



Building resilience
and mental wellbeing for
children and young people

Your ref:

My ref: HSK WFT01

Date: 19 September 2017

Dear Colleagues

Re. **HeadStart Kernow Funded Workforce Training Contract**

I am writing with news of an exciting development that has taken place over the summer.

The Council's HeadStart Kernow Programme (HSK) contract with Thrive Fronting The Challenge (Thrive FTC) came to an end on 27 July (concluding the pilot phase of HeadStart) requiring us to undertake a tender process to identify a training provider going forward into 2018 that will contribute to the work schools deliver to support emotional resilience and mental wellbeing of children and young people across Cornwall.

All the members of the HeadStart Kernow Partnership, having taken on board feedback from young people and schools and with the help of commercial and legal specialists, have been involved in the tender process in order to determine the organisation that can best deliver the services and outcomes prioritised by the partnership to support the delivery of the next phase of the programme.

After a formal procurement exercise in accordance with the Public Contract Regulations 2015, we are delighted to announce that the workforce training for schools and voluntary and community based (VCS) settings will be delivered by, and in partnership with, the **Centre for Child Mental Health and Trauma Informed Schools UK (TISUK)** <https://www.childmentalhealthcentre.org/>. It will be led by Dr Margot Sunderland and Julie Harmieson.

Dr Sunderland is Director of Education and Training at the Centre. She has authored many books on child mental health and has over thirty years experience of working with children and families. Over 19 years, she has carried out a meta-analysis of the scientific research on the long-term impact of relational experiences on the child's developing brain. Julie Harmieson, as many of you will know, is Former Head Teacher in a Primary Alternative Provision and Area Nurture Group Teacher in Cornwall. She is an experienced trainer in child mental health in schools throughout the UK. She is Social, Emotional, Mental Health and Inclusion Trust Lead in a Multi-Academy Trust and also holds a Senior Leadership Role in Penryn Primary School. She has over 15 years' experience as a SENCo and teacher supporting pupils with a wide range of additional needs in mainstream and specialist settings.

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On this new phase of the programme, each training course will be staffed by both a Senior Psychologist and a Senior Educator. The focus on the emotional development of children, neuroscience and the arts remains, and will also be informed by major research around the impact of Adverse Childhood Experiences (ACEs) on life and learning, and the protective factors which schools can provide. 'Protective factors', interrupt the trajectory from painful childhood experiences to mental and physical health problems, learning difficulties and health-harming behaviours. Interventions on the training courses are developmental, relational and conversational. All are evidence based, and will continue to build on and develop the excellent practice which the Headstart Workforce Training has supported in the first phases of the programme.

The new training model also reflects feedback from schools and partners based on experience of the pilot phase of the Programme including provision of a 'mentoring/supervision model' for schools, and with a focus on reducing ongoing costs for licencing fees.

We are currently finalising the delivery arrangements with TISUK. The HeadStart Kernow team will give you all a more detailed update in the next few weeks as well as tailored briefings to each school.

For schools that previously accessed **Thrive-Online licences through the HeadStart Kernow Programme, these will continue until December 31st 2017.** At that point schools and VCS organisations are able to continue with Thrive FTC by accessing the appropriate Continuing Professional Development (CPD) and continuing with Thrive-Online at their own expense.

As well as this, or alternatively, the HeadStart Kernow Programme <https://www.cornwall.gov.uk/health-and-social-care/childrens-services/cornwall-childrens-trust/working-together/headstart-kernow/> will be able to offer two free days of CPD training to convert to the new HeadStart Kernow model. This training will provide the latest knowledge of 'ACEs,' 'protective factor' interventions and key conversational tools to help troubled children. The latter will cover specific interventions for the key mental health concerns prevalent in our schools today. In addition, there will be a Diploma award from the Centre for Child Mental Health in association with The Institute for Arts in Therapy and Education (academic partner of University of East London) and free access to our new HeadStart Online Tools for the next two years.

