

**DUDLEY HEALTH AND WELLBEING BOARD**

**Agenda Item No. 6**

<b>DATE</b>	<b>19<sup>th</sup> September 2019</b>
<b>TITLE OF REPORT</b>	Building Healthy Confident Resilient Children and Young People
<b>Organisation and Author</b>	Dudley Metropolitan Borough Council (DMBC) Bal Kaur Head of Service Children and Young Peoples Public Health Scott Jones Interim Head of Family Solutions
<b>Purpose</b>	<p>This paper provides an overview of current planned activity taking place to support children and young people in Dudley to thrive and to building resilient children, young people, families and communities that collectively and individually are able to ‘bounce’ back from any form of adversity.</p> <p>It provides some background and context to why this issue is important and identifies progress made locally in this area.</p>
<b>Background</b>	<p>April 2016 - CAMHS transformation plan includes universal offer to add to the development of tier less services approach to meeting the emotional health and wellbeing needs of children and young people.</p> <p>April 2018 - A 3 year phased plan of universal, targeted and specialist interventions to support the resilience and emotional wellbeing of 0 -19 population of Dudley was developed. A Nurture and Resilience partnership group set up to oversee this programme.</p> <p>Autumn 2018 first schools begin to develop nurture based provision.</p> <p>Early 2018 Partners in Dudley secured West Midlands Violence Prevention Alliance funding to develop and test a trauma informed approach to addressing adversity in childhood.</p> <p>October 2018 DHWB workshop contributed to shaping the priorities for the work plan of the ACES co-ordinators – led by Barnados</p> <p>March 2019 Dudley, alongside 4 other areas (Barking and Dagenham, Norfolk, Sandwell and Westminster/Kensington &amp; Chelsea) were selected to partner the EIF Early Years Transformation Academy in a 12 month system transformation programme.</p> <p>EIF Academy will work with key children’s leads in Dudley from across maternity, NHS, voluntary sector and Dudley council to develop a transformation plan to improve the early years and maternity system so that it meets the needs of the local population and improves outcomes. It will help local areas to focus on what families and communities do for themselves alongside a shared responsibility across health, social care and children services.</p>

**Key Points**

The resilience programme has been developed by identifying evidence based practice that could be delivered and sustained in Dudley. The programme is using a test and learn approach, therefore building in some evaluation to measure impact and reach. It primarily focuses on early years and education settings, because we know that the earlier the intervention or support in the life course the higher the likelihood it will improve short and long term outcomes.

More importantly recent research shows that how a parent behaves around their child in the first 3 years of life has a direct impact on how their baby's brain develops. If a baby's brain develops healthily they are more likely to be happy, successful and resilient as older children and adults. Therefore an element of the programme is focused on targeting parents.

Project leads have engaged relevant stakeholders at each phase, including children and young people and where appropriate their parents and carers and families.

**Universal - whole school approaches**

The programme has enhanced the reach of a raft of initiatives and support provided in schools to ensure they are promoting good mental wellbeing and resilience for example;

- 5 Ways to Wellbeing, resources and awareness
- Arts and Theatre in Education
- Diana Anti Bullying Ambassador Award
- Mental Wellbeing Support Noticeboards for secondary schools
- Training –Mental Health First Aid.
- Bespoke training – Children's workforce training. Locally delivered programme of training

**Phase 1 - 2018/19**

• **Nurturing schools project (2018/19)**

The nurturing approach in schools offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to support them to achieve their optimum learning potential, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

The first phase of the resilience programme concentrated on embedding targeted support for the 5 - 11 primary school population using the Nurture Group model in settings where a given set of criteria were met and senior managers committed to developing a whole school approach to prioritising emotional wellbeing.

• **Staff wellbeing sessions**

Mealtime Supervisor Training and Staff Wellbeing sessions were identified as key areas of focus for all settings that subscribed to the project and have been particularly well received. Lunchtime supervisor training has been developed to ensure that those schools who are part of the project have a nurture aware approach for the whole school day.

- **Developing Nurturing Practitioners 2019/20**

Nurturing Practitioners (school staff) will be recruited, trained supported and supervised to help children and young people to learn to understand their emotions and respect the feelings of those around them.

- **Outcomes**

13 schools have fully engaged with the project

The schools that have been successful in commencing their Nurture Group provision have shown (via Boxall Profile assessment) pleasing progress in children's Social, Emotional and Mental Health (SEMH). Both Quantitative and Qualitative data is demonstrating impact of the project in schools, both as an intervention to respond to high levels of children with S.E.M.H needs, as well as individually for children and families.

**Phase 2 - 2019/20**

Phase 2 of the nurture and resilience programme has been a focus on strengthening attachment and nurture in the early years.

A number of programmes have been scoped and explored by the steering group and following programmes are now either in development or early phase of implementation;

- **Five Thrive** - The five thrive approach focuses on 5 key activities that are 'building blocks for a healthy brain'. These are '**Respond · Cuddle · Relax · Play · Talk**'

They are drawn from research into the key processes of attachment and attunement that forge bonds between young children and their carers.

The five to thrive resources - printed guides, posters and banners - help parents and practitioners gain an appropriate awareness of the science of brain development while ensuring that the focus remains practical rather than academic. They support creative, individualised work with families as well as offering a range of suggestions to meet the needs of children at different ages.

