



The Resilience Revolution Final Research Report 2016-2022

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Executive Summary: The Resilience Revolution Blackpool 2016-2022

This report presents the research and evaluation of the Resilience Revolution programme (2016-2022).

The Resilience Revolution is an innovative whole town approach to building resilience, made possible by funding from The National Lottery Fund's HeadStart programme. Funding was available between 2016 and 2022, across 6 areas nationally in the UK with the purpose of testing and learning new ways to support young people's mental health (ages 10-16).

In Blackpool, the programme took the bold step of developing a vision for the whole town; giving everyone who lived, worked or volunteered in the town the opportunity to get involved. The Resilience Revolution embraced co-production as a way to design and test innovative projects. Co-production meant a range of people, with different expertise, working together, as equals towards shared goals including:

- Building lifelong trusted relationships between; young people, families, schools, workers and organisations.
- Working alongside schools to promote more inclusive learning environments.
- Working alongside young people and families on new ways to deliver support.
- Working alongside young people and families to make processes and policies that impact them, fairer.
- Raising awareness of what is unfair and how it needs to change through campaigns.

Over time, the Resilience Revolution worked to move systems more strongly towards the prevention of mental health problems. It helped people to "beat the odds", whilst also "changing the odds" (Hart et al., 2016); promoting well-being and created opportunities and new spaces for resilience to grow (RSA, 2018).

The Implementation of the Resilience Revolution

The Resilience Revolution engaged young people, parents and carers and professionals to co-produce both practice and research.

Three tiers of support were initially co-produced and delivered.

Universal:

Delivered in all schools in Blackpool.

- Supporting all 44 Blackpool Schools to have a Resilient Therapy and co-production informed approach to systems change.
- Delivering an introduction to resilience course to every Year 5 primary school pupil.

Universal +:

Offered to anyone living, working, or volunteering in Blackpool.

- Free Resilient Therapy, co-production and activism events and activities for young people aged 10-16.
- Free resilience training and learning events for the children's and families' workforce, regular supervision and communities of practice.
- Free resilience training and peer support groups for families, parents and carers.

Targeted:

Targeted support was tailored towards priority groups:

- ‘Our Children’, (the term looked after children and young people in Blackpool prefer), were supported through Friend for Life and Back on Track projects.
- Young people who self-harm had access to therapy through Walk and Talk or support from a Resilience Coach.
- Young people moving from primary into secondary school identified as having lower levels of resilience were supported by a Resilience Coach on an individual or group basis.
- Young people with emotional and communication needs enrolled at Blackpool's Pupil Referral Unit and at a primary school were supported by a combination of Resilient Therapy (Hart et al, 2007) informed equine care and art therapy.

In addition to these initial universal and target areas, the Resilience Revolution sparked innovative activities often initiated by young people, parents and carers and schools.

Table 1. An overall summary of numbers of people engaged in the Resilience Revolution.

Young people (universal & universal +)	Young people (targeted)	Parents	Professionals	Volunteers
19184	2552	841	3276	152
Primary Schools	Secondary Schools	Other school settings	Community based organisations	
31	8	3	147	

Research Questions and Methodology

Five research questions shaped the research and evaluation:

1. What were the projects within the Resilience Revolution and who was part of them?
2. What were different people’s experiences of the Resilience Revolution?
3. What was the impact of the Resilience Revolution for 10- to 16 -year -olds?
4. How much has the Resilience Revolution created spaces for systems changes?
5. What is the potential for sustaining the Resilience Revolution?

This research was informed by the Value Creation Framework (Wenger-Trayner & Wenger-Trayner, 2020) and drew from quantitative and qualitative data from multiple sources. We adopted a 'test and learn' approach. Co-production was central, and methods were selected to maximise accessibility and participation.

Table 2. Research and Evaluation Data Sources

Data Source	Source Number
Project Specific Surveys	16,200
Interviews	60
Focus Groups	5
Feedback Forms	3,800

Regular learning events and conferences helped to develop co-research skills, presentation skills, and amplify lived experience voices at an international level in South Africa, Portugal, Ireland, United

States of America, Greece and at the Blackpool based International Resilience Conference in March 2022.

Findings

Research question 1: What were the projects of the Resilience Revolution and who was part of them?

The Resilience Revolution involved many community organisations, individuals, and schools across Blackpool. Table 3 below presents details of participation in the Resilience Revolution projects.

Table 3. Total numbers participating in each project of the Resilience Revolution (n/a indicates not applicable).

	Young People	Parent and carers	Schools	Professionals	Organisations
Academic Resilience Approach	19,184	108	44	945	n/a
Video Interactive Guidance	21	42	n/a	3	n/a
Parents of the Revolution	n/a	135	n/a	n/a	n/a
Youth Engagement	669	n/a	n/a	n/a	n/a
Back on Track	39	39	22	n/a	n/a
Self-Harm Support	154	77	15	n/a	n/a
Moving on Up Group Work	520	n/a	19	n/a	n/a
Moving on Up One to One	520	520	44	n/a	n/a
Friend for Life	28	28	n/a	56	n/a
Saddle Up	63	n/a	3	6	1
Friend for School	9	n/a	1	3	1
Digital Friends	3	n/a	n/a	n/a	n/a
Peer Mentoring	26	n/a	1	n/a	n/a
Resilience Clubs	93	n/a	3	n/a	n/a
Creative Experiences	300	n/a	n/a	n/a	3
Bounce Forward	3134	n/a	20	45	n/a
Junior Park Rangers	262	n/a	n/a	4	n/a
Workforce Development	n/a	n/a	44	2331	147
Walk and Talk	475	n/a	n/a	n/a	1
Apprenticeships / Sessional	24	n/a	n/a	28	5
Blackpool Beating Bullying	n/a	n/a	44	n/a	n/a

As shown in Tables 1 and 3, the provision of diverse activities enabled a broad range of individuals to take part in the Resilience Revolution. Active participation in the delivery of the Resilience Revolution included 669 Young People, 841 parents and carers, 44 schools, 3276 professionals like NHS workers, council employees and practitioners, and 147 community partners like schools, colleges, universities, and Voluntary, Community, Faith and Social Enterprise (VCFSE) and 152 volunteers.

Participation levels for all groups increased steadily prior to initial COVID-19 restrictions. Engagement with young people dipped when restrictions were in-place yet returned once restrictions were lifted. Conversely, engagement with parents, carers and partnership organisations increased as the programme trialled new ways of online and hybrid working. The overall number of individuals and groups participating in Resilience Revolution projects is higher than our figures show. This is because of the extensive partnership working with schools, colleges, universities, and VCFSE sectors. As the Resilience Revolution grew, some of these groups did not directly report into the programme's reporting structure but had significant involvement.

Research question 2: How was the overall implementation process experienced?

The experiences of stakeholders suggested six key factors that need to be considered when designing and implementing similar complex initiatives. These are:

1. Motivations for joining

Young people and parents took part to shape local services and systems to ensure they are relevant, accessible, and effective. The key motivation of practitioners and community organisations for joining the Resilience Revolution was often to transform and improve these services and systems by working directly with people who use them.

2. Relationships

Adults and young people emphasised the importance of respectful relationships as important foundations of future work. A key goal for many young people in the targeted support projects was to make new friends and improve their sense of belonging. Parents and carers emphasised the importance of informal spaces where they could share their lived experiences, exchange peer support and feel less isolated.

3. Group and team facilitation

Relaxed but focused, knowledgeable, and respectful facilitation of groups and teams helped co-produced activities achieve their aims. Young people, parents and carers felt their diverse voices were heard and acted upon in the Resilience Revolution.

4. Adapting approaches

The COVID-19 pandemic and lockdowns necessitated changes in the way the Resilience Revolution operated with a shift to more online activities. This worked better for adults than some young people. A willingness to adapt the way things were done was found to be important throughout.

5. Ensuring voices are heard and amplified

The Resilience Revolution generated many opportunities to ensure that young people's and parents'/carers' voices were heard. This happened locally within the Resilience Revolution's leadership through the Young People' Executive group, in schools and nationally in important policy making processes such as the Westminster mental health consultation event in 2018.

6. Meaningful co-production

The Resilience Revolution's activities were in general experienced as involving meaningful and genuine co-production. This was helped when professionals and those in positions of power were open to be challenged. The Workforce Development project aimed to improve this. Making use of both informal and formal spaces helped genuine co-production. The informal spaces provided a safe space for all to speak and resulted in specific recommendations for change and improvement to feed into formal spaces. People also valued accountability with feedback about the progress of agreed actions.

Research question 3: What was the impact of the Resilience Revolution for 10- to 16-year-olds?

Through their involvement in the Resilience Revolution, schools became fairer, safer and better places where the voices of pupils were listened to and acted upon. Young people reduced their levels of negative thinking and saw statistically significant improvements in: feeling confident, feeling able to make changes in school, being hopeful about their futures, coping, problem-solving, understanding resilience, wellbeing and in being able to make friends.

Through staff training on resilience, Resilience Committees and innovation fund projects, transformations took place at both individual and system levels. For instance, at individual level, increased attendance, self-confidence and pride in the school, as well as reduced behavioural episodes and exclusions were reported for pupils who were part of Resilience Committees.

1. Primary school

Surveys were completed by young people in primary schools before and after taking part in the Resilience Revolution projects. The results of these show significant improvements in young people's wellbeing, emotional control and behaviour. Following Resilience Revolution projects, young people had increased levels of resilience, self-esteem, and aspirations for future achievements. Their confidence to take part in new activities and making decisions in school and at home was also improved. Schools that joined the anti-bullying Charter mark project saw improved attitudes to self and the school reported by young people compared with schools that had not joined the Blackpool Beating Bullying campaign.

2. Secondary school

Surveys from young people in secondary school saw statistically significant improvements in their mental health scores after taking part in Resilience Revolution projects as well as feeling more prepared for the challenges of secondary school, more confidence, more able to make new friends. There were greater aspirations for future achievements as well as better school attendance.

3. Parents

Evidence of improved parent and carer self-confidence, self-esteem, and self-efficacy was observed. Groups of parents and carers took part in and led a range of training events; and conducted interviews for social care workers and co-produced toolkits and guidance documents. These opportunities led to improved resilience and wellbeing, with a particular focus on peer-support as a mechanism for improvement.

4. Our Children

The Resilience Revolution used brave innovative approaches that support 'Our Children' (Children Looked After) building longstanding and trusted relationships in school and in the community. Our Children reported improvements in their emotions, behaviours, aspirations, self-esteem, confidence, school attendance and civic engagement.

5. Young People's Mental Health

Through the Walk and Talk and Self harm support projects, young people took part in activities because they wanted targeted support with managing their emotions and behaviours. At the end of these projects young people had improvements in their life aspirations. Young people were more motivated and able to manage their emotions better. Some young people also improved relationships with peers. And specifically in the self-harm project, 77% of young people did not go back to Accident and Emergency related to self-harming.

6. Employment and Skills

Young people involved in co-production opportunities reported transformational impacts in confidence, sense of belonging and new life skills. A range of new employment roles specifically for parents, carers and young people with relevant lived experiences were created, this led to improved self-esteem, sense of belonging and leadership skills. Apprentices rated their experiences at 8.8 out of 10. Young people and parents and carers in co-production groups helped connect a range of local and national organisations, including Ofqual (Office for Qualifications, Examinations and Regulations) as well as ensuring recruitment processes became increasingly more accessible and relevant for the Blackpool community. Young people's involvement has indicated a long-term impact on aspirations and confidence about their future opportunities. Outcomes suggest a strong sense of empowerment and self-advocacy for young people.

The Resilience Revolution has improved mental health and well-being in Blackpool's young people and increased protective factors that might enable them to overcome adversities that they face in the present or in the future. Longitudinal and in-depth assessment of experiences and impact is likely to produce stronger and more conclusive results. Young people's involvement in the Resilience Revolution's implementation and co-production opportunities has resulted in an array of positive outcomes.

Research Question 4: To what extent did the Resilience Revolution build capacity within the system?

Capacity building was linked to four interconnected processes: 1) effective and distributed leadership, 2) co-production, 3) training and employment and 4) activism. In the Resilience Revolution, capacity building was successful because of the understanding that lived experience experts, and - particularly in Blackpool - youth expertise, significantly added to the likelihood of improving schools, health services, and community organisations. This improvement was seen in accessibility, inclusivity, and relevance but also in terms of governance and accountability.

