EDUCATION OBSERVATORY

UNIVERSITY OF WOLVERHAMPTON

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HeadStart local evaluation: qualitative perspectives from schools

KEY FINDINGS

- Schools stated programmes which were embedded in school practice had greater impact. In these cases HeadStart activities are seen as complementary rather than an add-on.

- Schools reported that children were involved in learning essential skills for life, coupled with developing greater self-esteem and resilience.

- The development of a shared language through SUMO was highlighted as positive, but schools were clear about the need for high quality training for all members of staff, which needs to be maintained as staff move key stages or new staff join the school.

- Teachers have also become more conscious of their own mental health and wellbeing as a result of their engagement with HeadStart.

APPROACH

This is part of a wider research project, comprising this study; a baseline quantitative study of 20 primary schools, seven secondary schools and two special schools; and Q sort qualitative evaluations of both resilience and response to HeadStart programmes in both schools and the wider community.

In order to understand the perspectives of schools participating in the HeadStart programme better, the Education Observatory undertook qualitative research with the member of senior management with overall responsibility for PSHE, SUMO and/or the integration of HeadStart in a focused sample group of four primary schools. Using a common semi-structured interview schedule informed by the theoretical framework outlined below (and in Appendix 1), four researchers each went in to one primary school to interview the lead teacher. Their responses were then analysed by the research team and collated to identify key emergent themes using the theoretical framework (see Appendix 2) in order to create this full report.

METHODOLOGY

OVERVIEW:

The questions that we asked the lead teacher in each school were based on the theoretical framework (see Appendix 1) that was created by the research team from a series of theoretical and evaluative models which reflect the local evaluation framework. We specifically devised this framework to take account of key documents and research in the areas of resilience (Ungar, 2008, 2011; CYRM 2016), capability and value functionings (e.g. Muraca, 2012), legal rights (UNCRC Articles, 1990), identity capital (Côté, 1996; 2016), programme evaluation (Kirkpatrick & Kirkpatrick, 2006) and sustainability (Coburn, 2003).

THEORETICAL FRAMEWORK:

The framework in Appendix 1 demonstrates how the questions we asked participant schools relate to the literature in two key aspects: firstly, the initial interest, take-up and use of the HeadStart programme, and secondly, child mental health and resilience, and children's identity and identity capital during the process of the schools using and embedding the elements they chose from the HeadStart offer. It also clearly shows how we have evaluated HeadStart through an integrated approach; interpreting staff perspectives throughout; asking staff for their perspectives on each step from the initial inquiry through the take-up and use of the programmes to changes in behaviour of staff and pupils and perceptions of the usefulness and effectiveness of these programmes.

EVALUATION:

This report follows Kirkpatrick's framework for evaluation (Figure 1). It is based on the premise that no higher level can be achieved until the one below is at least integrated into the thinking within the organisation. In context, this means that: 1) the initial reactions to change have to be managed and a positive approach adopted before meaningful learning can take place. 2) Once ideas, skills and strategies have begun to be learned and internalised, behaviour can begin to be affected. At this level, participants can be challenged as to what they think they'll be able to do differently as a result, how confident they are that they can do it, and how motivated they are to make changes. 3) This can be seen in the skills and strategies being normalised, used correctly and affecting daily school routines. 4) Finally, once all of this in place, judgments can be made as to the effectiveness of the introduction and impact of the HeadStart programme and its associated pedagogies and ideas, such as SUMO, ZUMOS etc. This report therefore discusses each level of Kirkpatrick in turn, from the reactions to the programmes trialled in schools through to the results, as perceived by the senior members of staff in each school who participated in the interviews at the end of the school year 2017-18.
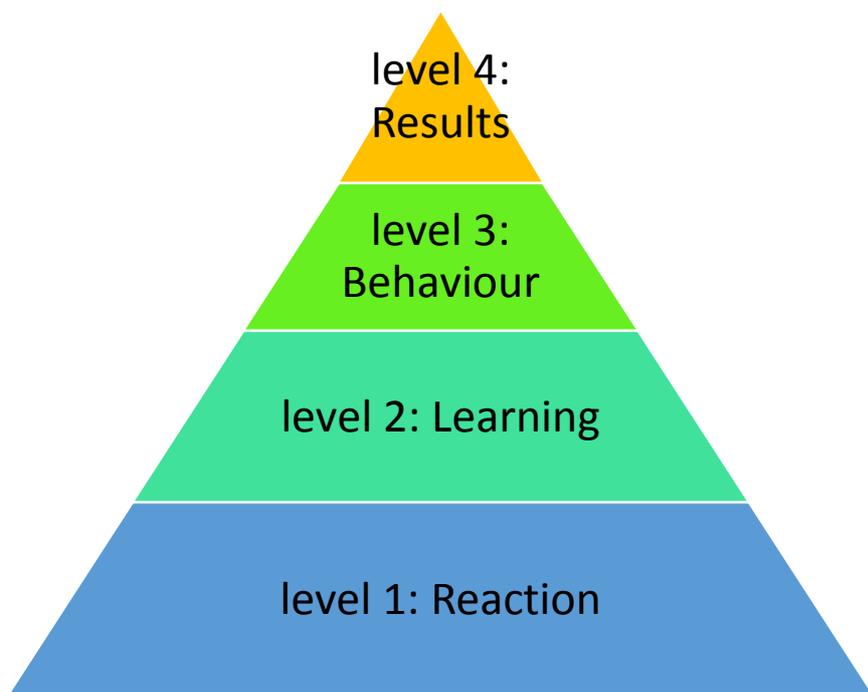

