

Blackpool Council

16 December 2021

To: Councillors Burdess, D Coleman, Critchley, B Mitchell, M Mitchell, Owen, R Scott and Stansfield

Ms Jo Snape, Co-opted Member

The above Members are requested to attend the:

SPECIAL MEETING OF THE CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE

Wednesday, 12 January 2022 at 5.00 pm
in the Council Chamber, Town Hall, Blackpool

A G E N D A

1 DECLARATIONS OF INTEREST

Members are asked to declare any interests in the items under consideration and in doing so state:

(1) the type of interest concerned either a

- (a) personal interest
- (b) prejudicial interest
- (c) disclosable pecuniary interest (DPI)

and

(2) the nature of the interest concerned

If any Member requires advice on declarations of interests, they are advised to contact the Head of Democratic Governance in advance of the meeting.

2 CORPORATE PARENT PANEL ANNUAL REPORT (Pages 1 - 12)

To consider the Corporate Parent Panel 2021 Annual Report.

3 HEADSTART UPDATE (Pages 13 - 90)

To receive an update on the activity of the HeadStart Programme and the wider Resilience Revolution.

4 BLACKPOOL FAMILIES ROCK

(Pages 91 - 98)

To receive a presentation on the Blackpool Families Rock partnership culture, values and practice principles to support children and their families.

5 DATE OF NEXT MEETING

To note the date and time of the next meeting of the Committee as 27 January 2022, commencing at 6pm.

Venue information:

First floor meeting room (lift available), accessible toilets (ground floor), no-smoking building. Face masks must be worn when moving throughout the building. Please also maintain social distancing.

Other information:

For queries regarding this agenda please contact Elaine Ireland, Senior Democratic Governance Adviser, Tel: (01253) 477255, e-mail: Elaine.ireland@Blackpool.gov.uk

Copies of agendas and minutes of Council and committee meetings are available on the Council's website at www.blackpool.gov.uk.

Report to:	CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE
Relevant Officer:	Kirsty Fisher, Engagement Officer for Our Children
Date of Meeting:	12 January 2022

CORPORATE PARENT PANEL ANNUAL REPORT

1.0 Purpose of the report:

1.1 To consider the Corporate Parent Panel 2021 Annual Report.

2.0 Recommendation(s):

2.1 To consider the contents of the report.

3.0 Reasons for recommendation(s):

3.1 For Members of the Children and Young People's Scrutiny Committee to be aware of the Corporate Parent Panel Annual Report.

3.2 Is the recommendation contrary to a plan or strategy adopted or approved by the Council? No

3.3 Is the recommendation in accordance with the Council's approved budget? Yes

4.0 Other alternative options to be considered:

4.1 None.

5.0 Council priority:

5.1 The relevant Council priority is:

- Communities: Creating stronger communities and increasing resilience.

6.0 Background information

6.1 The JustUz Council is a group of young people who give up their time to work with the Council to ensure that children and young people looked after by Blackpool are well represented and are influencing positive change.

6.2 They have been incredibly productive this year and will present some of their highlights to the Committee during the meeting.

6.3 The full Corporate Parent Panel Annual Report is attached at Appendix 2(a).

6.4 Does the information submitted include any exempt information? No

7.0 List of Appendices:

7.1 Appendix 2(a) – Corporate Parent Panel 2021 Annual Report.

8.0 Financial considerations:

8.1 None.

9.0 Legal considerations:

9.1 None.

10.0 Risk management considerations:

10.1 None.

11.0 Equalities considerations:

11.1 None.

12.0 Sustainability, climate change and environmental considerations:

12.1 None.

13.0 Internal/external consultation undertaken:

13.1 The Annual Report was considered and approved by the Corporate Parent Panel on 14 September 2021.

14.0 Background papers:

14.1 None.

Corporate Parent Panel Report

September 2021



Corporate Parenting Panel Report 2021

Overview of Panel

Blackpool Children's Services hold four Corporate Parent Panels and a take over afternoon meeting each year. The Justuz Children in Care Council take over the beginning of the meeting to update the panel on their ongoing work, activities and events they have attended as well as raising any new issues and share positive experiences. These issues are decided by the young people either following a wider consultation with other children and young people in our care or issues they have decided as a group need to be improved. Justuz will also feedback on the work they are involved in for specific areas of services provided to Our children and young people including their views and co-production of possible solutions/ changes to improve outcomes for children. Justuz are actively encouraged by panel members to be open and honest about their experiences as young people cared for by Blackpool Children's Services.

The Corporate Parent Panel is chaired by Cllr Jim Hobson, Cabinet Member for Children's Services and Schools. The Director of Children Services, Vicky Gent and Assistant Director Jeanette Richards also attend along with representatives from the Justuz group, Elected Members representing all parties and all Heads of Service for children's social care.

The Corporate Parent Panel continues to work to a work plan which outlines the reports that are required for consideration by panel members to monitor progress and supports the development of children's services. At every panel meeting individuals representing children services teams and organisations are invited to present their annual reports which give detailed accounts of the work being done to deliver services to our children and young people. Justuz members are presented with the reports and invited to give their feedback prior to each panel and asked to comment, raise concerns on any progress made or ask questions. Their feedback is included in the finalised reports to ensure we capture the views and opinions of our children and young people. It is an expectation that all reports submitted to the panel will have had consultation with our children and young people and their views incorporated into the findings.

There are other set agenda items which includes monitoring the progress of the action tracker from this individuals are tasked with actions to complete and report back on at the next panel. It is imperative that tasks are completed in order to continue to improve the services delivered to our children and families.

Following the review of the Corporate Parent Panel, the membership has been extended to include representatives of partner agencies, including Housing, Health and Education. Following the review the Terms of Reference have been updated and there is further activity to implement the findings of the Our Children's survey on the Pledge.

Our Pledge

One of the task of panel is to continue to monitor the delivery of **The Pledge** making sure at all times we are fulfilling the commitment and promises made to our children and young people. It was identified by Justuz and the Corporate Parent Panel that The Pledge needed to be reviewed, renewed and revamped, embedding our Blackpool Families Rock values.

Corporate Parenting Panel Report 2021

A survey has been developed, seeking the views of all of our children from the ages of 8 – 25 years old to check out how we are doing in keeping the promises made. Due to COVID 19 the delivery of the survey has been delayed however, we hope to have the surveys returned by the end of September with the plan that a group of children and young people will come together to review the findings and redesign The Pledge. It is hoped that the findings of the survey will also support the Corporate Parent Panel in identifying the priorities in the work plan moving forwards.

It is planned that the survey will be undertaken with Our Children on an annual basis to get the feedback on how commitments and promises made in the revised pledge are being delivered.



Justuz

Justuz meetings are once again happening in person, the young people were delighted to be able to see each other and be able to socialise once again. In June the Justuz newsletter was sent out all our young people age 11+ to promote the Justuz group and hopefully recruit new members. Nine new young people attended the meeting in July with more to start in September as they commence high school. Justuz is committed to continually raising their profile so they can encourage as many of our young people to get involved as possible. The Newsletter will be sent out four times a year to keep our young people up to date on what Justuz is up to and the different ways they can get involved and have a say.

Justuz 's Current Projects and Ongoing Work

Our Children's Co-Production Group

Justuz has been part of a Co-Production Group with Independent Reviewing Officers and Social Workers to review and make change to the forms on the children's records to make them more young people friendly and give workers a more streamlined workflow. The children's and young people's Care Plan has Justuz's main focus ensuring that it includes all the relevant information they want from their plan as well as being written in a way they can understand. Making sure it is in-line with the Blackpool families Rock guiding principles of being strength based as well as using language that is accessible to all. The care plan which had been newly named **Your Plan** will allow workers to be able to print out children's and young people plan so it can easily be shared ensuring that all children and young people have a copy. The new child friendly plans are easy to understand and will clearly show their plan for the future, what needs to happened, who is going to support them and when it will be done by. It is hoped that the

Corporate Parenting Panel Report 2021

new **Your Plan** will soon be embedded in Mosaic system and start to be used and shared with children and young people. This project again raised the importance again of how we communicate with and about our children when recording their experiences whilst in our care. We hope to strengthen even more the messages our workforce about War Against words and appreciate the support given by our Corporate Parent Board.

SO the **War Against Words continues....**

Since the launch of war against words, we have slowly seen things starting to change, the workforce have been made aware of the 'banned' words and the language Our Children want us to use. All new staff to Blackpool council are briefed on this as part of their induction. This movement has resulted in a refocus of the way we speak, write and record the children's journey on their records.

Justuz and Kirsty have delivered some staff talks on the War Against Words, including to fostering team and foster carers. There is going to be a targeted campaign launched in autumn 2021 with a poster being created by Justuz to refresh and act as a constant reminder to everyone who is working with our children how important it really is that we use a language that cares.

Blackpool Families Rock App

The Blackpool Families Rock app is now live and the messaging capacity is being trialled with a group of Independent Reviewing Officers and Personal Advisors with the children who they are working with. This will allow for any glitches to be addressed prior to the full launch and roll out in November 2021. The initial roll out will be for those staff working with Our children and young people.

Your Hired Crew

Our Children and young people are still very much involved in helping to recruit and interview staff for Children's Services they recently took part in the recruitment and an appointment of our new Director. However during Covid it had been challenging to involve young people fully in the process as many interviews have had to take place virtually. This has been especially difficult for some young people who don't enjoy interviewing in this as this does require a certain level of confidence. Moving forward we hope to be able to once again hold young people's interview panels, group interviews with children and continue to include our young people on adult panels wherever possible. It is really important that our children and young people have a real say in who we employ to support them and we need to strength the message so this approach is fully embedded across all teams.

Corporate Parenting Panel Report 2021

Young Inspectors

Overview of the project

A Young Inspector is a volunteer aged 16 plus who has experienced living in supported accommodation and has been or is one of our children. Young Inspectors support the quality monitoring of accommodation by visiting semi- independent homes where our children live, speaking to young people living there and assessing how safe and how well cared for they are. They get a feel for how welcoming and supportive the homes are and use their own experiences to help them assess the quality, raising challenge if required. The young inspectors are currently supported by the Participation Team to carry out their inspections so they feel supported and can gain confidence in all aspects of the inspections. At the moment recruitment is targeted but as the programme gets better known, young people will hopefully volunteer and be excited to get involved.

Young Inspectors are trained in consultation skills, questioning skills, confidentiality and basic safeguarding. A bespoke training programme is currently being developed so it is easily accessible for new recruits. Quality Monitoring officers in the Commissioning team also support the project by providing an insight into the processes involved in their job and how services are commissioned.

So why be a Young Inspectors?

We hope that they will...

- Improve their confidence and self-esteem.
- Learn new skills around communication, problem solving, information gathering and presentations.
- Make a positive difference for our young people living in semi- independent accommodation and raise standards.
- Have access to a bespoke training/development programme.
- Be rewarded for the work in form of vouchers
- Gain some experience of work and visit different settings with children's services
- Be able to record their involvement on their CV when job finding and education opportunities

Activity to Date

- 4 x Young Inspectors currently 'live'
- 2 x new recruits waiting to get started
- Young Inspectors have undertaken 8 x inspections so far
- 3 x Quality Standards workshops have taken place to co – produce the new Quality Standards with our care experienced young people and other young people living in supported accommodation.

Corporate Parenting Panel Report 2021

Future Plans for the Project

- Team Leader post – programme run by young people for young people
- National Children’s Commissioning Conference – workshop presentation by our Young Inspectors.
- Extension of activity to include residential children’s homes and inspection of Children Services internal provisions.
- Joint working with Commissioning to embed the programme in to the Quality Monitoring Processes of all accommodation based services for young people
- Young Inspectors to be involved with any tendering for accommodation in the future
- Formalise the Young Inspector Training so it can be easily accessible by new recruits ongoing
- Launch the new Quality Standards in September 2021
- On- going recruitment of Young Inspectors
- Look into the possibility of linking the role of young inspectors to a formally educational qualification such as NVQ
- New Quality Standards to be used to measure during the inspections to ensure that home is meeting up to the standards set by our young people. (Sept onwards)
- Young Inspector to be financially rewarded for their time and expertise by becoming casual employees.

Comments made by our young Inspectors

We are starting to recognise that different homes offer different levels of support. These homes really need to match the support they offer to the individual needs of the young person they are caring for. We hope that when our quality standards are being used to inspect, it will help to raise the standards of support and care offered and have more consistency.

I am really excited to be young inspector for Blackpool and help launch the new scheme, we really want to make sure young people live in really good homes and get the right support that they need to live independent and do it successfully.

I want to be a good role model to all young people and be able to show them that it is possible to do well in life and being a young person growing up in care does not prevent you from being able to go on and achieve anything that you want.

Independent Inspections of Children Homes - Regulation 44

With regard to the Corporate Parenting Panel’s duties under the 1989 Children's Act and Young Person's Children's Homes Regulations 1991, six monthly reports have been provided by the Safeguarding Review Service, providing a synopsis of monthly visits to Blackpool Council's registered Children's Homes.

Corporate Parenting Panel Report 2021

Illuminate- Stories of Change - partnership work with Blackpool's Grand Theatre

The Illuminate programme is a creative peer- led resource, informed by our children's lived experiences, to support young people in our care and to better inform Children's Services of their life challenges. Delivered through a creative pick and mix of arts workshops in the first year with artists from Blackpool's Illuminations depot, the Grand Theatre and other creative artists from different genres. In the second year with artists, they will develop their stories and will hopefully have an opportunity to tell them in their Summer Holiday Storytelling Festival.

The aim of the project was to support our children to improve their emotional language communication skills over the two years as they find new ways to express their feelings through art. This will strengthen their personal resilience and sense of self as well as building confidence in expressing how they feel and process change.

Due to COVID the delivery of the programmes was delayed. However at the end of July 2021, three successful taster days were run at the Grand Theatre attended by 50 children. The theme was rollercoasters, with the up and downs of life, how this affected them. They were encouraged to express their feelings through performance dance and drama and graffiti art. Giant Lantern sculptures were also created and these will be showcased in October in the Lightpool festival. Children from the tasters days will be invited back to support the creation of a giant Lightpool float using their sculptures. The float will travel down the promenade with the illumination trams as part of the festival. Their work will also be showcased in pop up shop front exhibition in Blackpool town centre.

There has been overwhelmingly positive feedback from the children who attended the sessions and the children became fully involved in all of the activities on offer. They are excited to return in October half term.

There is a plan that the full programme will be held over the next year during the school holidays.

Celebrating Our Children's Achievements

Sadly The You Rock awards could not take place this year in March as usual due to covid restrictions however we are excited to announce that we have been given the go ahead to plan and arrange The You Rock Awards 2021. The awards will now go ahead on **Friday 12th November 2021** in The Empress Ballroom Blackpool Winter Gardens. We hope to make it a night to remember and involve as many of our children and young people as possible so we can celebrate their achievements after what has been a challenging time for all. We would like to extend the invitation to all Corporate Parent Panel members to come along and attend the awards and share in the celebrations. We are busy planning the evening with Justuz and they have some great ideas to make it bigger and better than ever!

Corporate Parenting Panel Report 2021

Work for the future

Life story co-production group

Life story work is essential to understanding our sense of identity and belonging, most of us have this internally from family as we were growing up. Children brought up in our care or who have been subject to moves between families don't always have this and stories that have been shared and developed. Therefore it is essential that these are provided through life story. A co-production group is being set up to explore we can do this better for Our children which Justuz are going to be supported in co delivering.

Engagement Lead overview of partnership update provided to the Corporate Parenting Panel

Over the last 12 months the Corporate Parent Panel the following activity of services have been presented to the Corporate Parenting Panel , outline the ongoing work with our children, fulfilling the commitment and promises we have made within the Pledge. Justuz have been consulted on all of these reports. This has included:

- Educational Achievements and Destinations for Our Children
- Co-production of Health Assessments for Our Children
- Customer Relations Annual Report
- Independent Reviewing Officers Annual Report
- The Care Leaver's Offer
- Youth Justice Annual Report.
- Head Start Annual Report
- Regulation 44 visits including young inspectors
- Virtual School Annual Report
- Adoption Services Annual Report
- Fostering Services Annual Report
- Opportunities Update for Our children

Corporate Parenting Panel Report 2021

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Report to:	CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE
Relevant Officer:	Pauline Wigglesworth, HeadStart Programme Leader
Date of Meeting:	12 January 2022

HEADSTART UPDATE

1.0 Purpose of the report:

1.1 To receive an update on the activity of the HeadStart Programme and the wider Resilience Revolution.

2.0 Recommendation(s):

2.1 To consider the update and the contents of the Resilience Revolution Annual Report.

3.0 Reasons for recommendation(s):

3.1 For Members of the Children and Young People's Scrutiny Committee to be aware of the work of HeadStart.

3.2 Is the recommendation contrary to a plan or strategy adopted or approved by the Council? No

3.3 Is the recommendation in accordance with the Council's approved budget? Yes

4.0 Other alternative options to be considered:

4.1 None.

5.0 Council priority:

5.1 The relevant Council priority is:

- Communities: Creating stronger communities and increasing resilience.

6.0 Background information

6.1 The HeadStart programme is funded by The National Lottery Community Fund (TNLCF) as part of its strategic programmes, with an investment of 13 million over six years to test and learn new ways of supporting youth mental health. Blackpool is one of six sites nationally and has developed a community approach to building a resilient town for young people to grow up and thrive in, under the banner of the Resilience Revolution.

6.2 TNLCF funding ceases on 31 July 2022 and there has been rigorous attention to sustainability over the last 12 months, with funding for successful projects being identified.

6.3 The annual report attached at Appendix 3(a) outlines the key activity and evaluated outcomes achieved. The report has been co-produced alongside young people and parent/carers, practitioners, leaders and academics. The presentation of the report hopes to enable the information to be as accessible as possible to a wide range of people.

6.4 Does the information submitted include any exempt information? No

7.0 List of Appendices:

7.1 Appendix 3(a) - Resilience Revolution Annual Report 2020/2021
Appendix 3(b) - State of the Nation submission 2021

8.0 Financial considerations:

8.1 None.

9.0 Legal considerations:

9.1 None.

10.0 Risk management considerations:

10.1 The HeadStart programme has a full risks and issues register to monitor and address as appropriate.

11.0 Equalities considerations:

11.1 A robust approach to inequalities is embedded in the ethos and practice of the HeadStart programme.

12.0 Sustainability, climate change and environmental considerations:

12.1 None.

13.0 Internal/external consultation undertaken:

13.1 The HeadStart programme has a fundamental of co-producing its strategy and activity alongside the wider community.

14.0 Background papers:

14.1 None.

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RESILIENCE REVOLUTION'S ANNUAL REPORT

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September 2019 - August 2020



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FOREWORD

“This global pandemic has made life even harder than before, especially for those facing the greatest challenges. We face lots of disruption. Did you know that due to the lockdown and schools closing for lots of young people, the latest estimation is that it will take over 20 years for deprived areas to close the gap academically with those in richer areas. Find out more [Here](#).

We find this shocking and, as Blackpool is one of the most deprived areas in the country, we know how much this will affect children and young people in our town for years to come.

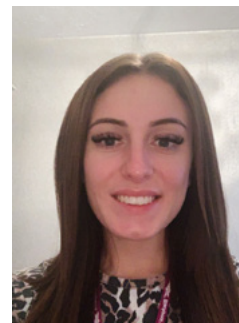
We know living in Blackpool is not easy for some of us. There’s not a lot of money to go around, and this has a knock-on effect on our mental health. We know some of you are wondering where the next meal might come from so we recognise there are some really tough additional struggles on top of school, friends and staying healthy.

This report shares with you the fantastic work that is happening in Blackpool schools and in the wider community to make things better for all young people across the town.

We believe that school can set us up for the future. We also know that school can be stressful, particularly due to the pressures of exams- so how can we reach our true potential if we are not in the right mind-set at school? It's important that we all act now!

We are working together with schools and the wider community so we can all help each other stay positive and resilient through tough times. This report shares with you the fantastic work that is happening in Blackpool to make things better for all young people across the town.

We have written this foreword to introduce the report, but more importantly, to encourage you all to read it. You will find out all the things we have been doing and how we are making a change in our town. We see stories of real people on every page of the report, and this is only a glimpse of the life-changing impacts we are seeing in young people, families and our town. We know that when a young person first joins the Resilience Revolution they can be shy and uncertain but working together, giving everyone a voice and watching people grow is a real privilege. Seeing young people taking centre stage and raising their voices, representing their families and their town is making things better. We know the work we are doing now is for our future, so please read what we have been doing over the past year and join us in doing even more in the next year.”



Elle
Co-leader



Hannah
Co-leader

CHAPTER 1: INTRODUCTION



Welcome to the Resilience Revolution's Annual Report- September 2019 to August 2020. It's full of facts and figures about our activities, stories from peoples' experiences and tells you what we have learned over the past year.

For those of you who haven't heard about the Resilience Revolution (RR), you may be wondering what it is and how it might be helpful for you and others around you.

The RR is a complex and passionate partnership of HeadStart Blackpool (led by Blackpool Council), the Centre of Resilience for Social Justice at the University of Brighton, and Boingboing Resilience Community Interest Company. Supported and funded by the UK's National Lottery Community Fund, this partnership is a collaboration of individuals, organisations and services across Blackpool. It uses Resilient Therapy (Hart, Blincow, & Thomas, 2007) to develop new ways of working to support young people's mental health and wellbeing, with young people, parents / carers and adult supporters involved as co-leaders.

The RR is a social movement inviting anyone who lives, works or volunteers in the town to get involved and make Blackpool a more resilient town for everyone to live in, especially those facing the greatest challenges.

The word *resilience* is everywhere at the moment, especially in this current time of trying our collective bests to deal with the COVID-19 global pandemic. Here in the RR, we are worried that people think that being resilient means we have to pull ourselves up by our bootstraps, and if we can't do that by ourselves, then we are failures. We hear far too many times that people feel ashamed of the struggles they face, even when the problems lie in the system. Should we be responsible for the failings in the benefit system? Should those of us that need social work support be blamed for the huge funding cuts in community support?

