

# CYP Emotional and Mental Wellbeing Community Offer

*REPORT V1.0*

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# 1. Overview of the approach

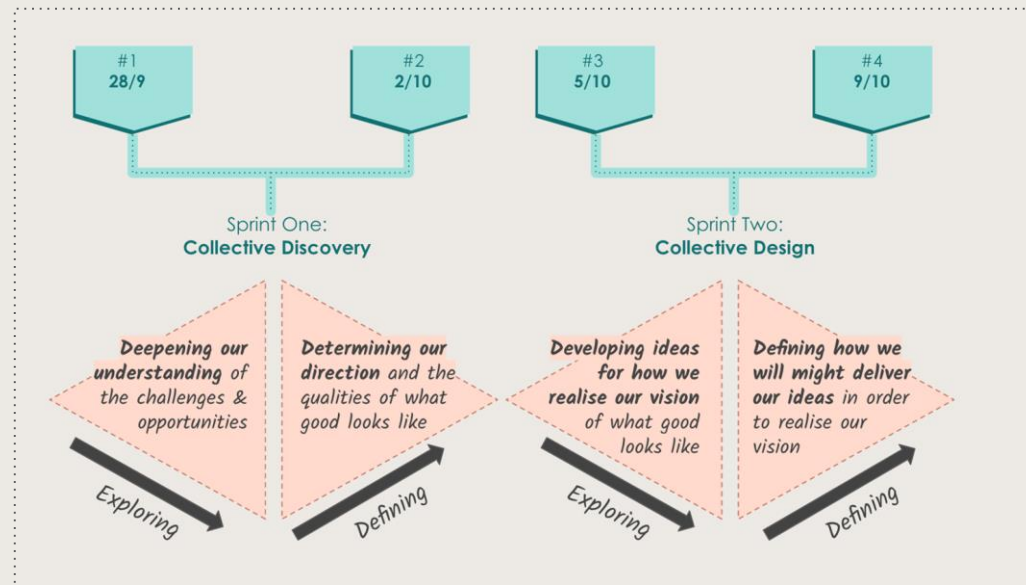
## Taking a Co-production Led Approach

The development of the community offer and model for CYP Emotional and Mental Wellbeing used a co-production-led approach. This included the active engagement and participation of a diverse range of providers, commissioners, practitioners and young people in the definition of the challenges, opportunities and solutions required.

Using a 'sprint' methodology, we delivered a series of four 4hour sessions that supported participants through a range of activities to develop the model (see diagram opposite).

This process enabled participants to:

- Explore research with children & young people in Tameside & Glossop
- Develop a brief to direct development
- Map key existing system barriers and enablers
- Explore innovative practice from other parts of the world
- Develop innovative solutions together
- Define these solutions in a model to describe key interdependencies
- Identified key priorities for delivery



