

## **BARNSLEY METROPOLITAN BOROUGH COUNCIL**

**North Area Council Meeting:  
23<sup>rd</sup> November 2020**

**Agenda Item: 4**

**Report of North Area Council  
Manager**

### **Young People's Priority Covid-19 Innovation and Adaptation Emotional Resilience Grant**

#### **1. Purpose of Report**

- 1.1 To apprise Members of the current position regarding the outcome of the Young People's Emotional Resilience Grant Panel. The opportunity will support Covid-19 Recovery in the short term and transition work in the longer term.

#### **2. Recommendations, that:**

- 2.1. **Members note the progress in this priority area**

#### **3. Background and intended focus**

- 3.1. Workshops were held with Members on 26<sup>th</sup> February 2019 and 17<sup>th</sup> April 2019. It was agreed that the North Area Council wished to focus their resources on a young people-based programme following a workshop held on the 26<sup>th</sup> February.
- 3.2. Two subsequent mapping and consultation workshops were held, one on the 24<sup>th</sup> June 2019 and subsequently on the 12<sup>th</sup> September 2019. Officers were also asked to produce a film capturing the views of young people.
- 3.3. Following which a tender opportunity was advertised for service provider that could provide children and young people aged 8-14 years with the resources they need to transition healthily and happily into adolescent. This should include increasing the confidence, self-esteem, attitudes and aspirations of the children / young people involved. It is envisaged that this offer will include provision that is both school and community based and incorporates a light touch whole family element.
- 3.4. The local provider feedback is included in section 11 of this report. Subsequently it was agreed that the opportunity should be made available as a competitive grant, enabling providers to bid in for smaller 'chunks' of an Area wide offer.

- 3.5. The grant opportunity is focused on emotional resilience and transition ages. It is an opportunity that could play a huge part in the COVID-19 recovery for children aged (8-13) in the North Area.

#### **4. Project Development Overview**

- 4.1. **On the 24<sup>th</sup> June a stakeholder workshop was held and the Roundhouse Lifelong learning Centre.** 26 stakeholders including representatives from Carlton Academy, CHAMS, voluntary and community sector, Youth Justice Service, School Nursing attended. This was a large stakeholder workshop. Events like this are increasingly rare in the public sector and attendees were keen to point out how important the networking opportunity was for their work. Councillors in attendance were: Cllr Leech, Cllr Platts, Cllr Tattersall and Cllr Pickering

#### **4.2. Workshop Summary – Identified Gaps and Opportunities**

Gaps in provision and how stakeholders believe that the Area Council can add value:

- ❖ Emotional Resilience
- ❖ Transition age (8-13)
- ❖ Empowerment (Mentoring and Peer Support)
- ❖ Risky Behaviour

N.B. Family Centred approach was also raised repeatedly. It is felt that where intensive whole family support is required, resources are already in place to address need. However, it may be worth exploring the possibility of some family centred activities as part of a wider model for commissioning.

#### **5. Stakeholder Co-Design Workshop – 12<sup>th</sup> September 2019**

- 5.1. On the 12<sup>th</sup> of September a co-design workshop was held at Barnsley Town Hall. This was the biggest workshop ever host by the North Area Council with 31 stakeholders in attendance. Councillors in attendance were: Cllr Leech, Cllr Charlesworth, Cllr T Cave, Cllr Newing and Cllr Tattersall
- 5.2. To set the tone the workshop started with a vision that a participant from the 24<sup>th</sup> June contributed:
- “Every young person, regardless of background, education or family circumstances would have relevant access to service and opportunities that would inspire motivate and enhance their current health, wellbeing and aspirations to improve their future self.”
- 5.3. It was clear from the first exercise that identifying outcomes is a challenging process. However, the following aims, objective and outcomes came through:

### **Emotional Resilience**

- 5.3..1. Increase the emotional resilience and wellbeing of children and young people ages 8-14years.
- 5.3..2. Reduction in anxiety, stress and depression in children and young people
- 5.3..3. Increased confidence, self-esteem, emotional intelligence, attitudes and aspirations of young people
- 5.3..4. Reduce the number of inappropriate referrals to CAMHS
- 5.3..5. Reduce the numbers of young people attending BDGH for self-harm related incidents

### **Transition ages 8-14**

- 5.3..6. Improve the experiences of young people as they transition from junior to senior school
- 5.3..7. Ensure that young people have access to good quality, frank information about the physical, emotional and social wellbeing. Complimenting PHSE provision schools.
- 5.3..8. Increase access to safe community spaces for young people in the transition ages between the times of 4pm and 7pm during the early evening.