1. Capacity building through effective and distributed leadership

Distributed (a type of shared) leadership includes individuals, teams, organisations and whole systems into a unified movement. Parents and carers highlighted that having a team leader helped to match lived experience and activities effectively leading to inclusion and meaningful engagement. Young people highlighted that, adult facilitators of youth groups supported continuous engagement, helped activities to remain focused, provided clarity and cohesion ensuring tasks were completed.

2. Capacity building through co-production

Co-production was a route to navigating services and systems and involved enhancing social networks, enabling peer support, and growing individual capacity by developing skills acquisition and improving practices. Much of the Resilience Revolution's contribution to capacity building are the

ideas, toolkits, and products co-produced by young people, parents, carers, practitioners, and academics. For example, the Blackpool Families Rock Model of Practice helped shape a new way of working with families. Beyond Blackpool, a toolkit was co-produced for young people and parents working with Children and Adolescent Mental Health Services.

3. Capacity building through training & employment

Lived-experience co-trainers built capacity across Blackpool and beyond by sharing their expertise and experience. For example, young people and parents and carers co-delivered training offered by Boingboing, at Big Resilience Get Togethers and at the International Resilience Revolution Conference. This increased personal capacity, whilst improving understanding of resilience and best practices where young people increasingly became “the centre of all decision making” (Charity 3). Over time, youth and parent and carer employment structures were expanded inside the Resilience Revolution’s organisational culture and partnering organisations. The employment of apprentices and sessional workers improved communication, organisation, and the quality of work, contributed to a more diverse workforce, increased creativity and risk mitigation.

4. Capacity building through activism

The ability of projects to influence systems linked to 1) youth voice, 2) cross-organisational partnerships and 3) intergenerational partnerships. Here, young people, parents and carers, and those that support them worked collectively to drive systems change at local and national levels. This way of working was evidenced across all universal and targeted projects: youth projects, in schools, training and communities of practice, within the Friendship Model of Volunteering and in Parents and Carers groups. It was also nationally recognised. For example, Blackpool’s young people were specifically commended (Tilly, Morris & Yusuf, 2021) for contributions to the Youth Affairs All Party Parliamentary Group on Youth Affairs (APPG) on The Economic Impact of COVID-19 on Young People - Submission of evidence - Boingboing. This was one of 7 co-produced policy submissions where the Resilience Revolution helped to change national policy and practice.

Two other policy submissions have influenced a change in the national parliamentary consultation processes. Are you influential? Get your voice heard in UK Parliament - Parliament UK Education offers training to young people in how to submit evidence and take part in consultations. Also, Campaign for change - Parliament UK Education is a bespoke school-based programme to support youth campaigning skills.

Cross-systems activism increased following the first national COVID-19 lockdown in March 2020 with the ‘Inclusion Not Exclusion Group’ which was a collaboration between schools’ staff, young people, NHS workers as well as other Blackpool professionals. Young people were further enabled to build their capacity around contributing to wider systems change via projects such as Activists in Residence, Blackpool Youth Climate Group, and the Resilience Revolution Education Voices group.

Research question 5: What is the potential for the sustainability of the Resilience Revolution?

All 11 Resilience Revolution universal and targeted approaches have been sustained in-full or in-part. Seven of these projects have been actively sustained by continuation of funding (Back on Track, Friendship Model of Volunteering, Self-Harm Support, Walk and Talk, Apprenticeships, Youth Engagement co-production and Moving on Up 1:1). Some projects expanded, such as the Friendship Model of Volunteering and work with Apprenticeships.

The remaining four projects were more passively sustained via the continued use of co-produced guidance (i.e., Academic Resilience Approach, Bounce Forward, Moving on Up group work, and Saddle Up). For example, although the equine aspect of Saddle Up was not continued after the project ended, Educational Diversity teachers reported the continued use of art and emotional regulation classroom-based activities and practices that they had learned from the project.

Thus, successful sustainability came from the creative and innovative adaptation of the original projects and through applying resilience concepts to improve projects' fit with local needs. For example, work with Parents and Carers and Voluntary/Community/Faith/Social Enterprise (VCFSE) groups took place across projects and expanded over time. The transformational impact of the Resilience Revolution is evident across all four areas that Windell (2014) outlines as imperative for reducing health inequalities. These included: early intervention, inclusive education, improved employment, and a healthy environment.

1. Early intervention:

- Blackpool Council Volunteers Service will continue the Friendship Model of Volunteering with support from the business community, particularly Merlin Entertainments.
- Funding has been secured for a five-year research collaboration with the National Institute for Health and Care Research (NIHR), Empowerment, Lancaster University to look at health inequalities in different areas of Blackpool.

2. Inclusive education:

- Continued support to Our Children and young people at risk of self-harm and exclusion will be provided by Resilience Coaches embedded in local schools.
- Blackpool Football Club Community Trust's Premier League Kicks programme embeds Resilient Therapy and co-production in the school curriculum.
- The Grand Theatre has Resilient Therapy embedded explicitly in their future projects.

3. Improved employment:

- A total of 45 young people and 20 parents and carers have accessed supportive employment opportunities within the Resilience Revolution and partnering organisations since inception.
- Blackpool Council has established a Co-production Team and a team of youth advisors to promote the use of co-production projects across every directorate in the Council. The teams will continue to deliver co-production training and Communities of Practice sessions.
- Blackpool Council and partner organisations, such as the Blackpool Teaching Hospital, have altered recruitment processes to increase the likelihood of successful youth employment in their organisations.

4. Healthy environment:

- Blackpool Council Parks Service is committed to an apprenticeship within their team and to continue to fund and expand Junior Park Rangers.
- The Resilience Revolution's [Resilience Pathway](#) demonstrates that the resilience approaches and values are a long-term commitment in Blackpool.

Supporting Sustainability

Three themes emerged from interviews that highlight factors that supported sustainability of the Resilience Revolution's work. These include:

- Redistribution of power (e.g., inclusive language, recognising the value of lived-experience, enhanced understanding of co-production, supportive funding structures)

- Pride in the collective (e.g., individual and organisational reputational benefits of co-production and cross-partnership working)
- Intergenerational planning (e.g., co-production across generations, an ambition for improving mental health in Blackpool for future generations)

Sharing findings as they arose increased the potential for sustainability as it inspired collective pride whilst improving organisations and systems. Intergenerational planning saw young people and their supporters enthused and motivated with the innovative way of the Resilience Revolution approaches. This led them to commit to personally sustaining practices and projects for those that come after them.

Recommendations

The Resilience Revolution's findings show statistically significant improvements in wellbeing, resilience and an increase in civic and social behaviours. Therefore, this evaluation found that in the Resilience Revolution programme social action was a mechanism that helped to reduce health inequalities and challenge multiple disadvantages young people face.

Furthermore, the Resilience Revolution showed evidence for rapid practice development in the local workforce. Stepping up voluntary co-production opportunities into new paid employment opportunities helped to sustain values and ideas as well as drive improvements in services. Based on the learning from the process, outcomes, and impact of the Resilience Revolution the following recommendations are suggested.

Overall

- Start with social justice focused conversations to grow meaningful grass-roots campaigns.
- Engage with young people and a wide range of parents and carers groups to improve local services.
- Create a wide-ranging choice of co-production opportunities across the whole town.
- Co-produce local policies and strategies particularly in education, health and social care because it can lead to fairer outcomes for young people and families.
- Make wellbeing a priority because without this, it will be impossible to make transformative changes to systems.

For Practitioners and their Managers

- Create lived experience co-trainer jobs because these will help drive workforce practice developments.
- Explore the barriers to engagement and co-produce solutions about how to overcome them.
- Invest in youth employment opportunities; youth advisors and apprenticeships to share decision making with those new to the workforce.
- Training packages need to be co-produced after relationships are built. It is important to know the community and its needs and training needs to include relevant local examples.
- A tiered training programme with a range of short and longer training courses helps ensure learning has accessible routes for a wide range of workers and volunteers.
- A high frequency of training and learning events helps workers to connect, test and learn from new approaches.
- Intergenerational co-produced training resources help unite the whole community to have a shared understanding and common language.
- A repository of local examples of successful resilience building work is useful for practitioners to use to improve decision making in work with young people and families.

For Policymakers

- Incorporate resilience and co-production within national measurements of school performance.
- Update the statutory requirement for independent visitors to require lifelong commitment of a trusted adult to every young person in care
- Young people choosing their lifelong friend and co-producing the matching, training and supervision processes will help drive best practice in intergenerational friendships for Our Children.
- Create national co-production groups that focus on people from coastal communities to address inequalities.
- Reconsider universal approaches. Co-produced and specific resilience building activities can have systems level impacts.

For Funders

- Ensure funding requirements have suitable flexibility and resilience.
- Remove limitations on percentages that can be spent on implementation, research and treatments. Co-production is all of these rolled into one.
- When commissioning services, consider local providers first. Lived experience local experts lead to more sustainable outcomes.

For Researchers

- Ensure the research and evaluation works within co-production spaces. The benefit of co-research allows projects to quickly adapt to new opportunities and strengths as well as create teams to work as co-researchers, improve data capturing and analysis.
- Report regularly as a continuous process – enabling adjustments and improvements that impact on people's lives to be made as soon as possible. Future research needs to evaluate and correlate longer-term systems changes after the implementation of the Resilience Revolution in Blackpool.

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Introduction

This report presents the research and evaluation of Blackpool's Resilience Revolution (2016-2022). It synthesises and integrates learning throughout the programme across its development and implementation. It draws on programme data and findings from specific project evaluation reports. These detailed project reports are presented in the Appendices section at the end of this report. The first section introduces the Resilience Revolution and the research approach. It then describes the projects of the Resilience Revolution and engagement levels before exploring how those involved experienced it. After that, it shows how the Resilience Revolution has had a significant impact on outcomes important for young people's mental health and development. The final two sections look to the future and explore capacity building and sustainability.

The Resilience Revolution

The Resilience Revolution was made possible through the £13 Million National Lottery Community Fund's HeadStart programme. It was an extensive change programme influencing the lives of young people who face disadvantages. The Resilience Revolution sought 'local action on health inequalities' across all areas outlined in 2014 by Public Health England (Windell, 2014). This meant early intervention, inclusive education, improved employment, healthy living standards for all, including a healthy environment.

The Resilience Revolution embraced co-production as a way to design and test innovative projects. Co-production involved a range of people, with different expertise, working together, as equals towards shared goals including:

- Building lifelong trusted relationships between; young people, families, schools, workers and organisations.
- Working alongside schools to promote more inclusive learning environments.
- Working alongside young people and families on new ways to deliver support.
- Working alongside young people and families to make processes and policies that impact them, fairer.
- Raising awareness of what is unfair and how it needs to change through campaigns.

The Resilience Revolution adopted a similar approach to the NHS 'Health as a Social Movement' programme (RSA, 2018) as it worked to orient systems more strongly towards the prevention of mental health problems, promotion of well-being and resilience, building resilience promoting environments as well as the reduction of wider adversity contexts that contribute to health inequalities.

It achieved this through three principles:

1. It took a place-based approach to respond to the complex nature of local issues and utilise local assets and networks.
2. It built cross-sector co-production, putting young people and parents and carers at the heart of the programme, working alongside them at all levels.
3. It focused on building community resilience in Blackpool by bringing together community development, community empowerment and social justice (Laverack & Labonte, 2000; WHO, 2021).

In the UK context, community resilience has been defined as a process:

"When the public are empowered to harness local resources and expertise to help themselves and their communities to prepare, respond and recover from disruptive

challenges, and plan and adapt to long term social and environmental changes to ensure their future prosperity and resilience.” (Cabinet Office, 2019).

The Resilience Revolution went further than this understanding of community resilience in two important ways. Firstly, as a social movement it sought to empower people to advocate for more resources provided in accessible ways where needed. Secondly, it went beyond planning and adapting to social and environmental change, and promoted systems change to build greater community well-being.

The Local Context: Blackpool

Blackpool is a seaside town and a famous family holiday resort in Northwest England and one of the most socio-economically deprived towns of England. It also has a community that is determined to build a better future for itself and future generations. In 2015, a group of young people highlighted what life was like growing up in Blackpool.