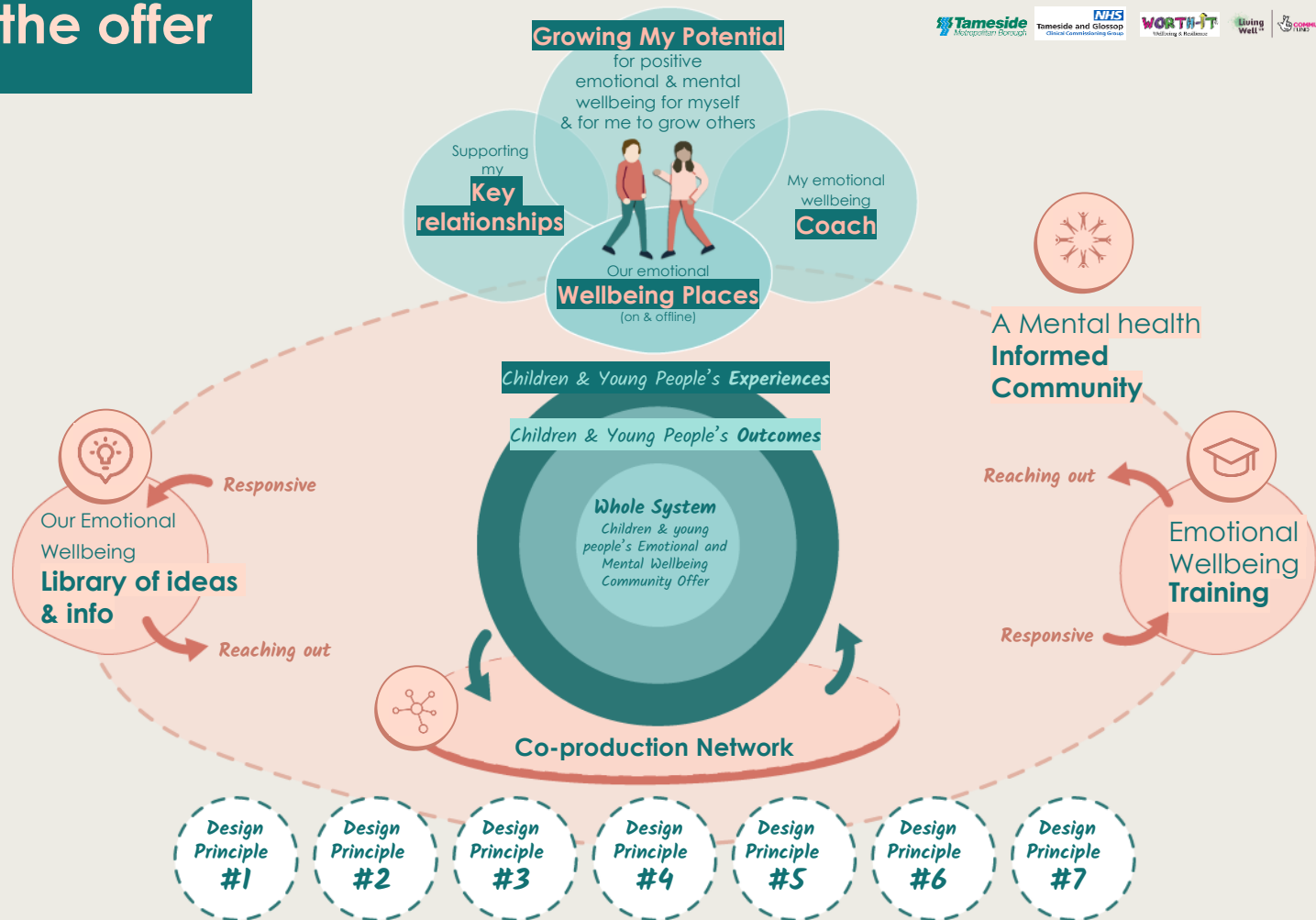
# 2. Overview of the offer

We work to realise a set of **big outcomes** for Children & young people:

1. Growing capacity to support themselves and each other
2. Having control of and able to mould support to you and your problem
3. Easy & inclusive access into supportive relationships
4. Gain awareness and understanding of emotional & mental wellbeing

We strive to enable experiences for Children & young people where:

- ★ Young people feel truly listened to and understood
- ★ Young people feel in control
- ★ Young people feel valued and deserving of support
- ★ Young people feel trusted and able to trust
- ★ Young people feel comfortable and accepted for who they are
- ★ Young people know the people and places that can offer them support



# 3. Model of support overview



An offer that is tailored to me; able to meet my individual needs and that always draws on and develops, the personal relationships, resources and capacity I have for sustainable positive emotional and mental wellbeing.

An offer that actively reaches out & engages of key places in my community to grow their awareness and their capacity to better support emotional & mental wellbeing for me and young people like me.

**My School & key services & places**



**Finding My Potential**

for positive emotional & mental wellbeing for myself & help others to find and develop theirs.

An offer that works with me to support my friends & peers to be able to better support my emotional & mental wellbeing, and builds my capacity & confidence for me to better support theirs and to help them to grow or develop an awareness of who is around to help.

**My friends & peers**

An offer that reaches out into my family, parents and the key relationships and work with me to help grow their capacity & confidence to better support my emotional & mental wellbeing. Help me use all relationships, including my pets to thrive.

**My Family, my key relationships & my pets!**

\* Wellbeing as defined by Young People. See WorthIt Research report for more information

# 4. Summary of the model

## A Whole-System Offer

To realise the agreed outcomes for positive emotional and mental wellbeing for children & young people a whole-system offer is required in Tameside & Glossop. This includes:

- An offer to the wider community to grow their awareness and capacity to support
- An offer to services and organisations to grow their awareness and increase their capacity to support
- An offer to key relationships (including parents, family members and others) to grow awareness, increase capacity to support and improve their wellbeing
- An offer to children and young people to grow awareness, build capacity to support themselves and others and to provide support when required.