Here in the RR, we say no! We use the definition of resilience 'Beating the odds whilst changing the odds' (Hart et al, 2016): Beating the odds, so people can do better than anyone expected them to given their circumstances; and changing the odds because we know we need to change the systems that are causing these challenges in the first place. We also believe that it is the people with the lived experience of these challenges that should be at the forefront of campaigning for change.

We believe that by creating a passionate and committed partnership with people from across the town, from all professions and all walks of life, we will create the change that will make it easier for us all to thrive.

ENJOY! 

We have a set of principles that guide our work.



Our Fundamentals



Asset-based – We focus on the positives and build on strengths within a person, a family and in every situation.



Brave and Innovative – We work in new and exciting ways to solve the most difficult challenges.



Co-production – We work alongside young people, parents and carers and other stakeholders to reach a shared goal, with shared responsibility and shared learning and mutual benefits. Co-production is a joint effort!



Research – We are a learning programme, and research and evaluation is an essential part of this programme. We aim to reflect and critique constantly, so that we can figure out what works for young people and families.



Social Justice – We address inequalities and level the playing field to make sure that everybody has access to the same opportunities.



Systems change – We work to change and improve systems, which create persistent barriers for young people and families within them.



Whole Town Approach – We work across the whole town to build our Resilience Revolution.

These principles were showcased in our most recent three-day Big Resilience Get Together in Summer 2019, attended by 226 young people, parents and carers, school staff, practitioners and academics from over 30 organisations and groups, schools, the Council and the NHS. Have a look at our [co-produced blog](#) about the event. Each day was themed into different areas of our work: schools, mental health, and Our Children (young people in the care of the Local Authority). As part of this, young people asked a panel of strategic leads, managers and commissioners some really tough questions and made direct responses to the keynote speakers. Young people were also involved in the design, branding and filming of the event, as well as delivering workshop sessions. The feedback was great, with attendees commenting that “hearing young people’s responses to keynote speeches was very inspiring” but, as always, there was room for improvement. We will act on the feedback and learning to create a unique and exciting [international resilience conference](#) in March 2022, right here in Blackpool.

How we have been learning from our Resilience Revolution (RR)

The RR is a research programme, which means we have been testing and learning innovative ways of supporting young people's mental health and wellbeing. We want to make sure that we learn and share with others what the RR achieves. That is why we are collecting and presenting a wide range of information: in words, numbers, statistics, charts and images.

We want to use all of this rich information to build on successes and make improvements in areas that impact all our lives here in Blackpool. We want people in other areas to learn from what we are doing, and so, we need to understand how the changes we report have been created.

To help us see and guide changes as they are happening, our overarching methodological approach has involved using a tool called the Value Creation Framework (Wenger-Trayner & Wenger-Trayner, 2020). It's a way to look at all our revolutionary activities in real-time and capture their journey. The Value Creation Framework (VCF) can help explain how a project, or a social movement like ours, drives valuable changes. It's also designed to help people direct those changes- and that's why, right across the RR, people understand and use the VCF.

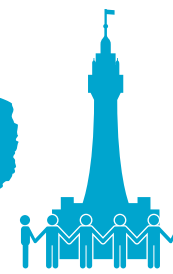
The changes that we have analysed throughout this report may have value for:

- **An individual person**, for example, helping a young person to feel more confident to answer questions in class.
- **An organisation**, for example, helping an organisation grow its network of volunteers, or it could be even bigger than that!
- **A whole system**, for example, helping local schools think differently about how they respond to bullying. This is also known as systems change, and it's like the golden ticket for us in the RR because it means that lots of people will benefit from the changes rather than one person. This means **Beating the Odds whilst Changing the Odds** (Hart et al., 2016).

We have used the VCF to help us bring together and summarise all these different types of values in this report's conclusion.



CHAPTER 2: WHOLE TOWN APPROACH



Community

There is an African proverb that states “It takes a village to raise a child”, recognising that children and young people’s life chances are determined by the accessibility of resources in their environment. Bronfenbrenner put together a [theory](#) to develop this idea further showing these differing influences from family, school, local community out to society as a whole (Bronfenbrenner, 1979). Learning from this theory we actively build relationships between individual people and organisations, sharing opportunities to learn together and co-produce solutions to problems we face in day to day life. This underpins and drives our whole town approach, with a social justice lens in the Resilience Revolution (RR).

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Last year, we hosted key events where we learnt more about our resilience approaches. 5 Resilience Get Togethers and 9 Resilience Forums brought together **136 people**. The Resilience Get Together is free and open for anyone in the community, who would like to find out more about our resilience approach and how this can help them to better support Blackpool’s children and young people. It is just an hour and a half, which is short enough for people to ‘**dip their toe in the water**’, but long enough for them to get a taster and find out if they want to get more involved.

The Resilience Forums are organised by Boingboing and the University of Brighton’s Centre of Resilience for Social Justice (CRSJ). They are also free and open for anyone, who is interested to attend. They specifically focus on **one aspect** or **application of resilience**, and are delivered by academics, people with lived experience of a particular adversity, or practitioners with good practice to share.

Last year, we **presented at** key events where we shared our message with the wider Blackpool community.

- RR at Blackpool and Fylde College Freshers’ Fayre in September 2019 = **32 new students**
- Autumn Fete at The Harbour hospital = **32 people**
- Stanley Park ‘Park Run’ Takeover to encourage the Resilient Move fresh air and exercise = **25 Blackpool residents**
- Information and activity event at Blackpool Carers Centre = **23 young carers**

We have also been busy promoting our work nationally, with RR representatives attending over 66 webinars and conferences to showcase and discuss our work. For example, this included the Research in Practice Conference in Leicester in March 2020, which focused on our social justice approach to resilience.

Work with parents, carers and families

Parents of the Revolution is a group of parents and carers from all walks of life, who share experiences and interests in supporting young people with their mental health. The group has a passion for changing unfair systems and improving outcomes for all Blackpool's children and families. With 12 parent and carer sessional workers, the group develops and supports different activities. Regular meetings are held that any parent and carer can join for a coffee and a chat about resilience, as well as monthly "take a stand" meetings where members develop plans to challenge unfair systems. They have had a very busy year with lots of presentations and activities, which you can see on the timeline below.

A Year of Parents of the Revolution –



September 2019 – Presentation at Social Care National Consultation Forum in Westminster – shared the co-produced guiding principles for Local Authority work with families. - Attended an international event **'Preserving Family Contact'** with speakers from across the UK and Australia – this included discussing how voices of **all** parents could be heard and utilised better within fostering and adoption systems.

October 2019 – Boundary School Parents' Resilience Course – delivered their interactive session. - **Building Resilience in Parents and Carers (BRiPC)** - Teaching 6 parents all about the Resilience Framework and highlighting resilience-building at a family level, rather than just at an individual level.

November 2019 – Blackpool Family Rocks Presentation – presented to **8** legal professionals in Blackpool Council highlighting the work the group has been doing to amplify parents' voices across a range of complex systems, as well as to promote the opportunities to get involved with parents groups.

December 2019 – Empowering Parents and Empowering Communities (EPEC) – worked with Blackpool Better Start to promote a new parent course called EPEC. Parents of the Revolution brought a resilience lens to the learning course materials and shared their expertise in how to engage parents who have children in secondary school.

January 2020 – Family Framework Launch – **60** people attended an event where the 42 Resilient Moves were translated into moves suitable for the whole family to do together. Find out more [HERE](#)

February 2020 – Multi-Agency Safeguarding Presentation – 45 people in safeguarding roles in the North West learnt about Blackpool Family Rocks Model of Practice across Blackpool Children's Social Care. - **35** foster carers learnt more about the RR at the **Foster Care Forum**. Volunteered **8** hours to support people on the B.R.I.C Chatty Bus, a community initiative spearheaded by Blackpool Residents Inquiry Claremont to tackle isolation across the town.



March 2020
 – **SEND Forum** – held a stall for **100** delegates highlighting how to use the Blackpool Families Block model in an inclusive way.
 Presented to **40** parents at Revue Learning Academy
Coffee Morning and Aiming Higher Open House

April 2020
 – **Activity packs** – created and delivered to **530** families across Blackpool.

May 2020
 – **Empowering Young People and Families Co-production Group** – surveyed local families and contributed to the content of new co-produced resource packs for families with young people on Child Adolescent Mental Health Services (CAMHS) waiting lists.

June 2020
 – attended weekly **schools co-production groups** and amplified parent voice in recommendations for schools, as well as supporting the plans for a short film with Charlie Waller’s P.L.A.C.E. support network.

July 2020
 – established an activist group called **TAKE A STAND**. Meetings take place every 4th Thursday, find out more [HERE](#). Promoted a survey to have a say in what their relationship with schools was like during Covid-19. Attended the Working Well for Children and Families online event to discuss their good practice in amplifying parents’ voice in complex systems with professionals from across the North West.

August 2020
 – attended **Mental Health First Aid Training**.

In addition to of all this, Parents of the Revolution also have...

- Held **28** Coffee and Chats – a peer support space (now online) to share views about parenting and plan how to tackle inequalities together.
- Designed and taken part in **14** online quizzes, which provided a helpful distraction for young people and families during lockdown.
- Co-produced a series of newsletters between March and May to support families through lockdown, find out more [HERE](#).
- Co-produced **10** resource packs for online workshops and delivered them to the door. This was a great way of building relationships and encouraging parents to attend the Parents and Carers course. Book yourself onto this course [HERE](#).

Blackpool Families Rock

A co-production group is formed by 11 parents, carers, young people, community members, social work practitioners, and the Head of Service. The group co-produced the new approach to working with children and families in Blackpool, the *Blackpool Families Rock model*. This model is now embedded across the whole partnership with the support of this group.



The group also aims to constructively challenge and shape practice and procedures for work with children and families in Children's Social Care. Meeting monthly, the group co-produced value-based questions for Social Worker recruitment interviews. They also held a Question & Answer session with Blackpool's Principal Social Worker. The group challenges social work practice to be fair and considerate to families and drives service improvement. Their work has already helped Children's Social Care to make important practical changes, such as adding new criteria to practice audits and reviewing and writing parts of Family Time Practice guidance document for Children's Social Care. The group is also among the key partners in the development of 'Pathway Planning with Care Leavers'.

The group has been part of co-presenting and co-training the novel Blackpool Families Rock model both locally and nationally.

The group has continued to meet digitally throughout lockdown. Their next steps are to work more closely with social care teams to share their expertise and recruit more families to be involved.

What happens next? The Parents of the Revolution constantly challenge inequalities of all kinds. Their activist group 'Take a Stand' is meeting with Children's Social Care so that social work practice can benefit from their lived experience and expertise. Parents of the Revolution are developing an impact wider than Blackpool, supporting the development of a Training the Trainer course for Resilient Rutland – a like-minded project using resilience approaches to improve health and wellbeing in young people and families across Rutland county.

SGO group – Special Guardians

A Special Guardianship Order (SGO) is made when the Family Court decides it is in the best interests of a child or young person to live with someone who is not their parents. Blackpool has a high number of Our Children, and lots of them live with a family member, friend or relative. This valuable caring role is provided by many family members and others, but there is no statutory requirement for them to be given any support. In Blackpool, the Special Guardians group began over two years ago to fill this support gap.

The group provides peer support on a monthly basis and aims to change aspects of the system to better support special guardians more widely, who often have little real control over whether to undertake this challenging role.

In the past year, the group co-produced a 'Frequently Asked Questions' document, which addresses issues that are often difficult to get answered. The group used their own experiences and knowledge, combined with research and input from local social care teams, to put together an easy to read and accessible document.

The group linked with the Grandparents Plus national charity and are starting to work with Blackpool Children's Social Care to provide direct support for this group of parents and carers.

The group has also been recognised as a beacon of good practice for SGO carers, as one of the only local authorities in the country to offer this support. During lockdown, the group has continued online and provided access to much-needed peer support during an especially difficult time.

Child and Adolescent Mental Health Service (CAMHS)

We know it can be a tough time for young people and their families on the waiting list for CAMHS. Empowering Young People and Families is one of our new co-production groups. They work alongside partners in Blackpool Teaching Hospital and Boingboing to 'change the odds' (Hart et al., 2016) and improve families' experience of this time. They are co-producing two resource packs, one for young people and one for parents and carers. These are designed to support everyone in the family with their mental health and to bring in a resilience lens. The group has identified that peer support and workshops may be one of the first ways to change the odds for families on the CAMHS waiting list. They have surveyed parents and carers across Blackpool to find out what workshops would be most helpful, as well as working with young people to imagine what a peer support project could look like.

Developing alliances with Voluntary and Community Sector organisations and groups

Supporting community organisations and groups is a key part of our community development approach. They are co-leaders of the RR. We support each other to implement resilient approaches and build a better future for local young people in every platform including physical space.

Junior Park Rangers

Local young people do more than just tell us that the local parks and green spaces are important to them - they have shown us. In collaboration with Blackpool Better Start and Blackpool Council Parks Service, the Junior Park Rangers help look after and maintain our natural resources. Since the RR started in 2016, 184 young people have taken part in 106 sessions. Over the last year, 166 young people have taken part in 77 sessions in different green spaces in Blackpool. The Rangers have created a month by month nature activity guide which links to Resilient Moves.

In October 2019, young people successfully co-planned and co-delivered a fun outdoors Halloween event, which attracted local families with young children to take part in activities like pumpkin carving, monster hunts, story-telling and more. Check out a video about the event [HERE](#).

Since March 2020, the Junior Park Rangers have been supporting the community through the pandemic. They've helped design resilient seed packets, with 300 sent out to families in lockdown, as well as taking part in quizzes to continue developing their passion for nature.

During lockdown, without open playgrounds or community gardens there was little for families to do in their local park. A trio of Junior Park Rangers co-created a proposal and designed a sensory space filled with herbs and fruit trees and took their idea to the town's decision makers. They were successful in their bid to develop the area and received a grant of £1000. Here are some images of the sensory space for families that they have created.



Aiming Higher

Aiming Higher shares our passion for disability inclusion. Not only do Aiming Higher actively promote Resilient Moves in their social media campaigns, the Aiming Higher team have all embedded the principles of Resilient Therapy and co-production into their work with families. In their Coffee and Chat meetings, Aiming Higher invite guest speakers as well as key decision makers. The RR has presented at Coffee and Chat mornings online during lockdown and discussed with families what a resilience lens is and how co-production can help to not only beat the odds for some families, but also to change the odds for all families.

Blackpool Football Club Community Trust

After the lead representative of Blackpool Football Club Community Trust (BFCCT) attended our advanced training Facilitating Resilient Therapy, they went on to introduce co-production with young people into the design and delivery of their Inspires programme, which has been commended by the Premier League for its integration of the resilience evidence-base. The programme includes two specific sessions on the Resilience Framework and Resilient Moves are incorporated throughout the programme. It was delivered in 4 schools this year. As part of this work, a Youth Engagement staff member has supported them to model a Youth Voice project that BFCCT are now taking on themselves.

We are lucky and privileged to have many voluntary and community sector organisations co-leading the RR. Organisations are developing their own responses to building community resilience and we are learning together to make Blackpool a more resilient town.



Training Blackpool's Workforce

We are big on sharing our collective learning. The RR offers training, based upon the Resilient Therapy (Hart et al., 2007), which encourages critical debates, sharing of local evidence, and personal reflections. Our training is designed to empower our fellow co-leaders of the RR with knowledge and confidence to address inequalities.

Our courses:

- **Introduction to Resilient Therapy** – For anyone with a pulse that is interested in resilience. Learn what Resilient Therapy is and how it can help you and others. This helps to build resilience across Blackpool through strategic ways of working with children, young people and families.
- **Facilitating Resilient Therapy** – For people who are familiar with Resilient Therapy and approaches across Blackpool. Learn how to use Resilient Therapy with others.
- **Practitioner Resilience** – For social workers, school staff and practitioners supporting children and young people in Blackpool. Learn ways to understand their practitioner needs when facing uncertainty, change or strive for a work life balance, and explore how resilience impacts on professional practice.

- **Academic Resilience Approach (ARA)** – For anyone interested in supporting children and young people in Blackpool schools. Learn about the ARA and find out how school communities can build resilience at multiple levels of the school system and protect pupils, parents and staff from the worst effects of adversity.
- **Supporting Academic Resilience Approach (ARA)** – For people who are familiar with the ARA. Learn how to use the ARA with others.

Sessions have been run at different local venues including: The Grange, Blackpool and Fylde College, Bickerstaffe House, Blackpool Football Club and online via Microsoft Teams. [Click HERE for more information and booking](#)

290 people have attended these training sessions and provided feedback over the last 12 months:

- 229 people attended the Introduction to Resilient Therapy
- 36 people attended the Practitioner Resilience
- 10 people attended the ARA in the community
- 9 people attended the Facilitating Resilient Therapy
- 6 people attended the Supporting ARA

Introduction to Resilient Therapy

- 44% increase in topic knowledge after the session
- 96% agreed the training met its aims
- 97% agreed the course was well presented
- 96% agreed the course was a positive learning experience
- 93% agreed the information was relevant to work
- 94% would recommend to a colleague
- 93% would attend further training from us

Online Introduction to Resilient Therapy

- 30% increase in topic knowledge after the session
- 98% agreed the training met its aims
- 98% agreed the course was well presented
- 97% agreed the course was a positive learning experience
- 97% agreed the information was relevant to work
- 97% would recommend to a colleague
- 98% would attend further training from us

Practitioner Resilience

- 28% increase in topic knowledge after the session
- 97% agreed the training met its aims
- 98% agreed the course was well presented
- 98% agreed the course was a positive learning experience
- 97% agreed the information was relevant to work
- 98% would recommend to a colleague
- 98% would attend further training from us

ARA in the community

- 30% increase in topic knowledge after the session
- 96% agreed the training met its aims
- 96% agreed the course was well presented
- 96% agreed the course was a positive learning experience
- 94% agreed the information was relevant to work
- 96% would recommend to a colleague
- 96% would attend further training from us

Here are some personal reflections from people who attended our training.

Learning about Resilience

“Resilience Therapy is not as complicated as it sounds. Great session that has simplified it for me.” And “I really enjoyed the training. It was very informative and interactive. It has given me a lot to think about in terms of how I can help and bring around positive change and skills for the young people I work with.”

Useful Tools

“I will be incorporating the framework into both paid and voluntary work.” And “I will use the framework as a tool with young people to identify strengths and areas that need work. Will look on BoingBoing website, find resources and learn the language.” And “I will be passing on advice to colleagues to help with their resilience.”

Recommendations

“More training should be given across the NHS Trust for staff.”

An important session for our team was 2 days of training on white privilege and becoming actively anti-racist. We are committed to social justice and are continually learning how the RR can be inclusive to all. We have taken the first steps to learn more and acknowledge that there is still work to be done every day to challenge racism and systemic injustices in our society.



DIGITAL COMMUNITY OF PRACTICE



After lockdown our training moved online. A group of 14 trainers across the RR meet regularly to share learning about online training. The group highlighted 3 benefits of this new way of digital learning:

- Keeping course content to its essentials;
- Trainers and attendees can log in from anywhere;
- Sessions are flexible and can fit around commitments and demand.

The group also created a list - Top Tips for Online Training - and linked them to the Resilience Framework

If you are delivering training, experience what it feels like as a participant by attending an online training session. Make some notes about what is helpful, engaging, and what might work for your own delivery. **KNOW AND UNDERSTAND YOURSELF**

2. You need a co-facilitator to help manage the online room and share presenting for better engagement. **GET TOGETHER WITH PEOPLE YOU CAN RELY ON**

3. Plan and practice the content and activities. It's a good idea to make sure that presenters can deliver all the content and cover for each other if a technical problem should occur. **SOLVE PROBLEMS**
4. Keep the time spent presenting information short so that you can embed lots of activities and discussions. Use all the tech available, i.e. polls, whiteboards, images and videos. **EXISTING SOLUTIONS- USE THEM**
5. Create a bank of physical workbooks, handouts and activities that can be sent out ahead of the session to help reduce screen time. **MAKE LEARNING WORK AS WELL AS POSSIBLE**
6. Facilitators can arrange 'test calls' with attendees before the meeting – this helps to make the training personalised and get people familiar with the chosen platform's functions, as well as checking devices that will be used to access the training. **KEEP RELATIONSHIPS GOING**
7. Use the online ticket sites to advertise and promote sessions. Include readings (if copyright allows) or our own videos in the online ticket site page itself. **HIGHLIGHT ACHIEVEMENTS**
8. Brand the digital space – for example, use your organisation's logo as your background. **FIND SOMEWHERE YOU FEEL LIKE YOU BELONG**
9. Put a clear plan of the session up at the start so people know what is happening in the session and include a comfort break. **ORGANISE YOURSELF**
10. It's good to be available for debrief phone calls after the session finishes, particularly if sensitive topics are covered. **UNDERSTAND OTHER PEOPLE'S FEELINGS**

Learning within interviews with Resilience Revolution Staff

Learning is a collective ongoing process for the Resilience Revolution. We wanted to know what Resilient Moves staff make in their day to day work, so we spoke with 6 Resilience Coaches, 2 Senior Coaches and 1 Advanced Practitioner. We counted up any specific comments that referred to the Resilient Moves listed on the Resilience Framework. (Hart et al. 2007)

425 Resilient Moves were discussed at these interviews. The range of moves deduced within each interview was between 53 and 85. The most frequent resilient move was *'Know and Understand Yourself.'*

Noble truths are principles that underpin the practice of Resilient Therapy. The four noble truths are; accepting, conserving, commitment and enlisting.

97 noble truths were discussed at interviews. *'Accepting'* had the highest overall score with 48, which shows that those working with young people accept what they have been through in their lives, what help and support they may need, and work alongside them to improve their resilience in any way they can.