Figure 1. *Kirkpatrick Evaluation Framework (2006)*

The analysis also draws on Coburn's four interrelated dimensions of depth, sustainability, spread, and shift in reform ownership as we investigate the scale of the embeddedness of the programmes' ideas and systems. These four dimensions are understood to lead to an evolution in understanding and practice, as people learn from each other (see Figure 2), in a recursive pattern of learning leading to change and further learning.
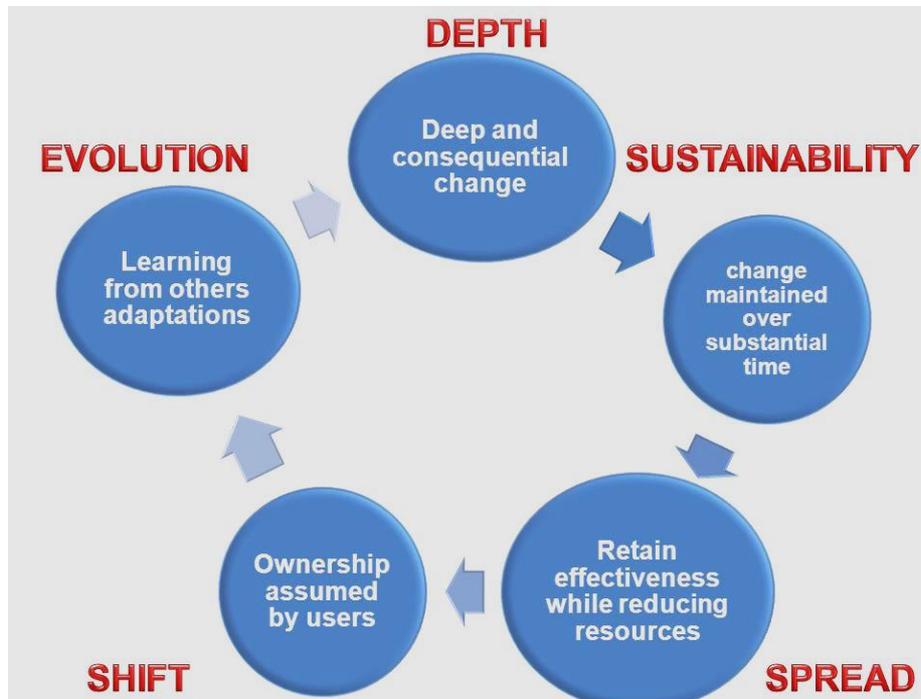

Figure 2. *Coburn's dimensions of scale and deep change* (2003)

BACKGROUND

The University of Wolverhampton completed a prior research study in which 775 year 6 children in 20 primary schools and 893 year 7 children in 7 secondary schools (1668 children in total), were surveyed using validated self-report scales to evaluate their resilience, quality of life, academic self-efficacy, and emotion and behaviour. The headlines from this study were that children self-reported higher levels of resilience and self-esteem than the norm. However, both were lower than the norm in emotional wellbeing and family relationships. As this was baseline data collected at a single data point, conclusions drawn from the data and analysis should be considered tentatively. The following findings should also be understood in the light of this baseline Local Evaluation Measure (LEM).

FINDINGS

<table>
<tr><td>**LEVEL 1**</td><td>**REACTIONS**</td></tr>
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Initial reactions to the HeadStart project were positive. The interviewees all agreed that the perceived values of HeadStart aligned with their existing whole school ethos and matched the values of their school. All of the schools had a similar perception of the aims of HeadStart as: "Giving children strategies to improve their resilience and improve their wellbeing and mental health". They felt HeadStart would complement their existing practice, for example in behaviour management and PHSE: "Before HeadStart we had our own behavioural system in place that we still use and we have PHSE too that operate alongside SUMO. PHSE is a national curriculum that isn't tailored to our school".

Whilst initial positive reaction to the implementation of the HeadStart project is evident throughout all of the interviews, impact on learning cannot be assumed (Kirkpatrick & Kirkpatrick, 2006), hence our investigation. HeadStart was seen as having an immediate focus and longer-term goals. One participant stated that their aim was to:

> "Develop the mental health and resilience of young people now to target for early intervention to prevent mental health issues later on in life: to tackle it now - and that's what we're really interested in - to give children the skills they need now rather than when it's too late."

One of the issues to highlight is that it was not always clear which aspect of the HeadStart offer participants were referring to. During the interviews SUMO, ZUMOS, Hero sessions, getting ahead, digital ambassadors and CAMHS were all mentioned. SUMO is one of the main programmes within the HeadStart offer and this is evident when considering all of the responses during the interview. Whilst one school noted that "HeadStart and SUMO are different and not initially linked," it is significant that SUMO was referred to by all schools throughout the interviews. It is possible schools were conflating HeadStart and SUMO rather than regarding SUMO as a part of the core offer. When asked what they would continue if HeadStart stopped tomorrow, all schools mentioned SUMO.