“Our town, - the most deprived in England, and at the very bottom of league tables for income, employment, skills, educational attainment, mental and physical health - seems to offer few advantages and little cause for optimism to those seeking a bright future. And yet, there are rich and underused assets which we can build on”. (HeadStart Blackpool Phase 3 Bid, 2016)

Using terminology from Marmot and colleagues (2020) report, ‘Health Equity in England: The Marmot Review 10 Years On’, Blackpool is classed as an “ignored community” due to the wide scale of deprivation community members experience. Compared to national statistics, young people in Blackpool also experienced disproportionate rates of being looked after by their local council (i.e., Our Children) (Blackpool Council, 2015), child poverty, self-harm and school exclusions (DfE, 2019). This sits within a broader context where young people across the country continue to experience high rates of mental health problems, (Deighton et al., 2018; Jeffery et al., 2021).

Development of the Resilience Revolution through HeadStart Blackpool

Due to high levels of disproportionate risks and adversities, Blackpool was chosen as one of the six areas across the UK to implement the HeadStart programme in 2016 funded by The National Lottery Community Fund. The HeadStart programme aimed to improve mental health, wellbeing and prevent onset of mental health difficulties in 10-to-16-year-olds. This was approximately 8% of Blackpool’s population.

The HeadStart programme in Blackpool was a complex and passionate partnership between Blackpool Council, the Centre of Resilience for Social Justice at the University of Brighton, and Boingboing Resilience Community Interest Company. The programme invited anyone who lived, worked or volunteered locally to get involved and make Blackpool a more resilient town for everyone. Adopting a social justice-oriented understanding of resilience, the aim was to help people to “beat the odds”, whilst also “changing the odds” (Hart et al., 2016). The programme was grounded in Resilient Therapy as the overarching theoretical background, an approach designed specifically for young people experiencing persistent disadvantage (Hart et al, 2007).

Learning throughout the first three years of the programme led to further cultivation and refinement of the programme’s model which resulted in expansion into the ‘Resilience Revolution’ in 2018 with a focus on sustainability of the programme and embedding its values, practice and approaches within the wider system. This was a shift towards a population health intervention with a focus on community resilience development. Here, Resilient Therapy provided a set of evidence-informed practices to promote resilience building at the individual, group and systems levels. These practices were made accessible for a wide range of individuals, including young people and their families and schools, via the Resilience Framework (Hart et al., 2007).

The Resilience 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). It underpinned the guiding set of principles for research and practice development. This approach was also in line with the Blackpool Social Mobility Opportunity Area Plan 2017-2021 (DfE, 2017), highlighting the crucial role of cross-partnership work in the town. Co-production and working across systems had been at the heart of the Resilience Revolution and through these processes, the programme aimed for societal change that impacted everyone’s, but especially young people’s lives.

The Implementation of the Resilience Revolution

Community resilience reflects a range of activities and capabilities such as individual resilience, social action, and voluntary capabilities. Building on this approach, the Resilience Revolution provided universal and targeted support to build individual resilience in young people, mobilised a social movement for system change and transformation, and engaged young people, parents and carers and professionals to co-produce both practice and research.

The Resilience Revolution adopted an ‘inequalities imagination’ (Hart et al., 2016) aiming to involve people who are often excluded. This approach was embedded within Resilient Therapy (Hart et al., 2007), highly influenced by Roger Hart’s Ladder of Participation (2013) and made explicit in the recommendations of youth co-researchers (Revolution Researchers, 2020).

Three tiers of support were co-produced and delivered throughout the programme:

1. Universal:

This tier of support was for all 44 Blackpool Schools

Supporting all Blackpool Schools to have a Resilient Therapy and co-production informed approach to systems change (see [Appendix A](#) for details).

An age-appropriate introduction to resilience course offered to every primary school pupil in year 5 in Blackpool Schools (see [Appendix B](#) for details).

2. Universal +:

The next tier of support was promoted to anyone who was living, working, or volunteering in Blackpool.

Free events and activities with young people aged 10-16 which introduced them to Resilient Therapy, co-production, and activism (see [Appendix C](#) for details).

Free training and learning events aimed at the children’s and families’ workforce, regular supervision, and communities of practice to help embed Resilient Therapy practice (see [Appendix D](#) for details). Free training and peer support groups aimed at families, parents, and carers (see [Appendix E](#) for details).

3. Targeted:

Targeted support was tailored towards priority groups:

- ‘Our Children’, which is the name looked after children and young people in Blackpool prefer to be known as, were able to have support through Friend for Life (see [Appendix F](#) for details) and Back on Track (see [Appendix G](#) for details)
- Young people who self-harm had access to walking therapy through Walk and Talk (see [Appendix H](#) for details) or work with a Resilience Coach through the Self Harm Support (see [Appendix I](#) for details)
- Young people moving between primary into secondary school who were identified as having lower levels of resilience than their peers were supported by a Resilience Coach on an individual or group basis, (see [Appendix J](#) for details)

- Young people with emotional and communication needs enrolled at Blackpool's Pupil Referral Unit and at a primary school were supported by a combination of Resilient Therapy informed equine care and art therapy (see [Appendix K](#) for details)

The three proportionate universal tiers underpinned a larger Blackpool strategy for promoting a social justice lens onto the inequalities at the root of mental health difficulties. In addition to these initial universal and target areas, the Resilience Revolution sparked innovative activities often initiated by young people, parents and carers and schools (see [Appendix A](#), [Appendix C](#), [Appendix E](#)). The Resilience Framework was a tool that was used to promote cohesion across all projects and activities (Hart et al., 2007).

Table 4. An overall summary of the levels of engagement with the Resilience Revolution.

Young people (universal & universal +)	Young people (targeted)	Parents	Professionals	Volunteers
19184	2552	841	3276	152
Primary Schools	Secondary Schools	Other school settings	Community based organisations	
31	8	3	147	

Research Questions and Methodology

There were five research questions that shaped this research, the evaluation design, data collection and analysis strategies. These were:

1. What were the projects within the Resilience Revolution and who was part of them?
2. What were different people's experiences of the Resilience Revolution?
3. What was the impact of the Resilience Revolution for 10- to 16-year-olds?
4. How much has the Resilience Revolution created spaces for systems changes?
5. What is the potential for sustaining the Resilience Revolution?

The research design and analysis of the mixed methods findings utilised multiple quantitative and qualitative data to provide a comprehensive picture when answering each research question. The research design was also informed by the Value Creation Framework (Wenger-Trayner & Wenger-Trayner, 2020) in integrating all data and identifying key messages (see [Appendix L](#) for details). The Value Creation Framework was also useful in the co-produced formative evaluation analyses during the programme. Here, Community of Practice (CoP) principles helped young people and their supporters to both shape and explore the Resilience Revolution. The Resilience Revolution benefited from the direct participation of one of the framework's key authors Etienne Wenger-Trayner as Visiting Professor at the University of Brighton's Centre of Resilience for Social Justice. Regular learning events and conferences helped to develop co-research skills, presentation skills, share our learning and amplify lived experience voices at an international level in South Africa, Portugal, Ireland, United States of America, Greece and at the Blackpool based International Resilience Conference in March 2022.

Methods

The Resilience Revolution collected data continuously throughout the programme.

Table 5. The Type and Amount of Data Collected

Data Source	Source Number
Project Specific Surveys	16,200
Interviews	60
Focus Groups	5
Feedback Forms	3,800

Quantitative Methods

Paired t-test analysis was used to explore if there was a statistically significant change in survey scores before and after taking part in each project. Individual t-test analysis was used to explore changes in population levels of Resilience over the programme and ANOVA analysis was used to compare those directly involved in projects with those who were involved indirectly through universal support. If the scores are statistically significant it means that any changes and improvements measured are unlikely to be simply down to chance and could be because of the support of the Resilience Revolution.

Below is the list of tools and measures used across projects of the Resilience Revolution:

- *The Short Warwick–Edinburgh Mental Well-Being Scale* is a short and validated questionnaire, where young people responded to 7 items related to aspects of their wellbeing such as feeling optimistic and relaxed (Stewart-Brown et al., 2011).
- *The Child Session Rating Scale* is a 4-item tool validated for young people aged between 6 and 12 and asks if young people feel understood and respected within a session (Duncan et al. 2003).
- *The Student Resilience Survey* is a 47-item survey that measures young people’s perceptions of their individual characteristics and protective factors embedded in the environment, which are relevant to their resilience (Sun and Stewart, 2007; Lereya et al. 2016).
- *The Child and Youth Resilience Measure - Revised* is a 17-item survey that measures resources available to young people in their schools, homes and towns that help to foster their resilience. It consists of 17 items comprising two subscales, personal resilience and caregiver/relational resilience (Jefferies, McGarrigle, & Ungar, 2019).
- *The Me & My Feelings* is a 16-item survey that measures emotional and behavioural difficulties (Deighton et al., 2013).
- *The Strengths and Difficulties Questionnaire* is a 25-item survey that measures hyperactivity, social skills, peer relationships, behaviours and emotions. It is validated for young people aged between 11 and 17 (Goodman, 2001).
- *The Young Person’s CORE* is a 10-item survey assessing anxiety, depression, trauma and emotional distress (Twigg et al., 2009).
- *Goal Based Outcomes* tracks progress towards achieving a goal that young people have identified as an area they want to improve. Young people can set multiple goals and score their progress regularly on a 0-to-10 scale, where 0 means the goal has not been met in any way, and 10 means the goal has been met completely (Law & Jacob, 2015). In The Resilience Revolution, each goal was coded as one of the 5 potions of The Resilience Framework (Hart et al., 2007).
- *The Student Life Satisfaction* survey is a 7-item survey that measures young people’s life satisfaction (Heubner 1991).
- *The Pupil Attitudes to Self and School* is a nationally benchmarked 50-item survey that measures how young people feel about themselves and their experiences at school. It is suitable for ages 8-18 (GL Assessments, 2002).
- *The Self Esteem Survey* is a 10-item survey that measures self-esteem and is valid for ages 13 and up (Rosenberg 1965).
- *The Civic Engagement Survey* is a 14-item survey that measures attitudes and behaviours that contribute to civic engagement (Doolittle & Faul, 2013).

- *The General Self Efficacy Survey* is a 10-item survey that measures self-efficacy and is valid for ages 13 and up (Schwarzer & Jerusalem, 1995).
- *The Dimensions of Identity Survey* is a 25-item survey that measures the thinking and commitment to changes of character young people have as they are growing up (Luyckx et al, 2008).
- *HeadStart Feedback* is a 10-item survey that measures learning gain and experiences of training and events.
- *BoingBoing Feedback* is a 24-item survey that measures learning gain and experiences of training and events.

Qualitative Methods

Semi-structured interviews and focus groups were conducted to understand the experiences, impacts and attitudes throughout the programme. An overarching topic guide was devised to allow interview content to support evaluation of multiple projects simultaneously and researchers reflected after the interview in a 'researcher's diary' to support quality assurance of the analysis as well as benefit from insider research insights.

The interviews were transcribed, anonymised, and analysed using thematic analysis (Braun & Clark, 2014) to identify themes within and across all Resilience Revolution projects and procedures.

In addition, two systematic reviews were conducted as part of the Friends for Life and Academic Resilience Approach evaluation.

Finally, Visual Mapping Interviews were used with some young people who were taking part in Friendships (i.e., Friends for Life, Friend for School). This interview format asks young people to use Lego bricks to represent the people, places and things that have influences on their day to day lives. The maps created are a self-reported demonstration of the socio-ecological resources around the young person (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 1998; 2007).

Accessibility & Inclusivity

Sampling techniques sought to include young people with special education needs and disabilities where possible. All three major specialist education providers across Blackpool engaged with the programme and were included in data collection. Additional considerations were taken to ensure that the research in mainstream schools was inclusive of a diverse group of individuals, including those with special needs and/or disabilities.

Accessibility was an important part of tool selection. Self-reported measures were the main approach used across the Resilience Revolution and completion times for these measures ranged between 5 minutes and 25 minutes. Young people also informed the research design and processes such as providing guidance around the wording of questions.