Additionally, 7 members of Youth Engagement staff took part in interviews between January and February 2020. These were also analysed using a deductive approach, this time searching for specific words and concepts such as Train, Learn, Job, and Career.

Ten key themes emerged from this analysis that demonstrated the many ways the Youth Engagement Team are committed to learning and sharing good practice.

- 
1. Co-production practice is a significant body of learning throughout the programme.
 2. Staff actively seek opportunities for promoting youth voice within learning and training.
 3. Trainings are better with young people co-delivering because they know the best ways to engage their peers with the content.
 4. A young person's voice can be the most memorable part of the training session.
 5. Young people share learning with other young people in informal ways too – not just when delivering training sessions.
 6. Young people are actively seeking careers to address social inequalities.
 7. Big learning events such as Writing Days and Resilience Forums are essential.
 8. Local organisations are learning from the Resilience Revolution's work.
 9. Our staff use feedback to learn and reflect. This makes us accountable for improvements.
 10. Research and local evidence is used to guide decision making.

Youth Engagement

A total of **534** young people have taken part in a range of co-production activities to co-lead the Resilience Revolution (RR) since 2016 as equal partners. This has included **347** young people making changes in their school, for example by joining their school's pupil resilience committee or training to be a peer mentor. **268** young people have attended a raft of out-of-school opportunities to make a change in the community more widely. This includes groups like our Young People's Executive Group (YPEG) where young people hold the RR to account and create lasting change to make Blackpool a better place for children and young people.

Over the last year, Covid-19 has inevitably brought challenges for some of the Youth Engagement projects that were underway or on the horizon prior to lockdown. Despite this, the Youth Engagement Team has continued to reach young people across the RR and in total, **183 young people have engaged in co-production opportunities between September 2019 and August 2020.**

In response to the Covid-19 lockdown restrictions, Youth Engagement quickly adapted and used a range of online platforms that young people could engage with in order to keep activities going. Groups such as YPEG and Blackpool Beating Bullying went from being face-to-face to online sessions so young people could continue making a difference. We began new ways to support young people and their communities during these tough times, for example co-producing social media posts to support mental health and wellbeing, and working closely with community organisations to embed Resilient Therapy within their approach, including Blackpool Football Club's Community Trust, Revolution and Blackpool Carers Centre.



A Year in Youth Engagement

— **September 2019 – How-to guide** – Fresh from their research residential over summer at the University of Cumbria, the Revolution Researchers worked hard on their how-to guide. The guide reflects on projects the group has worked on and includes handy tips for others interested in co-producing research with young people. The guide is now finished and can be read [HERE](#).

— **October 2019 – HeadStart National Residential –**

Co-planned and co-delivered by young people, the Resilience Revolution hosted a 3-day residential for the HeadStart areas across Blackpool, Newham, Wolverhampton, Hull and Kent to come together and share learning. Over the 3 days we had a whistle stop tour of Blackpool, as well as tackled some local and national issues faced by young people.



— **November 2019 – Same Pay for the Same Day launch event** –

The Same Pay for the Same Day is a campaign for fair wages led by young people. After analysing survey responses from over 400 young people across Blackpool, the group shared their findings and recommendations with local organisations at an exciting launch event. Check out this [blog](#) co-written by young people to find out more and see their campaign leaflet.

— **December 2019 – Blackpool Beating Bullying (BBB): First award** –

BBB presented its first Bronze award to Montgomery Academy for its implementation of the BBB charter mark. The campaign and charter mark were co-produced with young people with the aim of reducing bullying in schools, which our young people highlighted as one of the most common issues that pupils face. This first award to Montgomery Academy was presented to the school in Blackpool Town Hall with 9 young people and around 30 adult guests attending, including school head teachers, staff and governors, the Mayor, councillors, and parents. Since then, more awards have been achieved by Blackpool schools. You can read more about BBB in Chapter 3.

— **January 2020 – Peer Mentoring Delivery began**

The peer mentoring offer was delivered in 8 primary schools in Blackpool. 84 young people were successfully trained in different areas of the Resilience Framework so they can support other young people in their schools. The sessions were well-received and schools committed to taking the initiative forward.

— **February 2020 – HeadStart National Conference –**

6 young people represented the RR at a national event in London, called 'The HeadStart Learning 2020: The Why, How and What of Resilience in Children and Young people'. Young people took on a range of roles, including co-facilitating sessions, filming, and interviewing participants.



— **March 2020 – Children's Services**

Communications Event: Young People Takeover – Young people from the RR and Just Uz took over the quarterly Children's Services communication event on 10th March, presenting to 232 attendees about co-production. Young people successfully shared why it is so important for professionals to work alongside young people and involve them in decisions that affect their lives. The event was well-received, with Children's Services practitioners commenting that *"The event allowed me to reflect on the importance of listening to the young people we work with and put this at the forefront of my mind"*, and they are now *"Working very hard to get the voice of young people and parents involved in every aspect of our work."*

— **April 2020 – Open up the Mic** – Young people embarked on a new project alongside Showtown Blackpool to incorporate discussions around Resilient Moves and mental health into comedy. Young people played a key role in the commissioning process and helped to decide who would get the contract. They went on to work online with a real comedian to develop their comedy material and take part in different challenges, which taught them to *"make time to have a laugh, because it bonds us together"*.

– **May 2020 – Creative Activism Zines –**

In collaboration with the University of Brighton and Boingboing, young people from the RR attended online workshops to learn about activism and zine-making (small self-published magazines). With advice from local artists and photographers, young people created their own individual and collective zines around tackling inequality and raising awareness of topics such as LGBTQ rights, votes at 16 and the environment. To find out more, check out our blog [HERE](#).

– **June 2020 – Covid-19 school recommendations**

– Our young co-leaders were instrumental in elevating young people’s voices in discussions around the wider re-opening of schools following Covid-19. Some young people worked in the Resilience Revolution Education Voices group alongside parents, carers, teachers, workers and academics to co-produce a series of recommendations for schools, which you can read [HERE](#). Others took part in co-research and surveyed over 120 young people across Blackpool to find out about their experiences during lockdown and see what support might be needed from schools and colleges to help students return safe and happy. You can read the report with their findings [HERE](#).

– **July 2020 – Civic Activism project –**

Young people started working as co-researchers alongside HeadStart staff from Blackpool, Newham and Cornwall, as well as academics from the University of Brighton and Queens University Belfast. Together they are co-creating knowledge around how activism in local and global communities could be a resilience building mechanism to improve young people’s mental health and wellbeing.



– **August 2020 – Blackpool Bright Minds launch –**

The Blackpool Bright Minds YouTube channel was launched to give young people a one-stop shop of what is going on in Blackpool for them to get involved in. There are 18 partners to the channel, with videos uploaded weekly to make sure there’s always something new out there for the young people to watch. The steering group for the channel is led by young people and facilitated by members of the Youth Engagement Team. Young people play a key role in designing and filming video content, benefiting from opportunities to develop their journalism skills. Click [HERE](#) to check out the channel.

In addition, young people have also...

- Attracted 107 YouTube views through filming a Question & Answer video interview with Mayor Amy Cross
- Brought together 101 books for a new Resilience Revolution reading collection, available to loan digitally in collaboration with Blackpool Central Library
- Taken part in 67 online quizzes facilitated by the Youth Engagement Team, which provided a helpful distraction for young people and families across the community during lockdown
- Written 35 social media posts to share the Resilience Framework with wider audiences and showcase Resilient Moves during lockdown
- Attended 6 strategic meetings and promoted youth voice in decision making, including the HeadStart Executive Board, Blackpool School Improvement Board, and North West SEND Steering Group
- Recruited 3 additional peer sessional workers, taking the total to 6, who have successfully joined the team and continued to support the different activities and initiatives across the Resilience Revolution
- Sat on 2 interview panels and helped decide which staff are recruited to the Resilience Revolution
- 2 young co-leaders of the Revolution co-produced ‘A Guide to On-line Gaming: Top Tips for making Resilient Moves when Gaming’, which you can read [HERE](#)

YOUTH ENGAGEMENT



Impact of Youth Engagement activities on young people

49 young people involved in Youth Engagement completed a survey in July 2019. Out of them, 30 young people repeated the survey again between January and March 2020.

The survey asked them about their:

- Self-esteem, i.e. how they felt about themselves
- Self-efficacy, i.e. their confidence in their own abilities
- Civic engagement attitudes, i.e. how much they believed they should help their community
- Civic engagement behaviours, i.e. whether they were taking action to help their community
- Identity development, i.e. how sure they felt about who they are as a person and where they are going in life

The 30 young people have been split into two different groups below based on type of involvement. Although there were no significant differences in their survey scores from July 2019 to March 2020, we can see potential trends emerging for the different groups. This analysis suggests that more intensive involvement with Youth Engagement activities is relating to more positive changes for young people. In other words, it helps young people to help out!

Group 1: Resilience Committees

- 23 young people from school resilience committees
- Attended between 3 and 7 Youth Engagement sessions
- Aged 10 – 13 years old
- 4% increase in self-efficacy
- 5% increase in civic engagement attitudes
- 5% increase in identification with commitment – this means young people are feeling a bit more sure that their future plans are right for them

Group 2: Out-of-school groups

- 7 young people from YPEG, Revolution Researchers, Digital Group, and other activities
- Attended between 6 and 159 Youth Engagement sessions
- Aged 9 – 18 years old
- 22% increase in self-efficacy
- 15% increase in civic engagement attitudes
- 7% increase in civic engagement behaviours
- 14% increase in exploration in breadth – this means young people are thinking more about lots of different things they might do in future
- 9% increase in exploration in depth – this means young people are thinking more about whether their future plans are right for them

In-depth analysis through interview findings

9 young people involved in Youth Engagement activities were interviewed about their experiences between November 2019 and March 2020.

They said that since taking part, they have seen benefits such as:

- Increased confidence and self-esteem

Most young people interviewed talked about growing in self-confidence in some way – these included changes in their self-image and viewing themselves more positively, as well as feeling more confident to speak up and share their opinions. Young people identified particular aspects of Youth Engagement that played a role in this, including: motivation and support from staff; the feeling of being listened to; being on camera; public speaking opportunities; being able to mix with young people of different ages; and the feeling of making a difference to other people's lives.



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"I feel a lot more self-worth. I feel like I'm now worth something to people. Before, I didn't, I don't know why, but I didn't. But now I have more of a positive vibe about myself...Whereas before I would've been like 'oh no, I'm just a nobody really' and now I'm like, 'I'm a somebody'... They opened my eyes to the fact I'm making a change to people's futures and current lives... And then it hit me, and I was like 'so why am I thinking so negatively about myself if I'm doing all of this?'"

- Developed new skills

Young people talked positively about the opportunities they have been offered within Youth Engagement and the range of skills they have been able to develop as a result. For example, some young people reported greater communication skills. This included expanding their vocabulary, learning how to read social cues such as body language, and improving their public speaking skills. Young people also talked about improved organisational skills, including the ability to plan, prioritise and budget. Other areas of development include more specialist skills – from young people learning how to carry out social research, to digital skills such as camera work.



Young people also have successfully applied some of their learning outside of the RR. For example, some have found their research and organisational skills helpful for school and college work. They have also applied their communication skills and improved their social networks as a result.

- Improved family relationships

Some young people talked about growing closer to certain family members since taking part in Youth Engagement activities, including treating them with more respect and empathy, being more excited to spend time with them, and generally getting along better.



"[Home life] is a lot calmer now. With my brother, we've got a lot closer, because I'm able to see things and he wants to know what I do and we kind of work with the framework together... Me and Mum don't argue as much as we used to, because HeadStart is kind of a break for me as well, so she can have her time when I'm here"

- Blossoming friendships

Some young people said that their friendships improved since attending Youth Engagement activities. For example, one young person suggested they have been able to build on existing friendships, reporting that they have gone from just listening to their friends to talking to them more, because they now "feel more confident to say things". Other young people talked about making new friends, both within the Youth Engagement groups and also in other settings such as school.



"When high school came around, I was deeply scared about it. But when I had picked up the skills from HeadStart, I could socialise with people in high school. Because on the first few weeks, I was like that shy kid that didn't really want to talk to anyone. But when I picked up the social skills, I decided to start talking with people, and I made a few new friends there".

• Increased belief in young people's abilities

Young people told us they believed more in their own abilities, whether this be their ability to answer questions in class, speak in front of audiences, or to help others.



"I have a lot more advice, I kind of don't shy away being like 'oh you need to go see someone.' I kind of like tell them, 'oh you can do this and this' or 'have you thought about this?' Whereas before I would've just been like 'I think you should just go see a professional, there's not much I can do'".

For some young people, this extended to a sense of belief in young people as a wider group and their ability to make a difference. For example, this included comments around changes in perception, from feeling "I'm a kid, I have to do everything you say", to a greater sense of empowerment in which young people are viewed equally to adult professionals.

"And we're doing it through the power of co-production so if any politicians are like 'aw no, kids can't say this' we'll just, 'Bam! How-to guide, ha! We did this co-produced!'"

• Improved mental wellbeing

For some young people, attending Youth Engagement groups has improved their wellbeing by providing an alternative space that gives them a temporary break away from issues at home. Other young people reported that HeadStart has supported them to talk about mental health and develop strategies to deal with challenges.



"Before HeadStart, my mental health was like really bad and I didn't know how to help myself, and I didn't know where to go to seek help... but since I came into HeadStart, it encouraged me to open up about my mental health. It has provided me with the support that I need and also, it provides me with a little getaway and it takes my mind off everything"

• Positive changes in behaviour

Before joining the RR, some young people described issues such as misbehaving in school or being "hyper". After taking part in Youth Engagement activities, however, they noticed their behaviour improved and they started to act "more mature" as a result. The sense of responsibility awarded from Youth Engagement groups, as well as the opportunity to step up as a role model for younger children, appeared to play a role in this change.



Some young people also reported increased pro-social behaviour; young people have learnt about the importance of empathy within Youth Engagement groups and some have gone on to apply this outside of HeadStart to help others. For example, one young person gave the example of intervening when a pupil at his school was being bullied and as a result, "the day I did that, I didn't hear a peep out of them once to him."

• Belonging in Blackpool

Some young people reported a shift in the way they feel about Blackpool, including viewing the town more positively and feeling more proud to call it their home.



"I used to not be proud about, I used to hate saying to people abroad 'I'm from Blackpool.' But now I'm proud to say that I'm from Blackpool and I'm proud to show the experiences and the achievements of us. I used to live in that stigma that everyone else does. But now I'm kind of coming out of it and I'm part of that like, 'no Blackpool will change for the better.'"

Young people's attachment to the RR seemed to play a key role in this, and as a result they were keen to see even more young people engage with the RR moving forward.

- Future goals and aspirations

We know young people are our future. However, before attending Youth Engagement activities, some young people were originally unsure what their futures had in store for them. They have since been supported to think about their futures and developed a sense of direction as a result, planning to pursue careers in fields such as art, teaching, youth work, and more.



In summary, Youth Engagement has been very active over the last year. As well as presenting numbers of young people involved in co-production and key achievements made, this analysis has also included findings from both quantitative survey data and qualitative interviews with young people.

Through combining these data sources, we can see that in addition to working on a town-wide level, Youth Engagement has had an incredibly positive impact on the lives of individual young people taking part – both inside and outside of schools. On the next pages, find out more about our whole school approaches to building resilience.

“The plan once upon a time was to just kind of, let’s roll with it, let’s see where the road takes me... And then I realised I can’t live my life like that because it’s not a good way to live your life... So by creating that life plan and trying to stick to it, it’s better than what I was doing before... I feel lot better about my future than I did before”

Other young people already had future goals in mind but found support from Youth Engagement helpful in terms of confirming their choice and developing relevant skills and experience.

“[My] career goals have not changed because I still want to work with children with disabilities... But HeadStart have sort of pointed me in the directions to where I can go for the help to get where I want to, and any training that I might need... It’s helped me gain experience and confidence”



CHAPTER 3: THE REVOLUTION IN SCHOOLS

Academic Resilience Approach (ARA)

The Resilience Revolution (RR) also takes place in schools. So far **16,079** young people have attended a school that co-leads the RR.

The RR promotes the implementation of the ARA (Hart & Williams, 2014). We work alongside all schools in Blackpool to highlight, then build upon the strengths already in place across the school and the town. This is a whole school resilience approach because it involves all members of the school community; whether you are a welfare assistant, a head teacher, a parent or a pupil; and considers resilience across the whole school system. It is a call to action for all schools in Blackpool to look through a resilience lens in order to close the gap for disadvantaged pupils and those facing additional challenges.

The ARA is not a programme but an approach.

This means each school customises the steps to fit their specific needs.

Step 1. Learn about resilience

Step 2. Audit the school by identifying strengths and areas for improvement

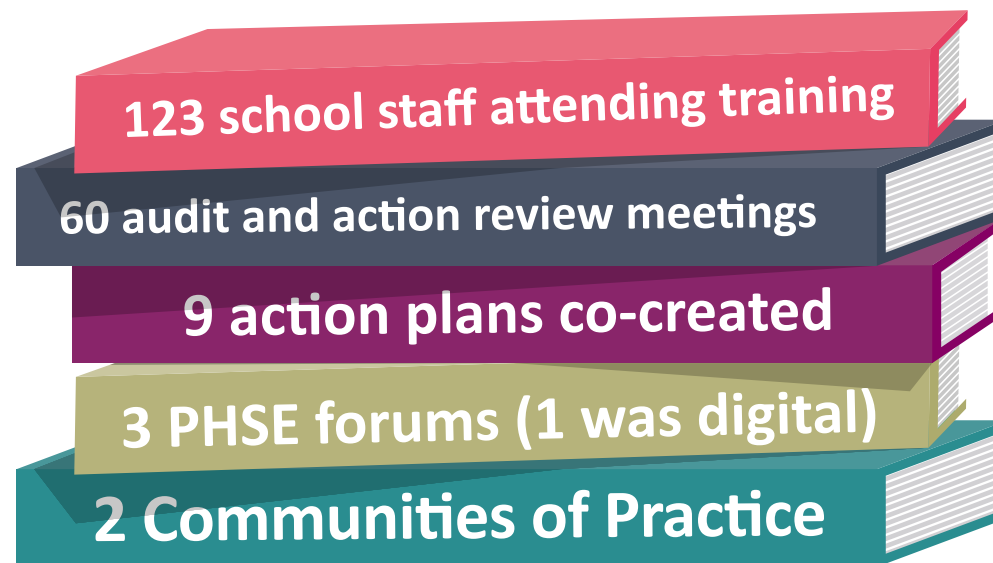
Step 3. Co-produce an action plan to build resilience across the whole school

Step 4. Innovation funding

Step 5. Review progress

Step 6. Share good practice and campaigns across Blackpool

The last 12 months saw:



Step 1: Training

The ARA offers resilience training for all school staff, and has been delivered in Blackpool schools for the last three years.

On average, staff scored themselves 55% confident with their knowledge of resilience at the beginning of the training sessions and this grew to 87.5% by the end of the session.

Satisfaction scores:

- **97%** agree the training met its aims
- **97%** agree the course was well presented
- **97%** agree the course was a positive learning experience
- **96%** agree the information was relevant to work
- **97%** would recommend to a colleague
- **95%** would attend further training

Here are some examples of what school staff said:

"It was useful to learn different methods to collect evidence and how to use methods to allow children to ask questions, such as questions in a box."
PSHE training attendee

"I gained insight into systems change regarding the whole school as well as the individuals."
Academic Resilience for Pastoral Staff training attendee

"As a rule I believe there is always room to improve so never usually give more than an 8/10. [participant gave a score of 9/10] This was an excellent course with very engaging facilitators."
'What is Resilience?' training attendee

Step 2: Audits

Four different audits highlight the school's assets and identify areas for resilience building. The 4 perspectives are: pupils, parents, staff and the Senior Leadership Team.

What did primary school audits recommend?