The staff believed that the SUMO training was useful for the children in the school with comments such as:

> "The ideas in SUMO suited our children down to the ground. The principles really worked fantastic for us, fits in perfectly. We wanted to push children to stand on their own two feet rather than blame others so we've put it in place right across the school."

Providing children with a shared language (Wegerif, 2017) in order to maintain and improve their wellbeing and mental health emerged as a common theme. Most schools referred to the shared language used in SUMO and one school noted they used SUMO principles across the curriculum, which represented the start of a change to their ethos.

The children also reacted positively to SUMO. All of the schools stated the children and increasing numbers of staff used SUMO terms to explain their feelings. By naming their feelings they were developing their self-awareness and by being aware of their feelings, they can be equipped with skills to address them (Lazarus, 1999.) Of the four schools interviewed, one had prior knowledge and experience of using the SUMO approach. The responses from all of the schools demonstrated

they were considering the rights of the children in their schools, and by joining HeadStart and establishing a system which promotes a whole school approach to wellbeing and mental health, they demonstrated in particular that their overriding priority was the needs of the children in their school (Article 3 of UNCRC 1991.)

There were mixed experiences of training received from HeadStart by the schools. One school stated they did not receive HeadStart training but had SUMO training. The comment "You'd be ok without formal training, but you do need to be involved in it in quite a deep fashion," suggests staff perception is that being self-taught through interaction with the programme is as effective as formal training. Another school 'cascaded' the training they received. There are some potential issues here to consider further. These include comparability of input based on staff competence (perceived or actual), the effectiveness of training from HeadStart staff, and the quality of the training material delivered (Craft, 2002.) One of the schools referred to attending the 'launch' and further conferences; it has some potential significance that there was no further reference during the interview to any training received during that session. Another school referred to the initial training session where the school had heavily committed to it by sending the entire school staff, yet felt it was based more on secondary schools rather than primary and that they had to "supplement the training (they) were given". The inconsistent approach described by the schools when asked about training raises questions about the quality of some of the training being provided, or at least, the way it was implemented, and highlights a need for robust quality assurance.

Some issues have been identified with the HeadStart programme, such as parental discomfort and dissatisfaction with the selection of children for targeted support, with some parents feeling it is unfair that their children were not involved. Whilst this is more of an issue for schools in terms of their relationships and communication with parents, it is indicative that parents see the value in some of these initiatives, and a wider roll-out may be supported. Senior staff supported this view:

> "It does not directly impact on enough children; the school has tried to adapt to widen the number. Knowing what we know now, we would have done more HeadStart. It needs to be done in Y5 and Y6: Getting Ahead would be more successful in Y5 and have greater impact for Y6, and there would be less disruption on Y6 learning time."

This issue of equity is a key one, and some school leaders were led to ponder whether it compromised the inclusive ethos of the school:

> "It's great for the children, but not good that it is only in Y6, and other parents of children not involved question why only some children are accessing it. It doesn't target as many children as it should: it's not inclusive and all-embracing which is what the school aims to be."

LEVEL 2	LEARNING

We then focused on what learning the schools felt had taken place. From the interviews, it was possible to comment on both the learning that they felt had taken place for both the children and adults at the schools. Throughout this section, although we use the term 'learning' as the next level of Kirkpatrick's framework, much of the content is more about the training staff received. We therefore use training as a proxy indicator for learning. We will explore this further in the next phase of evaluation.

Adults' Learning

In terms of the adults, some schools had received whole school training from HeadStart representatives including the SUMO programme and wellbeing. Goldberg et al. (2018) highlight the importance of a whole school approach to training in order to engage all staff and ensure programmes are integrated consistently and with continuity. However, there did not seem to be a coordinated approach as one school said they had had no training from HeadStart apart from SUMO training. Another school was unhappy with the support they had received claiming, "One set of training was given by people who were not sufficiently competent to deliver the training prior to the lottery bid" and that "a trained HeadStart trainer could have provided more inspirational/ beneficial training". Another school was happy with the training received and noted that all staff had benefitted, including office staff that were often the first point of contact that had to deal with issues and difficulties. This apparent difference in support and training that different schools have had access to may cause issues in the future success of this project. It is possible to make links to Coburn (2003), when examining issues surrounding sustainability, spread, depth and the transfer of ownership.

Coburn (2003) discusses the challenges faced when implementing broad reaching, sustainable and complex change. These include issues of scale, where the more schools that are added can lead to a problem with replicating the reforms. As the schools interviewed appear to have received differing aspects (level, amount and perceived quality) of training and support, it may be that the anticipated depth of the initiative was not achieved successfully. Yet without consulting all the schools engaged in the project it would be difficult to reach this conclusion. For the second phase of evaluation, we are inviting staff from all schools to participate in order to gain a wider and fuller set of perspectives on the impact of the training provided (Goldberg et al., 2018)

Alongside this, some learning had been passed on from senior leaders who had attended the training then cascaded it down to other staff members. Whilst this is common practice in primary schools due to budgetary constraints and cost implications, this may have had an impact on the quality of the training and its perceived value. This form of cascade training has a number of benefits, including: cost effectiveness, the ability to reach larger groups and consistency in what is delivered (Bett, 2016). In contrast, there is a difficulty that the material included in the training could become diluted or distorted as it is passed along through a number of trainers (Turner, Brownhill and Wilson, 2017). Some schools had participated in whole school training days in order to provide a co-ordinated approach across the school even though HeadStart is aimed at 10-16 year olds.