The model developed, recognises how each of these groups requires an interdependent set of offers to realise the outcomes desired.

## A core offer for children & young people

The offer recognises that the foundation created by the 4 condition making elements (left) will increase positive emotional & mental wellbeing, a core set of offers specifically targeted at supporting children and young people are required.

The 4 key offer elements are:

1. At the heart of the offer is a range of approaches that focus on **Growing my potential** for positive emotional & mental wellbeing for myself & for me to grow others
2. **Our Emotional Wellbeing Places** act as an online/offline platform to support access and to nurture positive supporting relationships between young people
3. Stepped forms of tailored supporting relationships for children and young people through **My Emotional Wellbeing Coach** who builds capacity and
4. This coaching relationship is extended into the key support network of young people with tailored coaching **Supporting key relationships**

## Establishing the conditions to grow awareness and capacity to support

The foundation of the model recognises the offer elements required to grow greater awareness and capacity to support positive emotional and mental wellbeing across Tameside & Glossop.

The 4 key offer elements that were identified as enabling this are:

1. An actively promoted and grown **Emotional & Mental health informed Community**
2. A curated and accessible **Emotional Wellbeing Library of ideas & information**
3. Provision and promotion of young person-led **Emotional Wellbeing training**
4. The hosting and facilitation of **Our emotional wellbeing Co-Production Network** to support a process of ongoing development and evolution underpinned by the insights, ideas and leadership of children and young people.

# 5. Design Principles

## Design Principles:

Through the design process we developed a set of seven key design principles for the model and the offer.

These design principles help describe the key characteristics that should underpin the offer in its development, delivery and evaluation.

They can be used to:

- Ensure we are effectively translating our collective values into the offer
- Guide- set direction and help us to keep making sure we are working towards the same vision & ambition

1. We ensure young people are **included, listened to and have choice & control of every part of their support journey**, from identifying problems to developing and generating ideas and solutions
2. We give young people the **time and space to have a voice and be heard**, including the availability of flexible and young person friendly hours and places
3. We ensure support is **inclusive and accessible** to all young people and their peer and family groups
4. We support young people to **support each other**, so they have the skills and understanding to seek and provide support
5. We build relationships & places where young people **feel comfortable, accepted and valued**, where they can express themselves without judgement and communicate to adults when they are doing it wrong
6. We educate people & places about mental & emotional health and **help them realise each person is different, so that young people can feel accepted** for who they are
7. We develop young people's' **positive mental health, resilience and wellbeing in everything we do**, to help them thrive and cope when things are difficult



# My Emotional Wellbeing Coach

## 6. Overview of each element of the model

### WHY:

Sometimes young people need to speak to someone who is able to listen, understand & knows how to support them in the right way.

### HOW:

This goal of a 'coach' is to help the young person to help themselves and be able to sustain positive emotional & mental wellbeing. Coaches should be diverse & relatable; making the young person feel comfortable. They might have shared experiences of gender, sexuality and race. Young people have the option to change their coach if they are not the right match.

### WHAT:

Support is flexible and built around young person friendly hours. Depending on what the young person needs they will do the following in a 'stepped' process:

1. **Listen** without judgement
2. **Guide** them with advice and knowledge
3. **Connect** them to options for support
4. **Grow their capacity** with resources and tools
5. **Support** them for a period of time if they need it and work with the people that also support them to do this
6. **Work with key relationships** such as parents & family members to create a better network for support
7. **Refer** them and support access to more specialist support if they need it

Elements of this support available 24hours a day.

Young people have a say in how and when support ends, and know they can go back to their coach if the road gets bumpy again.

### Key Capacity & Capabilities:

- Coach has attributes that are relatable to the young person they are supporting
- Draw on local resources & assets
- Work in collaboration with young people to co-produce outcomes & support

### Key System Conditions:

- A shared understanding across organisations of what being an emotional wellbeing coach is and the support they can offer
- Rapid & easy access across services
- Commissioners who buy into the process





# Key Relationships

## Like parents & families

## 6. Overview of each element of the model

### WHY:

The people around young people, like their **parents & family play a central role in helping them through tough periods** and to grow positive mental & emotional wellbeing.