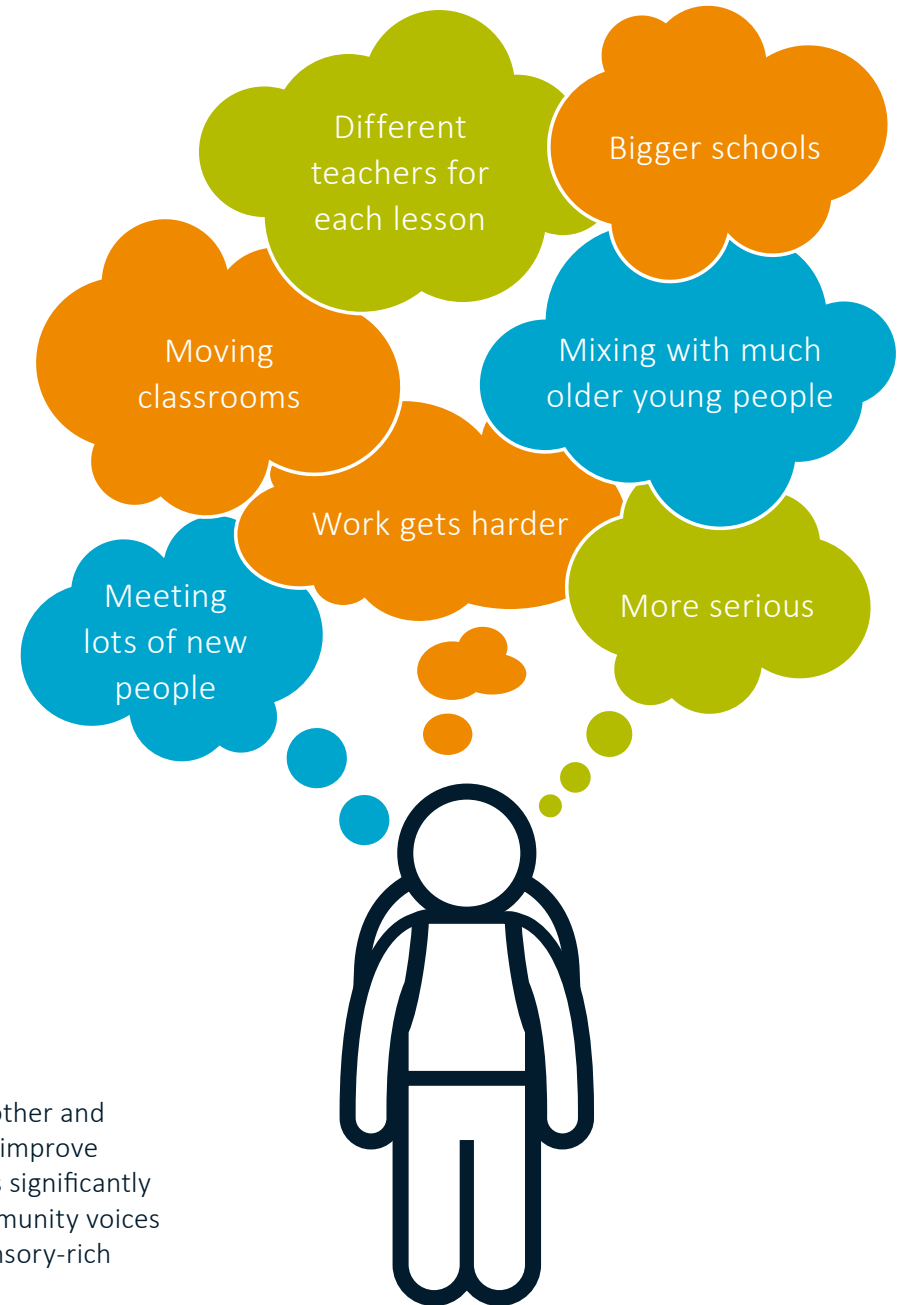
- Wellbeing space in the school
- More Resilience Frameworks and resilience sessions across the school community
- More active roles for young people, including co-production with school staff and having meaningful responsibilities such as attending staff meetings and pupil-led committees
- Supporting wider community needs such as food, housing and clothing

Staff, pupils and parents in primary schools arrived at shared priorities, agreeing on which additional resources would best support the needs of the whole school community and the ambition to engage parents in resilient thinking, training and activities. This focus on the wider school community shows a shared commitment to the importance of whole school approaches to resilience.

What did secondary school audits recommend?

- More active role for young people, including co-production with school staff and having meaningful responsibilities such as anti-bullying work, and helping to design transition support for new pupils
- Wellbeing space in the school
- Greater school cohesion
- Improving outcomes for the most disadvantaged
- More health and staff resources for school

Staff, pupils and parents in secondary schools called for increased engagement with each other and the wider community as they have seen that increased engagement activities appeared to improve pupils' sense of belonging and raise their aspirations. Calls for more carer engagement was significantly important in schools reporting a high number of SEND students. Students, carers and community voices wanted to see schools develop their work with community services to enable access to sensory-rich activities, such as specialist sports training and arts and cultural activities.



Step 3: Action plans

The audits inform an action plan within each school. The ARA was rolled out across **45 schools in three waves: 2017, 2018 and 2019**, which means some schools have been working on their action plans longer than others. A sample of the actions are below

- Pupil led assemblies
- Eco-monitors
- Monthly achievement awards
- Gardening club
- Peer mentors
- Parent resilience course
- Careers advice
- University / College taster sessions
- Communication events
- Volunteering initiatives
- Pastoral training

Step 4: Innovation funds

Schools could apply for money to help implement their action plans from a pot called the 'Innovation Fund'. This includes attending a panel, where young people are invited to present their co-produced plans about what they could do in their schools to make it a more resilient place to learn and thrive.

Since September 2019, 11 schools have attended the RR innovation fund panel, all of which have successfully been awarded the fund.

Young people co-produced plans for new spaces to be created at school for Resilient Moves to be made. Some moves they wanted to make were:

- **BASICS** with new play and hobbies equipment in the school
- **BELONGING** in a new parents' engagement room
- **LEARNING** in new outdoor reading space
- **COPING** in new sensory spaces
- **CORE SELF** in the school 'Wonderwall' for everyone to feel inspired and motivated

SEND schools used their Innovation Fund to further train school staff to improve communication with and between pupils, empowering their voices and improving their social and developmental skills. 23 members of staff have been awarded speech language communication certificates. Some schools have not been able to implement plans in the way they hoped due to Covid-19. Schools have been given some flexibility to adapt their plans if it supports the school to stay Covid-secure. For example, the plan for creating a new wellbeing space currently needs to be used in a new way to keep distance, but in the long term the school will use the fund toward a space suitable for coming together.

Step 5: Review Progress

The RR works with schools to review if they have followed the recommendations their audits suggested. The reviews showed that, across all schools, there's rapid progress in creating resilience spaces in schools. Spaces are used by young people with immediate wellbeing needs, but have also been used for groups to learn about building resilience. One room has a 'shout out' resilience board. Another used the space for a parents' resilience course. One school's Hub has been described as *"a peaceful and calming place that allows us to be ready for work in the afternoon."* Action plans used in schools show dedication to co-production by including many of the strategies suggested in pupil audits.

Schools that have used innovation funding to create physical spaces, both indoor and outdoor, have seen a timely building up of schools' resilience. Teachers have reported that these newer spaces have been vital for their Covid-secure planning.

Step 6: Good Practice and Campaigns

As well as working with schools individually, the RR has also created opportunities to bring schools together to drive forwards local systems change.

The Resilience Revolution organised **Communities of Practice** - a space for all school staff to share news and learning from their resilience work.

36 people from Blackpool schools and school services attended two Communities of Practice events during September to December 2019, and took part in activities and discussions around:

- Staff wellbeing and how this is reviewed by school leaders and policy makers
- How Blackpool schools have promoted resilience in their school community
- Supporting young people to present at the International Resilience Conference in Blackpool 2022
- School-based Therapy Dogs, including benefits

"The dog helps to recognise, calm and socialise children."

"Children request to speak to the dog to share their worries."

"Reading to the dog can help motivate readers."

"Helps encourage children to come to school."

"Helps English as additional language children to speak and develop confidence."

"Dogs help to maintain calming atmosphere in meetings about difficult issues."



Activism and resilience building activities in schools

The Resilience Revolution engages young people in activism and offers opportunities for meaningful participation for systems change. The Resilience Revolution has been a driver for a number of campaigns aimed at education systems in the town.

Blackpool Beating Bullying, as mentioned in Chapter 2, is the first co-produced anti-bullying charter mark in the UK. The criteria and accreditation were co-produced because our young people know bullying is an issue within Blackpool schools, as it is all over the country, and our young people know what needs to be done to beat it.



Across 3 schools in Blackpool, **421** young people, parents, school staff and governors responded to a survey that measures the anti-bullying work in their schools. This measure helps a panel to decide if a charter mark (bronze, silver or gold) can be awarded. It is not easy to gain this charter mark and the co-produced measurement is not a simple tick box exercise. The survey asks the hard questions, not only 'do you learn about anti-bullying in lessons?', but more specifically, 'does this learning help you?' 'Do you feel safe at school?' and 'Do you feel able to ask staff for help?'

60 school staff also attended a training event to hear what the group had to say about the experiences of bullying in Blackpool schools, how the charter mark was developed, and what schools could do to help beat bullying in their school.

The charter mark is accompanied by a toolkit that provides practical ideas for beating bullying across the whole school.

So far, 3 schools have received a bronze award and 23 schools are in the process of completing the charter mark measurement. Find out more [HERE](#).

Inclusion Not Exclusion –

Historically in Blackpool, both the number of fixed term exclusions and permanent exclusions have been twice the national average. The Resilience Revolution co-production group 'Inclusion not Exclusion' are campaigning to make changes to exclusion practices across the town. The group have met monthly to co-produce good practice and have designed an infographic to help raise awareness of the impact of exclusion on young people. The impact of the Resilience Revolution on school exclusion rates for all Blackpool students will be explored during the current year of the programme.



Resilience Revolution Education Voices is a growing co-production group that started with 23 co-leaders of the Revolution, including young people, parents and carers, teachers, academics, and workers, who met online weekly throughout lockdown.

Like many people, the group spent the first few weeks of lockdown in panic mode; how is it possible to carry on a revolution from behind closed doors? How could projects continue to be co-produced with no face-to-face contact? Digital tools enabled the group to beat the odds, and change the odds, in a global pandemic.

The group imagined a 'positive moment' for all the people who were entering a school building, whether that was during lockdown or after lockdown was lifted. Each member of the group imagined what it could look and feel like for everyone in the school community to have a positive experience, as well as taking part in a debate and discussion exercise, conducting a literature review, and taking polls. The group pooled their expertise to co-produce a set of principles that schools could refer to. This is the TRUST document, which can be accessed [HERE](#).

The TRUST document has been shared in all schools and showcased nationally to the Department for Education.

"The document has been distributed to staff and as a Blackpool school, it does reflect the process that we are following to allow our pupils a smooth transition back into school. Many of the issues that arise in the TRUST document are things we have approached, for example, allowing for adapting to new rules and routines, demonstrating understanding, allowing time to talk. We are still early days in our phased return but our pupils are managing as well as can be expected with the strategies we have put in place."

School Nurture Lead

Alongside our partner Boingboing, a Covid -19 version of a Mental Health in Schools Guide was created and printed ready to send to local schools in September 2020. Read it [HERE](#)

In addition to activism, other resilience building activities also took place in schools. Read more about these activities next.

BOUNCE FORWARD



Bounce Forward is a 10-week resilience course based on Resilient Therapy (Hart et al., 2007) for all young people in Year 5. It was delivered by Lancashire Mind and aimed to build young people’s knowledge of mental health and resilience – not only for themselves, but also their friends, family and school community. This was so that they were skilled to cope when times are tough. Currently, the course is being delivered by school staff using the resources co-developed by Lancashire Mind and the RR.

Between 2017 and 2019, a total of **3,134** young people took part in Bounce Forward across Blackpool in 36 schools. 582 took part between September 2019 and December 2019. The evaluation and full report of the programme is available [HERE](#).

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Feedback from young people:

- 80% felt listened to
- 83% worked on things that were important to them
- 92% liked the activities
- 89% enjoyed Bounce Forward overall
- 80% would recommend Bounce Forward to a friend



Feedback from teachers:

- 97% - were satisfied with the Bounce Forward sessions
- 97% - would recommend Bounce Forward to colleagues or other schools

“I loved that when I had my hand up, they never cut me off. They always listened!” (Young person)

“If someone is feeling down I could show them the [Resilience] framework and they could use one of the potions.” (Young person)

“It gives the children an opportunity to learn a variety of coping strategies for everyday stresses and concerns and helps them to think more positively rather than focus on the negatives.” (Teacher)

“I’m going to spread the message by going to show people how to be resilient.” (Young person)

BOUNCE FORWARD



Before and after taking part in Bounce Forward, young people completed questionnaires about their wellbeing, resilience, and emotional and behavioural difficulties. Young people's school exclusion records were also collected.

Over 2,000 young people completed a questionnaire to rate their wellbeing.

After Bounce Forward, 55% reported improvement in their wellbeing.

Over 800 young people completed a questionnaire about various mechanisms of resilience building.

After taking part in Bounce Forward:

- 41% rated **family connection better**, e.g., having a trusted adult at home
- 49% reported improvement in participation in **home and school life**, e.g., playing a meaningful role in decision-making
- 48% reported **higher self-esteem**, e.g., being confident in their own abilities
- 34% reported improvements in **goals and aspirations**, e.g., believing in a positive future

Over 500 young people completed a questionnaire about their resilience.

After taking part in Bounce Forward:

- 50% reported improvement in their overall resilience
- 42% reported improvement in caregiver/relational resilience



Impact at school

- School exclusion data was analysed for over 2000 young people:
 - 87 had a record of fixed term school exclusions
 - 31 young people who had previous history of fixed term exclusion(s) did not have any further records of exclusion after taking part in the programme

Practitioners who aspire to design and complement a programme like Bounce Forward... Lancashire Mind Wellbeing Coaches recommended:

- 48 Co-producing exercises with young people
- Using SEND teaching practices to meet specific needs of individuals
- Extending beyond the classroom and into the home, involving parents and carers
- Using the free resource pack to self-deliver Bounce Forward in schools

Sharing the learning- Lancashire Mind Resilience Forum with Highfurlong:

Along with Wellbeing Coaches from Lancashire Mind, 8 young people from Highfurlong School spoke at a Resilience Forum to share how the programme has supported them and their school's resilience. The forum was attended by over 30 attendees and

the session addressed systems change opportunities, with discussions around potential organisations that might benefit from Bounce Forward's fun activities and resilience-based sessions. Suggestions included scouts, girl guides, and young carers groups.

The Bounce Forward programme, with Lancashire Mind and their resilience expertise, has now been embedded to support transition to secondary school and is being delivered in schools in other parts of Lancashire. A comprehensive teaching resource pack can be accessed [HERE](#).

Evaluating the impact of the Resilience Revolution in schools

Measuring young people's resilience

Annually the RR asks young people to share their views about their wellbeing, resilience and their local environment. This is the Wellbeing Measurement Framework Survey. One section of this survey measures pupil resilience.

The RR's understanding of resilience is that it does not just come from individual characteristics but also from protective factors embedded in the world around them, such as support from the community and the ability to participate in a fair society.

To understand all the different factors that can impact wellbeing and resilience in Blackpool schools, the survey findings about resilience are grouped into three elements:

- Personal strengths
- Support
- Participation

Since September 2019, over 2000 young people from Years 6, 9 and 10 responded to the survey. The Year 6 pupils reported higher scores (on average) in each question than young people in Years 9 and 10, so this suggests that more can be done across Blackpool secondary schools.

The results showed:

- Family and community support was one of the highest scoring areas of resilience
- Problem solving was one of the lowest scoring areas of resilience

The RR recommends schools should consider ways to embed co-production and activism inside the school to encourage young people to participate in creating solutions and making meaningful decisions. This could help improve 'problem solving' scores. Working with community organisations and parents to tackle the issues affecting the local community would build on the assets from the 'family and community support' scores.

BOUNCE FORWARD



School System Resilience in Response to Covid-19

The RR promotes resilience as a social process and encourages all voices in the community to be heard. Nationally, 105 staff and 107 parents and carers completed a survey during lockdown that aimed to understand the impact of fluctuating wellbeing on perception of the school. Many of the survey replies were from Blackpool schools and families.

Results from Blackpool showed that schools were perceived in a more positive light by people who scored themselves higher in the wellbeing measure. There was also a great deal of agreement between what school staff and parent and carers said about the overall school climate. So, if parents reported something at the school was good, it's likely the staff reported it was good too.

However, there were 2 key differences between what school staff reported in their responses and what parents reported.

- 1. Staff morale** – parents felt the morale of staff at their school was higher than it was reported by the school staff themselves.
- 2. Staff workloads** – parents felt the staff workload at their school was lower than what was reported by the school staff themselves.

The survey asked about the experiences of some of the families who were schooling at home.

“As a family, we have ensured some structure to each weekday so that school work gets done, but we have also loved being able to spend time together as a family going for walks, playing games etc. It has given us time that we did not have before - and we hope to maintain this moving forward (once normality has returned).”

- Parent

The survey also asked people what they would like schools to look like after lockdown.

“I want to see staff training around Covid 19, staff training around emotional regulation, raising awareness around resilience and how to support young people on their return to school”

- Parent

Recommendations from the survey findings were to build opportunities that increase parents' voices in the school climate, as well as to use the experience of lockdown to make changes to the curriculum and school sites. For example, this might include investing in the school grounds so that it is accessible for all needs, and reducing academic pressures by balancing it with a wellbeing, social and life skills curriculum.



CHAPTER 4: TARGETED SUPPORT

In the Resilience Revolution (RR), we piloted a range of new approaches supporting young people and families facing different challenges. After extensive consultation at the development stage of the bid, young people told us that transitioning from primary to secondary, concerns with self harm and school exclusions for our children created the greatest challenges.

Young people from the RR identified that transitioning from primary school to secondary school was one of the key periods for young people. Healthy transition is crucial for later wellbeing and success. Through the Moving on Up project, our Resilience Coaches work with young people in this period to support their transition, either on a one-to-one basis or by group work depending on the young person's needs.

Another group we support are young people in Educational Diversity, a pupil referral unit in Blackpool providing support for young people where mainstream school is unable to meet their social, emotional, behavioural or medical needs. We support young people who are transitioning from Educational Diversity to mainstream school through Moving on Up on a one-to-one basis. In another project, Saddle Up, we have combined equine therapy and art therapy approaches to support young people from Educational Diversity to improve their self-regulation, communication, and relationship building skills.

We also support Our Children through projects such as Back on Track and Friend for Life. In the Back on Track project, Resilience Coaches work alongside Our Children and across systems (Foster Families, Schools, Social Work) to support young people to remain in mainstream education. Our other project, Friend for Life, aims to match Our Children with adult volunteers to foster supportive, lifelong friendships.

Young people at risk of, or who are, self-harming are also a specific group that we support through two projects. In the Self-Harm Support project, our Resilience Coaches offer short-term support to young people and their families. In another project, we worked with the Youththerapy team at Blackpool Teaching Hospital to provide the Walk and Talk counselling service to young people. This is an alternative form of counselling, where therapeutic techniques are embedded in activities and in locations of young people's choice.

In the next sections, you will read about these projects that have been implemented as part of the RR between 2017 and 2020, and our learning from them.



MOVING ON UP - GROUP WORK



Co-developed by Resilience Coaches, young people, and schools, Moving on Up Group Work supported 520 young people between 2017 and 2019. The evaluation and full report of the programme is [HERE](#).

Resilience Coaches worked with young people in Year 6 to provide support during their transition from primary school to secondary school. Over six weeks (one session each week), small groups of young people talked about their concerns about secondary school and learnt more about how to deal with potential difficulties. In the sessions, young people built skills to encourage adapting quickly and easily to their new secondary school.

Over **250** young people completed a questionnaire about their wellbeing.

90% said their wellbeing got better after the six sessions.

Feedback from young people:

85% felt understood, respected and accepted

83% worked on things that were important to them

83% considered the leader and group's approach a good fit

85% felt part of the group and that the group was right for them



183 young people completed a questionnaire about their readiness for secondary school.

57% reported improvement in readiness for secondary school

54% felt more prepared about their transition to secondary school

50% felt more confident about going to secondary school

44% felt more confident about making friends at secondary school

MOVING ON UP - GROUP WORK



Impact at School

- Young people who participated in the project had better attendance in Year 7 than they had in Year 6. This is a different picture from the national trend, which shows that attendance rates on average decrease from Year 6 to Year 7.
- 9 young people had a past record of fixed term exclusions. Among them, 6 young people had no further incidences of exclusion after taking part in Moving on Up – Group Work.

For practitioners who aspire to design and implement a similar project, Resilience Coaches Recommended:

- Good communication and links with both primary and secondary schools
- Keeping the group sizes small, ideally between 8 and 12
- Using the free user guide and pack developed for teachers to self-deliver Moving on Up – Group Work in schools

Digital Transition Groups during lockdown

Moving schools is a key period of time that can impact on the resilience of young people and families. The Resilience Revolution works alongside schools and families to build holistic support around young people during this period of change.

108 young people moving up to secondary schools in Blackpool, and a few young people who are moving up to other schools in Lancashire, continued working with their Resilience Coaches in digital groups after the Covid-19 lockdown period. The digital groups met weekly in a safe digital space. This was a place for young people to meet others who were transitioning to the same secondary school.

Older pupils and school staff attended some of the sessions to build relationships and offer support:

Young people played games together, took part in quizzes, and watched videos of the school grounds. Groups met for over 42 hours during the lockdown period.

At the end of the sessions young people were asked to rate the session.



MOVING ON UP - 1 TO 1



Where needed, Resilience Coaches worked alongside young people, parents and carers, and schools on a one-to-one basis to help young people to feel more equipped and prepared to leave primary school and start secondary school. This targeted support started in Year 6 until the young person was settled in Year 7.

Between June 2017 and August 2020, **243** young people were supported by Moving on Up – 1 to 1. A further **135** young people are still receiving support.

Feedback from a young person and a parent

"I think it was good because it boosted my resilience a lot. Back then I was dead shy and wouldn't do what I do now. I can speak in front of hundreds of people, back then I probably wouldn't even speak in my class. So I think it's helped a LOT." (Young person)

"The support we have received from the resilience service has been amazing, from day one when an introduction took place to now. (...) My son has overcome panic attacks, extreme anxiety every night before bed and fears of high school. He [now] sleeps in his own room and feels safe to do so and this is a huge improvement. His resilience coach has provided my son with the tools he needed to take control of his anxiety instead of letting it control him. The support wasn't just for my child, the coach has massively supported me too, as a parent we sometimes blame ourselves for things but the coach has always shown me massive respect and praised me for the way I handle my son's difficulties. (...) Your service is truly amazing and very much needed in Blackpool as a lot of children even those that don't have immediate issues struggle with the transition to high school and your service truly does make that integration and transition into high school so much easier, happier and positive for our children!" (Parent)

Resilience

70 young people reported changes in specific areas of resilience after the Moving on Up – 1 to 1 support:

- **64%** reported improvement in problem solving. The average increase in scores across the whole group was **17%**
- **61%** rated their peer support better. The average increase in scores across the group was **12%**
- **57%** reported improvements in goals and aspirations. The average increase in scores across the group was **18%**
- **44%** reported improvement in empathy. The average increase in scores across the group was **8%**
- **49%** rated their family connections better. The average increase in scores across the group was **8%**
- **49%** reported improvement in their participation in school life. The average increase in scores across the group was **10%**

MOVING ON UP - 1 TO 1

Impact at school

School attendance records were available for **232** young people who took part in Moving on Up – 1 to 1. This group of 232 young people saw an increase in their attendance rate when they went in to Year 7. They had nearly 8 days more attendance at school in Year 7 than they had in Year 6. This impact on attendance in Year 7 is really positive when it's also compared to the national trend, which showed on average attendance went down when young people moved into Year 7.