<u>Children's Learning</u>

The staff that were interviewed referred to a number of learning opportunities for children, and their perceptions of the resulting impact. One school referred to HeadStart activities supporting the removal of "barriers to learning so that people have better mental wellbeing". They also felt that the principles of HeadStart were in line with the ethos of the school. OECD (2015) highlights that in order to realise positive outcomes at school, at work or in life, children and adolescents need to receive a balance of cognitive, social and emotional skills.

As well as learning about the programmes introduced by HeadStart, e.g. SUMO, schools also identified impact on children's learning in other areas of the curriculum through raised aspirations and expectations. There was also an acknowledgement that through the introduction of the initiatives, children that previously would be at risk of exclusion (both internal and external) had been able to implement the strategies advocated by HeadStart, control their behaviour, and remain in class. They also commented on improvements in resilience, behaviour, attitudes to learning and aspirations. Côté's identity capital model (ICM) identifies links between a 'diminished normative structure' and children being unlikely to become functioning adults conforming to society norms, e.g. being in secure employment (2016). Some respondents mentioned that they hoped that raising pupils' aspirations through HeadStart would lead to "better futures for our children": "it's given them the skills to realise I can do this it is possible. It's given them a little bit of hope and aspiration". This theme of helping to realise aspirations was recurrent:

> "A lot of our children, because of the nature of their background of the area that we are in, are cut off from [aspiration]: 'I'll never amount to anything'. And a lot of these children can, if they believe in themselves. And that's the difference. This has started to give them some hope. To believe in themselves. They can aspire to be better than historically they have been."

However, there was a discussion about whether the benefits of the HeadStart programme could be measured as it was felt that some of the strategies implemented were in line with the ethos of the school and complemented what they were already doing. They wondered how the results could be separated out in order to analyse their effectiveness. This study, and the next phase particularly, seek to investigate this further.

Kirkpatrick's framework focuses on the extent to which pupils have made progress in 'skills, knowledge or attitude' rather than just learner fulfilment (Winfrey, 1999). We also plan to use the Local Evaluation Measure survey results to identify any changes in the self-reported scores, and to gain further perspectives and insights from staff into what they think has changed as a result of the HeadStart initiative.

LEVEL 3	BEHAVIOUR

The term 'behaviour' can be understood and interpreted in several ways, and has been by different participants. We have adopted a twin approach, investigating both the changing conduct of the children, and – more in line with Kirkpatrick's use of the term – the changing habits and practices of staff and pupils following the integration of the HeadStart programme in the schools.

There were some clear indications that pupils' behaviours had altered as a result of the SUMO training and engagement. One staff member interviewed said:

> "We have a particularly difficult Year 6 group who aren't resilient. They want to blame others rather than push on themselves. For the majority of the class, Hippo time has been good because it made them realise that they can't just whinge and moan and carry on and that they have to get on with things. We have to do something about it. So that's been really positive."

Another said, "Our children need these skills – they are essential. Some of these children won't get them anywhere else, so it is imperative our staff do these sessions with them. It has been brilliant, especially around the shared language."

Another example of changed behaviour was highlighted related to resilience: "Too many of our children were giving up. As soon as they hit the tiniest bit of difficulty they would give up. Not any more!". Other changes related to children being more confident about engaging with school and with their peers.

> "Current Y6s who have been the focus for this, especially those who have done the Getting Ahead programme, I've had some of the parents come and see me and tell me there's been an improvement in their child. They can't believe the difference, they're more confident, performing better. Children are better in class and in themselves, taking part and being confident to do so."

All participants stated that the HeadStart programmes they had used and run seemed to have had a positive effect on the mental health, wellbeing and resilience of the children involved. Schools reported that children are involved in learning essential skills for life, coupled with greater self-esteem and resilience, meeting the first of Ungar's (2008, p. 225) definitions of resilience, 'the capacity of individuals to navigate their ways to resources that sustain well-being'. Raising the self-esteem of children was a key driver for schools getting involved, allowing children to see themselves in a more positive light, particularly as learners, now and in the future. This demonstrates how schools are meeting the community aspect of Ungar's second definition of resilience, 'the capacity of individuals' […] social ecologies to provide those resources' (Ungar, p. 225).

In one school, the profile of HeadStart was raised by the HeadStart team leading an assembly. There was also a whole school day on SUMO where all staff and pupils took the day off the 'regular' curriculum to launch HeadStart across the school. There are now displays across the school and also in every classroom. "It's a whole school theme, displays in every corridor, we hold parenting workshops. You hear the children using the language."

Ungar's third definition of resilience, the negotiation of 'culturally meaningful ways to share resources' (Ungar 2011 p. 18) is clearly demonstrated through the development of a 'shared

language' which has been highlighted as a positive, as pupils and teachers are involved in the creation and establishment of a vocabulary that belongs to both of them and that allows for understanding and empathy in both directions:

> "Not all children are directly involved in HeadStart, but there has been whole school impact through SUMO and whole school assemblies – use of the language such as "change your T-shirt, but a greater impact on Y6 who were more directly involved."

This was repeated in another school:

> "The *Getting Ahead* programme with eight targeted Y6 children, was really successful. The use of SUMO principles across curriculum – such as "change your T-shirt" – and the change of ethos is beginning to be seen through this shared language, in a 'trickle-down' fashion."

