshop Report

Contents

Appendix

1. Introduction

The Southampton HeadStart workshop was opened with a welcome from Tim Davis, Senior Public Health Commissioner, Integrated Commissioning Unit, Southampton City Council and a welcome from Claire Hodgkins of Big Lottery Fund.

Mia Eisenstadt introduced Reos Partners and their background in facilitating partnerships and community resilience, their role in supporting the development of each of the regional HeadStart partnerships and outlined the following objectives for the workshop:

1. To introduce the HeadStart investment.
2. To support the development of an exciting shared vision for what a HeadStart project could achieve in Southampton
3. To assist with the process of forming a partnership that will combine a suitable range of skills, perspectives and resources to successfully deliver an ambitious and impactful project.
4. To build an understanding of the existing assets and resources in the area that may be relevant to the development and delivery of the HeadStart project.
5. To identify next steps and any specific needs the partnership has to move forward in a productive manner.

After a run through of the agenda, and introductions of all the workshop participants, Claire Hodgkins from Big Lottery gave a presentation on the HeadStart investment (a copy of the presentation is included in the appendix).

2. Cynics and believers exercise

In order to surface the key hopes and concerns in relation to the HeadStart investment, participants were invited into a role-playing exercise – for half the room to play the role of 'cynics' and the other half to play the role of 'believers' – addressing the question of whether the Big Lottery HeadStart investment has the potential to create a step change in young people's wellbeing in the area over the next five years.

Cynics

- If you start with 9-10 year olds it's too late to intervene.
- What can you change in 1 year?
- Different agencies have different agendas.
- There will be squabbling over cash.
- This will function to replace the disinvestment in services.
- Young people have been let down by adults again and again.
- This may generate false hopes if we don't get the money.
- Some things that need to change are too big for a project like this to change such as unemployment.
- Year 6 in primary are looked after and then at year 7 kids end up wandering the streets whilst parents are at work.
- We don't have sufficient capacity therefore 500K over one year is not enough.
- We don't have a lot of youth services left due to cuts and "efficiencies".
- We need to build our own resilience in order to build the resilience of others.
- There has been a loss of good will amongst children and young people professionals over the past few years.
- People become concerned about their own organisations and due to insufficient funds try to destroy others.
- Tier 2 work is no longer commissioned and this is the biggest gap.
- There has been the loss of health schools teams who would otherwise have been supported.
- Are we going to add to the burden of professionals and services?
- The big money will go to the areas with the perceived greatest need, not necessarily the greatest need.
- There is a backlash already – need careful communications.
- Tried it all before.
- In estate today which has had most investment but not had an impact?
- What about outcomes?
- How do we keep pace with digital technology? Do we have the expertise in the room?
- Different ideas on how you spend money.
- Money skews priorities.
- There won't be time to meaningfully engage with young people.

- We will have our own project ideas and then take the young people along with them (rather than letting them decide).
- We will miss the opportunity when it comes to actually spending the money.

Believers

- We can engage children and young people by using technology for example Survey Monkey to get a quick picture to find out young people's perspectives on spending the money.
- We have achieved great things in Southampton.
- Interesting opportunity to transfer people downstream.
- Even if no money, we all gain from multi-agency working.
- Early intervention works.
- Lower level is a top priority.
- We have a good children's workforce – we need to capacity build the workforce to move forward the children's emotional well being agenda.
- Schools have better access at a lower level.
- Six years worth of funding, normally only 3, positive thing.
- We know what works and quick things to improve young people's mental health.
- Southampton has particular issues, it is misunderstood as being rich.
- The size of Southampton makes it a do-able project. School sectors are good at working together. There are structures that help them work together.
- There is the opportunity to take some risks or a leap of faith.
- You can't change society but you can help people cope with society.
- There are two big universities with good experience of evaluation.
- Young people are crying out for help – we have a duty to help them.
- As part of our training for people in universities – training should involve teaching on attachment, attachment theory and emotional well-being.
- We have a solid foundation.
- Southampton trained 400 people over four years in emotional well being in primary and secondary. More young teachers enables the spread of ideas.
- Loads of programs piloted, not just schools, need to work with parents and communities.
- Most commissioning focuses on high risk rather than doing wider areas or more of a community approach.
- Great FE (Further Education) provision.
- Southampton. Some strands have achieved good things; this funding could tie it all together.
- We've got evidence of what's missing.
- No Limits have worked out that one third of young people who need it don't have access to counselling. We know the evidence, just need to join them up.
- Good opportunity for self-referral of young people themselves and to have a qualified CAMHS person work with them.

3. Community Asset Mapping

The objective of the Community Asset Mapping exercise was to increase shared understanding between the participants of the assets available to support young people's well-being and resilience that could potentially be relevant for the HeadStart project in Southampton.

An asset was defined as "any factor (or resource), which enhances the ability of young people to maintain and sustain health and well-being – at the individual, family or community level". The range of assets considered included:

- Institutions & organisations
- People, partnerships & skills
- Community & physical
- Initiatives, programmes & policy

Groups were formed around four different tables to consider assets around the themes of:
1. a child's time in school
2. their ability to access the community services they need
3. their home life and relationship with family members
4. their interaction with digital technology

After generating ideas on one of these themes at each table, participants were asked to move to another table to cross-fertilise ideas and build on the theme.