We also explored **school exclusion rates** of young people from 2013/2014 to 2018/2019 academic years. For **62** young people whose support ended before Spring 2019 term:

- 11 young people had a record of fixed term exclusion(s). Across these 11, a total of 21 fixed term exclusions were reported before young people started receiving support. This reduced to only 9 fixed term exclusions during the support period, then 6 fixed term exclusions were reported after young people completed the project. This shows that the incidences of fixed term exclusions dropped after receiving support.
- 5 young people who had previous history of exclusion(s) did not have any further records of exclusion after taking part in the project.

Goals

Young people set goals for the areas they wanted to see improvement in, then worked on them with their Resilience Coaches during their Moving on Up – 1 to 1 support.

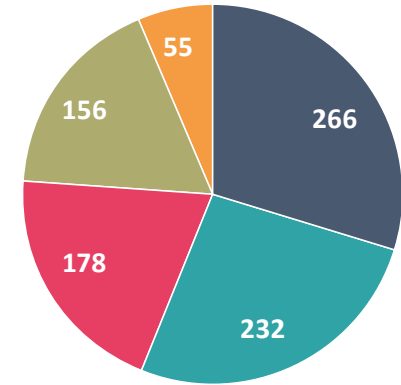
Between July 2018 and August 2020, 217 young people have set a total of **887** goals. The number of goals identified for each young person ranged from 1 to 8 goals, with an average of 3 goals each.

The goals were linked to section(s) of the Resilience Framework:

- **266 goals related to Coping**, e.g. *“To learn strategies to help me feel calmer.”*
- **232 goals related to Learning**, e.g. *“I want to get better at science because it teaches you how to be safe and smart.”*
- **178 goals related to Belonging**, e.g. *“To make friends at high school.”*
- **156 goals related to Core Self**, e.g. *“To take responsibility for myself.”*
- **55 goals related to Basics**, e.g. *“I would like to do more sport activities over summer.”*

Young people also rated their progress towards reaching their goals. They scored themselves when setting the goal and reviewed this regularly. At the end of their support, young people rated themselves significantly closer to reaching their goals.

Goals linked to Resilience Framework



■ Coping ■ Learning ■ Belonging
■ Core Self ■ Basics





Saddle Up

Accredited by ASDAN (Award Scheme Development and Accreditation Network), Saddle Up was a 10-week support project that combined equine therapy and art therapy approaches to improve young people's self-regulation, communication and relationship building skills. Saddle Up was a brave and unique project that resulted in significant benefits for some young people in Blackpool.

Between 2016 and 2019, 63 young people aged between 10 and 15 participated in the project. The evaluation and full report of the programme is [HERE](#).

Strengths and difficulties

To evaluate the impact of Saddle Up, 35 young people and 39 teachers completed a questionnaire assessing young people's strengths and difficulties before and after taking part in the project.

After Saddle Up:

- 60% of the young people reported improvement in their conduct problems
- 51% of the young people reported improvement in their hyperactivity
- 71% of the young people reported improvement in their total difficulties score

At the end of the project, the proportion of young people who reported serious difficulties were lower, and fewer young people reported that these difficulties had serious impacts on their lives.

Additionally, school staff reported that for 41% of young people, the impact of young people's difficulties on their peer relationships and classroom learning was lower after taking part in Saddle Up, and the average decrease reported was 41%.

Key outcomes

25 to 32 young people also rated their progress on key outcome areas in the project. At the end of Saddle Up:

- All young people reported improvements in horse riding and horse care
- 92% to 100% reported improvements in relationships, aspirations, core self, and self-regulation





Feedback from school staff

Feedback from school staff revealed improvement in various areas of young people's behaviour and feelings, including: confidence; self-esteem; independence; self-awareness; sense of bravery and hope; emotional literacy; understanding others' and own feelings; acknowledging and expressing feelings; and peer relationships.

"The children all grew in confidence massively. Friendship groups increased and they worked with young people that they would not have worked with before." (Teacher)

"The young people have learned about caring, responsibility, hygiene, and developing relationships. Each person grew every week and built up their confidence, teamwork and problem-solving skills – even with people they might not normally work with. The sessions are well organised and young people look forward to the sessions. The learning is being felt in the classroom too; they've been more involved in lessons, more talkative with their peers and they presented an assembly. I have taken guidance from the sessions too and can use this in my own role and have shared information with my colleagues." (Teacher)

Teachers also reported improvements in themselves:

"I have taken resilience steps myself and now know how to talk more effectively with children and make them feel more comfortable." (Teacher)

"I really enjoyed the therapeutic nature of the check in and check outs as I feel the children felt very valued and comfortable with the adults and their peers. The art therapy sessions were successful. I took a lot from these and will take guidance from these for my 121's in my role as a learning mentor." (Teacher)

A letter from a parent stated: ***"I wanted to write you a letter about our son. Before attending Saddle Up, he was not sociable and quiet. After Saddle Up sessions we noticed a change in his anger and emotional issues which has made a massive difference to our family. He comes home and talks about his day. He takes more responsibility for his dog and looks forwards to his school and hobbies. We are grateful for this opportunity and feel it would benefit other pupils."*** (Parent)

Young people, school staff and the delivery team of Saddle Up co-produced recommendations to practitioners who aspire to design and implement a project like Saddle Up. They suggested:

- Meeting individual learning needs
- Training delivery staff in therapeutic principles
- Considering equine therapy in other SEND settings
- Encouraging school staff to join in activities
- Developing a 'Saddle Up: Follow Up' resource pack to be used in classroom activities

These different targeted support projects show just how passionate we are about offering the right support at the right time in order to build resilience in young people, increase aspirations, and to support young people to feel more confident at school. It has seen some positive outcomes for individuals and we are sharing this learning far and wide so that it can help to improve the education system in Blackpool so that it works well for everyone.

Young people also told us that other groups of young people might benefit the most from targeted support. The next pages share our learning from projects supporting Our Children.

BACK ON TRACK



Back on Track

Resilience Coaches worked alongside young people, foster carers, school and social workers on a one-to-one basis to support Our Children to remain in mainstream education where appropriate.

Since November 2016, a total of **30** young people (66% male) aged between 11 and 15 were referred for Back on Track support. Between September 2019 and August 2020, 5 young people took part in Back on Track.

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Strengths and Difficulties

13 young people completed a questionnaire about their strengths and difficulties before and after taking part in Back on Track. After receiving support young people reported better social behaviours.

- 69% of young people said that their difficulties decreased. This reduction was by about 14% (on average)
- 50% of young people said that the impact the difficulties had on specific areas of their lives like friendships and in the classroom family, reduced. This was a reduction of 54% (on average)

Difficulties	Before support	After support
• Emotions	5 in 20	2 in 20
• Behaviour	5 in 20	2 in 20
• Hyperactivity	10 in 20	4 in 20
• Peer Relationships	5 in 20	4 in 20
Total from all above difficulties	10 in 20	5 in 20
Impact difficulties have on daily life	10 in 20	4 in 20

While the changes were not statistically significant in some areas of this questionnaire, this could be because of the small sample size. Nevertheless, the changes are in the right direction such as lower emotional symptoms, conduct problems, and hyperactivity after taking part in Back on Track.

BACK ON TRACK



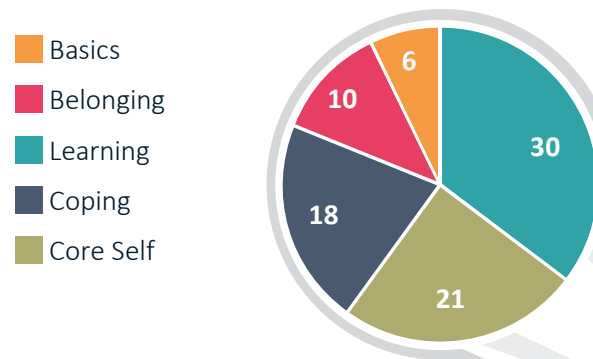
Goals

Young people set and worked towards goals with their Resilience Coaches and picked the areas they wanted to see improvement. Between March 2017 and June 2020, **85** goals were recorded for **19** young people. The number of goals ranged between 1 and 5, at the end of their support, young people rated themselves significantly closer to reaching their goals. On average, young people reported that their goals increased by 2 or 3 points.

Page 58 The goals were linked to section(s) of the Resilience Framework:

- **266 goals related to Coping**, e.g. “To learn strategies to help me feel calmer.”
- **232 goals related to Learning**, e.g. “I want to get better at science because it teaches you how to be safe and smart.”
- **178 goals related to Belonging**, e.g. “To make friends at high school.”
- **156 goals related to Core Self**, e.g. “To take responsibility for myself.”
- **55 goals related to Basics**, e.g. “I would like to do more sport activities over summer.”

Goals linked to the Resilience Framework



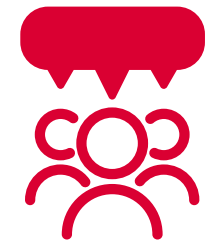
Young people also rated their progress towards reaching their goals. They scored themselves when setting the goal and reviewed this regularly. At the end of their support, young people rated themselves significantly closer to reaching their goals.



Education

- In line with the national trend, school attendance rates decreased between the referral and at the end of support - 93.5% and 89.5% respectively.
- School exclusion rates were available for 7 young people. Among them, 5 young people received a total of 18 fixed term exclusions before and during Back on Track support but 0 young people received further instances of exclusion after their support ended.

TRIANGULATION INTERVIEWS



Every 4 months, Resilience Coaches, young people and families who took part in the support were invited to interviews. Below are some quotes from these interviews showing the impact of their Back on Track experience.

Young Person

"I started being nice. There is a girl that came back to school, and I kept like bullying her, like picking on her, but now I stopped since I've seen my Resilience Coach. Now, we've just started being best friends again."

"I used to argue with my sister but now I've stopped that."

Parent

"If you weren't around, where would we be? The Resilience Coach's been vital in helping and supporting my child and all of us as a family, with school and everything else. (...) You've done wonders with not just my child but probably all the other children as well."

"The major thing I have to say about HeadStart is they worked massively on her anger issues, I do think that has helped greatly her anger. (...) It's (BoT) made a lot for us because our Resilience Coach has also supported me in meetings, she's come along with me, stood by my side and spoke about my daughter and praised her highly, and recommended things for her within the school setting. So for me it's good that I've had another person on board that knows my daughter's needs."

"The Resilience Coach supported my daughter through transition from primary school to high school, which was great. (...) It was another face that my daughter could go and speak to if she needed to, even if she just needed to rant. It was mainly about the transitioning from primary school to high school, she had that friendly face, she had somebody to hold her hand and support her, not just us all the time."

Resilience Coach

"I've noticed that the young person was willing to expect more of herself, that she wasn't being written off, that she could manage school. And I think that changed her behaviour. She became less volatile and more content in school."

"The young person looked more empowered, and she would say, 'I think I can do this' and she did in the end. (...) I think she's got more self-worth and more, she believes in herself more."

Looking at the surveys scores and interviews, we can conclude that young people feel they are improving their relationships and developing better social skills. We can also say that Back on Track helps families through school meetings and processes. Working with young people, families and schools for a minimum of 12 months, setting goals and building resilience can combine to drastically minimise the chances of being excluded from school.

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FRIEND FOR LIFE



Professor Angie Hart, University of Brighton developed the original concept of the Friend for Life. Friend for Life (FfL) matches adult volunteers with Our Children aged 10, 11 and 12 for fun and friendship. Adults make a permanent commitment to be there through thick and thin. This innovative project was developed in collaboration with Our Children, young people and their supporters and was inspired by research around the importance of significant adults. Our Children choose their friends. Volunteers do not receive any financial incentives for spending time with them.

18 friendship matches have been facilitated overall in the 3 years since its beginning and no relationships have broken down. Over the last 12 months the project has received more referrals. Between 1st September 2019 and 31st August 2020, 25 adult volunteers collectively received over **450** hours of training and support.

In addition to facilitating and supporting Friendships, the team provided 13 group activities for Our Children and volunteers such as writing/craft days, trips to local attractions, and shared celebrations around Christmas, Halloween and International Friendship Day.

During lockdown, the team facilitated virtual quiz nights, sent crafts and board games, hosted a draw your Friend competition, and a 'grow your own sunflower' activity. Many activities were co-produced with Friends and wider young people of the Resilience Revolution.

This year, we also established a co-production and peer support group for volunteers called the Community of Friends (CoF). The meetings were initially face-to-face but have moved online since lockdown. The CoF developed strategies to support friendships in the initial stages, such as more experienced volunteers supporting newer ones. They identified that it can be difficult to keep in touch between face-to-face meetings when young people lack access to phones and technology.

Lockdown amplified these challenges and friendships from shielding households faced additional barriers.

Next year the CoF intends to explore virtual communications and share some of the learning in a co-produced resource. We have also taken on our first apprentice, providing an opportunity for a care leaver to work within the project.



Impacts on young people have been evaluated using a combination of Goal Based Outcomes, visual mapping interviews, focus groups and via a review of meeting notes and school attendance records.

Our Children's' Visual Mapping (VMI)

Visual mapping interviews with the first 4 young people matched, showed that 3 of 4 consistently included their friend as a very important positive influence, which was very close to them. 2 of 4 rated their friend as the most important adult in their life over time. Collectively, young people reported fewer people as negative influences and more people as positive influences in their lives over six months.

Following the VCF, reported improvements for young people around self-confidence and socialising appeared to have a knock on effect on relationships at home and at school (realised value).

FRIEND FOR LIFE



Education

For young people who have been matched for a year or more:

- Instances of fixed term exclusion at school has reduced by 1.2 days on average
- School attendance increased by 6 more days in school per year
- No young person that has been matched with a Friend has been permanently excluded from school.

Overall, Our Children told us they value that their Friends are volunteers and are reliable (i.e. consistent and available when they say they will be = enabling value). The volunteers reported immediate benefits from the friendship itself. Some volunteers also reported a better understanding of Our Children and the inequalities they face (potential value) and many reported improved opportunities to connect to others via shared events (enabling value). One strategic value was the FfL projects' ability to share its learning with existing statutory programmes such as the Independent Visitors Service.

The FfL project has also inspired the creation of similar community-based initiatives such as Friend for School, Talented Friends and Digital Friends (more on these next year). Data suggested learning from the FfL project may therefore have transformative value by promoting a Friendship First approach that prioritises Youth Voice and Youth Choice in service design and delivery.

Here are just some of the things people said about the project:

Talking about feelings and asking for advice

"Being friends with (my Friend for Life) has actually helped me talk about my feelings and stuff which has helped me like talk about stuff with other friends." (Young person)

"It's not just having someone to speak to...it is just like having that extra person to speak to is like, you pick up ideas about how to socialise so it is like when a baby copies something." (Young person)

"Before I met (my Friend for Life) I was like, social awkward. So, I was just there like, I didn't really like speaking. And then like, I just speak all the time now. I don't shut my gob!" (Young person)

"(My FFL) just like, gave me advice. (They) like managed to make me feel better when like, nobody could and like, just gave me a different angle to look at." (Young person)

"Cause I know if I had a problem I could speak to (my FFL) about it, but I think I have only had like one problem and that was about SATS when it was coming up and (my FFL) just encouraged me and I did well on my STATS- well I am pretty sure I did well." (Our Children)

"We have had a few incidents where we have had quite a few bad weeks at home... they see another adult who is kinda telling them similar things so it is not just you that is saying 'oh well calm down' – they put it in from a different angle and it sometimes comes across differently." (Foster carer)

Commitment over a life time

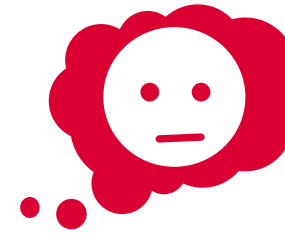
"Forget about all the good you can do and all the worthiness of the project and bla bla bla- you know you've gonna get a good friend out of this." (Adult Friend)

"It means a lot to the young person and you get a lot out of it too." (Adult Friend)

"I mean for me this for life thing is just a given now. So ya, I am looking forward to it being in the future." (Adult Friend)

"It fills the gap- from the kids' point of view." (Social care worker)

SELF-HARM SUPPORT



Resilience Coaches provided short-term support for young people who self-harm and their families. By co-producing activities for around 8 weeks with the young person, the Resilience Coach tailored support helping the young person and their families to build coping mechanisms and reduce self-harming thoughts and behaviours.

Since April 2017, Resilience Coaches supported 117 young people (64% female) aged between 9 and 16. The average age of referral is 13.5 years old. 32 young people received Self-Harm support between September 2019 and August 2020.

Feedback

Young people rated their satisfaction with the support as 9.5 / 10 and parents and carers rated their satisfaction with the support as 9.8 / 10

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"I have gained a lot more confidence and a lot happier, I think everything went great and there is nothing that could have been done differently. I am a better person emotionally because of this- thank you" (Young person)

"I have enjoyed having someone to talk to and doing the activities provided. I have gained a lot of knowledge and coping strategies and it's helped me a lot" (Young person)

"I think it is a fantastic service. Confidence has grown, more open about feelings and now we can make things work." (Parents and carer)

"I believe the support that has been given to [young person] has been outstanding. They have had this routine of meeting weekly which gave them the chance to talk. The regular updates were good too from Resilience Coach and helped us as a family." (Parents and carer)

Strengths and difficulties

29 young people completed a questionnaire about their strengths and difficulties before and after taking part in the project. More than half of the group reported improvements in 8 weeks. Two key areas that the young people wanted support with were managing emotions peer relationships.

Good outcomes are observed in these 2 areas.

- The average decrease in emotional difficulties = 22%.
- The average decrease in peer difficulties = 19%.

The proportion of young people who reported serious difficulties such as emotional symptoms, conduct problems, hyperactivity, and peer problems, as well as the combination of these difficulties, was lower. More importantly the impact that these difficulties had on day to day life was reduced by 46%. This suggests that in 8 weeks, young people improved their ability to manage the impact of difficulties and to be resilient during tough times.



SELF-HARM SUPPORT



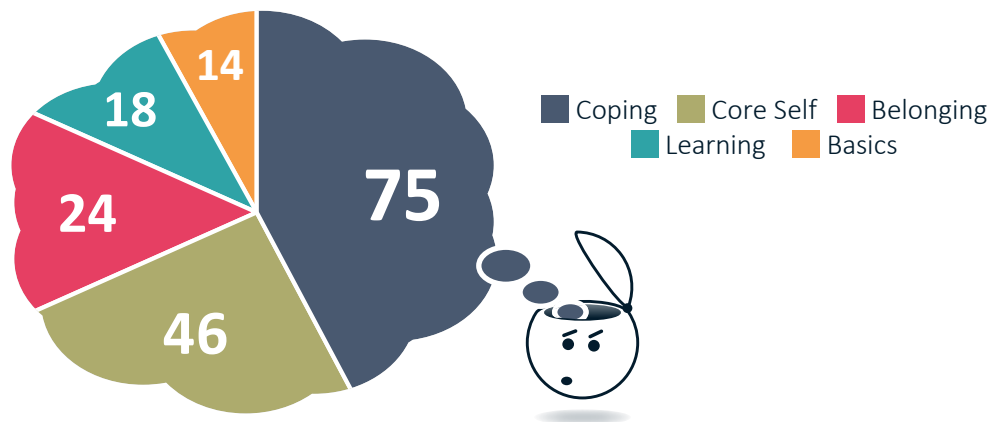
Goals

Between May 2018 and August 2020, **40** young people set **177** goals with their Resilience Coaches in the areas they wanted to see improvements. The number of goals ranged between 1 and 9 for each young person. At the end of their support, young people rated themselves significantly closer to reaching their goals. On average the scores have increased by 3 points on a 0-10 Scale.

The goals were linked to section(s) of the Resilience Framework:

- **75 goals related to Coping**, e.g. *“Using music as a distraction for negative thoughts.”*
- **46 goals related to Core Self**, e.g. *“Learn to accept myself; be less mean to myself.”*
- **24 goals related to Belonging**, e.g. *“Try new groups and socialise more.”*
- **18 goals related to Learning**, e.g. *“Manage worries around home and school work.”*
- **14 goals related to Basics**, e.g. *“To improve sleep pattern.”*

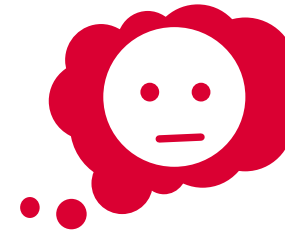
It is interesting that young people saw really good improvements in Basics, Belonging and Coping and that improving sleep, trying new groups and using distraction techniques effectively were a key feature of the self harm support project.



Re-presentation at A&E

We also explored whether young people re-presented at the Accident and Emergency Department (A&E) or other hospital services with self-harming thoughts or actions after receiving Self-Harm Support. By April 2020, this data was available for **89** young people, and among them **82%** of young people had not been back to A&E with self-harm injuries or risks.

SELF-HARM SUPPORT



Reflective accounts written by Resilience Coaches were explored to identify patterns throughout the support. Several themes emerged:

- **Coping better** – Young people were seen to be better prepared to cope when times get tough, using strategies they learnt during their support to calm down and self-soothe. This ranged from individualised distraction boxes, to activities such as art, gaming and music.

- **Increased awareness of risk and safety** - Young people were reportedly more able to keep themselves safe and reduced self-harming behaviours. They were also more aware of risks to their safety and how to manage these.

- **More hopeful and prepared for the future** – Some young people were better prepared for their future goals after working with their Resilience Coach.

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“She uses her distraction box when she gets upset or angry, she uses it as a way of calming down and has not since said that she feels suicidal. It has helped her to realise what she can use to calm down and soothe herself, to stop thinking about negative thoughts and distract her mind.”