To support informed consent, a co-production group created a video which "describes what consent is, how to agree and disagree and the different ways you can give consent" (Rev Researchers, see: <https://www.youtube.com/watch?v=837PKalAk24&t=6s>). In addition, participant information sheets and videos were created with help from young people and made accessible. "All of us had to analyse definitions and examples of consent so that we could disseminate them in a young person friendly way" (Revolution Researchers).

The co-creation of research procedures provided skills development opportunities for young people and researchers.

Where national data links were not essential, non-binary or 'other' options, capturing both Trans and Non-Binary identities were included in demographic questions.

In 2020, a review of data inclusivity within the Resilience Revolution recommended changes. Firstly, a new data collection method, one online survey tool was added that enabled survey questions to be read aloud to participants. Secondly, the findings prompted the inclusion of more details of participant ethnicity and faith-based characteristics. Additional changes resulted when young people advocated for a non-binary option to be included in survey demographics questions. The National HeadStart programme data was linked to the Department for Education and, as a consequence of national binary data recording options, an 'other' category had not been included in the initial stages of data collection. This data was added in 2020.

This report will now consider the findings of the five research questions outlined above. In doing so it highlights the experiences of and impacts on individuals, organisations, and the community. It also highlights the successes of capacity building; systems changes and what projects and practices have been sustained.

Engagement and experiences of the Resilience Revolution

This section lists the projects and key stakeholders within the Resilience Revolution. As explained in the previous section, in 2018 HeadStart Blackpool moved into its sustainability phase and expanded projects and scope under the umbrella of the Resilience Revolution. The sustainability phase of the project was a planned stage in the programme which focused strategy and resources towards different mechanisms of embedding the pilot work across systems in Blackpool and beyond. The end goal of the sustainability phase was to enhance the potential for lasting systems changes that had a legacy for the £13 million National Lottery Community funded investment

The Resilience Revolution encompassed many community organisations, schools and community members working co-productively to improve health outcomes across Blackpool. As a result, young people aged 10-16 continued to take part in projects and the numbers of parents, and community projects engaged in the programme grew. Table 6 below presents details of participation in the Resilience Revolution projects.

Table 6. Participation in each project of the Resilience Revolution.

	Young People	Parent and carers	Schools	Professionals	Organisations
Academic Resilience Approach	19,184	108	44	945	n/a
Video Interactive Guidance	21	42	n/a	3	n/a
Parents of the Revolution	n/a	135	n/a	n/a	n/a
Youth Engagement	669	n/a	n/a	n/a	n/a
Back on Track	39	39	22	n/a	n/a
Self-Harm Support	154	77	15	n/a	n/a
Moving on Up Group Work	520	n/a	19	n/a	n/a
Moving on Up One to One	520	520	44	n/a	n/a
Friend for Life	28	28	n/a	56	n/a
Saddle Up	63	n/a	3	6	1
Friend for School	9	n/a	1	3	1
Digital Friends	3	n/a	n/a	n/a	n/a
Peer Mentoring	26	n/a	1	n/a	n/a
Resilience Clubs	93	n/a	3	n/a	n/a
Creative Experiences	300	n/a	n/a	n/a	3
Bounce Forward	3134	n/a	20	45	n/a
Junior Park Rangers	262	n/a	n/a	4	n/a
Workforce Development	n/a	n/a	44	2331	147
Walk and Talk	475	n/a	n/a	n/a	1
Apprenticeships / Sessional	24	n/a	n/a	28	5
Blackpool Beating Bullying	n/a	n/a	44	n/a	n/a
Total	25,524	949	216	3,421	158

Please note that the table above illustrates both universal and targeted projects and as a result, a small number of young people, parents and carers who have taken part in several projects may be counted more than once. For example, 19,184 young people is the total amount of young people supported through the Academic Resilience Approach. This includes young people who took part in other targeted projects such as Walk and Talk. Similarly, parent and carers who took part in activities in the Academic Resilience Approach may also have been part of targeted projects such as Moving on Up or Back on Track.

Young People

The complex intervention design of the Resilience Revolution meant that young people could engage in multiple projects either at school or in their community. A total of 669 young people actively took part in the youth engagement projects, some of these were in schools and others were across the town. Of these young people, 121 led Resilience Committees in their schools, 262 helped develop their local parks and outdoor spaces through Junior Park Rangers. There was a wide range of groups offered in community settings, including digital skills clubs, cookery lessons and social action groups. As a result of offering varied activities, the numbers of young people engaging in youth projects increased year on year between 2017 and 2019.

However, the rate of new young people joining youth engagement opportunities slowed during the COVID-19 lockdowns. Challenges experienced by young people during lockdowns meant some individual engagement with young people already taking part in activities increased in frequency on an individual basis. In group activities, smaller numbers of new young people joined than before the pandemic. For those who sustained engagement through lockdown and beyond, interviews during the 2020 lockdown period identified that:

“...young people have gone backwards- they were starting to get a little more confident and come out of themselves” (worker co-leader)

To understand the reasons for the changes in engagement with youth opportunities, a survey of young people was circulated across 10 schools resulting in 108 responses. It highlighted digital inequalities and suggested online activities were not preferred by young people. 36% of responses said they did not have internet access, and 40% said “nothing” could encourage them to engage online. Additional steps were taken based on the online engagement preferences reported by young people, new platforms and weekend sessions were offered along with devices and data to reduce some of these digital inequalities. This supported some young people to stay engaged, but not all, and did little to further engagement for those new to the programme.

Engagement numbers returned to pre-pandemic levels quickly once restrictions eased. For example, relative to pre-pandemic engagement levels, 118 young people engaged in almost 80 events and activities in the summer of 2022 with most young people attending multiple sessions (see also [Appendix C](#)).

Families

A total of 841 parents and carers engaged across 7 out of 21 projects delivered by the Resilience Revolution. There were 135 parents and carers working directly with the Parents of the Revolution (see [Appendix E](#) for more details). Most parents and carers engaged indirectly via the Resilience Coaches working with their children in the Moving-on-Up 1-2-1 project.

Based on the complex intervention and systems approach design of the Resilience Revolution, parent and carer engagement was initially an indirect result of working with young people. However, towards the later stages of the programme (2019-2022), the importance of supporting parents and carers became a key component to create a social justice orientated systems change.

The rate of parents engaging with the direct parents' projects in the Resilience Revolution increased towards the middle of the programme due to the UK national lockdown and moving support online. A broad range of factors that enabled and hindered engagement were identified from the focus groups with parents and carers (see more details in [Appendix E](#)). Parents and carers identified that engagement was facilitated by **proactive networking** with organisations supporting parents and carers and directly with parents and carers. They also emphasised the importance of **accessibility**

and variety of activities offering platforms for parents and carers to use their specific lived experience.

Accessibility was increased by providing technological support and equipment to parents and carers in Blackpool; this was seen helpful to facilitate engagement whilst allowing parents and carers to fulfil their other commitments. Parents and carers also talked about the importance of hybrid delivery modes to cater for all - people have different skills and needs, and this was reflected in the ways in which they preferred to take part in activities. Online delivery was controversial, for some it was seen as helpful to access activities remotely while also enabling parents and carers to fulfil their other commitments. However, for others the need for computer literacy and Blackpool Council's cyber security restrictions were restrictive factors that caused a barrier to their engagement. They also felt that seeking help from others was more challenging in the virtual world.

They also made recommendations, how the different activities can be made more accessible, including:

- Giving longer notice to parents and carers prior to activities or events
- Organising activities in other neighbourhoods, outside of Blackpool
- Ensuring that professionals and services use accessible language
- Enabling parents and carers to be actively involved in engagement activities
- Providing more free family events

Schools

Working collaboratively with schools to build resilience and improve the mental health and academic outcomes of all pupils, particularly those who are the most vulnerable and disadvantaged, was a key focus of the Resilience Revolution.

Schools across Blackpool engaged directly with 12 of the 21 projects implemented through the Resilience Revolution. Among them, the Academic Resilience Approach, Workforce Development, and Moving on Up 1-2-1 had engaged all 44 schools across Blackpool and Bounce Forward was implemented in all primary schools.

The Academic Resilience Approach aimed to improve the outcomes for young people and the school community, including young people, through a self-improving, resilient education system. Furthermore, all schools took part in capacity building to support the needs of school staff and young people through training and communities of practice meetings.

Schools were also involved in the Moving on Up 1-2-1 project, where 520 pupils were supported on a one-to-one basis by the Resilience Coaches through their transitions from primary school to secondary school.

The Blackpool Beating Bullying project mobilised whole-school endeavours to prevent bullying in schools. Since 2018, 40 schools signed up to the project and apply for Beating Bullying charter marks. Twenty-two of these schools have achieved the Bronze Charter Mark, with 8 of these progressed to achieve their Silver Charter Mark.

The rate of participation was particularly high for three other targeted support projects, Back on Track, Self-Harm Support, Moving-on-Up Group Work, where at least one third of schools were involved. These projects focused on an array of issues such as supporting mental health in the Self-Harm support project, building resilience in the Moving on Up - Group Work project and decreasing school exclusions in the Back on Track project.

Professionals

A total of 945 school staff attended Academic Resilience Approach training and 2331 workers from the NHS, local authority, voluntary, community and faith sector attended the wide range of resilience training offered by the Resilience Revolution ([Appendix D](#)).

A steady number of professionals attended training in the first two years of the programme. In 2019 and 2022, large learning events and conferences maintained the numbers of people training per year. The complex intervention design of the Resilience Revolution meant professionals within the workforce were a key stakeholder group.

In the initial phases of the programme, training was rolled out widely across Blackpool Council's Children's Services. This was a quick roll out as it was possible to supplement existing training packages with resilience information. The training and learning offer proactively engaged workers in all Blackpool schools, and this was able to be rolled out quickly because a national training package of the Academic Resilience Approach had previously been developed and delivered by BoingBoing.

When training was rolled out into community organisations on a bespoke basis, the time taken to build relationships with key training leads in those organisations, as well as the time taken to translate examples from social care and education into community relevant examples meant that organisations joined training and learning offer in 2018. Many organisations were introduced to resilience through bi-monthly open resilience forums or town wide events.

As a result of the COVID-19 pandemic, the training sessions moved online and were condensed. Individuals across a range of Blackpool Council departments utilised the choice of online or in person training to fit around their work patterns.

Partner organisations

The numbers of partner organisations working with the Resilience Revolution has remained broadly constant since 2018. The overall number of individuals and groups engaging with the Resilience Revolution projects is expected to be higher than the numbers outlined in this report. This is because of the extensive partnership working with schools, colleges, universities, and Voluntary, Community, Faith and Social Enterprise (VCFSE) sectors. As the Resilience Revolution grew, some of these groups did not directly report into the programme's reporting structure. An example of this is evidenced through in-depth interviews evaluating the Friend for Life project where it was reported that approximately 100 young people contributed to shaping the project indirectly via partnership working with schools and VCFSE groups. Thus, the evaluation data was not able to capture all of this activity which arose from schools, partners, and other groups taking ownership of new activities and embedding co-production across wider systems in Blackpool.

To summarise, the original target group for the programme was young people aged 10-16. However, since the programme aimed for a whole-town approach, other stakeholder groups joined and supported the aims of the Resilience Revolution throughout the programme. Their involvement was first indirect, supporting the delivery of projects for young people, but towards the latter stages of the programme this became more direct, where parents and carers as well as wider groups of practitioners became co-researchers and fulfilled more active roles in leading the Resilience Revolution as a social movement. Engaging directly with community organisations and their staff and volunteers was seen as key to successful facilitation, highlighted by both parents and carers as well as practitioners. Interviews with community organisation partners showed that the Resilience Revolution did not always get the 'reaching out' balance correct for everyone in the town, and interviewees reported that in many cases it was community organisations who reached out to the programme for joint working – nonetheless, as a social movement, the programme was responsive enough to respond to that.

Impact of the Resilience Revolution

The Resilience Revolution's universal and targeted support to young people initially started with 11 project areas (see Table 7). Across all 11 project areas of the Resilience Revolution, significant improvements were reported by young people, parents and carers, school staff and practitioners for a range of outcomes related to young people's mental health, including: mental well-being, resilience, emotional regulation, personal development and social skills, life skills, and in some cases, improved academic outcomes. Some also reported improved civic engagement and relationships with others. Civic engagement is a term that is used to talk about how individuals and groups invest in their community by 'giving back'. Table 7 presents a summary of findings from the initial 11 project areas, cross referenced to reports which provide further details.