A child's time and experiences at school

Assets

- All school staff "safeguarding" training
- Team safe house voluntary sector plus CAMHS (Child and Adolescent Mental Health Services) plus partnership
- Transitional work for yr 6 and yr 7 assisted by voluntary sector projects
- School nursing service
- School governors
- Recruitment programme offered by Southampton Solent to their staff
- Improving picture for all schools 82% in good/outstanding schools
- Educational psychology capacity to do research and evaluation to add to resources in both Universities
- Creativity in young people
- Small innovative projects within CAMHS
- Creative partnerships! Theatre services/music hub/ school grounds used for community use
- Parent volunteer programs in school that leads to actual employment opportunities
- Open spaces within the city
- Many projects have been led by pupil voice
- Secondary School Mental Health Forum
- Fuel Up, Feel Good, Look Great Solent Health Spark program, investing in the workforce.
- City facilities being offered out to the community such as youth services in schools
- Structures exist to collaborate between schools
- Secondary/primary/special conferences
- Southampton Education Forum
- Pupil Premium Funding
- Needs led, youth advised team of CAMHS trainers who have packages (learning disabilities, primary, parents, peer) of EFA (Emotional First Aid) endorsed by Oasis Mayfield
- Students at HE (Higher Education) institutions offering work experience in schools (transition work primary – secondary undertaken as innovative project) plus extended school provision
- Free school meals, breakfast clubs
- Healthy schools program
- Passionate workforce determined to run better outcomes regardless of economic cost
- In primary schools there is access to non-competitive school sports
- Project in sexual health clinics to help address alcohol consumption in student population
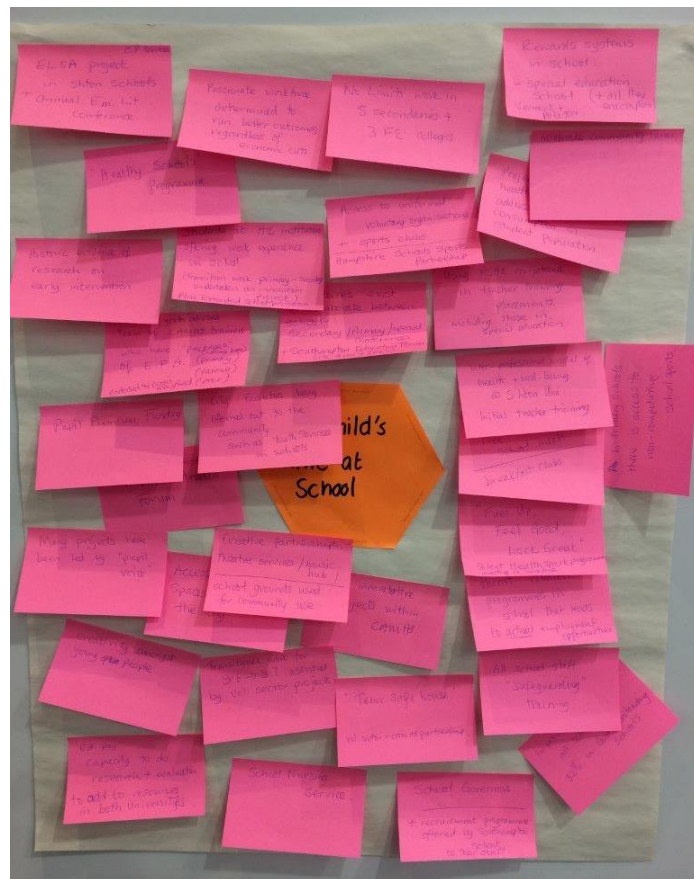
- Reward systems in school – special education school Vermont and Polygon
- Historic evidence of research on early intervention
- ELSA project in Southampton Schools and annual Emotional Literacy conference
- Nurture Groups in Southampton schools
- Access to uniformed voluntary organisations and sports clubs
- Hampshire School Sports Partnership
- No Limits work in 8 secondary's and 3 FE colleges
- Inter-professional model of health and well being at Southampton University – Initial teach training
- Using PSHE (Personal, Social and Health Education) competence in teacher training placements including those in special education

A child's ability to access the community services they need
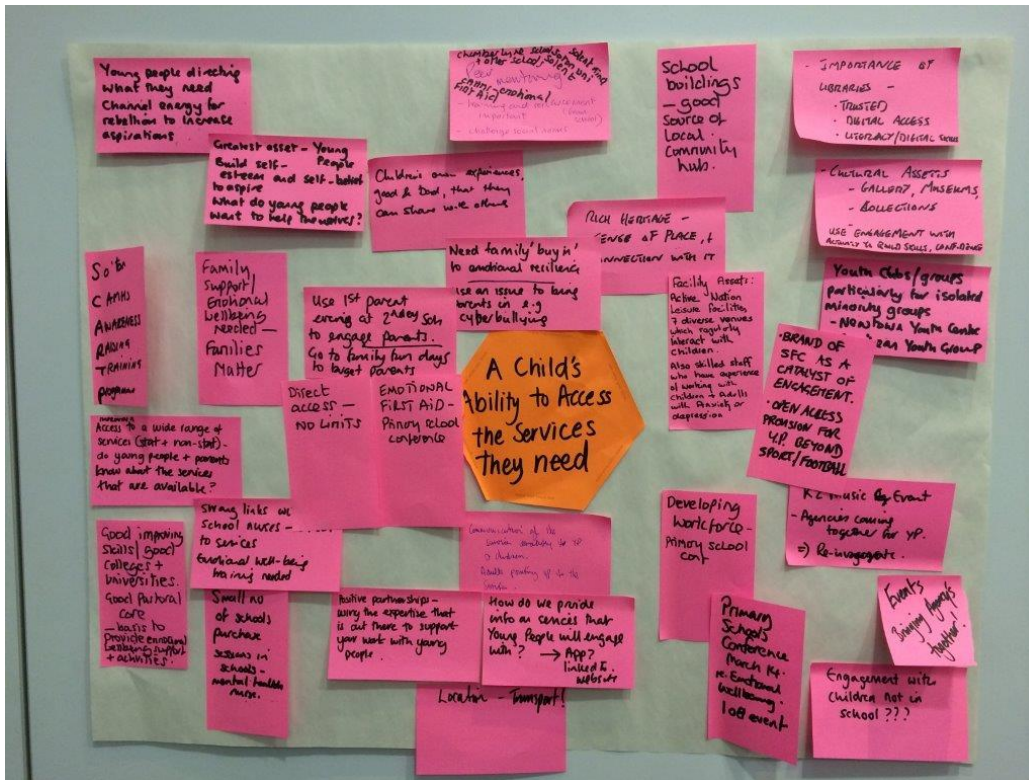
Assets
- Family support emotional well being needed, families matter
- School buildings – good source of local community hub
- Brand of Southampton Football Club as a catalyst of engagement
- Open access provision for young people beyond sport and football
- Children's own experiences good and bad, that they can share with others
- Young people are their own greatest asset, build self-esteem and self belief, aspire, what do young people want or need to help themselves?