“[Young person] opened up about what situations she saw as risks and we spoke together about ones that she didn’t realise such as gaming and age restrictions. Mum keeps [young person] safe by checking her phone now, when we discussed this she could understand why after doing the session on online safety”

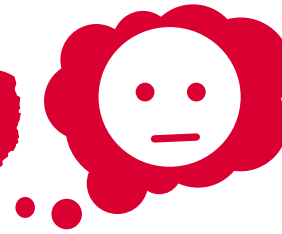
“[Young person] and I spoke to a nearby university about the qualifications that were needed to become a police officer and the steps she had to take. She got into the police cadets and is now planning the future beyond this. By doing well in her GCSE’s and making sure she stays focused at school, she can get the qualifications she needs to become one. This has helped her to see the future for herself and think positively about it.”

- **Improved family relationships** – Some young people saw improvements in relationships with their family members following Resilience Coach Support, including getting along better and talking more to parents about how they are feeling.

“She understood that keeping things from mum wasn’t helpful and it upset mum that she couldn’t talk to her. She started to open up more and let mum in to the worries and problems that she had. This helped them to build a better more open relationship.”



SELF-HARM SUPPORT



- **More positive outlook** – Young people’s optimism increased as support went on, with young people growing in their ability to see the positives of situations rather than focusing on negatives.

“She started talking more positively every session that we spent together... She would talk to me about positive aspects of her life and things that she had done at the weekend that she had enjoyed. The positives in her life helped her to understand that not everything was negative, and being able to talk through this with me helped her see that... Mum says that [young person] has been a lot more positive and happy since she started the intervention, her mood had lifted and it is noticeable”

- **Improved understanding of emotions** – Resilience Coaches may have helped some young people to better understand the emotions they were feeling and the reasons for this.

“[Young person is] understanding more around triggers and ways to manage her feelings safely”

- **Expressing feelings more** – Some young people initially struggled with opening up to others. Following Resilience Coach support, these young people grew in their confidence to lean on others and let them know how they are feeling.

“As she was struggling with verbalising her issues, she found she was bottling it all up therefore making the situation worse. She identified that she would be happy to open up and talk to Dad if needed, therefore she created a Feelings letterbox – that was a large box and would be placed downstairs by the front door if she needed Dad to read something she had placed in there. Allowing her to write down her feelings meant she was not embarrassed talking about them, but it was passed on, in a safe way so that a discussion could be had with her Dad.”

WALK AND TALK



Youtherapy at Blackpool Teaching Hospital and the RR teamed up to deliver an alternative form of counselling to young people at risk of self-harming. Walk and Talk supported young people to develop alternative coping strategies, gain confidence and self-worth as well as build their individual resilience through activities and locations of the young person's choice, such as parks, outdoor venues or schools.

Between July 2017 and December 2019, **475** young people were supported by Walk and Talk.

Feedback

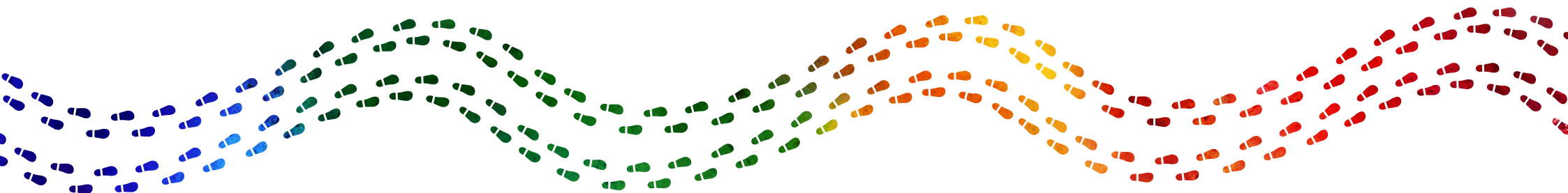
"People actually listened and cared about my feelings in each and every session. If I ever need help again, I would go for this service again." (Young person)

"I enjoy and look forward to Walk and Talk. I feel like I can talk about anything, going out and getting fresh air and also being able to talk to someone." (Young person)

"It helped me get weight off my shoulders and helped me improve talking to teachers, parents, and friends. I could improve my talking skill, but I will try and teach myself how to do that." (Young person)

"Made me feel at ease, everything was explained fully and my daughter was in charge which helps young people." (Parent)

"Walk and talk was an amazing experience to be out of the counselling room and give [people] the freedom to share where they felt most comfortable and safe. I enjoyed letting young people take the control on where they wanted to walk and giving them the choice, as this empowered them and allowed them to have a say in some aspect of their life." (Counsellor)



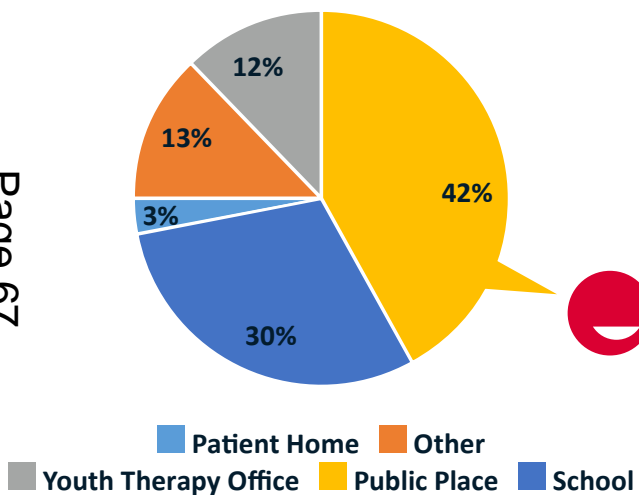
WALK AND TALK



About the Walk and Talk support

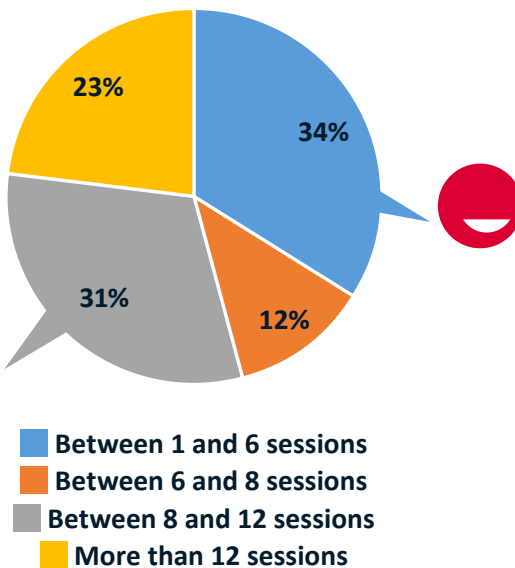
The figures below show some information about the support young people received.

Location Chosen for Walk and Talk Sessions



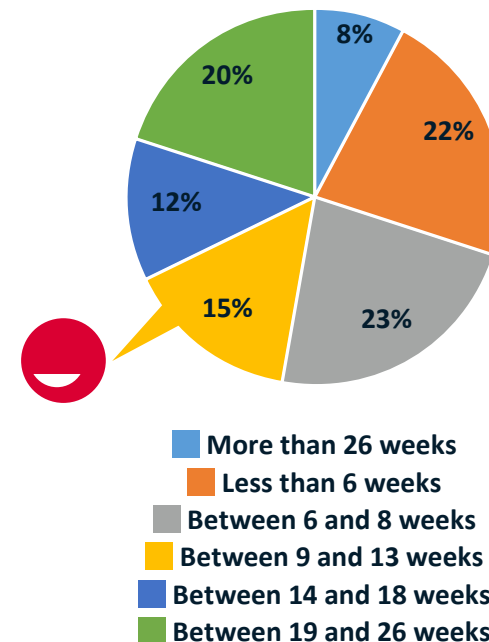
42% young people chose to meet in a public place like a park. **30%** chose to meet in school.

Length of Support



45% young people completed the support within **8** sessions.

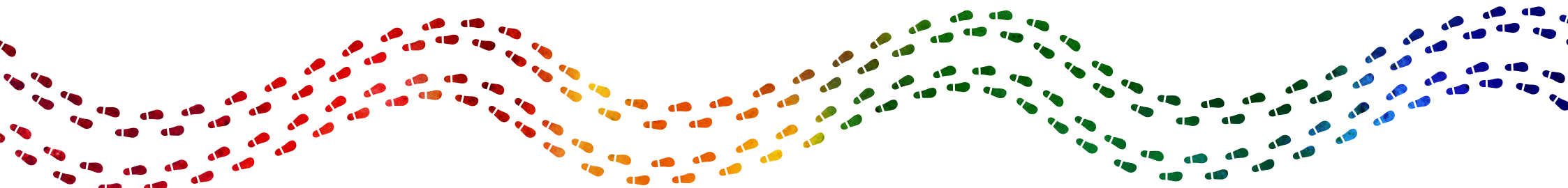
Wait time between referral and support



45% of young people were seen within **8** weeks after referral.

72% of the young people waited less than **18** weeks to receive support.

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WALK AND TALK



To evaluate the impact of Walk and Talk, about 400 young people reported their negative emotions before and after they received Walk and Talk support. They completed a questionnaire assessing their levels of anxiety, depression, trauma, risk to self, and emotional distress.

After support:

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78% reported lower level of negative emotions.

On average there was a **34%** decrease in negative emotions.

Recommendations from Counsellors

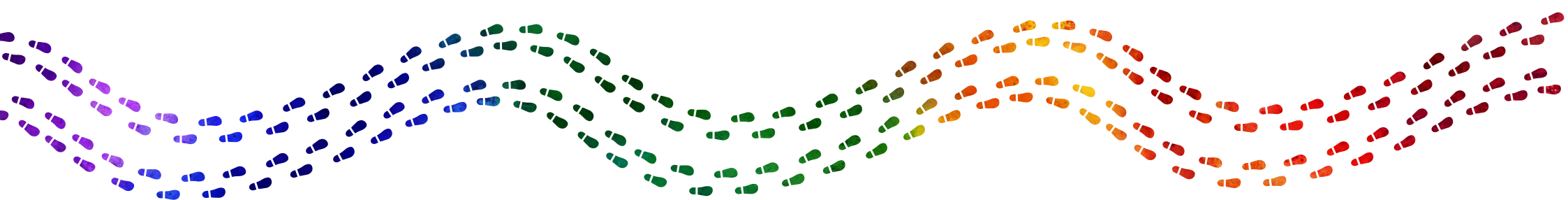
To practitioners who aspire to design and implement counselling in a similar format, Youthery Counsellors recommended:

- Using a person-centred approach to adapt counselling on young person's needs
- Listening to young people's voices and giving them autonomy
- Building strong relationships with schools
- Using strategic locations and scheduling
- Being prepared and doing dynamic risk assessments
- Creating a local list of "Places of Calm"

Places of Calm

Youtherapy Counsellors created a list of free or low-cost places for young people to go after their support ends and remember how to use the skills they learned during therapy, particularly around self-soothing.

The Promenade, the beach, Stanley Park, De Vere trails, Watson Road Park, Grange Park Field, The Grange, Dinmore Avenue Family Centre, Moor Park Health & Wellbeing Centre walking track, Four Seasons Fishery, Kincaig Park, Horse Sanctuary, Solaris Centre and Highfield Park.



CONCLUSION

Covid-19 Pandemic Challenges and Our Response

As with the rest of the world, our lives and work in the Resilience Revolution (RR) have been deeply affected by the challenges of the Covid-19 pandemic. A lot of our work this year has focused on challenging inequalities that risked being made worse by the pandemic:

- We delivered a co-produced leaflet to every Blackpool home, introducing us and the Resilience Framework
- We sent out activity packs to **1,000** young people in the transition phase from primary to secondary schools
- Activity pack was sent to our homeless community members who were accommodated in local hostels
- We sent out 50 Relaxation Packs to young people receiving support from Youththerapy / CAMHS
- Our partner, Empowerment, worked with us to co-create a resource to help raise awareness of the increased risk of domestic abuse during lockdown and available support

For the RR, the pandemic and lockdown brought new challenges, increasing some areas of need as well as demanding innovative approaches to ensure we continued to pursue our aims.

We had strengths to draw on that helped us to achieve this. Experience of digital co-production work and social media with young people enabled us to start immediately to move our activity groups and training online. Additional activities such as virtual quizzes, online competitions, themed social media posts and resources for young people were quickly introduced to keep everyone connected. Because we are aware not everyone has access to the digital world, physical activity packs for young people were created and delivered to their homes.

With Covid-19, our work with schools was altered to offer schools immediate support and resources. We worked together to co-produce recommendations for schools and policy makers. We did this locally, in partnership with schools and community groups. This co-production work was shared nationally with the Department for Education and globally through publication and on our partners' social media and websites.

Some of our research plans were altered to fit with a virtual environment, for example through the use of digital survey tools. One result of this was that responses to some surveys have decreased, such as training evaluations. On the other hand, some surveys that have been shared on social media, have increased our engagement. Covid-19 specifically highlighted some digital engagement barriers in Blackpool and this form of exclusion from learning has become an important social justice issue for the Resilience Revolution going forward.



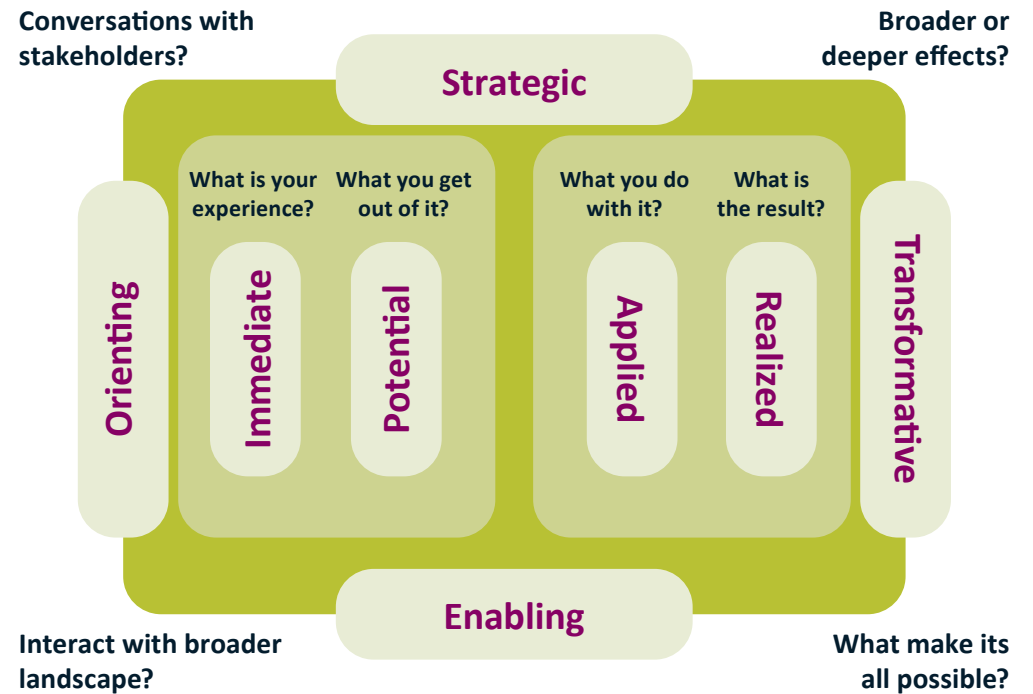
CONCLUSION

The differences we have made and how we achieved them

We have used the Value Creation Framework (VCF) to guide our learning and identify the differences we have made over the last year. The box below summarises the 8 different types of value that are seen when people work together.

1. **Orienting Value:** How we see ourselves related to the world, e.g., shared beliefs and values that inform what we decide to do.
2. **Immediate Value:** Things that people do or share that have immediate value.
3. **Potential Value:** Values that have a potential to make an impact on the world.
4. **Applied Value:** When people try and put something (like a new idea or approach) into practice.
5. **Realised Value:** When real difference has been made to the world around us.
6. **Transformative Value:** Things that have dramatic and broad or deep effects on people and their world.
7. **Enabling Value:** The approaches that people take or things that they do to try and achieve their aims
8. **Strategic Value:** This value arises when we take notice of and engage with people who have a stake in what we are doing.

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A graphic representation of the VCF (Wenger-Trayner & Wenger-Trayner, 2020)

To draw together this year's report, we looked specifically for examples of these 8 types of value within all the activities across the RR. The VCF helps us to capture our learning in a consistent and structured way and it evidences how real differences are being generated from the work across the partnership.

CONCLUSION

Orienting Value

It is clear from our actions that the RR has united as a social movement that is committed to improving resilience for everyone in our community. Our activities over the last year show that we worked to reduce a range of inequalities and how we targeted some of our support for those facing some of the greatest challenges. This is in line with other approaches that are known as 'proportionate universalism'.

As a result of the impact of Covid-19, we had to shift some of our attention to respond to specific challenges raised by the pandemic. We demonstrated that we consider ourselves as part of an international movement, committed to developing and learning from each other in socially justice-based approaches in order to build transformative community resilience.

Immediate Value

Evidence was collated from feedback forms, survey scores, interviews and focus groups with young people, families and practitioners. This captured the instant impact that being part of the RR had on people, including:

- Enjoyment, excitement, pride and motivation
- Feeling valued, understood, listened to and respected
- Successful, immediate support that responded to crises, difficulties and feelings of distress

Potential Value

Evidence was collated after participating in new activities and captured the potential of people to make a difference to their own and others' lives.

- Provided young people, families and practitioners with a broad range of strategies to respond to challenges
- Shared the Resilience Framework and its resilience building 'moves'
- Identified new support resources such as the 'places of calm'
- Increased knowledge of mental wellbeing and resilience, self-awareness of feelings and emotions, self-belief in capacity to solve problems and address challenges, and hope and confidence for the future

Applied Value

People and organisations are actively participating in the Resilience Revolution and applying their learning.

- Over 16,000 young people attended a school that is a RR partner
- Young people who were transitioning between different types of schools were supported
- Hundreds of young people who faced enhanced challenges participated in our targeted support initiatives
- Hundreds of parents and carers, school, health and voluntary sector practitioners attended our training activities
- The Resilience Framework and many of its Resilient Moves were applied by hundreds of young people and those people around them
- Young people took the lead in their goal-setting in their work with practitioners
- All Blackpool schools are using the Academic Resilience Approach with our support
- Campaigns took place around issues such as anti-bullying, wages, the environment and demanding young people's voices are heard

CONCLUSION

Realised Value

Now that our RR is maturing, we are seeing changes in the statistics.

- Young people have increased: resilience; wellbeing; attendance at school; self-esteem; using peer support; capacity to cope; ability to respond to challenges; ability to take responsibility for areas of their lives; and ability to trust and open up to others

We have seen reductions in: rates of exclusions from school; emotional and behavioural difficulties; self-harm; and the number of representations at A&E

- Young people have learned new skills that have enhanced their home, leisure, or social life, such as cooking
- Young people's relationships at home and school have improved
- Young people have set and successfully achieved hundreds of their goals
- Practitioners, teachers and parents and carers have reported increased resilience
- Organisations have developed closer and more effective working partnerships
- Schools have successfully achieved the goals set on their action plans

Transformative Value

Over the last year, we have seen positive transformations in many individual's lives.

- Developing sustainable RR activities that build resilience in our homes our schools and our whole town.
- Co-produced safe spaces as part of the Academic Resilience Approach. This has transformed the school space and helped schools keep young people safe in the face of COVID-19.
- Friends for Life - our innovative and unique project that supports Our Children is transforming the lives of young people and adults by creating and nourishing lifelong friendships.
- Blackpool Beating Bullying campaign is the first co-produced charter mark in the UK and is helping to transform young people's experiences of schools.

Enabling Value

We have strong evidence that the value we have created has been underpinned by:

- Young people taking the lead
- Enhancing communication between family and school when supporting young people
- Co-producing all our work and learning
- Adopting strengths-based approaches to address challenges by using the assets within young people and the community
- Drawing on and sharing best practice and research in resilience building approaches
- Supporting and building trusting relationships across the whole town
- Being flexible when engaging young people in activities
- Building on our already well-developed use of technology to respond to Covid-19 and continue meeting young people's needs

Many of these enabling values summarised here and detailed in this report align firmly with the RR fundamentals of: Asset-Based; Co-production; Research; Social Justice; Systems Change; and Whole Town Approach. We think that it is then fair to claim that adopting these fundamentals were themselves a key contributor to the enabling value we have witnessed over the last year.

CONCLUSION

Strategic Value

Our engagement with stakeholders extends far beyond Blackpool. We consider wider UK society and policy influencers as key stakeholders too and have spread news of our RR with them in social media posts, presentations, national training, blogs, and reports. We also shared learning through national conferences with the National Lottery Community Fund and with our colleagues from HeadStart partnership areas: Hull, Wolverhampton, Kernow, Kent and Newham.

Across all our activities we believe that we are helping to transform how organisations move beyond simply listening to young people and move to supporting them to co-lead. Our report shows a wealth of evidence that all aspects of life – family, friends, school, and career – have been transformed with **enhanced relationships, renewed aspirations, and increased learning opportunities**. Transformations are happening at the **system level** where work for co-leaders of the RR are **developing and delivering sustainable activities** within schools, Local Authority services, health services, and other support agencies.

Our next challenge, in the final phase of the HeadStart programme, is to build a legacy that will enable the successful areas of the RR to continue once the funding has ceased. There are many ways to get involved and support us with our mission, you can find more about opportunities to be part of our RR [HERE](#).

CLOSING REMARKS

Co-leaders Hannah and Elle

“When you sit and think about it, you are being resilient all the time. Just take a moment to count up all the things you’ve done today to keep yourself going and to help others. We call these Resilient Moves and we are proud that hundreds of young people in Blackpool now know all our 42 Resilient Moves and put them into practice on a daily basis.