### HOW:

We support the key support relationships for young people in a range of ways depending on what they need to best support each young person's needs and challenges. This can include all family members and other key support relationships.

### WHAT:

We support key supporters in the following ways based on their needs and the needs of the young person they are supporting:

1. Quick access to **advice & guidance** when needed. This involves a blend of online meetings and in person drop in sessions and is available 24 hours.
2. **Connecting to other support** and resources
3. **Coaching support** if required and delivered in a way tailored to each person.
4. Help to **grow their confidence, skills and ability** to support the young person and themselves
5. Working with the supporter to **co-produce the support** required for the young person if needed.
6. Options to **work together as a family** as well as accessing **peer parenting & family support** from others with shared experiences

### Key Capacity & Capabilities:

- Access to common and open place of access in community
- The availability of online support
- Tailor support to diverse needs, language & neurodiversity

### Key System Conditions:

- Collective focus & investment in reducing stigma



# Finding my potential

## 6. Overview of each element of the model

### WHY:

At the heart of our offer is enabling young people to grow their potential for positive emotional & mental wellbeing for themselves and for them to be able to grow & support others' emotional & mental wellbeing - their friends, family & community

### HOW:

We need to grow the knowledge and skills that all young people have to grow and develop ways to cope when things are challenging and to thrive. We also focus on how young people can be there for others' emotional & mental wellbeing.

### WHAT:

To do this we offer:

- **Skills workshops** to grow young people's confidence in themselves and their ability to support others
- We provide a range of **spaces for young people to come together and support each other**, including an app and comfortable and safe spaces outside school and the home
- We offer **support and guidance for those supporting others** if they need it, inc. training & education on inclusion
- We run a **peer support & mentoring network**: offering a **range of ways that young people can volunteer** to mentor & support other young people in safe, low pressure and supported roles. This could include offers of anonymous support. Mentors receive high levels of support and training.
- We make sure learning how to help others is a **part of everything we do**.

### Key Capacity & Capabilities:

- Strong coaching capacity to grow confidence & capacity: - to self-manage and improve emotional & mental wellbeing- to support other's emotional & mental wellbeing

### Key System Conditions:

- Open access and self-referral routes
- Emotional literacy embedded in the spaces young people socialise and learn, including schools
- Local access points for community support

### Key Value produced:

- Young people feel accepted
- Young people feel empowered
- Young people feel trusting and comfortable



## Our Emotional wellbeing Place

### 6. Overview of each element of the model

#### WHY:

Having somewhere you know you can go if you want to connect to and access support for positive emotional and mental wellbeing is important.

#### HOW:

Our emotional wellbeing 'place(s)' feels welcoming, friendly and without judgement. Our wellbeing place is somewhere young people can trust information and advice, feel they can connect with other young people and positive supporting relationships that help them understand, grow and sustain positive mental and emotional wellbeing.

It's somewhere that young people feel they own and that they can continue to shape and develop to make it work for them and other young people.

#### WHAT:

A network of local 5 key neighbourhood places across Tameside & Glossop, either in tailored locations, or hosted by local organisations, to ensure all young people have quick and easy access to a positive place for emotional & mental wellbeing. *The place(s) offer a few different spaces, with opportunities for socialising and for quiet time.*

Our places are supported by our Online Place - where young people can access information, positive emotional & mental wellbeing resources and connect with coaches and other young people. Information here is tailored to be engaging and supportive for young people, for example curated and selected video content on wellbeing techniques such as mindfulness, breathing, etc.

#### Key Capacity & Capabilities:

- Access to common and open place of access in community
- Draw on local resources & assets
- Draw on & use a range of digital resources & tools

#### Key System Conditions:

- Leadership for collective focus and development to improve knowledge & capacity to be inclusive (inc. LGBTQ+ & BAME)

#### Key Value produced:

- Young people feel welcomed and comfortable
- Spaces are accessible
- Young people have ownership of the space



## Our Emotional Wellbeing **Informed Community**

Including schools & key services in communities

## 6. Overview of each element of the model

### WHY:

We know that awareness and understanding of the impact and challenges of emotional & mental wellbeing of children & young people is something that needs to be developed in Tameside & Glossop, especially in our schools & key services.