- Young people directing what they need
- Use 1st parent evening at secondary school to engage parents, go to family fun days to target parent
- Improving access to a wide range of services (statutory and non-statutory do young people and parents know about the services that are available?
- Youth clubs and groups for isolated groups e.g. Newtown Youth centre, Caribbean Youth group
- Galleries, museums, collections – use engagement with activity to build skills and confidence
- Emotional first aid – primary school conference
- Libraries for safe space, digital access, literacy/digital skills
- Rich heritage – Southampton has a sense of place and many feel connection with it
- Facilities assets: Active Nation leisure facilities, 7 diverse venues which regularly interact with children, also skilled staff who have experience of working with children and adults with anxiety or depression.
- Communication of the service to young people and children. Adults pointing YP to the service
- Good transport links
- Positive partnerships – using the expertise that is out there to support work with young people
- Small number of schools purchase sessions in schools with a mental health nurse.
- Need family "buy-in" to emotional resilience, use an issue to bring parents e.g. cyber bulling
- Millbrook community team
- Strong links with school nurses
- Direct access – no limits
- Good improving skills/ good colleges and universities, good pastoral care – basis to provide emotional well being and support
- Peer mentoring
- Life Lab services linked to career development to help young people into jobs
- Events bringing agencies together!
- Developing workforce
- Primary schools conference March 14 re Emotional Well being, one off event
- How do we provide info on services that young people will engage with? App? Link to website

Comments:
How do we engage with children not in school?

A child's home life and relationship with family members

Assets

- Fostering and adoption support, BRS (Behaviour Resource Service)
- Addressing childhood obesity through the family, school nurses etc
- Anti-bullying 5-19 early intervention pre birth services
- Monty's – youth faith
- Saints Foundation in the community
- Children's Social Care Services: Clean Pants
- Community programs to support families
- Parenting programs
- Troubled Families programme (Families Matter)
- Sure Start children's centres widespread over Southampton
- An aspiration culture across partnerships
- Voluntary sector
- Faith communities
- Families for 40
- No Limits
- Youth Options
- Libraries
- City council
- GP Practices
- FNP (Family Nurse Partnerships)
- The People Directorate Transformation Programme
- Low Base
- Size of City and co-terminous boundaries supports partnership working
- Youth Forum
- Adult education
- Access to exercise
- Transport links
- Five ways to well being promotion
- Be well strategy
- Community Asset transfers
- Partnering with local companies e.g. new buildings on the Oxford road
- EFA (Emotional First Aid) programs and resources created and developed in Southampton

- Community groups
- Schools
- Active Nation
- Museums and galleries
- Police support officers
- Community warden T2 SW
- Extended family, parents, ethnic community
- Languages
- Youth centre provision
- Play equipment, sports and recreational, green spaces

A child's interaction with digital technology

Assets
- Local schools using Ipads to teach and communicate with pupils
- Rapid communication IT method failure to this age group for: information, education, support, advice.
- There is a research and evidence base for how children and young people interact with children and young people through digital technology
- Communities knowing about key websites, online support etc
- Already work through No Limits targeting children and young people at risk through digital technology.
- Websites specifically related to information for young people
- Harnessing the positives of technology as well as educating young people, parents, professionals around the negatives.
- Evaluation by social media research group
- Young minds, young carers
- Digital access e.g. Jamie's computer club, recycling computers through extending access.
- Use of electronic voting to quickly engage children and young peoples voice- we have an infrastructure for hearing this voice.
- Star project – work in schools on internet safety
- Needs to be a balance between use of technology and encouraging young people to get out and experience real life and avoiding greater isolation.
- To be creative with digital technology
- Solent Creatives – an agency for helping delivery using students
- Self directed support resource, early intervention team, adult cvt
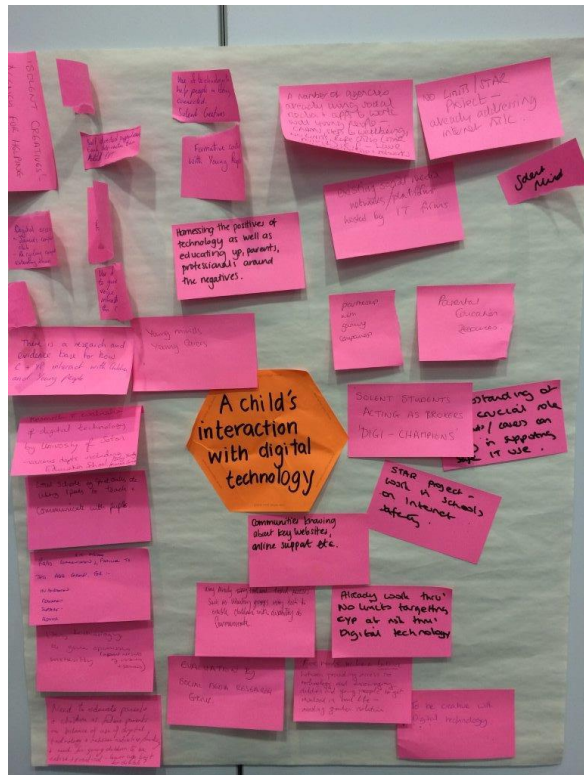
- Research and evaluation of digital technology by University of Southampton- various departments including Education School/ Lucy Yardly, Marcus Grace
- Potential partnership with gaming companies
- Solent students acting as brokers, "digi-champions"
- Existing social media networks and platforms hosted by IT firms
- No limits/STAR project already addressing internet
- Use of technology to help people in being connected
- Southampton CAMHS awareness training program
- A number of agencies are already using social media and apps to work with young people- CAMHS, steps to well being, no limits, rape crisis (star project), EIP Lowe, there is local expertise and networks
- Access to VLE (virtual learning environment)
- Parental education resources
- Solent Mind
- Solent University "Digi Champions"