This was slightly different in a third school, where the staff have used it as a whole school approach and

> "That has been good, getting the children to use that language and vocabulary and that has been a learning curve for me. In terms of our ethos and culture, removing barriers to learning, that was always a priority so this is an affirmation of what we already do. Our values are very aligned with HeadStart and we were on that journey any way and it's just complemented it. It's strengthening what we already do."

Where there is a whole school focus, this supports other children not directly involved in HeadStart through the development of greater empathy and a shared language. Respondents felt that this would lead to children having solutions, life skills and strategies for self-regulation and problem-solving which it was hoped will lead to greater resilience and emotional wellbeing:

> "Not all children are directly involved in HeadStart, but there has been a whole-school impact through SUMO and whole school assemblies, but there has been a greater impact on Year 6 who were more directly involved."
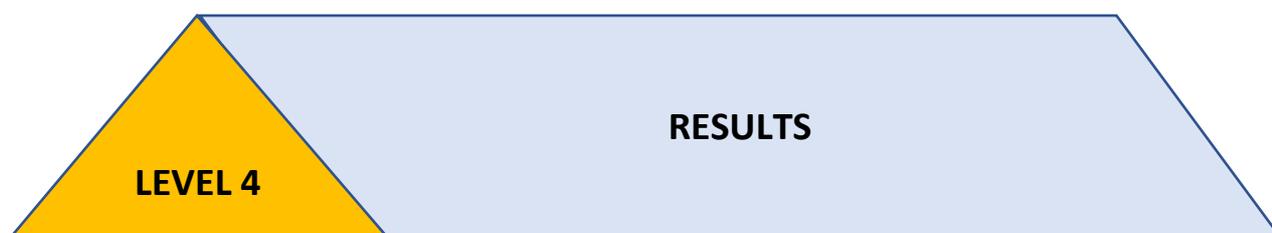
LEVEL 4   **RESULTS**

The Results level of Kirkpatrick's framework analyses the impact of the introduction and impact of the HeadStart programme and its associated interventions and ideas like SUMO. The section evaluates the impact HeadStart has had on staff, children and the school in general.

There were comments from staff that indicated that SUMO had had some positive impact on the ways in which the children interact with each other and some evidence of increased assertiveness. There was also evidence of an emerging cultural shift towards resilience in the children as evident in the use of a shared language to cope with challenges. One teacher noted that "In terms of resilience, [HeadStart has] definitely promoted that and for children to talk about, it's ok, the hippo, it's ok to not be ok, but then that is for a limited time. We don't wallow in it".

The results may suggest that the successes with the children themselves have met and exceeded expectations:

> "The majority of the children involved have had good successes this year. Some have succeeded where they were not expected to. So, we attribute that to HeadStart and the fact that they haven't given up. In the past we know that these are children that would have given up".

Another lasting impact is the evidence that the teachers have gained increased understanding of how negative experiences affect children's behaviours and learning . One teacher noted the impact on staff, saying that SUMO has been embedded into the operations of the school. Another said that: "Staff have used the terminology when dealing with children so it's a constant all-the-time engagement, to embed the principles of SUMO". Teachers have also become increasingly conscious of their own mental health and wellbeing, as another teacher highlighted:

> "What's stemmed off from this is a rise in staff mental health and wellbeing – senior staff making more provision for this, including specific days and a section of the staff room. The profile has been raised across the school. Also, the staff think about it more and realise its importance. When they come across an issue they think, 'how can I link it to HeadStart and what I already know?'".

This aligns well with Coburn's (2003) view of 'deep change' where "teachers' beliefs, norms of social interaction, and pedagogical principles as enacted in the curriculum" are altered (2003, p. 4). In relation to teacher's beliefs and 'norms of social interaction' the data indicate that staff and pupils have developed deeper knowledge and understanding of how to cope with resilience and challenges in their school, as well as a shared language to describe them. Their understanding of strategies to help support children better has been enhanced by HeadStart. As one staff member said:

> "We have got a lot of children in the school who have experienced trauma early on in life. You don't always fully realise the impacts in terms of stages of development. Psychologically, emotionally, it can upset them but you don't fully understand that it can affect other areas. Staff take more things into account now."

Coburn (2003: 6) notes that, as schools are 'situated in and inextricably linked to the broader school system', external imperatives, like a strong focus on core subjects, can mean reform is not well embedded in the school system. This is particularly so where professional development for teachers is primarily focused on meeting government priorities in the core curriculum. While there were some concerns about sustainability when HeadStart funding ceases, there were also indications that the initiative had been embedded within the school's policies and more importantly, school culture. Staff indicated that HeadStart has been embedded into and sits alongside school behaviour policies and PHSE. One teacher said: "We have adapted our behaviour policy systems to incorporate the SUMO. It now runs alongside existing policies."

It is Coburn's (2003) view that all consequential change must be rooted in principles of sustainability. She contends that schools must be mindful to put strategies in place to sustain reforms especially when funding dissipates. She also contends that ownership of reform must shift so that it is no longer perceived to be externally but internally owned by the school. There must be a 'shift from external to internal'. There are indications that the schools will be making efforts to sustain the HeadStart initiative even if/when funding is discontinued. The strategies have been embedded within the behaviour management systems in the school and parents have been appraised about SUMO via dedicated workshops. One senior member of staff said:

> "If HeadStart stopped tomorrow, we would keep the SUMO going. Obviously, the workshops and things we wouldn't have, but we try to give opportunities as much as possible. We have it embedded and it is promoted."