There were more than 11 projects of the Resilience Revolution, but these were the focus of our evaluation. Part of being a social movement, was that the Resilience Revolution partnered with other groups to provide additional activities aiming to improve outcomes for young people in Blackpool and beyond. For a selection of additional projects of the Resilience Revolution, see [Appendix C](#).

A significant majority of the contact with children and young people engaging with the Resilience Revolution, took part via all schools in Blackpool. Schools, therefore, were the main centre of Resilience Revolution projects and activities, through which we directly worked with children, young people, and their families. Moreover, the Academic Resilience Approach, is a universal, whole school approach specifically aiming to transform the school system. It was embedded across all schools in Blackpool and had a diverse impact on school staff, young people, and other stakeholders e.g., parents and carers. As such, this section of the report also frames children and young people as 'pupils' and emphasises school related outcomes. However, while schools were the predominant context for contact and engagement, we note that children and young people were also contacted via other networks and community organisations partnering with the Resilience Revolution.

Table 7: Resilience Revolution Impacts of the Initial 11 Projects

Project name	Target group	Project aim	Impact	Further information/Final report
Universal and Targeted Support with young people				
Bounce Forward	Universal - all Year 5 pupils	To increase pupils' resilience by building knowledge and skills about mental health and resilience, so they would feel more equipped to cope when times are tough	<p>Mental wellbeing: Following their participation in Bounce Forward, 55% of young people reported, significantly higher levels of mental wellbeing. Average increase in young people's mental wellbeing was 4%.</p> <p>Resilience: Average overall resilience significantly increased by 1%.</p> <p>Protective factors: Significantly increased self-esteem (3%), goals and aspirations (3%), family connection (2%), and their participation in home/school (3%).</p> <p>Mental health difficulties: Prevalence of borderline or clinical emotional and behavioural difficulties decreased by 1%. Behavioural problems also decreased by 1%.</p> <p>School suspensions: There was a significant increase in suspensions (in line with the national trend). There was 1 permanent exclusion.</p> <p>Feedback from young people: 80% felt more listened to, 83% worked on things that were important to them, 80% would recommend Bounce Forward to a friend.</p> <p>Feedback from teachers: 97% of teachers were satisfied with Bounce Forward sessions 79% found Bounce Forward beneficial, 72% felt pupil resilience had increased, 79% had an impact on their knowledge and confidence of resilience and felt more confident talking about resilience and the Bounce Forward programme.</p>	Appendix B
Moving on Up 1-2-1	Year 6 pupils who had lower than average resilience scores	To support pupils to feel more equipped and resilient in their transitioning to secondary school	<p>Resilience: Significantly higher levels of protective factors reported.</p> <p>Mental health difficulties: Significantly lower mental health difficulties reported following their participation in this project. The mean score for emotional difficulties dropped by 0.35, while for behavioural difficulties, there was a larger significant decrease of 0.82.</p> <p>Goals: 70% of young people demonstrated positive change towards their goals to build resilience. On average, young people's change score was 3.89, showing meaningful and reliable change.</p>	Appendix J.a.
Moving on Up Group Work	Year 6 pupils who had lower than average resilience scores	To enable pupils to feel more equipped and prepared to leave primary school and start secondary school	<p>Readiness for secondary school: Significantly increased readiness (12%), feeling of confidence (15%) and preparedness (17%), confidence about making friends (9%).</p> <p>Mental wellbeing: Significantly increased by 6% on average.</p> <p>School attendance: Significantly increased by 1% on average (in contrast to the national trend which has shown a <u>general</u> increase in school absences).</p>	Appendix J.b.

			<p>Exclusions: No permanent exclusions. 3 young people with a history of previous suspensions were excluded again after project, while 6 did not experience any more exclusions.</p>	
Back on Track	Our Children (under local authority care) struggling in mainstream schools	To support young people to co-produce coping skills and build resilience, while facilitating communication across systems (e.g., home, school, social work)	<p>Mental health difficulties: There were statistically significant decreases in emotional difficulties (29%) after support. Hyperactivity significantly decreased by 20%. Total difficulties significantly decreased by 19% on average. The impact of difficulties significantly decreased by 16% on average. Prosocial behaviour significantly increased by 16%.</p> <p>Goals: 62% of the sample showed significant and meaningful change (3.6 average change score). Young people were therefore significantly closer to achieving their goals.</p>	Appendix G
Friendship Model of Volunteering	Our Children under local authority care and young people facing school difficulties	To match young people with an Adult Volunteer to establish a long-term relationship	<p>Personal Development: Interviews revealed strong evidence of relationship continuity and closeness. Improved self-esteem, self-confidence and social skills leading to an ability to relate better to others in school and at home; higher school attendance (2% higher, than other Our Children in Blackpool) and 0 exclusions from school for Our Children with experience of prior exclusions</p> <p>Young people involved 2+ years: Interviews demonstrated evidence of improved emotional regulation, access to career opportunities, and increased civic engagement.</p>	Appendix F
Saddle Up	Young people at Educational Diversity Schools.	To support young people with special needs to build resilience, improve social and regulation skills and mental health using a blend of Art Therapy and Equine Therapy techniques	<p>Mental health difficulties: There were significant improvements in conduct problems (33%), hyperactivity (16.5%) and total difficulties (17%). Average decrease in impact of difficulties was 41%.</p> <p>Horse riding skills: Skills pertaining to riding and caring for horses increased for all participants.</p> <p>Personal development: Aspirations showed an average increase of 30%, self-regulation (51%) and core-self (47%).</p> <p>Case studies provided evidence that the Saddle Up intervention has improved communication, confidence, relationships, trust, expression of feelings, independence, awareness of boundaries and supported transitions from SEND to mainstream. Teachers reported improvements in identity, knowledge of own emotions, emotional literacy, confidence, self-esteem, sense of hope, bravery, independence, and self-awareness.</p>	Appendix K
Self-Harm Support	Young people who are, or at	To reduce self-harming thoughts and behaviours in young	<p>Mental health difficulties: Significant improvements in emotional symptoms (22%), conduct problems (15%),</p>	Appendix I

	risk of, Self-harming	people by co-producing coping strategies and building resilience and offer support and advice to family members and other professionals	<p>hyperactivity (13%), peer relationship problems (21%), total difficulties (18%), impact (46%). Fewer young people scored outside of 'normal' thresholds.</p> <p>77% of young people did not return to Accident and Emergency related to self-harm.</p> <p>Goals: 75% of young people rated themselves significantly closer to reaching their building resilience goals. These young people demonstrated an average change of 4.25, evidencing meaningful and significant positive change towards their goals.</p> <p>Personal development and well-being: Interviews revealed outcomes such as positive changes in safe behaviours, better relationships, new coping strategies and positive outlook on the future, improved school life.</p>	
Walk and Talk	Young people who are, or at risk of, self-harming	To empower and support vulnerable young people at risk of self-harm to develop alternative coping strategies, gain confidence and self-worth and build their individual resilience	<p>Mental health difficulties: There was a significant decrease in young people's negative emotions (34%). Those with higher levels of negative emotions benefited significantly more from the intervention. Vignettes from counsellors indicated that the intervention reduced self-harming and helped young people find other ways of coping.</p>	Appendix H
Whole School Approaches				
Academic Resilience Approach	All Young People	To improve the outcomes for young people through a self-improving, resilient education system	<p>Resilience Committees: Statistically significant improvements, such as young people felt their views were listened to more; they felt they could make changes in their schools; they felt more hopeful about their future. They reported improved self-confidence, better coping and problem-solving skills, improved sense and knowledge of resilience, improved peer relationships and making more friends, and more prosocial behaviour. Young people reflected that their school became a fairer, safer, and better place, where voice of pupils was listened to. They observed more positive attitudes and less negative thinking.</p> <p>Beacons of Resilience: Statistically significant positive outcomes for pupils after the implementation of Beacon of Resilience, with the exception of Year 7 and Year 8 groups, who were going through significant changes and challenges with the onset of early adolescence and new school environment by the transition from primary to secondary.</p>	Appendix A

Youth Involvement				
Youth Engagement Opportunities	Young People	To involve all young people in co-producing the programme, e.g., involving them in decision-making	<p>Survey data: Prior to COVID-19, young people involved in co-production opportunities felt more listened to (27%), had increased feelings of hope for the future (30%) and felt they could make better changes to school (36%). In longitudinal data collected prior to the pandemic, 43% reported improved confidence, 29% reported an increased sense of belonging and 29% reported they learned important life skills.</p> <p>Personal development and well-being Feedback from young people and parents and carers indicate improvements in young people's confidence, aspirations, pride, resilience, social skills, mental health, opportunities, awareness of resilience, family relationships, behaviour, and self-worth.</p>	Appendix C
Workforce Development	Young people of working age	To engage young people in new employment opportunities in the children's and healthcare workforce.	<p>Survey data: Apprentices were asked to rate in general how beneficial their experiences had been and rated them as 8.8 out of 10.</p> <p>Personal development: apprentices reported they learned new skills and had increased confidence in future. They learned to manage their work-life balance, seek out opportunity and network.</p>	Appendix D

Young people in schools

With help from The Resilience Revolution, schools became fairer, safer and better places where the voices of pupils were listened to and acted upon. Evidence shows us that young people reduced their levels of negative thinking and saw statistically significant improvements in: feeling confident, feeling able to make changes in school, being hopeful about their futures, coping, problem-solving, understanding resilience and in being able to make friends.

Whole school approaches have played an important role in building a positive school climate that nourishes and supports pupils to maintain wellbeing and reach their developmental potential. School communities, including parents and carers, young people and staff, came together and customised the Academic Resilience Approach ([Appendix A](#)) in regard to the strengths and needs of their schools. Through staff training on resilience, Resilience Committees and innovation fund projects, transformations took place at both individual and system levels. For instance, at individual level, increased attendance, self-confidence, and pride in the school, as well as reduced behavioural episodes and exclusions were reported for pupils who were part of Resilience Committees.

Primary school

Surveys were completed by young people in primary schools before and after taking part in the Resilience Revolution projects. The results of these surveys show significant improvements in young people's wellbeing, emotional control and behaviour. At the end of taking part in the Resilience Revolution projects, young people had increased levels of resilience, self-esteem, and aspirations for future achievements. Their confidence to take part in new activities and making decisions in school and at home was also improved.

Secondary school

Surveys from young people in secondary school saw statistically significant improvements in their mental health scores after taking part in Resilience revolution projects as well as

feeling more prepared for the challenged of secondary school, more confidence, more able to make new friends. There were greater aspirations for future achievements as well as better school attendance. Where schools had joined the anti-bullying Charter mark project, there was also improved wellbeing scores for the young people at those schools compared with school that had not joined the Blackpool Beating Bullying campaign.

Parents

With strong relationship building through a blend of online and face to face opportunities for parents and carers in Blackpool, evidence of improved parent and carer self-confidence, self-esteem, and self-efficacy was observed. Groups of parents and carers took part in and led a range of training and learning events; and conducted interviews for social care workers and co-produced toolkits and guidance documents. The outcomes from this range of opportunities led to improved resilience and wellbeing, with particular focus on peer-support as a mechanism for improvement.

Our Children

The Resilience Revolution used brave innovative approaches that support 'Our Children' (Children Looked After) building longstanding and trusted relationships in school and in the community. Our Children reported improvements in their emotions, behaviours, aspirations, self-esteem, confidence, school attendance and civic engagement.

Our Children led projects such as training adult volunteers and picked a trusted and trained adult to be their Friend for Life. Over a 5-year period, Our Children, who were young friends in these projects, attended school approximately 2% more than Our Children without a Friend for Life. None of these young friends in the community projects have been permanently excluded from school.

Young people's Health

Through the Walk and Talk and Self harm support projects, young people took part in activities because they wanted targeted support with managing their emotions and behaviours. At the end of these projects young people had improvements in their life aspirations. Young people were more motivated and able to manage their emotions better. Some young people also improved relationships with peers. And specifically in self-harm project, 77% of young people did not go back to Accident and Emergency related to self-harm. The projects were very impactful for those who joined the activities with higher levels of negative emotions at the beginning.