### HOW:

We **proactively seek to inform and advise** to grow knowledge and awareness of emotional & mental wellbeing for children & young people - in key services, organisations & people - like schools, teachers, family, friends, after school clubs, youth clubs, sports clubs etc. We aim to promote our way of supporting young people to grow their potential to support themselves & each other.

We **adapt information & guidance** for our diverse communities and groups, ensuring we it is inclusive and accessible to all.

We support young people to **campaign for awareness & understanding** of emotional & mental wellbeing.

### WHAT:

We support a **network of people & places** that anyone can come to get access to information and guidance resources to help them build their understanding & awareness.

Core to this is a **focus on supporting schools** and key services in communities to develop their awareness and capacity to support positive emotional and mental wellbeing.

Our **Library of ideas & info** and our **Emotional Wellbeing Training** offer help us to grow this informed community.

### Key Capacity & Capabilities:

- Utilise existing relationships with schools
- Draw on local resources and assets
- Draw on & use a range of digital resources & tools

### Key System Conditions:

- Leadership for collective focus and development to improve knowledge & capacity to be inclusive (inc. LGBTQ+ & BAME)
- Collective focus & investment in reducing stigma
- Collective sharing of information and ideas

### Key Value produced:

- Young people feel validated



## Our Emotional Wellbeing Library of ideas & info

## 6. Overview of each element of the model

### WHY:

We know that there is an amazing amount of information and resources for young people about building positive emotional & mental health, but sometimes it can be overwhelming or hard to know what to trust.

### HOW:

We are a trusted source for this guidance and information and we make sure we have up to date information. We are known locally as the place to go for this information.

If needed, we can provide support to help people know what information or resources might be best for them and provide guidance about how to share and engage young people with key information.

We always seek to learn from what was useful to young people, families and services and make sure we promote what works. This includes how information is shared and accommodating different learning styles - for example using videos etc.

### WHAT:

We maintain and grow a (digital) library of these resources and make it easy for people to access - be it a school, a young person or a family member. We collate information to make sure it is trusted and age appropriate. We are connected to other sources & services of health & wellbeing information and advice.

Key to this is making these **resources available, accessible and easily used in schools** and other key services.

### Key Capacity & Capabilities:

- Input from young people
- Draw on local resources & assets

### Key System Conditions:

- Leadership for collective focus and development to improve knowledge & capacity to be inclusive (inc. LGBTQ+ & BAME)
- Collective focus & investment in reducing stigma

### Key Value produced:

- Young people and their families have a shared understanding of mental and emotional wellbeing
- This understanding feels accessible



# Emotional Wellbeing Training

## 6. Overview of each element of the model

### WHY:

We know that being able to support young people's emotional and mental wellbeing needs to be the job of everyone. However, not everyone has the knowledge and skills to do this.

### HOW:

We offer services and organisations training to develop the knowledge and skills to better support emotional & mental wellbeing and tailor this to work in their context - be that at a school, GP surgery or local sports club. Our training aims to support a wide diversity of different people and recognises the need to adapt training for different cultural groups locally.

Our training helps organisations know how to grow positive awareness of mental & emotional health and to recognise when and how young people might need support in key moments of their lives - from exams to family challenges.

### WHAT:

Our training is co-led with young people. They help define what we train, how we train and co-deliver key elements of training. This process aims to help young people build their own skills and capacity by training others and is supported by schools. Being trained by us is something that is valued around here and people will want to show that they have been 'accredited' by us.

A key audience for this training is schools and key services.

This training is a key part of promoting and growing our **mental health informed community**.

### Key Capacity & Capabilities:

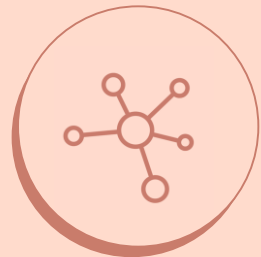
- Co-produced and led with children and young people
- Work with family & peer 'group' to develop training

### Key System Conditions:

- Coordination to ensure no duplication with existing training programmes

### Key Value produced:

- Young people feel empowered by reaching into their own experience to develop support for others



## Our Emotional Wellbeing Co-production Network

## 6. Overview of each element of the model

### WHY:

At the heart of our offer is a common set of values & approach and a shared set of outcomes. We work together as young people, providers, professionals, commissioners and the community in deep collaboration to make sure that we can grow and promote these across Tameside & Glossop.