The five to thrive approach helps all in contact with children and families to deliver a consistent, effective message in working with parents, carers and young children themselves.

- **Piloting birth trauma project**

Trauma during birth can have a profound impact on the mother and child, interfering with attachment and nurturing within the new family unit.

No current support exists for women experiencing trauma during birth. These women are often, mistakenly treated, for postnatal depression as there can be an overlap of symptoms.

The birth reflection service, which is being proposed, uses an innovative treatment known as birth trauma resolution therapy, which quickly and effectively dissolves the symptoms of birth trauma and PTSD.

- A number of other programmes are in scope for this phase, but will need to be aligned to the work being undertaken in the early years transformation academy.

**ACEs /Trauma informed practice**

The ACE co-ordinators have been working closely with Dudley partners to develop a trauma informed borough.

Proposals and draft versions of the following have been developed and are awaiting refinement and/or to be signed off so they can be implemented:

- A trauma and adversity strategy and accompanying action plan,
- A training plan which includes proposals for a champions network pilot (compassionate practitioners), a pilot of a location-based trauma-informed hub/community as well as varying levels of training for people with different responsibility for dealing with traumatised individuals
- An evaluation plan and protocol for how these pilot programmes, the training plan and the strategy will be evaluated.
- There is a proposal to discuss the development of an online hub on which to host resources that may be of use to different professionals in different sectors on information relating to ACEs and trauma-informed practice.
- A recommendation to develop a training module on what trauma-informed practice is and how this can be implemented and embedded in different sectors successfully.

The co-ordinators have also contributed to creating an ACEs e-learning package developed by the West Midlands Violence Prevention Alliance.

**Early Years Transformation Academy**

The academy will help the team develop a high quality action plan that will help us deliver our vision to give every child the best start in life, with a focus on the first 1001 days.

Our aspirations are:

1. Every woman experiences a healthy pregnancy and is supported to give her child the best start in life by investing in the first 1001 critical days. We will change how services are commissioned and delivered, using more evidence based approaches to target vulnerable families by delivering preventative interventions and connecting parents to support.
2. To improve levels of school readiness for all Dudley children but with the greatest improvement in the most disadvantaged families with a specific focus on speech, language and communication needs.
3. We commit to empowering families and hearing the child's voice.
4. To reduce the impact that poverty has on the health, wellbeing and development of young children by having an early years offer (including a range of services in different/appropriate settings) that we know that work and meet the needs of our most vulnerable children and families.

We have agreed to focus on 4 outcomes that will help us achieve our vision.

- Reduce infant mortality
- Reduction in smoking in pregnancy
- Improved school readiness
- Healthy Weight (A year on year % reduction in obesity in reception aged children)

Activities undertaken so far;

- The EYTA Team has participated in 3 days of workshops, which have helped review and consolidate the local approaches in Dudley and helped establish the local leadership arrangements required to work together as a system wide team.
- Stakeholder events undertaken and will be ongoing feature of the programme.
- JSA reviewed and areas identified for refresh.
- 'Cluster Connect' a programme aligned to the five locality family centre model will be used as a strengths based approach to ensure the voice of children ,families and communities are shaping the EYTA plan and priorities at a granular level.
- Recruitment of a birth cohort underway - a mystery shopper approach being applied to women in pregnancy, sharing experiences and views of their pregnancy journey.

<p><b>Emerging issues for discussion</b></p>	<ul style="list-style-type: none"> <li>• The EYTA approach to be used to shape the wider children’s model in the MCP (workshop undertaken in July 2019).</li> <li>• Pilot a ‘compassionate hub’. This is an approach that involves choosing a pilot site (such as a school) to host a ‘trauma-informed community’.</li> <li>• Aligning and embedding the ACES proposals with other initiatives on nurturing, emotion coaching and trauma and attachment training for example.</li> <li>• Embedding and sustaining initiatives that are working well.</li> </ul>
<p><b>Key asks of the Board/wider system</b></p>	<p>To endorse and support the mandate of the EYTA team in developing a high quality action plan that will prioritise a programme of activity that will focus on giving every child a give every child the best start in life, with a focus on the first 1001 days.</p> <p>Members of the board to champion the transformation work, making this part of their local priorities, freeing up wider resources where needed, and acting on the results of the work carried out by the EYTA Team.</p> <p>Board to support a trauma informed approach to be embedded across the system and across the life course – initially prioritising areas/services where highest vulnerabilities.</p>
<p><b>Contribution to H&amp;WBB key goals:</b></p> <ul style="list-style-type: none"> <li>• Healthy weight</li> <li>• Reducing loneliness &amp; isolation</li> <li>• Reducing impact of poverty</li> </ul>	<p>This report gives examples of how the work being undertaken contributes to the goals of the H&amp;WBB</p>
<p><b>Contribution to Dudley Vision 2030</b></p>	<p>This report demonstrates the ongoing commitment to build upon the priorities identified in key children and young peoples’ strategies and contribution made to the Dudley ambition to be “<b>a place of healthy, confident and resilient communities</b> with high aspirations and the ability to shape their own future”.</p>

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