Employment and Skills

Young people involved in co-production opportunities reported transformational impacts in confidence, sense of belonging and new life skills. A range of new employment roles specifically for parent, carers and young people with relevant lived experiences were created, this led to improved self-esteem, sense of belonging and leadership skills. Apprentices rated their experiences at 8.8 out of 10. Co-production groups also helped connect a range of local and national organisations, including Ofqual (Office for Qualifications, Examinations and Regulations) as well as ensuring recruitment processes became increasingly more accessible and relevant for the Blackpool community. Young people's involvement has indicated a long-term impact on aspirations and confidence about their future opportunities. Outcomes suggest a strong sense of empowerment and self-advocacy for young people

The strengths of the evaluation include the use of both quantitative and qualitative data mostly from multiple people which helped explore the impact on 10–16-year-olds not only from the young person's perspective, but from multiple perspectives of people who work with, care for and see young people every day. This offers the evaluation a depth and breadth in its findings. Young people

contributed to the design of the project and by incorporating their lived expertise and unique perspective to the design of research an additional layer of relevance is added. However, the results should be evaluated in the light of the strong and weak methodological features of the research and evaluation design. One limitation of the evaluation is the lack of control groups for comparison. This is the case across all the evaluation studies. Although this limitation affects every evaluation, the ethical consideration that the Resilience Revolution was not a clinical trial but a community-based resilience-building programme with the aim to offer support to as many young people as possible meant control groups were not feasible. However, the absence of control groups prevented the researchers from eliminating alternative explanations of the findings. Therefore, normative trends in the literature for early and middle adolescence were used as a reference point to interpret the findings, where possible. Another limitation was the lack of follow-up data, preventing evaluation of the longer-term impacts. Furthermore, small sample sizes in some of the projects restricted the statistical power of research analysis. Therefore, even though positive trends were observed in the data, the statistical analysis either could not be computed or could not reach significance in some cases.

Despite the limitations, findings clearly suggest that by utilising universal and targeted interventions with bespoke support, the Resilience Revolution has improved mental health and well-being in Blackpool's young people and increased protective factors that might enable them to overcome adversities that they face at the time or in the future.

Longitudinal and in-depth assessment of experiences and impact across all pupils is likely to produce stronger and more conclusive results. Finally, young people's involvement in the Resilience Revolution's implementation and co-production opportunities has resulted in an array of positive outcomes.

Capacity building of the Resilience Revolution

This section details examples of capacity building within co-produced products, training and employment, and activism work of the Resilience Revolution. Here, capacity building is considered in two ways: firstly, the building of individual capabilities and capacities; secondly, building capacity within the wider system and structures to enhance opportunities for individuals to contribute to decision making. These processes appear interlinked and were facilitated by strong co-leadership practices.

Capacity Building through Effective Leadership

Distributed leadership in complex programmes includes individuals, teams, organisations and whole systems into a unified movement. The distributed leadership in the Resilience Revolution was reliant upon a range of lived-experience experts who acted as conduits across systems.

The importance of effective leadership was emphasised at project as well as programme levels especially in workforce interviews. A small proportion of people in Blackpool shared responsibility for driving Resilient Therapy (Hart et al., 2007), social justice and co-production approaches forward across schools, health, and community organisations, and within Blackpool Council. Parents and carers highlighted that having a team leader helped to match lived experience and activities effectively, which facilitated inclusion and meaningful engagement. Young people also talked about leadership, but in a more implicit way. They highlighted that, adult facilitators of youth groups supported continuous engagement with the projects, helped the activities to remain focused, provided clarity on some aspect and cohesion within the teams that enabled successful completion. Potentially linking to the co-production process explored below, the key focus of leadership evolved during the programme. In the initial phases, the focus was on developing a shared approach message and practice across different projects; this phase took several months. Following this, the priority of leadership was ensuring and embedding the integrity of the approaches. This was the main leadership objective for the middle phase of the programme and finally, ensuring resources and support for sustaining the work was central to the final phase.

Capacity Building through Co-production

Young people, parents and carers, community-based organisations and public services reported the value of embedding lived-experience knowledge primarily via co-production processes. Co-production was seen as a route to navigating services and systems and capacity building within and across groups. This involved enhancing social networks, enabling peer support, and developing individual capacity via skills acquisition (e.g., public speaking, digital literacy) and improved confidence. Young people said of co-production:

“they opened my eyes to the fact I’m making a change to people’s futures... and then it hit me, and I was like ‘so why am I thinking so negatively about myself if I’m doing all this” (young person).

Examples where building individual capacity led to building systems capacity were linked to co-production processes. Digital co-production activities with young people began in the first year of the programme. Building on this learning, digital literacy skills were further developed and enhanced to address accessibility to digital communication during the COVID-19 pandemic and beyond. Similarly, regular parent meetings developed a greater understanding for employability. Parents and carers spoke of the importance of taking a family-focused approach and went on to co-deliver training on what it is like to be a parent and carer in Blackpool. This promoted links with national organisations such as ‘Grandparents Plus’ and the co-production of guidance around Special Guardianship Order queries.

A significant proportion of the Resilience Revolution's contributions to capacity building is within the ideas, toolkits, and products co-produced by young people, parents, carers, practitioners, and academics throughout the programme. For example, the Blackpool Families Rock Model of Practice helped to shape a new way of working with families in the Town. The Resilience Revolution Researchers Guide to Co-producing Research has been shared across Blackpool Council. Beyond Blackpool, a toolkit was co-produced for young people and parents working with Children and Adolescent Mental Health Services.

Co-produced resources appeared especially helpful for teachers. For example, one practitioner from a community partner said:

"... a lot of teachers we've spoken to, a head of year 9 at a particular school said we do all the sort of stuff that she wished she could but can't and just hasn't got the time and this was the school we've done a lot of one-to-one mentoring with her year 9 girls..."
(Charity 1)

As this quote suggests, the use of toolkits and resources enabled practitioners to provide support to young people whilst saving others time, thus increasing capacity.

Feedback from young people, community partners and parents and carers suggested that the Resilience Revolution became more inclusive and "more active about mental health and resilience" (young person) as the programme grew. Young people and supporters reported "the programs and clubs in schools-especially personal, social, health and economic education forums" (young person) have got better at this too. This change appears linked to increased opportunities for knowledge sharing across organisations and generations such as termly personal, social, health and economic education forums regularly attended by staff from more than 20 schools and the co-development of a webpage. (<https://sites.google.com/seaside.blackpool.org.uk/pshe/home>). This example suggests the evidence of capacity building across systems is linked to the improved outcomes reported by young people and families.

Capacity Building through Training & Employment

Lived-experience co-trainers built capacity across Blackpool and beyond by sharing their expertise and experience. For example, young people and parents and carers co-delivered training offered by Boingboing, at Big Resilience Get Togethers and at the International Resilience Revolution Conference (see [Appendix C](#)). Young people also co-designed and co-delivered the 'What Makes a Good Friend' induction training for Friend for Life adult volunteers (see [Appendix F](#)). Co-trainers were facilitated in-part via supportive employment opportunities embedded in the Resilience Revolution.

Interviews and feedback forms suggest personal capacity increased in workers through the training and learning events offered by the Resilience Revolution. Most reported increased understanding of resilience and around specific strategies that could be used with young people, families and in their personal development too. They said things like:

"I tend to want to sort everybody's problem for them... I tend to try and do it, rather than getting them to do it with me...Yeah, I would definitely say I've learned more about co-production." (Practitioner)
"I learned to re-evaluate my own goals and how to work towards them. Thank you for the session your style, knowledge and experience and honesty are really inspiring"
(practitioner)

There was a strong theme that attendees left training sessions with strategies and intention to develop a healthier work life balance.

“I will prioritise tasks and make more time for myself” (Practitioner)

There was also a strong theme that year-on-year larger learning events such as conferences supported an increased motivation towards achieving systems change. For example, co-leaders said of annual events, “what a difference from last year! It has been truly inspiring to see young people passionately talking about change for our town.” There was also increased focus on young people as equal decision makers.

“I think and what the training from HeadStart around our staff has reminded us is that the child, young person should be at the centre of all decision making... training in affirming our staff but also giving them an understanding of the system which was all about the voice of children and young people being heard..” (Charity 3)

“We had our young professionals deliver friendship training and rather than our young professionals we’ve got two of our matched young people who are now delivering the training with us -gives them opportunity to be a co-leader” (Manager 7)

Young professional is the collective term chosen by workers in the Resilience Revolution to identify people in co-production spaces who were employed as peer supporters, apprentices, advisors, or trainees.

Co-produced outputs, including training was further enabled by supportive employment practices, such as the employment of apprentices and sessional workers. They were viewed across organisations as the powerhouse for innovation and relevance. For example, one team working with several apprentices reported organisational benefits including improved communication, better planning and organisation, improved quality of work, more diverse workforce, increased use of imagination and creativity and risk mitigation. The integrity and reputation of a youth focused programme were also sustained as apprentices had much knowledge to share with the organisation.

“The strategy of supporting apprenticeships across other organisations too has meant that a network of highly talented young professionals, are thriving across the town.” (Manager 8)

During national COVID-19 lockdowns, youth employment structures were expanded inside the Resilience Revolution’s organisational culture and partnering organisations. Blackpool increased the numbers of apprenticeship and sessional worker roles for young people and for parent and carers. By summer 2021, two other local councils spoke of following Blackpool’s lead providing:

“Remuneration, where young people say paying them for their time... we’ve set up a kind of proper payment system for young people so that it can enable them to participate” (staff member of another local council).

This approach to supportive employment embeds co-production in workforce development structures and enables young people to build on their strengths and develop confidence in themselves and consequently others. One young person described this as an important part of the job:

“I think that’s a really important part, knowing that if you know yourself you can use your experiences to help them build themselves up and give them advice.” (Peer Sessional Worker)

Young people have been instrumental in the development of supportive employment structures, drawing from their own experience (see also [Appendix F](#)).

System capacity has grown through the workforce development project too. Joint working has been evidenced through the project. Comments from training attendees as well as interviews from community organisations highlighted a shared approach and joined up language.

“[HeadStart] gave me some of the language to define some of the tools. We did so much work around co-production with young people, getting businesses involved and we never used the language of co-production. And we never really had a kind of a deep understanding. We were doing it, but Headstart has given us legitimacy to say this is what we do. It sits in this academic space, as well as being a very practical and service driven or service orientated approach. This process gave us a lot more confidence in being able to understand exactly what it is we’re doing.” (Practitioner)

In depth interviews highlighted that a number of community organisations have fully embedded the approaches and have continued to roll out training across their staff teams.

Capacity Building through Activism

Young people, parents and carers, and those that support them worked collectively to drive systems change at local and national levels. There was a strong emphasis in groups for championing the inclusion of wider lived experiences and voices within public policy and planning. This type of work was evidenced across all project areas: youth projects, in schools, training and communities of practice, within the Friendship Model of Volunteering and in Parents and Carers groups.

The first wave of Resilience Revolution activism work was initiated by young people. These youth-led projects (with adult support) focused on changing education, mental health, and employment structures to be more inclusive and reflective of the needs of young people (see [Appendix C](#)). For example, young people spoke with Blackpool’s Mayor about a range of issues that were important to young people such as LGBTQ+ inclusion. See: [#AskAmy Blackpool Mayor Young People Q&A! – YouTube](#)

Learning from early projects identified the need for adult buy-in when aiming to influence systems change. Cross-systems activism increased following the first national COVID-19 lockdown in March 2020 with the ‘Inclusion Not Exclusion Group’ which was a collaboration between schools’ staff, young people, NHS workers as well as other Blackpool professionals. The project aimed to reduce the rates of exclusions from schools in Blackpool, at the same time, aiming to promote inclusive environments for all pupils. The group co-produced an infographic and training module. Another example was around the greater involvement of disabled co-researchers in knowledge exchange practices (see <https://www.boingboing.org.uk/wp-content/uploads/2022/07/Making-Our-International-Resilience-Revolution-Conference-Accessible-mf-1.pdf>).