### HOW:

We know that this is a journey and will take time to realise our ambitions for children's & young people's mental and emotional wellbeing.

The voice, insight and ideas of children & young people are at the heart of everything we do. We make sure that we continue to co-produce why, how and what we do with young people.

We actively reach out into our communities to grow the diversity and inclusivity of our network.

### WHAT:

Our Co-production Network hosts events, workshops and activities to engage a diverse range of people - from parents & carers, to local services and schools, to wider members of the community - they are all able to be part of leading and growing positive emotional & mental wellbeing with children & young people.

At its heart, the Co-production Network is led by young people, with the support of adults. The experience of young people is considered a priority and there are a range of ways for young people to be involved in ways that work for them.

### Key Capacity & Capabilities:

- The voices of of parents, families, children & young people from a diverse set of backgrounds, Education, Health, the Council, Adult provision, VSCE and commissioners

### Key System Conditions:

- Network integrated in all elements of provision
- Strong connection into adult Living Life Well offer
- Strong connection into Emotional and Mental Wellbeing Schools Offer
- Driving young people's mental health as a system wide outcome

# 7. Public Value & Outcomes

## Strategic Triangle: Generating greatest Public Value

Public Value is a term developed by Harvard professor Mark Moore and aims to describe the potential of positive outcome for communities that can be generated from the resources organisations, communities and citizens are equipped with. In Moore's framework -the Strategic Triangle - Public Value requires leaders and managers of public services to consider three elements in relationship to one-another.

Firstly, it requires a collective definition of **public value** to be created in the form of powerful outcomes. These outcomes need to be recognised by all stakeholders - from politicians, to staff, to citizens. Providers, communities and commissioners need to feel collective responsibility and accountability for realising them.

Secondly, the Strategic Triangle recognises that generating different or greater public value will require leaders, staff and communities to work in new ways and be equipped with the skills and capacity to do so. Moore describes this as **the operational capability** of an organisation or wider system.

Thirdly, Moore suggests that in order for different capabilities to be grown and established and for different forms of public value to be recognised and legitimised, requires the **right authorising environment and conducive and supporting conditions to be in place**. These conditions are created through effective leadership of the organisation or system to develop the right supporting processes, culture, structures and incentives.

**PUBLIC VALUE** Key outcomes (at all levels of the system) we are trying to realise.

**Common outcome** to improving mental & emotional wellbeing for children & young people, through:

- Increasing access & effective use of emotional wellbeing **assets & resources**
- Increasing coping **strategies & capacity**
- Increasing key **physical wellbeing**
- Increasing emotional **awareness, management & wellbeing**

- **Empowering young people** to shape mental & emotional wellbeing support
- **Growing sustainable skills & capacity** for positive mental & emotional wellbeing
- Increasing young people's **capacity to support each other's** emotional wellbeing
- Increasing **knowledge, skills & capacity of key relationships** (family, community & support - inc. schools)
- Increased **evidence-based prevention** & early interventions
- Reducing **stigma** for mental health
- Increasing **inclusivity** for LGBTQ+ and BAME groups



# 8. System conditions required

## SYSTEM CONDITIONS Conditions (structures, processes, etc) we need in our organisations & system.

- Driving trust in **clear common values & shared approach** across services
- Driving young people's mental health as a **system wide outcome** (inc.schools)
- Increasing **cross-system collaboration** around shared outcome (inc.schools)
- **Single assessment** from cross service communication & **information sharing**
- Improved **data capture & collective** analysis & learning
- Strong **connectivity** into the Adult's Living Life Well Offer
- **Rapid & easy access** across services - inc. shared front door
- **Diverse 'marketplace' of wellbeing** support options with rapid access at key times
- Core **common policies & protocols** to enable cross-service collaboration
- Collective focus & investment in **reducing stigma**
- **Emotional literacy** embedded in the spaces young people socialise and learn
- Leadership for collective focus and development to **improve knowledge & capacity to be inclusive** (inc. LGBTQ+ & BAME)