We will return to this key aspect of our evaluation in the next phase.

Shift in reform ownership is easier when the initiative aligns strongly with the philosophy, values and strategic direction of the school (Cameron & Green, 2015; Cummings & Worley, 2014; Senge, 1991) and it would appear that this is the case from discussions with the staff. There has also been significant staff buy-in: "All staff have been involved, trained and used it. I go into a lot of classes and I hear the staff using the terms. That's how we managed to embed it." Another staff member noted that HeadStart supports both the behaviour policy and PSHE rather than being 'bolt-on'. Still another noted that HeadStart has been "a complementary programme rather than an add-on" because the school has always placed a high priority on children's mental health and wellbeing.

CONCLUSIONS

Muraca (2012) describes the difference between functionings and capabilities. She notes that functionings are defined by Sen (1999 p75) as 'the various things a person may value doing or being' such as being healthy, safe, being educated, being employed etc., whereas capabilities refer to the freedom and ability to enjoy the combinations of functionings that a person can achieve (Muraca 2012 p. 540). Nussbaum (2003) further notes that a human life cannot be considered full and dignified if it does not have the basic capabilities to function. Here, we note that what the HeadStart schools in the study were trying to achieve was for children to aspire to and attain both functionings and capabilities. They aimed to give pupils both the resources and language to reach for and realise educational and personal goals, specifically raising their resilience to cope with the pressures they may come under now and in the future. These may be imagined as the financial, personal and cultural pressures that come with living in an economically deprived area, with low aspirational goals and a lower than average level of self-reported emotional wellbeing and familial relationships. As Schoon et al. (2004) note, teachers can smooth the progress of young people, giving them confidence in their own abilities and encouraging positive aspirations for their educational and occupational futures, which has clear links to Côté's (2016) notion of identity and Bandura's agency and self-efficacy (2001), which refer to the belief in one's ability to influence events that effect one's life and control over the way these events are experienced.

KEY FINDINGS

The first phase of the evaluation indicated that **HeadStart activities which were embedded in school practice had greater impact on pupils because they complemented other practices**. HeadStart has been effective for the schools involved in the research as they have sought to improve the resilience, mental health and wellbeing of children in Wolverhampton. **Schools reported that children were involved in learning essential skills for life, coupled with developing greater self-esteem and resilience**:

> "For a lot of older children, disaffection is a problem but our children really, really want to come to school compared to five years ago. When I look at the behaviour at this time of year, they have been fantastic, amazing, exemplary role model pupils and that wasn't the case. It's taken a lot to get there, it has been a big evolutionary process. HeadStart has been a contributing factor. It's always commented upon. The local authority spend a lot of time here as we're a vulnerable school, and our ethos and culture are said to be as good as anywhere in the authority: excellent attitudes to learning and behaviour for learning as well."

One school explicitly linked these developments to wider improvements in pupils' learning:

> "HeadStart is hugely important. Without changing our ethos and culture and removing barriers to learning, we couldn't even begin with English and Maths and that's always been our philosophy here, so the two go hand in hand. Of course, children have to have good quality teaching and be achieving to feel proud and then to be able to aspire to things but without tackling the emotional barriers to learning and all the baggage that children come with, we wouldn't get anywhere."

Although not all children were directly involved in HeadStart, all participants noted that there has been a whole school impact on behaviour. Having a whole school focus supports other children not directly involved in HeadStart through the development of greater empathy and a shared language:

> "Children use the language of SUMO. If we sustain it longer we might see more impact. The beachball, for example, you hear children saying, 'that's my point of view, it's different from yours'. That's been the difference. There's less dispute and more children working together to solve things rather than just confrontation."

This development among pupils and teachers of a shared language through SUMO was highlighted by all participants, which allows for understanding and empathy in both directions, taking away misconceptions and improving communication and therefore relationships. In addition, **teachers have become more conscious of their own mental health and wellbeing**, raising the profile of this issue across schools. Some schools have actively provided mental health training for staff, with one school dedicating a specific area in the staff room to mental health and wellbeing, and another allocating an INSET day to looking after staff needs through relaxation, mindfulness and even massage.

RECOMMENDATIONS

Some staff felt they had not been supported enough and that they could do more for their children with further training. Asked what would they like and what would happen if the funding decreased or was removed, one participant called "to be supported by external professionals". Another recognised the value of having committed outside support, while emphasising that "we need to ensure new staff to school are trained." This training needs be consistent and to support staff as they move key stages or new staff join the school. It also needs to focus on the recognition of children's additional needs around mental health, wellbeing and resilience, and strategies for supporting them. In some schools, only some core staff received any training, thus reducing HeadStart's impact across the school. Therefore, **it is recommended that high quality training is developed and maintained for all members of staff, with responsibility shared between schools and the local authority.**

It was also felt that parents were concerned about equity of access to HeadStart, with some parents feeling it was unfair that their children had not been involved. While this is more of an issue for schools in terms of how they communicate and maintain relationships with parents, it is significant that parents recognised the value of HeadStart. **It is recommended that schools work closely with HeadStart and parents to explore how to extend parents' access to and engagement with the programme**.