We will be in touch with more detailed information for existing Thrive Practitioners, schools and VCS organisations that have yet to access training. **Delegates who are midway through their Thrive training will continue as planned. Most of our previous trainers will continue to deliver for us.**

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For any further enquiry regarding the above please contact Tracy Bowers
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Yours sincerely

A handwritten signature in black ink that reads "Jane Black".

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Highlights of the Child Centre for Mental Health Workforce Offer.

About Adverse Childhood Experiences (ACE's)

A growing body of research is revealing the long-term impacts that experiences and events during childhood have on individuals' life chances. Adverse Childhood Experiences (ACEs) such as abuse, neglect and dysfunctional home environments have been shown to be associated with the development of a wide range of harmful behaviours including smoking, harmful alcohol use, drug use, risky sexual behaviour, violence and crime. They are also linked to diseases such as diabetes, mental illness, cancer and cardiovascular disease, and ultimately to premature mortality. The relationship between ACEs and the development of health harming behaviours and chronic disease in adulthood was first explored in the USA by Felitti et al 1998. Based on this research, organisations including the US Center for Disease Control and Prevention (CDC) and the World Health Organization (WHO) have strongly promoted research into ACEs internationally and have developed standard ACE tools to support measurement of the prevalence and impact of ACEs on population health.

About the Course

Understanding and adequately responding to what happens when people are exposed to overwhelming experiences is a basic requirement of a healthy society. (Dr Pam Stavropoulos Consultant in Clinical Research, ASCA (Adults Surviving Child Abuse, May 2012))

The aim of the course is to enable people working in schools and the VCS to alleviate the suffering and support the learning and experience of troubled children and adolescents. Funding cuts in CAMHS and increasing pressure on social services has impacted significantly on schools and the VCS; leaving professionals to deal directly with increasing numbers of mentally unwell children without having the skills to do so, and often without having the support of a mental health agency to take referrals. This is leaving thousands of children and teenagers with blighted lives. Indeed research shows that, on average, children wait 10 years to get help with mental health difficulties and only a quarter of children with a diagnosable problem receive any intervention at all, despite most of their parents seeking professional advice. Yet it has been proved that early intervention is key. (Report: Missed Opportunities: Children and Young People's Mental Health. Centre for Mental Health, London 2016).

Aims and Objectives

The course aims to train school and VCS staff to be mental health literate, and trauma informed practitioners, who are able to:

- Work directly with children and teenagers
- Relate to vulnerable children in ways that alleviate their suffering, support their learning and experience and make them feel cared for and appreciated
- Know how to respond to children who are in distress/ stress states in ways that help them to emotionally regulate, feel psychologically safe and develop the capacity to handle stress well over time
- Relate with children in ways that enhance their self-esteem, confidence and develop their capacity for help-seeking
- Know how to listen and empathise when children want to talk about painful issues, and help them reflect and resolve
- Develop an in depth understanding of what it is like for a child to live with each of the most common adverse childhood experiences (ACE study, Felitti and Anda 2014), then find the right words and prosody to voice their empathy
- Provide children who feel 'mad' or 'bad' with the relevant psychological and neuroscientific understandings to alleviate negative self-referencing and develop coherent narrative for what has happened to them

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- Employ strategies for early intervention (early indicators of mental health difficulties), know limits of competence and refer on to other agencies when these are available

Work with other professionals

- Enable staff to think psychologically with children and young people, (reflecting rather than reacting) and make empathic responses, instead of just asking questions or giving lectures on how to behave
- Support staff to relate to vulnerable children in ways that engender trust and enable them to feel psychologically safe and cared for in the school environment
- Enable staff to engage with vulnerable children so they have 'felt experience' of the delights and riches of being in relationship
- Educate staff to understand when challenging behaviour is a trauma trigger and how to calm children when such triggers lead to explosive outbursts
- Support staff to understand the brain science and psychology of trauma and mental health problems and how these can impact on learning, body, mind, brain and the ability to trust and relate
- Work to increase the protective factors in the school/community cultures to prevent adverse childhood experiences from becoming mental and physical health problems
- Educate staff about what vulnerable children need, so they don't suffer misdiagnosis and trauma in the school and community environments
- Support staff to prevent them developing secondary trauma and leaving their professions