Additional points and interconnections:
- Parents need to be developed and used as "gatekeepers" in appropriate use of digital tech
- Parents and carers are crucial in supporting safe IT use
- There are gender differences in the use of technology
- Young people take up new technology quicker than older generations
- Could create an app with all the services for young people and mental health
- Tech needs to have a local slant
- The problem isn't with the technology its how it is used.

4. Big Ideas brainstorming

The purpose of this session was for participants to share their individual and joint ideas for impacting the lives of ten to fourteen year olds in the region in the HeadStart project.

In small groups at a number of tables, participants were asked to brainstorm ideas for difference they wanted to make to the lives of young people through the HeadStart investment. These ideas were written on to post-it notes.

A representative from each table then read out the ideas from that table and these were posted on to the wall.

Volunteers then clustered the ideas into different thematic areas and gave a name to each cluster.

Finally participants indicated with a single dot which cluster they felt had most potential. The themes are ranked in order of the number of dots they received. It was emphasised was that the purpose of the voting was to give a sense of the energy and interest of all attendees present, not to narrow down the list of ideas as a broad range of ideas are welcome for this first stage.

1. Aspirations and Outcomes (10 votes)

- A confident, competent, resilient, inspirational children and children's workforce.
- The City to have a view about the value of young people (not just an economic one).
- Well nourished and fit.
- Shift from negative leadership to positive leadership.
- Equips our children with realistic expectations of success and happiness and failure and sadness.
- Sense of worth and inclusion.
- Every young person has a part to play and a talent and a skill.
- Our young people have higher aspirations.
- Young people have opportunities to get work.
- Aspiration schemes and mentoring.
- For every child: pathways, strategies, and activities.
- Every child has aspiration, hope and ambition.
- To achieve economic well-being.
- Children to be happy: broad range of leisure and educational opportunities.
- Every young person to understand their own mental health and well being.
- All young people and children feel safe.

2. **EFA (Emotional First Aid) (7 votes)**

- Every young person completing an EFA program and parents and staff.
- EFA- All children and families including out of school and foster carers.
- Emotional well being to be embedded as a bigger component of the school curriculum.
- EFA is a part of every young person and participant's tool kit.
- In built resilience
- The tool kit to enable a young person to flourish.
- Young people do not feel cut adrift when they leave school, they have other communities/support.
- Non-school attendees/NEETS also need to access activities and services.
- Children who can feel empathy.

3. **Schools/Universal (4 votes)**

- Baseline wellbeing training for all adults about working with children
- Sport Solent work with home educated children
- Every young person is part of a positively looking peer group- interdependence and support
- Universal offer of activities capturing the best of things like The Princes Trust and the Saints Foundation.
- Universal provision
- Young people who are emotionally healthy and happy in their own skin
- Thriving PSHE program in the city (supporting well being)
- A controlled environment that resonates with the individual e.g. art, sport, gardening, theatre available.
- Given the choice to decide what they want/need in an controlled environment
- Implementation of school based evidence based whole school interventions that improve well being such as Friends for Life, CBT program or Dot B mindfulness program.
- Using an activity- not aware of what underlying learning is to make activities that combine emotional resilience and some activity like team games/orienteering attractive to young people e.g. Instagram photos from away days and promote interest amongst peers
- To raise educational aspirations more evenly amongst young people

4. **Families (3 votes)**
- All young people will have their own resources to cope with life's stresses- be part of community, know where to get help, feel confident to get help.
- Programs to equip parents with either skills or advocacy so that they have the confidence to deal with the support their children need.
- Support for families where they are worried about their children.
- Families skilled who are able to support children and young people's development and are supported themselves.
- Parents and schools working closer together in order to build resilience.
- Parent-child shared activities.

5. **Anti-Stigma (2 dots)**

- Measuring well-being across schools.
- Building rounded individuals not just a focus on educational attainment.
- A range of pathways to a variety of strategies.
- Young people not feeling ashamed if they do have a problem, including a MH problem.
- Greater awareness in society of mental health-combating stigma and discrimination.
- Engaging young women in activities
- Anti-stigma work

6. **Monitoring and Evaluation (1 vote)**

- Duke of Edinburgh approach "reflective journey", children and young people to evidence own path.
- Determine how to measure impact/degrees of success.
- Assess development of individuals/groups at different points in time via self-reflection.

7. **Services (1 vote)**

- Intervention with young mums earlier.
- No limits type service everyday in every school.
- Encouraging pride and engagement e.g. Rhinos.
- Access to independent information, advice and support.
- Break the cycle.