Some activism work took the form of submissions of evidence to Government and Parliamentary departments. Fourteen young people contributed to seven submissions of evidence informing public policy with support from professionals, parent and carers, and researchers (see [Appendix C](#), [Appendix E](#)). Common themes across submissions included creating systems and structures to better enable diverse young people and parents and carers to voice their opinions for public policy planning. For example, a submission to the Youth Affairs All Party Parliamentary Group on Youth

Affairs (APPG) around [The Economic Impact of COVID-19 on Young People – Submission of evidence – Boingboing](#) recommended lengthening submission deadlines to reflect the other factors in young people's lives such as school commitments that may be an additional barrier that limits young people from contributing. Blackpool young people were specifically commended for their contributions within the APPG final report (Tilly, Morris & Yusuf, 2021).

Likewise, the submission to the [House of Lords: Children and Families Act- Submission of evidence-Boingboing](#) in April 2022 highlighted examples of young people being excluded from contributing to policy decisions due to being under the age of 18, and also identified additional barriers to involving parents and carers and those with additional needs in key decision-making processes. Here, it was recommended that a separate inquiry around Special Education Needs and Disabilities (SEND) be conducted. These recommendations were upheld by the Department for Education the following month when they launched a specific review of SEND provisions, noting their specific “ambition...to work with and hear from children and young people, parents and carers, those who advocate and work in the SEND sector and local and national system leaders” (DfE, 2022). Recommendations around inclusive submission processes were also upheld, with documents and guidance provided in a variety of accessible formats, longer timeframes for submissions relative to other calls for evidence, and options to provide feedback in a variety of ways.

The actions that another two policy submissions called for have influenced a change in the national parliamentary consultation [34ordrecht. Are you influential? Get your voice heard in UK Parliament – Parliament UK Education](#) offers training young people in how to submit evidence and take part in consultations. Also, [Campaign for change – Parliament UK Education](#) is a bespoke school-based programme to support youth campaigning skills.

The Co-Production Friends group (see [Appendix F](#)) initiated a co-produced submission to the Independent Review of Children's Social Care in March 2021, drawing on learning from previous co-produced submissions. Thus, evidence suggests activism work enabled new pathways for citizens' voices to be heard and considered at the local and national level. The next steps for some young people who worked in activism groups were that individual young people went on to engage in campaigning independently. For example, one young professional spoke of a young person independently starting a “petition with all the students... that drama should be included in GCSEs” and another undertook “Disability Newsletter Takeover” of the Centre of Resilience for Social Justice in 2021, co-produced with academic and community researchers with experiences of disability.

Young people were further enabled to build their capacity around contributing to wider systems change via projects such as Activists in Residence, Blackpool Youth Climate Group, and the Resilience Revolution Education Voices group (see [Appendix C](#)). Here, supporting young people to safely engage in activism processes were embedded by project partners. For example, Boingboing's Youth Engagement workers co-produced the Activist Alliance, an infrastructure and network to support young people's activism. There are currently two young Activists in Residence at Blackpool Transport raising disability awareness.

A second strand of this work is the Skills and Knowledge Exchange programme in partnership with Aunty Social, a Blackpool community arts and culture organisation. This is a series of workshops in Blackpool with advice about how to be an activist. To further build individual capacity around contributing to public policy, two training sessions were provided in March and October 2021 attended by young people, parents and carers, practitioners, academics, and policy makers.

A review of the activism work suggests the ability of projects to influence systems is linked to three underlying mechanisms: youth voice, cross-organisational partnership working, and

intergenerational partnership working. These were relatively consistent features across projects, linking to Resilience Therapy (Hart et al., 2007) and the Resilience Revolution fundamentals.

The Resilience Revolution Fundamentals



Figure 1. Fundamentals

Picture caption: the above image is an infographic showing the 7 Resilience Revolution Fundamentals. These include co-production, whole town approach social justice, asset based, systems change, research & evaluation, brave & innovative.

It appeared especially important to young people that there was a buy-in from across organisations for their activist causes. For example, early projects around reimbursing young people in similar ways to adults doing the same job was initially reported by young people as a failed project. By involving young people via co-production, training, and employment, a collective support for this approach appeared to increase over time. For example, towards the end of the programme local young people were nationally commended for their contributions around youth employment and economic skills development planning (see Tilly, Morris & Yusuf, 2021) and partnering organisations created systems to provide increased opportunities for young people.

Across the Resilience Revolution and beyond, capacity building was successful because of the understanding that lived experience experts, and particularly in Blackpool, youth expertise, significantly added to the likelihood of improving schools, health services, and community organisations. This improvement was seen in accessibility, inclusivity, and relevance but also in terms of governance and accountability. Activism work was a significant driver of capacity building and there is evidence of systems changes as a result.

Collectively there appeared to be links between effective distributed leadership, co-production, training and employment, and activism. This suggested that there is a standardised method to build individual capacities through supported co-production approaches. Taking part in co-production groups and training has widely been reported to have significant personal capacity building effects, particularly with confidence and wellbeing. Beyond building capacity in individual people, there was also system capacity building evident from the work of the Resilience Revolution. Sharing ideas about the links between mental health and resilience through dissemination of blogs, videos, reports, and policy recommendations.

Just as on an individual level young people appeared to benefit from multiple forms of engagement, the sustainability and impact of projects seemed to benefit from increased levels of co-production-made possible through effective leadership that promotes intergenerational and cross-organisational partnership working. The distribution of responsibility for supporting mental health shifted into a joint community capacity alongside health and medical settings with time. This joint working approach expands the capacity to support more people to thrive.

The Future of the Resilience Revolution

All Resilience Revolution universal and targeted approaches have been sustained in-full or in-part. This means many of the projects initiated by the Resilience Revolution are continuing after the end of the national HeadStart programme.

Furthermore, many of the underlying processes associated with the Resilience Revolution have been embedded successfully across the town. Therefore, there are specific Resilience Revolution related projects that continue, but equally, there is a more general understanding and appreciation of resilience across the town. This means Resilience Revolution's ideas are being continued in the community.

All eleven universal and targeted approaches (see [Table 7](#)) been sustained in full or in part. Seven of these projects have been actively sustained via the continuation of funding (i.e., Back on Track, Friendship Model of Volunteering, Self-Harm Support, Moving on Up 1:1 Walk and Talk, Apprenticeships, Youth Engagement co-production). The remaining four projects were more passively sustained via the continued use of co-produced guidance and toolkits (i.e., Academic Resilience Approach, Bounce Forward, Moving on Up group work, Saddle Up). For example, although the equine aspect of Saddle Up was not sustained, Educational Diversity teachers reported the continued use of art and emotional regulation classroom-based activities and practices. Thus, due to our whole town approach of embedding of Resilient Therapy and theory across Blackpool, to various degrees, 100% of approaches associated with the Resilience Revolution have been sustained.

As detailed in appendices associated with universal and target areas, the ways that they were implemented and sustained did vary considerably. Some projects expanded, such as the Friendship Model of Volunteering and work with Apprenticeships (see [Appendix F](#) and [Appendix C](#)) others were embedded less universally like the Academic Resilience Approach (see [Appendix A](#)). Thus, for some projects, the pathway to sustainability wasn't necessarily in the continued repetition of the project as it was originally designed. Instead, it came from the creative and innovative adaptation of the original projects, utilising resilience concepts to improve projects to fit with local need. Therefore, in line with Resilience Revolution fundamentals of whole systems change and co-production, projects have organically evolved over time and transcended their original purpose. For example, work with Parents and Carers and Voluntary/Community/Faith/Social Enterprise (VCFS) groups took place

across projects and expanded over time (see [Appendix E](#), [Appendix D](#), [Appendix C](#)) leading to new innovations.

This section maps sustained projects, practices, and projects associated with the Resilience Revolution, and their transformational impact on systems linked to reducing health inequalities, including early intervention, inclusive education, improved employment, healthy environment (Windell, 2014).

Early intervention

The Friendship Model of Volunteering has transformed the local Independent Visitors service with adult volunteers committing to providing life-long support. Forty-three 'forever' Friendships have been made, with 90% of pairs continuing to meet regularly. Blackpool Council Volunteers Service will continue the Friendship Model of Volunteering with support from the business community, particularly Merlin Entertainments. The work of recruiting Our Children to the project through links with school staff will also continue ([Appendix F](#)).

Funding from the Clinical Commissioning Group was secured to continue and potentially expand the self-harm prevention and response work. Sustained funding has been secured to involve young people in a five-year research collaboration with the National Institute for Health and Care Research (NIHR), Empowerment, Lancaster University to look at health inequalities in different areas of Blackpool. Empowerment UK, a partner organisation in the Resilience Revolution, recently secured three years of funding to deliver [HealthWatch](#) and [YouthWatch](#). These projects will further amplify the voices of individuals with lived experience in health systems. Empowerment UK are also working as co-researchers to create a framework for the [Anchoring on the Coast](#) project with Blackpool Teaching Hospitals NHS Foundation. This is one of six sites selected by the Health Foundation, NHS England and NHS Improvement ([Appendix C](#)).

Boingboing will continue to amplify learning from the Blackpool Pilot nationally through their training and products. For example, they have recently co-produced a booklet of Resilience building activities with St Mary's Catholic Academy, Blackpool. Boingboing will continue with Fylde Place Based Partnership's autism friendly town project. This is a youth activism initiative that partners with The Grand Theatre and Aunty Social.

The University of Brighton will continue to disseminate the academic evidence base of community approaches to resilience building, the impact on mental health of young people and parents and carers as well as the impact on systems resilience.

Inclusive education

Blackpool Council's Schools Standards, Safeguarding and Inclusion Team has continued the work of Resilience Coaches since January 2021. Furthermore, they have expanded their portfolio of support to offer earlier help in schools for young people at risk of self-harm. The next iteration of this practice across Blackpool schools is a direct result of the successful outcomes observed from the self-harm support project which offered early support, including contact with the young person at risk, within 72 hours. The project supported 154 young people in Blackpool, most of whom presented in A&E with injuries related to self-harm. Resilience Coaches developed a 12-week programme of support and worked individually with young people and their families. The project has demonstrated statistically significant improvements in peer relationships, day to day life and emotions for children and young people at risk of self-harm.

Through liaison with the Head of Virtual schools, every one of Our Children will work with a Resilience Coach in Year 6 through to Year 7 to have support through transition between junior and secondary school.

Schools have funded the Resilience Coaches service, Back on Track, to support children and young people at risk of permanent exclusion to stay in their school.

Blackpool Educational Diversity schools have embedded two Resilience Coaches into their school network on a permanent basis.

Blackpool Football Club Community Trust's Premier League Kicks programme embeds Resilient Therapy and co-production in the school curriculum for secondary school pupils. Within this, young people are awarded for their management of a co-produced project that helps promote healthy lifestyles.

The Grand Theatre has Resilient Therapy embedded explicitly in their future projects whilst simultaneously developing writing, speech, and language skills. Between 2021 and 2023 the Tales Retold project will run across 12 Blackpool primary schools. The project includes more than 600 young people and their teachers. The evaluation of the project involves young people performing resilient moves on stage.

Free booklets for the 10 week Bounce Forward project and the 8 week moving on Up Group Work projects are available for teachers and parents to use to continue building resilience in young people as they move to secondary school.

Blackpool Beating Bullying Charter Mark will also be continued, with 33 out of 46 schools taking part.

Blackpool Public Health trainers have included Resilient Therapy and co-production examples into training for teachers and pastoral staff. They continue to incorporate this into the PSHE curriculum and ongoing termly PSHE forums regularly attended by staff from more than 20 schools.

Improved employment

A total of 45 young people and 20 parents and carers have accessed supportive employment opportunities within the Resilience Revolution and partnering organisations since inception ([Appendix C](#)). Many other young people, and parents and carers have developed their skills through co-production and volunteering opportunities.

Blackpool Council has supported the sustainability of the Resilience Revolution and has established a Co-production Team and a team of youth advisors to promote the use of co-production projects across every directorate in the Council. The teams will continue to deliver co-production training and Communities of Practice sessions ([Appendix C](#)).

Blackpool Council and several partner organisations, such as the Blackpool Teaching Hospital, have altered recruitment processes to increase the likelihood of successful youth employment in their organisations. UR Potential and Empowerment UK also continue to offer opportunities to increase young people's employability now and in the future.

BoingBoing continues to amplify the lived experiences of young people in Blackpool and beyond in their national training portfolio and 'championing the sessional worker' model of co-production.