### **Empowerment**

- 5.3..9. Increased number of young people becoming active citizens
- 5.3..10. Increase the number of young people participating in voice and influence opportunities
- 5.3..11. Empower young people to make informed decisions

### **Raising Aspirations:**

- 5.3..12. Broaden the horizons of young people so that they are more aware of self-development and employment opportunities that reach beyond the community norm
- 5.3..13. Increase access to careers information, advice and guidance for children and parents
- 5.3..14. Empower parents to support their children to aim high and be their best self

### **Risky Behaviour**

- 5.3..15. Increase young people's understanding of the consequences associated with risky behaviour, short, medium and long term
- 5.3..16. Reduce the number of young people participating in antisocial behaviour
- 5.3..17. Reduction in the number of young people regularly using drugs (including alcohol to excess)
- 5.3..18. Reduce the levels of young people being diagnosed with an STI
- 5.3..19. Reduce the numbers of teenage conception

- 5.4. The second exercise required participants to identify what activities and intervention would be required to address the points raised in 6.5. This is what was discussed:

### **Emotional Resilience**

- 5.4..1. Use youth work model of engagement to provide education and support to young people.
- 5.4..2. Engage families in an informal setting (community hub/café) so that they relax and can discuss emotional wellbeing in a supported environment.

- 5.4..3. Develop a public health led educational digital campaign that can be used in schools, GPs and public buildings.
- 5.4..4. Develop universal package of support that schools can buy in.

#### **Transition Age (8-13)**

- 5.4..5. Provide activities to support the transition from primary to secondary school, starting with year 5.
- 5.4..6. Provide training and development opportunities and a matching service to facilitate and supportive peer mentor structure.
- 5.4..7. Provide a non-targeted drop-in facility in schools to help reassure and address transition related questions/concerns.
- 5.4..8. Deliver activities that address gender specific issues linked to emotional resilience and wellbeing.

#### **Empowerment**

- 5.4..9. Provide opportunities for young people and families to participate in social action activities.
- 5.4..10. Actively encourage young people to participate in school councils and the youth council.
- 5.4..11. Deliver a summer holiday life skills course which benefits children, young people and their families.

#### **Raising Aspirations**

- 5.4..12. Provide a yearly conference with the 14-19 service to provide information about local employment opportunities, starting from year 6.
- 5.4..13. Provide opportunities for young people to go on field trips and have experiences that take them beyond their local neighbourhood.
- 5.4..14. Deliver whole family sessions that help parents to understand the range of opportunities available for young people and how they can support them to be their best self.

#### **Risky Behaviour**

- 5.4..15. Provide safe community hubs with positive role models
- 5.4..16. Provide after school activities between 4pm and 7pm
- 5.4..17. Provide a wide range of positive activities in sport, arts and crafts, music to engage young people and encourage cohesiveness in supported environment
- 5.4..18. Provide family friendly food-based activities to start conversations about staying safe

#### **5.5. Lightbulb moments, stakeholders repeatedly stressed:**

- 5.5..1. To do meaningful community work with young people it was far more effective to make connections with young people in school.
- 5.5..2. To have the biggest impact on the family unit, whole family activities produce longer lasting more sustainable changes for children and young people.

- 5.6. The workshop demonstrated that production of a service specification is a complicated and time-consuming process. Each person involved is viewing the priorities through a different life lens and therefore range of solutions were identified.

## **6. Project characteristics championed by the priority working group – learning from previous commissioning**

- 6.1. Coaching Model – Intensive but with a legacy and peer support incorporated (Both the Summer Internship delivery model and Fit Reds delivery model were discussed).
- 6.2. 5 Ways to Wellbeing should be at the centre of a project (Connect, Be Active, Give, Take Notice, and Stay Connected).
- 6.3. Building resilience, particularly around emotional wellbeing and being able to handle the knocks that life throws at a person (this could include Mental Health First Aid training).