8. **Targeted CAMHS and Tier 2**

- An appropriately trained counsellor in every school.
- Less children being medicated for mental health issues.
- All children will be taught by a teacher who can identify and deal with emotional distress/low level MH and would know who to refer them to.
- Improved outcomes from school, not at the expense of well-being.
- Significantly lower levels of acute CAMHS and AMH (Adult Mental Health) issues amongst 14-21 year group.
- Anxiety clinics in every school.
- Strengthened CAMHS to enable a quicker response to need.
- Peer mentoring programs in every school.

9. **Digital Technology**

- Confidence, access to information, advice, guidance, support and to act on advice.
- Trial a number of different approaches involving children and young people and evaluate their impact.
- Self-access to services (confidence in those services).

- Digital communication to enable access and knowledge.
- Children and young people to be safe and to be shielded from the dangers of the Internet and social media (e.g. bullying etc).
- Every young person to know of the services on offer to them and how to access those services.
- The digital environment is seen more as a place of support and resources that can help rather than a source of distress and pain by both children and adults.

10. Communication

- Better multi-agency working through knowledge transfer and tweaking of own priorities for common good.
- Clearer lines of communications to services to support well-being
- Preventative support to prevent escalation of issues at all levels.
- Easy access to more targeted support.
- Fleet of foot, easy to access resources for projects from a range of providers at a range of scales. that can put in place activities and assets quickly e.g. simple grants based approach for some projects.
- Duplication and choice issues.
- Children and young people know where to go for advice and support.

5. Project planning

The final part of the workshop involved discussing the next steps to successfully meet the Jan 17th stage one application submission date and further development of the project ideas.

5.1. Key tasks
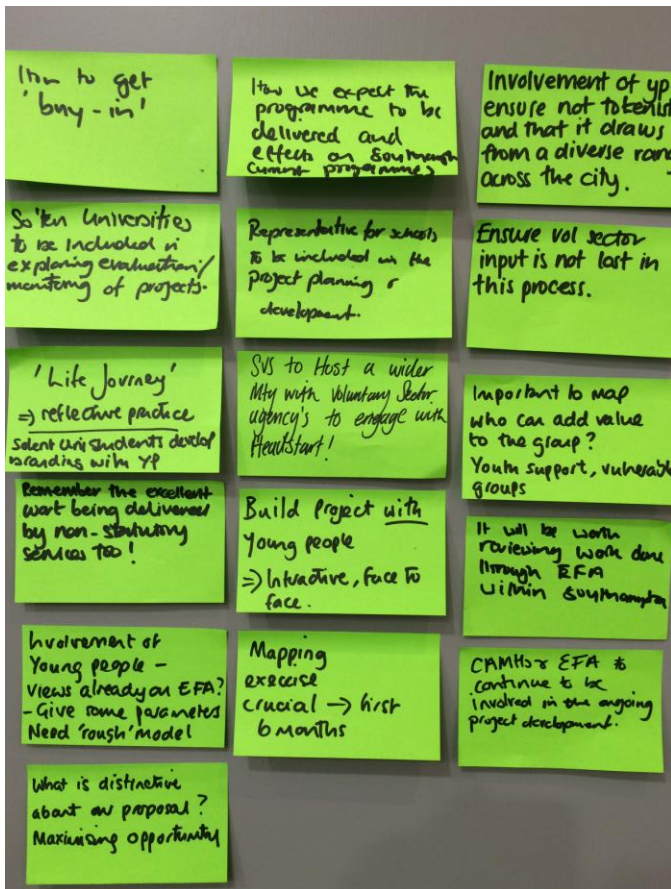
1. Those we look to fund should show how they are involving young people in demonstrating that their service proposition meets a need among young people.
2. Ensure that we specifically consider the needs of certain groups of children and young people potentially more exposed to difficult and challenging emotional circumstances, including, but not necessarily limited to: young carers, children looked after (CiC Council), home educated children, PRU and excluded children, children with disabilities, other 10-14 year olds resident in Southampton, but not at Southampton schools?
3. We should aim to be able to hit the ground running with approved programmes as soon as the funding is approved (June/July). This will mean getting ourselves organised in terms of people putting in bids for activities that can be considered pending release of the funds so we are absolutely ready to go, not waiting for this clearance before we start this evaluation process. This will require us to get Cabinet permission to establish delegated authority to award grant awards under the programme through an officer rather than through members - though we can build

regular reports to Cabinet Member and Scrutiny on what has been approved by way of safeguards.

4. Carry out a quick mapping exercise on the "tools" that are used by front line practitioners already in the City in relation to children and young peoples mental and emotional health - this can be done through correspondence starting soon, though you will need project management support to collate it (skilled business support or more senior support.

5. We should consider those who will be managing the project receiving some professional training in CAMHS / EFA / etc. and professional observation so they can benefit from carrying out some practice based observation of the environments in which the target age range experience services from day to day. This will improve their own practice and judgement in evaluating impact and performance.

6. We should consider modelling the division of the total resource between all young people in the age range with a view to trialling something like a personal budget approach for spending on "approved" activities and support. (Talk to Matt Harrison re parallels with the Short Breaks commissioning, and others about other parallels.)

7. We should consider some specific targeted programmes in relation to specific groups - e.g. Year 6 in run up to SATs year and transition to 2ndry school, Year 7s in relation to supported transition to secondary school, particularly if they are not accompanying peers.

8. Identify stakeholders and networks / organisations who can offer instant or very quick access to youth opinion.

9. Develop a supported proposal for a youth consultation structure to facilitate young people's voice on this programme (and maybe others) - and also a mapping exercise on what remains in respect of consultative forums for dialogue between services and children and young people.