Lots of work from hundreds of people across our Revolution has got us to where we are right now but... we can’t slow down. In fact we are ramping up! This is because there is an intensification of restrictions and barriers affecting us all. We can see young people and those who are facing the greatest disadvantage in our society impacted the most by the long-term economic and health impacts of the pandemic. When this is met with sweeping legal change and political uncertainty, it’d be a mistake to wait for Westminster to deliver a plan for Blackpool. There is a disproportionate impact on our jobs, our education, and our health, which has the potential to be deepened by isolation from each other. So, we are galvanised into action to make sure that the work we’ve started - where Blackpool’s community see this adversity as a problem with the systems, not the individuals – empowers people to tackle it together, using our brave and tested resilience approaches. We support you to take your part in our shared responsibility to tackle injustice in all its forms, in every system in our town.

This report is bursting with evidence of the ways we are making changes together. We’ve reported improvements in wellbeing, confidence and resilience for many people in Blackpool, but there is still a way to go. We’ve seen that our message and learning is spreading but you can help us spread this further. We have highlighted that specific groups of people facing tough challenge still need us to work with them to challenge inequality and make the systems work better for everyone. Come and join us; our schools need our support, our key workers need our support, our health workers, our parents and families and young people need us all to work together to change the systems and create a resilient town to live, work and thrive in.

Finally, we want to say a huge thank you to the National Lottery Community Fund for not only providing the funding for our Resilience Revolution, but for also supporting us every step of the way. We know that every pound of our 13 million funding represents a person who has bought a lottery ticket. We know that a lot of those people are struggling themselves to make ends meet, so our biggest thank you goes to all of you lottery players out there and to say we are doing everything we can to make your money work for Blackpool’s young people.”

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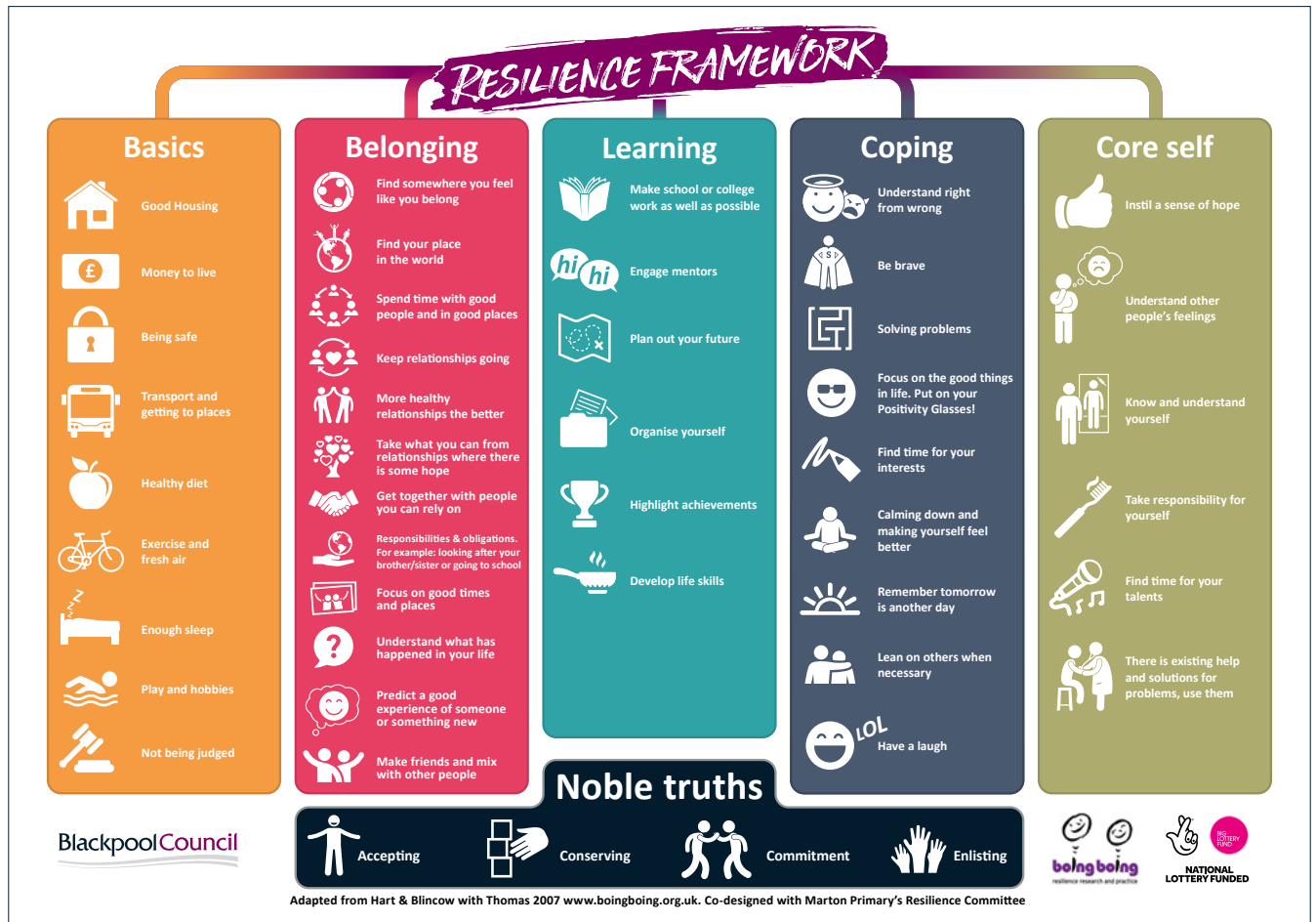
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Health Inequalities: Call for Evidence

Public Policy Projects (PPP) is pleased to announce that it is working on a major *State of the Nation* report entitled [Addressing the National Syndemic: Closing the Gap in UK Health Inequality](#) which is set to be launched in October 2021.

Chaired by Professor Sir Michael Marmot, the UK's leading expert on health inequality, this project will research the ways local and regional governments are approaching the problem of equity and facilitate the means by which these solutions can be shared. Existing literature demonstrates that place-based solutions are an effective means of tackling health inequalities. The problem is that these examples of best practise are not shared more broadly.

To do this, PPP would like to hear you/your organisation's experiences. In particular, PPP would like to examine the issue of what particular sectors outside of health are doing to address inequalities that have significant impact on health.

Below there are four questions, and we would be grateful if you could share your personal and/or organisational experience. You do not have to answer all the questions, and both qualitative and quantitative evidence are welcomed. Please also attach any other relevant case study documentation.

Please note that the deadline for case study submission is Monday 2 August 2021.

Organisation name	<p>The Resilience Revolution (RR) partnership:</p> <p>HeadStart Blackpool Blackpool Council, Whitegate Manor 261 Whitegate Drive Blackpool, FY3 9JL Website: https://www.blackpool.gov.uk/Residents/Health-and-social-care/HeadStart-Blackpool/HeadStart-Blackpool.aspx</p> <p>Centre of Resilience for Social Justice University of Brighton, School of Health Sciences Westlain House, Village Way, Brighton BN1 9PH Website: https://www.brighton.ac.uk/crsj/index.aspx</p> <p>Boingboing Resilience Community Interest Company Care of: University of Brighton, School of Health Sciences Westlain House, Village Way, Brighton BN1 9PH Website: https://www.boingboing.org.uk/reflections-big-resilience-together-blackpool/</p>
Key Contact (name, email, phone)	<p>Pauline Wrigglesworth, Headstart Resilience Revolution Blackpool Council Programme Lead</p> <p>Telephone: 07920807023</p> <p>This submission has been co-authored by co-leaders of the Resilience Revolution:</p>

	<p>Rochelle Morris- Evaluation and Research Practitioner HeadStart Resilience Revolution Blackpool Council</p> <p>Barbara Mezes- Senior Research Fellow, University of Brighton</p> <p>Debbie Hatfield Postdoctoral Research Fellow, University of Brighton</p> <p>Vicki Dunham, Senior Practice Development Lead, Boingboing CiC</p> <p>Rachael Slater, Partnership Officer, HeadStart Resilience Blackpool Council</p> <p>Oliver Gibbs- Trainee Youth Engagement Worker, HeadStart Resilience Revolution, Blackpool Council</p> <p>Suna Erigit-Madzwamuse, Reader, Centre of Resilience for Social Justice, University of Brighton</p> <p>Mirika Flegg, Research Fellow, University of Brighton</p> <p>Louise Brinton-Clarke, Coproduction Coordinator, Boingboing CiC</p> <p>Ivet E. Pritomanova, Research Intern at the Centre of Resilience for Social Justice, HeadStart Resilience Revolution and Blackpool Council.</p> <p>Angie Hart, Professor of Child, Family and Community Health and Director of the Centre of Resilience for Social Justice and at the University of Brighton.</p> <p>Pauline Wrigglesworth, Headstart Resilience Revolution Blackpool Council Programme Lead</p> <p>Josh Cameron, Reader, Centre of Resilience for Social Justice, University of Brighton</p>
<p>Sector (i.e. public/commercial/charity)</p>	<p>Public & Third Sector</p>
<p>Organisation Description <i>Please provide a brief description of your organisation in 300 words or less</i></p>	<p>The Resilience Revolution (RR) is a novel approach piloted in Blackpool, UK with support of the National Lottery Community Fund. It aims for sustainable, whole-systems change in the town, locating young people and their families at the heart of collaborative working. Seven principles guide Resilience Revolution’s work: asset-based; brave and innovative, research, co-production, social justice, whole town approach, and system change.</p> <p>The RR invites anyone who lives, works or volunteers locally to get involved and make Blackpool a more resilient town for everyone to live in. It represents a complex and passionate partnership between HeadStart Blackpool (led by Blackpool Council), the Centre of Resilience for Social Justice at the University of Brighton, and Boingboing Resilience Community Interest Company. Taking a similar approach to the NHS’s ‘Health as a Social Movement’ programme, the RR seeks to orient systems more strongly towards the prevention of mental ill health, promotion of well-being and resilience, building resilience promoting environments, and the reduction of wider adversity contexts linked to health inequalities. It does so through cross-sector co-production, aligning with principles associated with integrated care (The Kings Fund, July 2021).</p> <p>The RR acts as a population health intervention with a focus on community resilience development. Here, it considers how young people’s mental wellbeing is linked to their experiences at school, their ability to access the community services they need, their home life and relationships family and friends, and their interaction with digital technology (see: how has your initiative addressed this). Early evaluations show positive impacts at the individual and group level, with detrimental aspects of wider adversity contexts beginning to shift (see: evidence of success). Co-production enables the RR to be adapted to local contexts (see: is</p>

	<p>your case study scalable), and a number of resources enable a national roll-out (see: additional resources).</p>
<p>What was the issue/opportunity area you sought to address?</p>	<p>RR was designed and developed in response to the wide scale of adversity in Blackpool necessitating a whole town approach.</p> <p>Using terminology from the 2020 report, ‘Health Equity in England: The Marmot Review 10 Years On’, Blackpool could be classed as an “ignored community” due to the wide-scale of deprivation community members experienced (p. 94). Local change makers mobilised via the Resilience Revolution (RR) in 2016. At that time, Blackpool was, and remains, one of the most deprived local areas in England. It was the very bottom of league tables for income, employment, skills, educational attainment, mental and physical health (HeadStart Blackpool, 2016). The rates of self-harm amongst 12-16 year olds were almost triple the national average for example, and admissions to hospital for alcohol and drug use were double the national average for youth ages 15-24 (HeadStart Blackpool, 2016). Youth offending rates were the highest in the North West and rates of young people not in employment or education was amongst the highest in the country (Public Health Annual Report 2015) Rates of looked after children were also the highest in the country (Children in Need 2015/16) and 23% (5093 out of 21780) young people were on Free School Meals (HeadStart Blackpool, 2016). Young people from the town who were engaging with the youth justice services were not regularly referred for health support (Youth Offending Health Support in Blackpool 2014) and school exclusion rates were amongst the highest in England. (School Exclusions Rates in England 2014/15). This sits within a broader context where young people across the country continue to experience high rates of mental ill health (Deighton et al., 2018; Green et al., 2004).</p> <p>We recommend you learn about the story of Blackpool by watching a video young people co-produced called ‘Once Upon a Time in Blackpool’. Despite the wider context of adversity experienced in Blackpool, the community was committed to working together. It had a history of inclusive practice and diversifying leadership and the RR builds on these inherent strengths of the town.</p>
<p>How has your initiative addressed this?</p> <p><i>Please detail the case study you wish to be considered for inclusion in State of the Nation: Addressing the National Syndemic – Closing the Gap in UK Health Inequality</i></p>	<p>Sometimes preventative practice is too focussed on individual resilience building, ignoring the causal relationship between structural inequalities and resilience. The RR centres young people and their parents/carers as co-leaders and creative partners. With their involvement, the RR developed new and exciting ways to solve the most difficult challenges and prevent future difficulties; aligning with recommendations outlined in the 2020 report, ‘Health Equity in England: The Marmot Review 10 Years On’ (Section 4A, Box 4.2/4.3, p. 132).</p> <p>The RR began in 2017 with the implementation and development of resilience approaches for young people ages 10-16 across Blackpool, across different levels of the system around them, and at individual, organisation and town levels. These include targeted and universal support to young people, families and communities; workforce development and support; enabling youth voice and activism; and strategic delivery and system change. The RR works in further partnership with all</p>

44 Schools in Blackpool, Higher and Further Education Institutions and early years providers such as [Better Start Blackpool](#), as well as across-council and third-sector provisions relating to children and families.

With [Resilient Therapy](#) as the overarching theoretical background, the RR sought '[Local action on health inequalities](#)' across all areas outlined in 2014 by Public Health England (i.e. early intervention, education, employment, ensuring a healthy living standard for all, and creating a healthy environment). All these strands of the RR are underpinned by **Resilient Therapy (RT)** an approach designed specifically for children and young people suffering persistent disadvantage (Hart et al., 2007). RT is a set of evidence-informed practices to promote resilience building at the individual, group and systems level. These have been made accessible for a wide range of individuals including young people and their families and schools via the [Resilience Framework](#). This framework promotes a broad system approach to "overcome adversity, whilst also potentially changing, or even dramatically transforming, (aspects of) that adversity" (Hart, et.al., 2016).

The RR adapted and adopted the motto, "Beating the Odds Whilst Changing the Odds", with RT (Hart et al., 2007) as the guiding set of principles for research, practice, and practice development. Young people themselves support the use of this approach. For example, young people within the town fundraised to have paving stones including all principles laid out in the Resilience Framework embedded in the centre of the town (see [The Blackpool Gazette, 2019](#)).

Below we illustrate different ways RR addressed Blackpool's challenges.

The **Academic Resilience Approach (ARA)** (Hart and Williams, 2014), is a strategic approach where the whole school community is actively involved in building pupil resilience (Hart et al, 2018, Kourkoutas et al., 2015). The ARA embeds co-production with school staff and students. It offers resilience training for all school staff, which has been delivered in Blackpool schools for the last three years. Four different audits are used in schools to capture perspectives of pupils, parents, staff and Senior Leadership Team. Audits are taken to highlight the school's assets and understand more about the resilience-building capacity. All 45 schools in Blackpool have participated in the ARA. In 2019, 11 innovative grants informed by these audits were provided to schools. Young people themselves later developed the [Blackpool Beating Bullying](#) Charter Mark and resource packs. This award has been promoted by senior members of Blackpool Council and is open and accessible to every school in Blackpool (i.e. primary, secondary, SEND and Educational Diversity).

The **Friend for Life (FFL)** project also builds on [Resilient Therapy](#). Friend for Life matches Our Children (i.e. children looked after) with adult volunteers to foster supportive, lifelong friendships. Building on relational permanency (see for e.g. Beek & Schofield, 2017), FFL is the first known intervention where a volunteer adult makes a permanent commitment to be a young person's 'forever friend'. The idea for FFL was put forward by Professor Angie Hart in [2011](#) with around 100 opportunities for young people to take part in designing the FFL pilot in Blackpool. The involvement of young people resulted in innovative features embedded in the design of FFL such as: adult volunteers not routinely being reimbursed, and using vlogs made by volunteer adults to enable young people to pick their friends.

Since its inception, not one FFL relationship has broken down; inspiring changes within the local [Independent Visitor Service](#) (i.e. a mentoring/befriending statutory provision). Young people participating in FFL have spoken about wanting to see the service expanded, with one saying,

“I know young people in care who are going through worse times than me. So, I feel like this helping me would also help them young people who are struggling more. So, I feel like if I get more volunteers then the bigger it will get around Blackpool and hopefully further.” (Young Person)

Recently, the FFL model has inspired similar projects such as Friend for School and Digital Friends. The RR’s experience in providing digital services designed to support mental wellbeing may be of particular interest to support the digitalisation of mental health provisions, a key objective of the [NHS Mental Health Implementation Plan 2019/2020-2023/2024](#).

As the FFL project exemplars, all aspects of the RR were refined and repositioned to a local context via **Co-production**. Co-production practices inspired commitment from within the town to develop novel approaches to youth employment.

These include:

- Embedding Youth [Apprenticeships](#) & [Youth Sessional Workers](#) in all projects (including requiring contractual partners to do the same)
- [Same Pay for Same Day](#) (i.e. commitment to the national living wage, age-equity remuneration)
- The inclusion of young people on all interview panels
- The inclusion of young people as co-presenters and co-authors of reports (e.g. [here](#))
- The inclusion of young people in the co-development and delivery of training and educational activities aimed at those that support them (e.g. clinical and social care practitioners, school staff, youth workers, council employees, etc.) (e.g. FFL ‘What makes a good Friend’ training, The FFL Game). Training young people to be co-commissioners, co-developing service specifications, co-leading complex procurement exercises and co-leading the quality monitoring of contracts.

The RR is committed to the employment of youth apprentices experiencing characteristics linked to social inequalities (e.g. intergenerational poverty, long term health conditions, learning differences and/or disability, members of the LGBTQ++ community, young carers, those speaking English as a second language, etc.; [HeadStart Blackpool, 2016](#)). However, we found some young people are excluded from accessing apprenticeships. For example, ‘Our Children’ (young people looked after) in Blackpool are disproportionately excluded. The RR promptly responded to local needs through the creation of developmental roles (i.e. [Youth Sessional Workers](#)). [Parent/Carer Sessional Roles](#) were also created, responding to local needs for training and development opportunities for primary carers.

To guide collective working practices, ‘Resilience Fundamentals’ were produced ([HeadStart, 2020](#) p3-5). Clear guidance is especially important when involving

young people as co-leaders. A number of openly accessible trainings around resilience were offered to all those working to support young people (e.g. apprentices, youth workers, school staff, parents/caregivers, volunteers). These were enabled via partnership working with Higher Education Institutions and third-sector groups (e.g. [The Centre of Resilience for Social Justice](#), [Boingboing](#), etc.).

Additional initiatives and projects were created specific to the needs of the town. For example, **Resilience Coaches** were introduced across schools to support young people identified as needing additional support (e.g. young people at risk of school exclusion, young people at risk of self-harm, at risk youth transitioning from primary to secondary). Resilience Coaches provide 1:1 and group support, which has been highly evaluated, with one parent/caregiver highlighting:

“ Your service is truly amazing and very much needed in Blackpool as a lot of children even those that don’t have immediate issues struggle with the transition to high school and your service truly does make that integration and transition into high school so much easier, happier and positive for our children!” (Parent)

Bounce Forward (Kara et al., 2021) is a 10-week resilience course based on Resilient Therapy (Hart et al., 2007) for all young people in Year 5, co-developed with and delivered by Lancashire Mind and young people from the RR. For example, the RR’s Young Person’s Executive Group helped shape and adapt course content. The programme aims to build young people’s knowledge and skills about mental health and resilience – not only for themselves, but also their friends, family and school community, so that they felt more equipped to cope when times are tough. It is currently being delivered by school’s staff, upskilled via training provided through the Academic Resilience Approach. This examples how systems and structures are interconnected across projects via the RR and enabled through co-production.

This innovative way of working enabled to the town to respond quickly when the COVID-19 Pandemic forced school closures. In response, the **Resilience Revolution Education Voices** co-production group was formed. Here, 23 co-leaders of the Revolution, including young people, parents / carers, teachers, academics, and workers, met online weekly throughout lockdown. As well as a debate and discussion exercise, literature review, and taking polls, the group pooled their expertise to co-produce a set of principles that schools could refer to guide supportive work with pupils. This is the TRUST document, which can be accessed [HERE](#). School staff reported this document to be a helpful guide to support pupils in their return to school with one saying,

“The TRUST document is something we can ask our staff to revisit as we encourage them to maintain an open positive mind to children’s behaviour during this unprecedented time. Our recovery curriculum is heavily PSHE lead encompassing the main messages of the TRUST document” (School Nurture Lead)

During national lockdowns in 2020-2021, the RR was able to respond quickly as a focus on digital innovation and accessibility had been embedded within its practice. For example, the FFL project had experience facilitating friendships via vlogs made by adult friends. Soon after the first lockdown, they were able to adapt this to a Digital Friends project that matched young people in isolation with a

supportive adult. The work of the parent and carer team provides another example. Parent and carers were provided with technical support, including devices, email accounts and training to enable an inclusive group space they could access from their own home- reducing isolation and increasing engagement. As in these examples, young people and their supporters continued to connect with the RR throughout national lockdowns. Collectively, these groups produced a number of submissions to calls for evidence around the response to the COVID-19 pandemic (see [here](#)).

Taken together, the practices associated with the RR offer a template for addressing social determinates of health inequalities locally and nationally. However, the RR goes further to see the evaluation of services as a community development opportunity. It promotes ‘test and learn’ via continuous evaluation practices involving young people and those that support them (i.e. youth workers, school staff, council staff, practitioners, researchers). For instance The Blackpool Families Rock initiative is a co-production group is formed by parents, carers, young people, community members, social work practitioners, and the Head of Service. The group co-produced the new approach to working with children and families in Blackpool, the Blackpool Families Rock model. This model is now embedded across the whole partnership with the support of this group. The group also aims to constructively challenge and shape practice and procedures for work with children and families in Children’s Social Care with clear impacts on their health and well-being.