## **7. Risks**

### **7.1. Duplication of the new Children's Mental Health Provision**

The Area Manager is aware that the CCG have been doing consultation with regarding young people's mental health services over the past 6 months in order to design updated provision. The Area Manager has obtained a copy of the new Children and Young Persons Mental Health Service specification to ensure that there isn't any duplication.

### **7.2. Duplication of the town centre based 'OnSide Youth Zone'**

The Area Manager has observed a presentation from OnSide Youth Zone's Partnership Development and Community Engagement Officer regarding the proposed service offer. The service suggested for the North Area will not duplicate the proposed offer.

### **7.3. Needs based commissioning**

There are 12 primary/junior schools in the North Area and plus Darton Academy, Holy Trinity and Springwell. It is important to note that many young people from the North Area attend Outwood Academy Carlton.

To achieve the best outcomes with the budget envelope it is recommended that the proposed service is only offered to the six schools who demonstrate the highest levels of need. This recommendation was included in the specification, circulated November 2019.

## **8. Procurement Update**

- 8.1. The original intention was to advertise this opportunity as a contract. However, this decision was challenged, and the opportunity was advertised as a competitive grant. The opportunity was advertised throughout January and February 2020. This is a much longer period than is usually recommended to enable local providers to begin the formation of a consortium and collaborate on a submission.
- 8.2. On the 28<sup>th</sup> February 2020, submission deadline, there was only one grant application. However, the provider did not meet the pass/fail criteria and the process was aborted.
- 8.3. The Procurement Panel (including representatives from the schools and public health) met on the 12<sup>th</sup> March 2020 to discuss the outcome and way forward.

- 8.4. Local provider feedback regarding non submission included:
- The contract value would not cover the work specified, particularly in school and community provision
  - The outcomes are too broad
  - The beneficiary groups need to be more targeted
  - Insufficient resources to complete an application by the deadline
  - The application process is too complicated for smaller voluntary and community organisations to respond adequately
  - For smaller organisations investing the time in an application is too risky without there being a guarantee of a grant award at the end of the process
- 8.5. To enable the voluntary and community sector to respond it is recommended that the opportunity is chunked down into lots; converting the opportunity into a more accessible grant. This suggestion has been explored with legal and procurement who have given permission for the Area Manager to proceed with this course of action. This intention was agreed at the Area Council on the 13<sup>th</sup> March 2020.

## **9. Adapting the model**

- 9.1. Schools were asked what provision would be most complimentary to their provision. The junior school representative felt that support in schools with earlier intervention, support with mental health and support for children who would be referred to Mindspace at Key Stage 3.
- 9.2. From a secondary school perspective support that would encourage students in Years 7 and 8 to be more independent and provide them with the tools and skills they need to be more resilient.
- 9.3. It was also mentioned that opportunities that enable young people from different junior schools to meet pupils from other schools on an activity day prior to transitioning up to senior school would be beneficial.
- 9.4. It was explained that a large proportion of any work delivered would need to be in a community setting to ensure that children with extra support needs had more contact time with positive role models, in addition to in-school provision. This could take the form of targeted afterschool and school holiday provision. Forming a bridge between schools and community provision would enhance communication and networking between professionals.
- 9.5. The Principal of Kexborough Primary School explained that they have recently introduced Beyond Words training and resources for use by their Teaching Assistants. Beyond Words is a charity who have designed books for children with special educational needs. The books are pictorial and allow children the opportunity to share their own life experiences based on the images. This helps to empower children and young people to explain their experiences and understand that others are going through similar experiences. Kexborough School has trailed the use of the books with children with additional emotional needs and observed a marked success.
- 9.6. It was suggested that Beyond Words could provide a valuable golden thread for delivery if both schools and the voluntary and community sector providers were trained to use the resources. Enabling for enhanced support for young people that addresses the main outcomes of the Resilient Transitions project and utilises a consistent approach.
- 9.7. Provision could be targeted to benefit young people who do not meet the threshold for additional support but school staff are able to identify early

indicators that a young person will struggle to transition to senior school successfully and would benefit from additional support both in school, out of school time and school holiday provision.