10. Identify, scope ToR and create a core Project Overview Group and governance structure to provide overview and capacity to do the work commissioned through the programme, and the monitoring etc.

11. Develop and articulate a communications strategy for the programme and the governance arrangement - including getting information and dialogue going with service users and representative groups of children and young people.

12. Develop an engagement model that is demonstrably genuine, and inclusive in its involvement of a diverse range of CYP from across the City to avoid risk of "tokenistic" involvement or consultation.

13. Genuinely inclusive of the Voluntary Sector at both a strategic and provider level to ensure the contribution of this sector is maximised and not lost.

14. Ensure that we share and then extend to initial "map" of the services and assets available in the City to capture recognition of all those who can add value - youth support, vulnerable group specialist support etc.

15. Project leadership and planning should be inclusive and specifically representative of schools (primary, secondary and special (and FE))

16. When commissioning activities we should have a view as to how we expect the programme to be delivered, and its intended effects on complementary Southampton provision already in place. We should also be mindful of the potential of the programme resource to have a perverse impact upon existing provision and commissioning of these services in the City in thinking about what we see as success criteria. i.e. in thinking about success criteria we should try to minimise disruption of things already working well. Think Win Win.

17. In governance terms we need to secure buy in from all key partners, and key players within key partners.

18. We need to be inclusive of what the two universities, EPs and others with the relevant skills and

knowledge to offer qualitative evaluation of the programme and its different elements.

19. We also need to be open to the chance of things not working, but to trying them if there is a reason to think that they might - don't strangle innovations by looking to totally eliminate risk in what we expect from those putting forward ideas. Big Lottery want the national programme to be bold and experimental. We should make some specific allowance for more speculative innovations with less evidence - think about the example of the Solent University initiative - £8k investment has led to major opportunity for programme - ref Prof Longmore for details. This can show commitment to innovation and encourage further genuine creativity from the front line.

20. The programme should be inclusive of the widespread excellent work from the non statutory service providers in the City.

21. The project needs to be significantly built with children and young people, including interactive and face to face work.

22. We need to build what we want to do on some of the foundations of what we have in terms of services and assets - this should give faster access to a rough model.

23. The ongoing development of the programme should include technical input from CAMHS / BRS / EFA and other specialists in the field in Southampton

24. We need to ensure that the Southampton programme is also distinctive so we maximise our chances of making it to the extended 6 year programme.

25. We need to ensure that an early priority is a mapping exercise to fully capture our services, assets, needs and strengths, to get a really good sense of both the opportunity from the 1 year, and also from the longer programme.

Other suggested considerations for the Southampton Partnership in its next steps

To deliver a local framework with the flexibility and fleetness of foot we need we are looking at a commissioning framework in our overall use of resources that:

1. Incorporates the development of a specific / dedicated grants programme into which schools, and community and voluntary groups could bid with ideas for specific programmes and activities that they would like to make available as part of a response to service interventions and support that would be of use to Children aged 10-14 with MH problems at different levels.

2. Investing in some specific additional capacity that we might anticipate in year 1 through a variation of our S76 contract with Solent for more specialist CAMHS in anticipation of higher levels of input and treatment for 10-14 year olds.

3. Investing in some significant expansion of Emotional First Aid as a cornerstone of our Children's workforce development when seeking to improve the ability of front line professionals to identify, hold, support, respond to, and where necessary escalate for more specialist support correctly children and young people who most need it. Current shop window costs for Intensive EFA 5 day course are £1700 per delegate. We may be able to negotiate something preferential to that for a bulk order that guaranteed their trainers for the next year to support levels of EFA practitioner in schools and other settings at levels we aspire to in the City – Teacher / ELSA / SENCo / Pastoral lead / Social Worker / GPs / School Nurses and others to be able to support young people much earlier.

4. Investing in some bespoke allocated resource for all schools to use to support their staff in supporting teachers and pastoral support staff in signposting children.

5. Developing online and web resources to provide support and resources for children and young people to self help, and for professionals to be clear about the topography of local services and sources of help for the young people they are working with.

6. developing capacity in some services where preventative capacity to help is overwhelmed by demand – e.g. Bullying
7. Developing our internal capacity to manage and deliver and administer and performance manage the services that we commission through the programme.
8. Don't ignore the research and evidence bases we already have:
   a) on digital interaction, behaviour, implications and experiences of children and young people.
   b) in relation to local programmes already developed such as Emotional First Aid, ELSA programme and Nurture Groups
9. The Southampton partnership would benefit from some formal early review of the work already being done through EFA in Southampton schools. What is its reach? What is it achieving.

Offers of help and support in developing next Stage Application

1. No Limits
   a) engaging children and young people who are less resilient and in difficult personal situations to provide input into the project.
   b) provide information for the needs assessment from the consultation in Hampshire that has just closed on Emotional Wellbeing: including feedback from 800 8-19 year olds views.
   c) support in bid writing for the Big Lottery process - No Limits have lots of experience in writing successful bids
2. SVS – to host and facilitate a wider meeting with voluntary sector agencies and organisations to maximise awareness and opportunities for engaging in the success of HeadStart - talk to Phil Lee further.
3. Work with Saints Foundation to explore specific areas of shared interest and cross referral of organisations they can't fund but HeadStart may be able to and vice versa - talk to Jazz Bhatti further.
4. Work with Southampton Solent Uni to benefit from the "Life Journey" reflective practice materials and develop ideas for approaches that can potentially be branded once developed as part of a wider regional or national product of support to underpin long term sustainability of local expertise developed through the programme.
5. Jessica North (Communications, Southampton City Council) has offered to help in both support for the initial applications in a range of ways and in terms of the digital angles.
6. Debbie Chase (Public Health) – Help in developing, proof reading and contributing to further Stage applications.
7. Anne Hendon-John (Schools) – Help in facilitating access to Headteacher Partnership events and meetings in relation to Southampton Headstart Programme.