## Brand & identify from young people's perspective

### Language & names

- Stepping stones
- Climbing/ reaching high
- the path to anywhere
- Limitless young minds.
- Thrive on the Basics
- (for the name of the informed community)

### Look & feel

- Variety of colours with preference for yellow, purple, orange, green and blue
- Circles to show equity
- Ways of showing flexibility
- Welcoming & Inclusive across genders
- Represent different moods
- Joyful

### Other principles

- Active of social media and connected
- Part of campaign to build awareness more generally of emotional wellbeing
- Help connect with the experience of the support through photos and descriptions

## Principles for our governance

The process developed a set of guiding principles for how we organise effective governance for the ongoing development, delivery and evolution of the offer:

- ★ **In partnership.** Actively involving children, young people and families in decisions & governance.
- ★ **Collaborative:** Strong levels of connection & collaboration not competition
- ★ **Trust.** Building trust through vulnerability & challenge between providers and with commissioners.
- ★ **Dynamic & evolving.** Able to respond to learning and changing needs
- ★ **Cross-boundary.** Reaching in to the system and across boundaries such as statutory & non-statutory and into wider health & education.
- ★ **Relational.** Investing in the power of strong relationships and understanding across the system.
- ★ **Common goals.** Shared commitments that are understood across providers and at all levels inc. front-line.
- ★ **Strengths focused.** Ensuring we recognise and maximise the passions, resources and expertise of all.
- ★ **Transparent.** Honesty and transparency about decisions and information where possible

## Suggested Processes, Structures and Resources for good governance

### Network Coordinator

Role to support effective network working and relationships.

### Model Champion

Lead champion for the model in each organisation involved.

### Thriving Teams

Investment in building the relationships and trust of teams.

### My Story

Putting the young person in control of their story and letting them share it across organisations.

### Linked Systems

Ensuring that key agreements for linked systems, such as clinical notes, consent and information.

### Participation Forum

Open, inclusive & representative, ensuring that the voice, insight & ideas are at the heart of decisions & governance.

### Case Studies

Ongoing learning & development through sharing stories of practice - successes & areas of improvement

### Consent & engagement

From all involved, including young people and their families & key relationships.

### Partnership Forums

Facilitating positive and ongoing connection and alignment across services incl. Health & Education.

# 10. Leveraging local assets & resources

## 6. Leveraging

**Stay up-to-date.** Creating information portals that ensure our information understanding of local assets & resources is continually updated.

**Let's be consistent** - Seek consistency on key areas across services - such as age thresholds and risk management - to enable effective collaboration across support.

**Start with connecting** - don't always start by assessing a young person, but find positive connections for their current needs.

## 5. Mobilising

**Be creative** - use what we have in innovative and creative ways - like outdoor spaces.

**Distribute the expertise** - seek ways to share and build each other's expertise across services and communities.

**Rapid & responsive investing** - Quick access to grants and resources to help respond dynamically and effectively to changes in context and to maximise local resources & assets.

## 1. Appreciating

**Think experience first** - Value the quality of experience in any given asset and how it can support engagement & access.

**Nurture & grow what's working** - Invest in effective and/or high potential relationships, resources & assets in communities with local knowledge & connections.

**Be aware of each others context** - Ensure there is a shared understanding of the context of each other.



## 4. Building a vision

**Create a shared vision** - find ways to come around common aims and vision for young people

**Find mutual aims** - building mutually beneficial connections between resources, such as advice & guidance like benefits & housing.

**Engage at every level** - ensure that the vision is shared and owned by every level - including young people, families and practitioners.

## 2. Convening

**Grow the network** - invest in relationship building and establishing better connections.

**Work as partners** - active engagement & involvement of key partners such as schools.

**Facilitate the network** - invest in actively facilitating how we collaborate and grow as a network.

## 3. Mapping

**Share what we have** - find ways to enable us to share (financial)resources and assets to meet common outcomes.

**Make sure it's suitable** - Ensuring that assets & resources are fit for the purpose and principles of the model.

**Spot the gap** - drawing on relationships and assets to help manage key transitions and to identify gaps in support and access where young people could fall through.

**Highlight what's great** - find ways to recognise and accredit what is effective and valuable locally.

*\*Based on an Asset Based Community Development cycle.*