- 9.8. As young people complete each year group they could become peer mentors for the year below, increasing a nurturing and compassionate culture of support amongst pupils.
- 9.9. Risk to schools regarding the project being time limited as discussed. A school representative felt that the benefits outweighed the risks and that the work would leave a cultural legacy of cooperation and good practise between the local stakeholders in addition.

## **10. Grant Opportunity**

- 10.1. The grant is designed to support the delivery of a range of positive after school and holiday provision (interventions/ projects/activities/sessions) that will contribute to building the emotional resilience and wellbeing of children and young people (aged 9-13).
- 10.2. It is intended to provide children and young people with additional tools to help them transition smoothly between junior and senior school and make positive choices.
- 10.3. The grant is designed to enable the voluntary and community sector to for a bridge of support between schools and the community. This will be particularly important as part of COVID-19 recovery.
- 10.4. The grant has chunked the original proposal down to enable the voluntary and community sector to bid for lots.
- 10.5. The intention to utilise the Beyond Words resources has also been included the grant guidance material but it is acknowledged that schools are facing a challenging time and this opportunity may need to be delayed.
- 10.6. Due to the complexity of this piece of work it is recommended that the grant panel representatives are the same as for the original procurement exercise.

## **11. Financial Implications**

- 11.1. The financial implications are £90,000.00 p.a.
- 11.2. An additional £10,000 was agreed by the Area Council in March 2020 to enable the Beyond Words training and resources to be made available to participating schools and successful grant providers.
- 11.3. For a grant opportunity the grant agreements with be 12months in duration for the first year.
- 11.4. The original contract opportunity was planned to run for 3 years (April 2020-March 2023). It is recommended that the grant is runs run for 3 years to allow for the benefits to be monitored, recorded and reported.
- 11.5. It is proposed that the provision should start from 1<sup>st</sup> November 2020.

## **12. Stakeholders**

- 12.1. The project has the support of the Every Child Matters Academy Trust who have several schools in the North Area.
- 12.2. The Children and Young People's Emotional Health and Wellbeing Meeting, which is a multiagency meeting chaired by Alicia Marcroft, Head of Public Health; identified that this project it would make a suitable 'action research project'. The Emotional Resilience Lead Officer, Lauren Nixon, who will be offering advice on the evaluation of the grant opportunity.
- 12.3. The Panel included:
- |                                |                          |
|--------------------------------|--------------------------|
| Junior School representative:  | Jane Mackay (Kexborough) |
| Senior School Representative:  | Gary Smith (Darton)      |
| Head of Employment and Skills: | Tom Smith                |
| Transformation Lead (EH&WB):   | Lauren Nixon             |
| Senior Public Health:          | Cath Bedford             |

## **13. Progress update**

- 13.1. The closing date for applications was on Tuesday 21<sup>st</sup> September.
- 13.2. Three organisations were invited to present their project proposal to the panel Tuesday 6<sup>th</sup> October.
- 13.3. Following the panel two organisations were successful. The split of schools will be as follows:
- |                        |          |
|------------------------|----------|
| Wellgate School        | YMCA     |
| Kexborough School      | YMCA     |
| Summer Lane School     | YMCA     |
| Athersley North School | Ad Astra |
| Athersley South School | Ad Astra |
| Laithes Primary School | Ad Astra |
- 13.4. The Area Council should note YMCA originally applied to work solely with Kexborough and Darton School but the panel were so impressed with the model that they requested a summary of what YMCA could deliver in Mapplewell and Summer Lane Schools. The existing budget could not accommodate the full delivery in three schools so a pared down to produce a simpler model, bespoke for each school. Outcomes will need to be reviewed as will the budget for the grant arrangements.

## **14. Next Steps**

- 14.1. Area Manager to arrange for Beyond Words training to take place for schools staff and grant providers (N.B. This may need to be delayed because at the time of writing many schools are facing extreme pressure with Covid-19 restrictions and reduced staffing ratios.)
- 14.2. Area Manager to work with Lauren Nixon and the providers to develop a monitoring and evaluation framework.

**Officer Contact:**  
**Rosie Adams**

**Tel. No:**  
**01226 773583**

**Date:**  
**12<sup>th</sup> November 2020**