5.2. Roles and responsibilities

Tim Davis explained that the Southampton City Council/Clinical Commissioning Group's Integrated Commissioning Unit is co-ordinating the development of the initial stages of the Southampton HeadStart programme. This will include both the Stage 1 and Stage 2 applications, and the development of the Multi-Agency Partnership arrangements that will ensure that the Southampton HeadStart programme is collaborative and inclusive, and the development of mechanisms for ensuring the systematic engagement with, and involvement of children and young people in the development and ongoing evaluation of the Southampton programme, and the allocation of resources for the development of services under the programme.

Tim Davis confirmed that for the initial stages he will remain the key contact, particularly for the Stage 1 application which needs to have been articulated and submitted by 17 January. As mechanisms for involving young people and partners in the governance and development of the programme start to come online this may change. SCC invited volunteers from the partnership to come forward and lead on different streams to form a working group. This was extended to those at the Partnership, but would be extended once the Stage 1 application is submitted to specifically include representation from children and young people, and particular groups thought to be vulnerable to poor mental health and emotional wellbeing outcomes.

It was mentioned that whilst the day was a rich gathering but there were also people missing for the long term partnership: representatives of youth organisations, people from deprived backgrounds, guides and scouts, faith communities, children and young people, political representation. A participant offers to provide political representation with local political parties.

6. Next steps

1. 17 January: deadline for submission of stage one application

2. By 24 January: provide feedback to Stage 1 participants on the content of the Southampton Stage 1 application, and to wider potential partners, including inviting initial thoughts and suggestions on mechanisms for engaging children and young people at a range of levels in the development of the Southampton programme, for example through school councils, the Children in Care Council, Young Carer support networks and through mapping other forums for engaging specific communities of children and young people.

3. By end January: to have confirmed a date for further meeting with representative groups for different sectors to consider terms of reference for the Southampton HeadStart Partnership, and have developed an outline Communications Plan for the Stage 2 application process and the development of a year 1 programme based on what young people want and need, including of our key local partners.

4. By 7 February: formal confirmation by Big Lottery of their assessment of the Southampton Stage 1 application, clearing way for:
    *   Allocation of specific resources from the development funding to confirm a programme of engagement, mapping and involvement to underpin the inclusive development of the Southampton HeadStart Year 1 programme as part of the City's Stage 2 application.
    *   Implementation of an outline Communications Plan setting out how partners, children and young people will be involved, and kept informed about, the Southampton programme.

5. Early February: Southampton webinar to check in with the progress of developing the project proposal and report on progress in the formation of the partnership with local partners, Reos and Big Lottery.

6. Early March: second workshop

    *   To provide partnerships with the opportunity to 'regroup' in a facilitated setting to consider their next steps in the transition from vision to the development of an initial project.
    *   For partners to agree role and responsibilities within the partnership, including agreeing ways of working.
    *   For partnerships to consider further their support and development needs to enable successful delivery of their plans and projects.
    *   For partners within the emerging local partnership to test some of our initial ideas with children and young people attending the event, and reflect on other messages from children and young people in terms of their sense of priority in relation to the programme.

7. March to April: development of stage two application
    *   Responding to feedback and priorities identified and agreed at the March Workshop.
    *   Working with partners and volunteers through working groups under the Project Group.
    *   Ensuring engagement with all key partners affected by emerging programmes and proposals

as to the implications of these if approved as part of the Year 1 programme.

- Management of regular communications messages to partner and children / young people audiences, in-keeping with the initial Communications Strategy for the programme and online resources relating to the Southampton HeadStart partnership and emerging programme.
- Developing the detailed content of a costed Year 1 Southampton programme, based upon the feedback received from children, young people and partners.
- Developing proposals for commissioning frameworks, grant programmes and other mechanisms that will facilitate the involvement of children and young people in service development, resource allocation with minimal delay in the implementation of approved programmes.

8. Around 10 April: Partnership meeting to consider draft Stage 2 application, and formal sign-off of support for Application and proposed year 1 programme through Council, Partner and partnership forums and decision making processes to confirm in-kind resources, governance and formal accountability for the programme to Big Lottery through democratic process.

9. 17 April: deadline for stage two application.

10. 24 April: communication with partners as to the detail of the Southampton HeadStart year 1 programme set out in the Stage 2 application.

11. End of June: deadline for Big Lottery to have evaluated and considered which aspects of the Southampton Stage 2 application they will approve for implementation.

12. End of July: delivery of the Southampton HeadStart programme starts.

7. Contact information

Southampton partnership coordinator / lead
For inquiries relating to the Southampton HeadStart partnership, please contact:

Tim Davis
Senior Commissioner – Healthy Lives
Integrated Commissioning Unit
tim.davis@southampton.gov.uk
Tel: 023 8083 3738

Big Lottery Fund contact
For enquiries relating to the HeadStart investment process:

Andrew Hitches-Davies
Funding Manager (Investment)
HeadStart Team
andrew.hitches-davies@biglotteryfund.org.uk
Direct line: 0121 345 7870

Appendix

1. Agenda

9.30	Arrivals and registration
10.00	Welcome, agenda overview and introductions
10.30	HeadStart investment funding – introduction to the programme
11.00	'Cynics and believers' exercise

A short warm up exercise to surface our assumptions and preconceptions on the potential of this project to create a step change in young people's wellbeing in this area over the next five years

11.15	Break
11.30	Community asset mapping exercise

We will work together to build a shared understanding of different types of assets that can be of use in building young people's wellbeing in the area.