Finally, schools still feel they are often operating in isolation. School leaders raised the need for an external and internal quality assurance of the strategies used in HeadStart and their impact. They

called for a more systematic approach to mental health, either locally or nationally (while recognising that a national approach is unlikely), rather than just some schools receiving training on elements such as SUMO. Therefore, **it is recommended that schools also work with the local authority to develop a robust approach to quality assurance**.

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APPENDICES

APPENDIX 1: THEORETICAL FRAMEWORK

Area	SENIOR STAFF	Theoretical background
Background	Why did you want to take part in Headstart? How would you describe Headstart's aims? How far do they align with your school's needs and development plan? What did your school have in place to support student wellbeing/ resilience before you became involved in Headstart? [regular sessions, periodic events]	UN Article 3; 12/13 UN Article 12/13; Reactions.
Dosage and curriculum	Which parts of the Headstart offer are you involved in? [Core offer or bespoke?] How many hours of class teaching? Which interventions? How does this fit with other support you have in place? Have you made any changes to this support since you have been involved in Headstart?	DEPTH
Training	Have you received Headstart training? Have you received any other training in relation to children's wellbeing and resilience? How do they compare?	SUSTAIN behaviours, results
Fidelity	How has Headstart been embedded/ contextualized in your school? Have you adapted the programme in any way?	DEPTH (measurement of success & embeddedness) Transfer; results CYRM resilience UN 12/13.
Behaviour and attitudes	Has there been any impact upon the behaviour of children involved in Headstart? Has there been any impact on their engagement in school? Have you seen any changes in their attitudes and/or aspirations? How far do you think Headstart interventions can be associated with the development of behaviours and mechanisms which protect young people against the development of mental health disorders? [e.g. emotion regulation, coping, confidence, self-esteem, effective support networks]	DEPTH behaviours, results Identity Capital CYRM resilience Ungar 2;3
Learning	What have the children learned from Headstart (knowledge and skills)? Do you think they have a better understanding of resilience now? What have you learned from being involved in Headstart? Has it changed a) your and b) the school's approach in other areas?	DEPTH Ungar 3 Learning Identity Capital DEPTH & SUSTAIN.

Impact (depth)	Can you give specific examples of how particular children have benefitted from their involvement in the programme? Evidence? Has Headstart changed your approach to supporting children's wellbeing/resilience? If yes, how? Has this had an impact on children not directly involved in Headstart?	Learning DEPTH; Transfer; results CYRM resilience UN 12/13 Ungar 3;4
Most Significant Change	What do you think has been the most significant change since you became involved in Headstart? Do you think that the number of children 'at risk' in your school has reduced as a result?	DEPTH Identity Capital CYRM resilience Transfer, reactions, results
Sustainability	How important is Headstart to your school? How does it compare in importance to core priorities such as Maths and English? Has it spread outside the initial group of staff involved? If so how and how far? What would you do if Headstart stopped tomorrow? Which parts of it would you maintain? What are the barriers/obstacles to sustaining delivery or support? What is your overall cost/benefit analysis of involvement? Or is it too early to say?	DEPTH; SUSTAIN; SPREAD & SHIFT Ungar 2;3 Identity Capital CYRM resilience

KEY	Coburn	UNCRC Articles	Cote: Identity Capital
	Kirkpatrick evaluation	CYRM (Resilience)	Ungar: Four propostions

APPENDIX 2: INITIAL RESPONSES & EMERGENT THEMES

	THEMES FROM INDIVIDUAL INTERVIEWS	EMERGENT THEMES
Background	Mental health, wellbeing and resilience Immediate focus; long-term goals	Mental health, wellbeing and resilience Immediate focus; long-term goals Aspirations SUMO aligns with school ethos
	Matched values Removing barriers Giving children aspirations Teamwork	
	Alignment Reason for using Channels: kids parents visuals Evidence : language use Sumo is additional to existing provision. PHSE etc Headstart aims and philosophy fit perfectly with our children	
	Staff had prior knowledge of SUMO and existing positive opinions of it It aligns with the existing ethos of the school.	
Dosage and curriculum	Top-down approach Need for mental health programme	Parental perspectives on equality Equity Does it compromise inclusive ethos of school? Usefulness of initial data collection for targeted approach Good fit with existing pastoral support
	SUMO Good fit with existing pastoral support	
	Strategies for embedding? Direct / indirect/both Ownership?	
	Is it fair that only 6 chn access getting ahead- equity – not 'inclusive and all-embracing' as the schools approach is. Reduces impact if it is different children for each session but makes it fairer Is the baseline questionnaire completed at the right time to be able to target chn and have the biggest impact?	