Since inception, novel approaches to research practices that enable social change have evolved building on the Communities of Practice (CoP) approach (Wenger 1998). These include the development of a collaborative research methodology via the Value Creation Framework (Wenger et al., 2017; 2020), and considerations around community-university partnership working (Hart et al., 2013; 2016). All approaches centre young people as co-researchers. We have found the Value Creation Framework to be highly accessible with young people able to co-lead presentations that show how we have used it to both learn from and identify the impacts we are making.

Involving young people in RR research incorporates:

- Involving them in research design and bid-writing;
- Involving young people as co-researchers in the collection and analysis of data (e.g. as peer interviewers)
- Involving young people in the reporting of data (e.g. in the design of visual representations of findings, as co-presenters at academic conferences, etc.)
- Empowering young people as leading researchers of youth-designed projects, supported by adult researchers in HEI and/or local Council (e.g. Revolution Researchers Group).

In addition to taking part in the evaluation of the RR, young people have been taking part in co-produced research around links between climate change and mental health (see [Climate Change and Mental Health: Taking Part](#)). They have also produced a video about the inequalities that they feel most urgently need to be addressed (i.e. social determinates linking to place/locality, ethnicity, disability

	<p>and gender. These are just some examples of how young people are empowered to engage in research processes via the RR.</p> <p>The RR has developed innovative ways to provide feedback in accessible ways (e.g. visual reports, animations, creative writing and performance arts). For example, young people recently co-produced an animated video around involving young people with additional learning needs and/or differences in research practices. Young people (including those with additional learning and/or communication needs) are involved in all communications strategies, with young people leading the production of RR videos and films. Learning is also shared widely via bi-monthly Resilience Forums designed to be accessible to a diverse audience. A yearly Big Resilience Get Together shares best practice across the RR and beyond. Involving young people in designing how information is communicated to their peers (both in-person and digitally) has prompted innovative practice. The RR has developed a range of exemplars of sharing information in accessible ways. This is especially relevant following failures around accessible communications in relation to COVID 19 (House of Commons, April 2021).</p>
<p>Is your case study scalable?</p> <p><i>Please detail how your service/initiative might be scalable across different regions/demographics within the UK.</i></p> <p><i>What enablers or constraints will impact the ability to scale and fidduse your service/initiative across the UK?</i></p>	<p>The Resilience Revolutions (RR) is currently having its first pilot in Blackpool, UK with promising emerging results(see evidence). However, embedding of a co-production ethos across the RR ensures its approach can be tailored to local communities across the country. For example, any individual and/or combination of the RR initiatives (e.g. ARA, FFL, Resilience Coaches, Bounce Forward, Blackpool Beating Bullying Charter Mark, etc.) may be adopted more widely and resources have been created to enable this (see additional information). Regardless of the collection of interventions provided, the RR requires commitment to a strategic set of principles.</p> <p>These are:</p> <ul style="list-style-type: none"> • Cross-systems application of principles and approaches outlined in Resilient Therapy (RT; Hart et al., 2007) and the use of the Resilience Framework; • An orientation towards wider systems improvements in the aim of preventing ill health and minimising adversity (i.e. the adoption of the motto “Beating the Odds Whilst Changing the Odds”); • The thoughtful consideration of the Resilience Fundamentals across all aspects of service development, delivery and evaluation; • A commitment to a co-production ethos that centres young people and parents/carers as leaders and co-researchers (and where appropriate, provides financial remuneration, recognition and accreditation for their contributions); • A commitment to equal partnership working across all sectors aiming to support children and families; • An interdisciplinary and intergenerational team of change makers that can inspire, coach and facilitate collective working practice (this requires young people to be embedded as paid members of staff across partner institutions); • A central partner organisation (and or group of organisations) with ability to make change within the system (e.g. anchor institutions);

Early findings suggest the RR may build resilience in communities facing the greatest disadvantage (Resilience Revolution, 2021). However, embedding these principles takes time and resources. Blackpool like many other communities across the UK is what the 2020 report, '[Health Equity in England: The Marmot Review 10 Years On](#)', would refer to as an "ignored community". As this report suggests, early investment in these areas demonstrates fiscal responsibility (p. 94). Thus, the scaling up the RR at the universal level (i.e. across the whole town) may initially begin with the implementation of the RR in struggling localities with support to do so.

Funding for a national roll-out of the RR may potentially draw from the [UK Community Renewal Fund](#), the [Leveling Up Fund](#) and the [UK Shared Prosperity Fund](#) as described in the [Building Back Better: Our Plan for Growth](#) 2021 report. Additional resourcing and support may be provided via existing public health networks (e.g. [Integrated Care Partnerships](#)) as well as from the business sector (e.g. Responsible Business Community Networks, groups such as the [Valuable 500](#)). Resourcing sharing with proposed Local Digital Skills Partnerships may also facilitate the initiation of the RR in other localities due the RR's focus on digital innovation around service design and delivery and linking to the [NHS Mental Health Implementation Plan](#).

–Resourcing does not always have to be monetary support. For example, [Merlin Entertainment](#) have supported the RR by releasing staff to give their time through the Friend for School programme. Many Higher Education Institutions offer opportunities for staff members to volunteer within the community. Inclusive Economy Partnerships are currently being explored in regards to hastening citizen access to digital resources (see [Beyond Digital: The Governments Response](#)). Similar cross-sector partnership approaches through the RR may enable young people and their families to access supports around their mental health and wellbeing. Young people themselves may also be supported to access funding for a specific project via [Youth Opportunity Funding](#). Thus, resourcing for the RR may draw from multiple funding streams.

However, the implementation of the RR does require ring-fenced resources to enable additional supervision and training for youth staff and volunteers. A focus on skills development aligns with the [Skills and Post-16 Education Bill](#) released in 2021. Existing streams exist to support youth employment (e.g. [KickStart](#)). However, the RR goes further to consider the upskilling of those that contribute to the welfare of children in roles that may not be associated with paid employment (e.g. parents/carers, volunteers, young carers, youth leaders, etc.). Furthermore, it focuses on empowering employment for those that face the greatest disadvantages (e.g. young people without Level 2 qualifications, young single parents, young people with disabilities, etc.). This takes time, creativity, resourcing and co-ordinated support. For example, working with [Boingboing Resilience Community Interest Company](#), the RR offers employment opportunities for youth that do not yet have the education requirements required to access roles within Blackpool Council. Additional resourcing in future may draw from various sources such as the Adult Education Budget and the Digital Lifetime Fund as described in '[Beyond Digital: The Governments Response](#)', 2021.

	<p>From our learning, we suggest government departments and other organisations may need support around employing and training young workers. RR associated trainings have been positively evaluated by those that have attended them and are associated with high uptake and completion rates (see evidence of success). Thus, a number of resources exist to support the wider implementation of the RR (see additional information). Other strategies around youth employment have been identified by young people with the RR (see for e.g. ‘the Economic Impact of COVID-19 on Young People’ 2020 submission to the Youth Affairs APPG’s Economic Inquiry Open Call for Evidence). Thus, training and guidance around the development and delivery around the RR pre-exists, improving the functionality of a successful national roll-out.</p>
<p>Evidence of Success</p> <p><i>How has your service/initiative delivered important change in terms of health inequities?</i></p> <p><i>Please provide qualitative or quantitative proof.</i></p>	<p>Research Approach:</p> <p>A mixed-methods longitudinal study employing complex intervention evaluation framework is central to the RR’s research and evaluation. The RR’s research and evaluation co-led by the Centre of Resilience for Social Justice through a collaborative research partnership and includes co-leaders of the RR as co-researchers. In addition to interviews, focus groups, and innovative creative methods, all initiatives and projects associated with the RR are evaluated via standard local council practices with support from the Centre of Resilience for Social Justice.</p> <p>These include:</p> <ul style="list-style-type: none"> • A review of educational – absence, attainment and exclusion data. • A review of indices of Multiple Deprivation as it affects Children. • A review of social worker change rate for ‘Our Children’ (Children Looked After) <p>As a member of the wider HeadStart partnership areas, measures evaluating the RR also include:</p> <ul style="list-style-type: none"> • The Wellbeing Measurement Framework (i.e. a survey that ask young people about their general wellbeing, their resilience and their mental health). • Goal Based Outcomes (i.e. a longitudinal approach where goals are set at baseline and follow-ups are measured via a Likert scale). • A youth co-production survey (i.e. a collection of standard scales measuring community engagement, sense of self and belonging). <p>Adding to the evidence base, a number of PhD studies and fellowships are currently focused on aspects of the RR such as the FFL project, the ARA, the involvement of young people in local climate solutions, parent and carer supports and various projects considering co-production and disability inclusion.</p> <p>The evaluation of the RR has also included purpose-built surveys associated with specific projects. Often the development of these surveys also provides a developmental opportunity for young people to learn more about research. They also aim to address a specific need. For example, a survey co-designed with young people to measure the anti-bullying work in their school received 421 responses and informed the development of the Blackpool Beating Bullying Charter Mark.</p>

Across the RR, feedback is consistently shared with collaborators and key stakeholders to improve design and delivery and guide policy and practice (e.g. Ofsted reports and plans).

Findings:

The RR pilot in Blackpool, UK suggests that a whole town approach is an acceptable and helpful way to build resilience especially within communities facing the greatest disadvantages (HeadStart Resilience Revolution, 2021). Collaborative practices appear to improve the acceptability of the RR approach. Evidence also suggests the impact and functionality of the RR is improved through the involvement of a diverse group of stakeholders (e.g. young people, young people with additional needs, parents/caregivers, school staff, council staff, third-sector workers, academic researchers, etc.)

Evidence suggests the RR (and its associated initiatives) is a valued approach, leading to improved health outcomes at the individual, group and whole town level. According to recent Reach Figures, collectively, the RR has provided 76,783 opportunities for young people to participate in resilience building activities since its inception. This includes participation in ARA and FFL activities, meeting 1:1 with a Resilience Coach, taking part in co-production activities, volunteering around climate change and other areas, and a range of group activities such as trainings and celebrations. An additional 6,328 opportunities have been created for those that play a supportive role in child development (e.g. school staff, parents/carers). Activities are provided across a range of locations, within school and during out of school time.

The high levels of sustained engagement with RR activities, suggests the approach is acceptable to young people and those that support them. Widespread uptake of many aspects of the RR supports this.

For example:

- Academic Resilience Approach (N=16,079 young people attended a school where ARA is provided)
- Blackpool Beating Bullying Charter (N=26 schools have signed up)
- High levels of engagement with training and workforce activities (a total of 6,408 participants taking part in 570 activities)
- Sustained high attendance rates within co-production activities (93.27%)

The RR has found that young people who are engaged in activities fair better than expected. For example, targeted interventions (e.g. FFL, Resilience Coaches) support young people facing complex disadvantages. Since inception 99.5% of young people receiving a targeted RR intervention have not been permanently excluded from school. Moreover, 82% of young people have not returned to A&E with self-harm injuries or risks since receiving self-harm support from the Resilience Coaches. Further to this, no young person involved in RR co-production activities or with FFL have been excluded from school. However, for young people not regularly engaged in the RR school exclusion rates across the community have remained high. Other school improvements include new outdoor spaces to embed walking and talking therapies and many schools have used funding from the RR to invest in school therapy dog. Schools participating in the ARA report,

	<p>“I can now help the children which I work with deal with their difficulties and develop solutions.”- Teaching Assistant</p> <p>Improvements overtime related to Ofsted inspections, include references to schools placing greater emphasis on wellbeing and resilience. (OFSTED School 2020 - resilience). This examples how individual and systems improvements within the RR are implicitly linked.</p> <p>WMF data overtime suggests young people across Blackpool have seen improvements with their levels of school support. However, a cross comparison of WMF data from 2019-2020 suggest local young people still experience greater challenges relative to young people living in other HeadStart areas. For example, it found young people in Blackpool report receiving less support at home than young people in other areas. Moreover, there has been a decline in the last couple of years in the number young people admitted to hospital in Blackpool due to self-harm, with 234 admissions in 2017/18, which is still twice the national average rate (Dempsey & Graham, 2019). However, young people from Blackpool also reported higher than average levels of support from schools. Feelings of being connected to schools have increased overtime.</p> <p>Furthermore, learning from the RR has instigated wider improvements to health and social care practices. For example,</p> <ul style="list-style-type: none"> • Contacting young people who self harm within 24 hours of presenting at A&E; • Including local parents in all interviews for new social workers in the town; • Offering every one of Our Children in Blackpool a Resilience Coach and Friend for Life to help with coping between moving from year 6 (primary) into year 7 (secondary); <p>Information around the delivery of the RR approach and the functionality of specific to projects has been provided in the section: how has your initiative addressed this. This suggested initial investment into struggling communities may enable their engagement with the RR and address geographical inequalities. Reiterating the voices of young people, additional seed funding may better enable those facing additional disadvantages (e.g. disability) to take part too.</p>
<p>Additional Information</p> <p><i>Any other information that you would like this report to consider?</i></p>	<p>This section includes information about the RR and resources co-produced with young people and those that support them.</p> <p>Overarching guidance and principles:</p> <ul style="list-style-type: none"> • Resilience Therapy (Hart et al., 2007) • The Resilience Framework • The Resilience Fundamentals • An explicit commitment to co-production across design, development, delivery and evaluation and involving those most often excluded like young people with additional needs (see The Revolution Researchers Guide to Co-Producing Research, Co-Production in Promoting Resilience- What does this mean for schools).

	<ul style="list-style-type: none"> • An explicit commitment to minimise the use of jargon and a sensitivity around the use of language. <p>Fundamental Training (see here for more information)</p> <ul style="list-style-type: none"> • Resilience Get Together! Introduction to resilience – 2 Hour Workshop – Level 0 • Introduction to Resilient Therapy & putting it into practice – 1/2 Day (CPD) – Level 1 • Understanding the Academic Resilience Approach & putting it into practice – 1 Day Workshop (CPD) – Level 1/2 • Practitioner resilience – 1 Day Workshop (CPD) – Level 1/2 • Parents and carers resilience – 2 Day Workshop – Level 1 <p>In addition, the RR is currently piloting internal trainings such as ‘Co-Production for Managers’ and ‘Co-Production for Practitioners’. Additional trainings and resources also include the ‘What Makes a Good Friend’ training and the Friend for Life Game. The RR additionally is exploring a range of tools and approaches to promote accessible communication, digital inclusion and disability inclusion. Please contact us for more information about these trainings.</p>
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Report to:	CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE
Relevant Officer:	Kara Haskayne, Head of Safeguarding and Principal Social Worker
Date of Meeting:	12 January 2022

BLACKPOOL FAMILIES ROCK

1.0 Purpose of the report:

1.1 To receive a presentation on the Blackpool Families Rock partnership culture, values and practice principles to support children and their families.

2.0 Recommendation(s):

2.1 To consider the contents of the presentation.

3.0 Reasons for recommendation(s):

3.1 For Members of the Children and Young People's Scrutiny Committee to be aware of the Blackpool Families Rock partnership culture.

3.2 Is the recommendation contrary to a plan or strategy adopted or approved by the Council? No

3.3 Is the recommendation in accordance with the Council's approved budget? Yes

4.0 Other alternative options to be considered:

4.1 None.

5.0 Council priority:

5.1 The relevant Council priority is:

- Communities: Creating stronger communities and increasing resilience.

6.0 Background information

6.1 Blackpool's families, children and young people are at the heart of everything the Council does. The 'Blackpool Families Rock' model of practice has been co-produced with children,

young people, families and foster carers who have experienced Blackpool's partnership services.

6.2 During 2019 the Children's Services Principal Social Worker worked with Blackpool families, carers and partnership agencies to co-produce practice guidance principles, values and culture that the partnership should work WITH families. These practice principles and behaviours shared a vision that families had the potential to be active agents of change and positively supported them in effecting this change.

6.3 Does the information submitted include any exempt information? No

7.0 List of Appendices:

7.1 Appendix 4(a) – Blackpool Families Rock Presentation.

8.0 Financial considerations:

8.1 None.

9.0 Legal considerations:

9.1 None.

10.0 Risk management considerations:

10.1 None.

11.0 Equalities considerations:

11.1 None.

12.0 Sustainability, climate change and environmental considerations:

12.1 None.

13.0 Internal/external consultation undertaken:

13.1 None.

14.0 Background papers:

14.1 None.

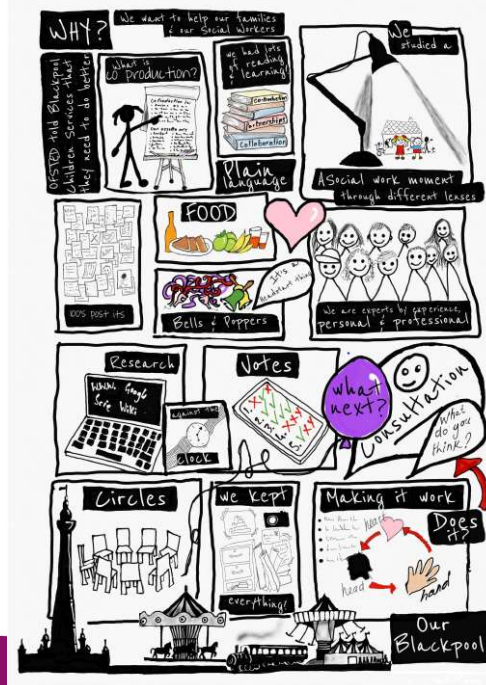


Blackpool Families Rock & Restorative Practice

Kara Haskayne
Head of Service & Principal Social Worker

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Social Pedagogy - Head, Heart & Hands



Head – How we think



Heart – How we feel, our culture & values



Hands – How we behave, our practice principals

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Heart: How we behave

- We are inclusive
- We build trusted relationships
- We are respectful
- We are kind
- We encourage our families to be brave with us
- We are positive
- We are realistic
- We are honest

Head: How we think

- We work with families to assess and understand, analyse impact and outcomes and are objective. We do not judge
- We work collaboratively with others, sharing information in the right way at the right time to get the best outcomes for families
- We empathise and recognise the impact of trauma
- We believe in families

Hand: How we work

- We work restoratively, and balance families strengths with what we are worried about
- We help families develop tailored solutions
- We work with children and families, we do not do things to them
- We encourage our children and families to be aspirational



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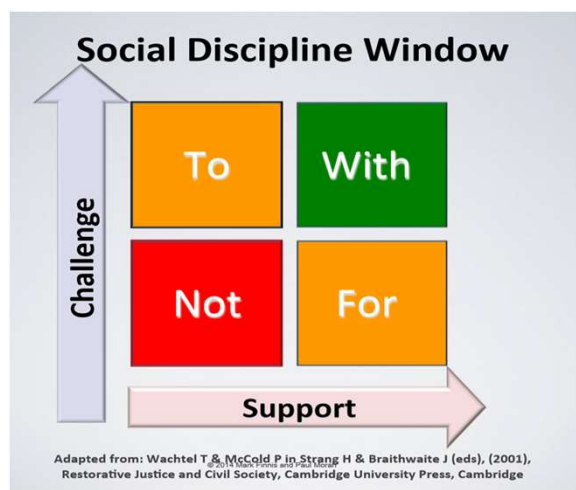
The Hands: Partnership Practice

- **Relationship Based practice:** creating **trusting and honest relationships with families** which provide opportunities for them to change. Support families to understand our concerns for their children. Be respectfully clear with families regarding the impact of concerns on their child's daily life and their outcomes if changes in their life don't happen. Work in partnership with families to develop a Plan for their family, which has their children as a central focus.
- **Restorative practice:** to **improve and repair relationships within families and communities**. The purpose is to build healthy families, communities, increase social capital, reduce crime and anti-social behaviour, **repairing harm**.
- **Systemic Solution Focused Practice:** Work as a **'Systemic solution focused family' at 3 levels;**
 1. Support families to develop a wider eco support system, which enables them to make the changes they need to thrive and succeed.
 2. Partnership staff across Blackpool work as a solution focused system, a 'jigsaw of support' which fits together & nurtures family led sustainable change.
 3. Strategic leaders across Blackpool operate as a Strategic Solution Focused Family, create an environment which enables their workforce to implement 'Blackpool Families Rock' Practice Guidance Principles, which supports families and communities to be resilient and achieve positive sustainable change.
- **Strengths & Worries Balanced Practice:** emphasizes **strengths within the family and local community network**. It is a way of viewing adults and children as resourceful and resilient in the face of their worries. Support family led Plans, which **focus on children's aspirations and outcomes**, whilst balancing this approach with a good understanding of the worries we share about the children's daily lived experience.

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Restorative Practice



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How we have implemented Blackpool Families Rock (BFR):



- Monthly Blackpool Families Rock Partnership Implementation Group commenced Oct 2019
- Coproduced new Child Protection Conference methodology with partnership agencies – 250 partnership staff attended events
- Changed how Children Social Care & Council Early Help record Assessments & Plans on children records
- Trained over 250 Children Services staff
- Launched a revised BFR based Supervision Policy & Principal Social Worker mentoring managers across Children's Services
- Launched revised Individual Performance Appraisal (IPA) documents reflecting BFR
- Annual Social Work HealthCheck re: are we implementing this culture within our own service
- Training to Partnership agencies

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How we have implemented Blackpool Families Rock (BFR) cont:



- Parents involved in staff interviews to reflect on applicants have BFR values
- Parents of Revolution met with Partnership Group
- Children Services bi-monthly Quality Audits reflects on if our staff implementing BFR practice
- Revised our Pre Proceedings Public Law methodology & documents
- Launched Early Help Strategy
- Revising our Neglect Strategy
- Co-producing a new Pre Birth Pathway with parents who we have removed previous children from their care
- Revising Our Children 'My Plan' & 'My Review Meeting' methodology

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Thank you

Any Questions?

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