12.30	Buffet lunch: *sharing success stories about young people's health and resilience*
1.15	Paired discussion: *short reflection in pairs on the discussion so far*
1.30	Big Ideas brainstorming exercise

An exercise to explore our own individual and shared visions and ideas on possible projects to make a difference to the lives of young people in the area. Participants will group similar ideas and prioritise them.

2.50	Big Lottery Fund explain the next steps for the HeadStart investment
3.10	Project planning exercise

The goal of this session is to identify some of the specific, practical actions that need to be completed following the workshop and in the months ahead – and to clarify roles going forward.

3.45	Final reflections
4.00	Close

2. List of workshop participants

Ross McClean	Partnerships Manager	Active Nation
Carole Binns	Senior Commissioning Lead	Adult Mental Health Southampton CCG
Ezra Kanyimo	Senior Practitioner	Behaviour Resource Service
Ruth Evans	Headteacher	Cantell School
Liz Palmer	GP	Clinical Lead for Families South
Sarah Stringer	Public Health Commissioning Manager	NHS England
Annabel Hodgson	CEO	No Limits
Ian Golding	Headteacher	Oasis Academy Lord's Hill
Karen Dawkins	Head of Student Services	Oasis Mayfield
Anne Hendon-John	Headteacher	Polygon School
Sonia Piper	Senior Nurse	Solent NHS CAMHS Service / Emotional First Aid
Barbara Inkson	Head of Business Unit Paediatrics	Solent NHS Trust
Jackie Hall	Drug Action Team Manager /Commissioner	Southampton CCG
John Richards	Chief Executive	Southampton CCG
Tim Davis	Senior Commissioner, Public Health	Southampton CCG
Alicia Halton-Nathan	Trainee Educational Psychologist	Southampton City Council
Andrew Mortimore	Director of Public Health	Southampton City Council
Bryn Roberts	Vulnerable pupils lead	Southampton City Council
Chloe Allen	Educational Psychologist	Southampton City Council
Cllr Dave Shields	Cabinet Member for Health and Adult Social Care	Southampton City Council
David Thorpe	Anti Bullying Lead	Southampton City Council
Debbie Chase	Public Health Consultant	Southampton City Council
Graham Talbot	Head of Education	Southampton City Council
Jessica North	Corporate Communications Specialist, Public Health	Southampton City Council
Mike Harris	Head of Leisure and Culture	Southampton City Council
Sally Denley	Public Health	Southampton City Council
Theresa Leavy	Head of Service, Education	Southampton City Council
Jazz Bhatti	Projects Manager, Saints Foundation	Southampton Football Club
Mark Abrahams	Head of Saints Foundation	Southampton Football Club
Chris Dynn	Health Promotion Manager	Southampton Solent University
Paul Davis	Sports Partnerships Manager	Southampton Solent University
Professor Jane Longmore	Deputy Vice Chancellor	Southampton Solent University
Phil Lee	Deputy Chief Executive	Southampton Voluntary Services
Michelle Barry		Star Project

Matt Sambrook	Headteacher	Townhill Junior School
Dr Sue Dewhirst	Research Fellow in Public Health	University of Southampton
Barry Smith	Headteacher	Vermont School

Also attending:

Claire Hodgkins	HeadStart Funding Manager	Big Lottery Fund
Gemma Bray	HeadStart Funding Officer	Big Lottery Fund
Mia Eisenstadt	Partner	Reos Partners
Zaid Hassan	Partner	Reos Partners

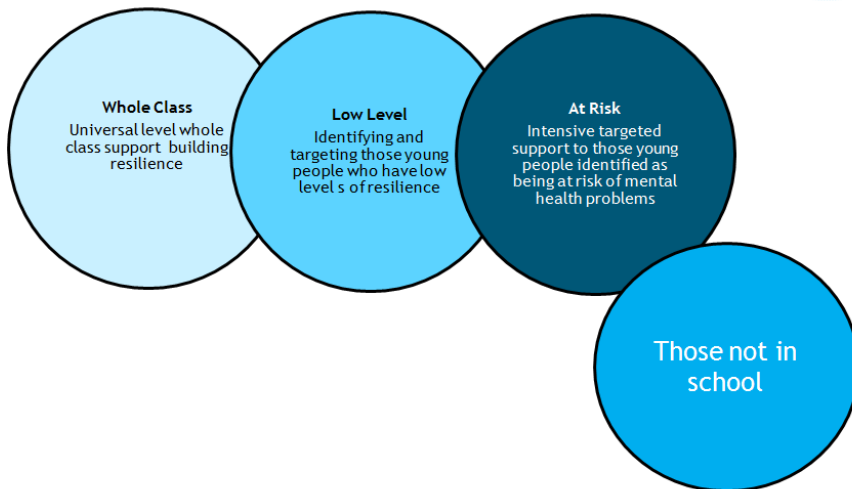### 3. Big Lottery presentation on HeadStart

HeadStart

Our funding is intended to help equip young people to deal better with difficult circumstances in their lives, so as to prevent them experiencing common mental health problems.

This investment has been designed with young people in direct response to the mental health needs of adolescent young people in England

www.biglotteryfund.org.uk

Beneficiaries

Whole Class
Universal level whole class support building resilience

Low Level
Identifying and targeting those young people who have low levels of resilience

At Risk
Intensive targeted support to those young people identified as being at risk of mental health problems

Those not in school

www.biglotteryfund.org.uk

Milestones:

Stage One	Stage Two	Stage Three
Vision and development funding stage	Initial stage funding	Full stage funding
Deadline: 17th January 2014	Deadline: 17th April 2014	Deadline: 5th December 2014
Up to £10,000	Up to £500,000 for initial projects	Up to £10m per area

www.biglotteryfund.org.uk