	Every teaching moment in Y6 essential-could this influence the chn chosen for getting ahead ie. Those that definitely won't meet ARE?	
Training	Lack of clear understanding & training – self-taught Need for immersion Good for children	Inconsistency of training Only core staff – impact across school? Need for proactive approach Need for quality assurance
	Mindfulness, mental health & wellbeing including staff Lots of similarities between HeadStart and existing programmes	
	Methods Cascade…Training HS positive action. Active engagement Safeguarding etc. Spotting what's wrong as opposed to doing something proactive	
	Who is quality assuring the training being delivered by headstart? Incidental CPD when staff supervise a session	
Fidelity	The greater the involvement the greater the benefit Impossibility of doing all	Shared language Embeddedness: the greater the involvement the greater the benefit
	Headstart embedded – SUMO. Introducing ZUMOS Language used across the school	
	Aligned with needs and concerns of school? Match or fit to existing school values?	
	Shared language used by chn and staff, impact on adults as well as chn Supports behaviour policy An extension to the school's 3 school rules- gives the language when in 'situations' and solutions	
Behaviour and attitudes	Still more to do High self-reported confidence; low self-reported relationship scores Difference made – especially with Getting Ahead	Positive impact on engagement, behaviour and attitudes to learning Some improvement in support network Strategies for common difficulties Shared language
	Positive impact on pupils Positive impact on engagement and behaviour Excellent attitudes to learning	

	Interventions strongly associated – it does what it says it will do	
	Is it a behavioural technique programme? Naming behaviours and experience. A language to describe where they are? Stickability? Claxton… Willing to try Autonomy/independence? Skills to deal with problems. Problem solving equals resilience? Increasing protective mechanisms/ resources? Skills and methods to cope with adversity?	
	School knows chn well and is aware of common difficulties with attitudes and addressed them through specific strategies- ie. hippo time Phrases and strategies used around the school Positive impact on self-esteem, especially ambassadors Not as much impact as hoped- external influences at play Improvement in support network- peer to peer and some staff have emerged as key staff for chn to seek out when in need.	
Learning	Personal empowerment Need for continual work on this area Raised profile of PSHE/mental health	Personal empowerment Responsible for your own actions Chn developing empathy Increasing personal resilience skill set Need for national programme, rather than SUMO? Raising the profile of wellbeing and MH in schools Identity capital
	SUMO language, prioritise, perspective Core value in school and is high priority Affirmation of core values Access to resources Already aligned with principles of headstart	

	A vocabulary for expressing mindfulness?/ opinions Exploratory talk? Wegerif? Increased collaboration? Less confrontation. Negotiation Question.. why do they need HS / Sumo for this. Surely part of education? Perhaps not. Locating issues within children's character? Aspiration? Drive? CF: Identity capital… change your identity… type of person who doesn't give up?. Self believe… (in spite of context) Do it yourself..do better Specific training related to awareness. Greater knowledge of effects of trauma. Change? Addition to existing strategies	
	Chn developing empathy- opportunity to practice in a fun situation Using the word resilience has had an impact Some children's issues are more complex and need more specialised support beyond SUMO	
Impact (depth)	Significant numbers below threshold for emotional wellbeing Need for good data (pre- and post- surveys and a comparative study on each programme) Not all children are directly involved in HeadStart, but there has been whole school impact	Not all children are directly involved in HeadStart, but there has been whole school impact Whole school focus supports other children not directly involved in HeadStart Shared language
	Child in danger of being excluded benefitted from the programme Behaviour and attitudes improving Complimented existing practice Whole school focus supports other children not directly involved in HeadStart	

	Not giving up leads to success? Whole school approach.	
	School has the vision to use across the school Quieter chn gaining confidence Included in behaviour policy Increased profile of wellbeing Staff using shared language of SUMO Moving staff to spread SUMO across Key stages	
Most Significant Change	Greater provision for mental health for staff Better understanding of, and language for, issues Children having solutions and strategies for mental health and resilience issues	Children having solutions and strategies for mental health and resilience issues Coupled to aspiration
	Promoted resilience Strategies for dealing with difficulties External factors have the biggest impact Lack of involvement from parents/carers Children are safe, happy, cared for and valued in school	
	Resilience (concept of…) Not giving up, finding help Solving their own problems. Working things out for themselves. Coupled to aspiration.	
	Embedded some strategies within the behaviour systems in school Number of vulnerable/ at risk chn increasing Parent partnership- introduced at the beginning of the year to parents, parents invited to workshops Proactive staff already identifying chn to target.	

Sustainability	Essential skills for life Development of a shared language Need the key principles embedded Potentially prohibitive cost of continued support for chn if HeadStart withdrawn Overall a very positive thing for the school and the children	Essential skills for life Development of a shared language Need for staff training
	Important in order to facilitate English/maths Links between good quality teaching, ethos and aspirations Whole school approach including office staff SUMO/ZUMOS SUMO/ZUMOS would be kept Usefulness of questionnaire (survey?) Financial constraints Monitoring impact Governor monitoring Huge benefit but not measured	
	Curriculum subject V initiative (STATUS) Ethos/philosophy/ Low stakes? Connection with core subjects performance made? Health and wellbeing/ resilience not a priority? A priority? Spread/ reach ownership. Embedded/ all staff/? core staff? Keep/discard. Barriers/ support Parental involvement/ why not?/ attitude/ identity capital/ give up attitude? Philosophy	
	English and maths core priority- SATs- Government priorities SUMO needs to be further embedded Invested in SUMO- all staff attended the training Extra CAMHS help through headstart invaluable	

	LA offer of support decreasing Figure heads/ key staff in headstart have left who will be the drivers? The quality of the trainers is crucial for the programme to be delivered as it was intended by the designer. Specialist knowledge of staff- new staff need to be trained and buy into the ethos Continuity and consistency of staff could compromise the quality of delivery Is there enough impact to warrant the cost? Is year 6 the right year to target? Should it be Y5 to reduce disruption in SATs year and show impact within a primary setting?	