Healthy Environment

Blackpool Council Parks Service is committed to an apprenticeship within their team and since 2021, have continued to fund and expand Junior Park Rangers. The expansion covers four green areas across Blackpool and is regularly well attended by young people. Junior Park Rangers as part of Blackpool Parks Service, have continued to make visible differences to the local community. Young people are learning about and playing an active role in environmental issues.

The Resilience Revolution's Resilience Pathway demonstrates that our approach and values are a long-term commitment in Blackpool. Resilient Moves have been engraved into flagstones of a main road; celebrating the contributions resilience building has made in transforming the town.

Ensuring Sustainability

To understand what work was undertaken to ensure sustainability of the Resilience Revolution projects, 55 interviews with co-leaders of the Resilience Revolution took place during 2019 and 2020. Interviews included 36 adult co-leaders and 19 young co-leaders. Three key themes emerged from interviews around enablers to sustainability within complex systems. These include: 1) Redistribution of power, 2) Pride in the collective, 3) Intergenerational planning.

Redistribution of power:

In line with community resilience approaches (Laverack & Labonte, 2000; WHO, 2021) the Resilience Revolution was found to redistribute power across systems, enabling young people and their supporters to contribute to the production of services aimed at them.

One element of redistributing power was the commitment to making language as accessible as possible.

*"They used like professional language and difficult words, so we made it young people friendly, made it easier to read, more engaging and it appeals to young people more."
(young co-leader)*

Another element of redistributing power was that groups of young people recognised their lived experience expertise. This led to them feeling able and ready to lead and make decisions.

"...adults need to share power and it'll be good if they remember what their younger creativity, skills and ideas were like!"

"Young people should be involved in co-production because we are the next generation. We shouldn't have the same authority as adults, we are less safe and experienced than them, but we still need a say, just not all the say."

There was consistent and strong evidence that the Academic Resilience Approach was seen as a systematic method to promote youth voice within and outside schools. Linked to building individual capacity, it involved young people more broadly and reported improved motivation towards school engagement.

"HeadStart is different to schools. I've learned prioritising and organisational skills. I'm not going to lie – I didn't do any homework. I'd always sit at the back and never participate in group discussions but after joining HeadStart I started joining in group discussions and doing homework." (young co-leader)

Linked to building organisational capacity, schools reported increased motivation to include pupils as key decision makers.

"The youth of today truly have a say in their future and can help to shape their future experiences in a positive way." (school worker).

One example of a sustained school project is the Blackpool Beating Bullying Charter Mark, which enabled young people to clearly articulate how schools can improve their anti-bullying approaches. Another example is the Resilience Revolution Education Voices (RREV), a group formed during COVID-19 lockdowns to support families, young people and schools. This group has now grown to include 33 members including young people, academics, teachers, local authority staff members and parents and carers ([Appendix C](#)).

Building capacity within families also appeared to help redistribution of power. Parents and carers considered that investing in their support and training has the potential to result in sustainable systems change. They explained that by enhancing parents and carers' wellbeing and equipping them with skills and resources, they will be better prepared to deal with challenges. This ensures that they can better support the children they look after, which can reduce mental ill health.

"It's made a lot of difference. Resilience Revolution supported me in meetings, stood by my side, praised young person and recommended changes from the school." (parent co-leader)

"The Resilience Revolution was helpful to me. I was crying out for help and it wasn't left months- support was weekly." (parent co-leader)

Several projects in the Resilience Revolution led to lasting redistribution of power within wider social care systems. For example, across Blackpool Council Children's services, a co-production group of working and lived experienced partners researched the experience of support received in Blackpool when babies are removed from parents' care between birth and 6-months. The group found a lack of support for parents. Blackpool was the only pilot area to take a local co-productive approach to addressing this issue and co-produced a proposal for a new package of support for parents and families. A 30-minute video resource was created giving information on the co-production process for this type of systems change project. Due to this, other local authorities identified in the Born into Care 2017 report can now adopt co-production to train social services staff, midwives/health visitors and offer better quality support to families.

The Resilience Revolution facilitated different spaces where collective decisions were made.

"We don't want credit. We come up with ideas and then we put them all together, we all just chip in one idea at a time and make the best version of it. Everyone's equal and ideas comes from Young People's Executive Group as a whole." (young co-leader)

Co-leaders strongly felt that although co-production was a practice which many organisations and schools reported doing prior to HeadStart Blackpool, an enhanced shared understanding of what co-production best practice looks like for Blackpool has been shaped by the programme.

Pride in the Collective:

The collective commitment from people who have been part of activities and then joined the Resilience Revolution as active co-leaders has helped to grow and sustain the work of the Resilience Revolution. Linked to building individual capacity, the development from a person who attends an activity to a person who co-leads activities had a positive impact on the reputation of the Resilience Revolution, further enabling the redistribution of power and inspiring cross-partnership working. Individual young people and organisations reported pride in this way of working.

“Teachers recognise me for the work I’ve been doing. They’re intrigued and ask me questions which makes me proud to know they’ve seen the work I’ve been doing.”
(young co-leader)

The commitment from Blackpool Council to co-produce resilience was also helpful for sustaining activities, with many young people seeing reputational gains for the town.

“Leaders are absolutely adamant that co-production needs to continue so that Blackpool Council is known as the co-productive council” (worker co-leader)

Contributors felt strongly that the Resilience Revolution should continue and expressed their commitment to champion this approach now and in the future.

“Do we have a protest outside Downing Street? It’s a vital service and it needs to continue.” (parent co-leader)

Thus, there is clear evidence that taking co-produced delivery and systems transformation approaches were favoured. But more than that, individuals and groups felt proud to be part of positive transformation and willing to advocate for the continuation of the Resilience Revolution.

Intergenerational Planning:

Taking Resilient Therapy and co-production into a whole town revolution, embedded a long-term framework for improving mental health in Blackpool for future generations. As the activities rolled out, clear messaging about the time it takes for co-production and systems change to occur has helped manage expectations and prepare the community for processes of transformation.

“We know that we’re making a change within Blackpool and it’s a change that’s needed. Decisions that are made today affect our future, so why not have a say in that?” (young co-leader)

“I want to make a difference. I look around and think in the future, we will make Blackpool better. I do see Blackpool as being just a little bit brighter because of what we do at Resilience Revolution.” (young co-leader)

With an indication of pride in this way of working, there was also a strong element of giving back to the future community that supported the sustainability of the work.

“I want help other young people get the same opportunities that I’ve been given.” (young co-leader)

The sustainable nature of co-productive work is evidenced by the numbers of co-leaders who want to offer the same experiences to future generations as well as the volume of projects that have already been sustained in the medium term.

As well as indicating the need for continued support and funding, data from interviews suggest the potential for sustaining the work of the Resilience Revolution is high. Evidence suggests the potential to keep Resilience Revolution activities going is strongest across Blackpool Council and Schools, and it is important to ensure sustainable community support and redistribution of power drives this forward in the future.

There are other key organisations that will help drive the Resilience Revolution forwards. The diversity of these organisations, from advocacy, culture, fundraising and sports add to the strong potential that the Resilience Revolution will grow in different sections of the community in the future.

Summary

This section has set out the potential for the sustainability of Resilience Revolution projects and approaches in Blackpool by highlighting examples where this is already evident beyond the end of the programme. Projects and Services across Blackpool Council and partner organisations continue which in turn, supports the continuation of different aspects of the Resilience Revolution. The integration of work and projects from the programme means that co-production and resilience approaches (e.g., Resilient Therapy) are embedded within different services and will have the potential to further develop resilient practices. Value for money was enabled via a collectivist and intergenerational approach that redistributes power. These factors appear to enable cross-partnership working and build capacity. Indeed, multiple groups often pooled resources to sustain Resilience Revolution projects and approaches. This continued and collective investment may link to the reputational gains individuals and groups reported experiencing from working in this way. Thus, co-production with the community may encourage approaches and projects to be both initiated and sustained.

Some have suggested that 'off the shelf' activities are challenging to sustain (see Aarons et al., 2014). The embedding of co-production also appeared to enable projects to shift and respond to arising needs. For example, co-production processes in schools and with parents inspired specific projects in response to the COVID-19 pandemic and the ever-growing fragmentation of social care (Association of Directors of Children Services 2019). The crux to sustaining the Resilience Revolution is through well-evaluated co-productive approaches which aimed to ensure lived experience voices are at the heart of transforming systems. Thus, co-produced delivery and systems transformations must be considered in tandem.

It is possible that the power of lived experience voices might be lost in sustainability decision making especially if numeric data predominately guides decision makers (Glisson et al. 2008). However, the Resilience Revolution invested heavily in qualitative and quantitative data collection and regularly reported successes and lessons learned in a variety of formats, to aid decision making in the community. Sharing findings as they arose may have also increased the potential for sustainability by inspiring collective pride and building capacity. Linking to intergenerational planning, interviewees confirmed they were enthused and motivated with the innovative way of working and wished to sustain these practices for those that come after them.

Discussion

The Resilience Revolution: a social movement building community well-being and resilience

This report brings together what has been learnt from the research and evaluation of the Resilience Revolution programme (2016-2022). Utilising a place-based, co-produced and multilevel system approach enabled the Resilience Revolution to provide both universal and targeted projects with an integrative and community resilience focus. The universal projects aimed to prevent mental health problems, promote well-being and improve resilience in all young people in Blackpool. Here, young people and their adult supporters had opportunities to learn about resilience and practical steps they could take to improve their resilience, as well as to participate in social action and activism projects to tackle health and social inequalities and injustice. Universal projects were offered alongside more targeted projects providing tailored support to young people who faced more complex and/or greater challenges. A robust workforce training and development package was a core element of both universal and targeted projects.

The Resilience Revolution was primarily informed by Resilient Therapy (Hart et al., 2007). It aimed to bolster individual and community capacity to reduce the impact and potential of developing mental health problems. The challenge of this task was dramatically increased by the COVID-19 pandemic which impacted all people but hit hardest the more disadvantaged and marginalised communities and has seen health, wealth and educational gaps widen between the richest and poorest (Finch and Tinson, 2022).

Aligning with the NHS 'Health as a Social Movement' programme (RSA, 2018), the Resilience Revolution offered opportunities to work towards early prevention of mental health problems, supporting young people "to beat the odds whilst also changing the odds" (Hart et al., 2016). This focused on co-produced delivery and systems change in key areas known to influence health inequalities (Windell, 2014). Through campaigns and social movements, the Resilience Revolution extended beyond local to national and international levels too – 'thinking globally acting locally' (Labonté & Laverack, 2008).

Research was one of the fundamentals of the Resilience Revolution (see Figure 1: Resilience Revolution Fundamentals) and informed the programme's approach. But more than that, it cultivated a collective vision for Blackpool and beyond. It focused on embedding lasting relationships and elevating the voices of young people, parents and carers, practitioners, and volunteers in co-producing the design and transformation of systems.

Diverse and joined-up engagement enabled innovation and inspired several projects aiming to reform and refine local, national (and sometimes international) systems change. Of the projects listed in Table 3, 100% have been sustained in-full or in-part even after the ending of the Headstart Blackpool funding for the Resilience Revolution (see Sustainability section).

There are different extents to which the projects have been sustained. One way is that toolkits and guides are widely available. However, a regular point of contact and a team to update the standalone resources means the sources may not be shared as widely or remain in date. This is likely to be the minimum level of sustainability potential and is time-limited. Some of the community-based groups such as Parents of the Revolution have been sustained in part through working with social care staff and schools and partly through strong peer support networks. This is likely to be sustained into the medium term as it has a team of people driving the work forwards and engaging new members.

Some of the projects have been continued as an extended test and learn pilot such as Friends For School. This is because the project was slowed by the lockdown and a decision has been made by Blackpool business leaders and the Council Volunteering Service to continue piloting this project until 2024.

Young people, parents and carers, community projects, staff in council and other organisations hold enhanced knowledge of co-production and resilience. They have helped embed this knowledge into a range of services providing potential to further develop practices in line with Resilient Therapy (Hart et al., 2007) and the Resilience Revolution approach to co-production. Findings show that co-production increased sustainability, justifying a whole town approach to systems change which includes those often left out of systems transformation.

Impacts:

Many of the observed impacts have been in young people. Resilience building through schools in Blackpool was a key focus of the Resilience Revolution as schools acted as a conduit for community based work, work with parents and work with the children and families workforce. School staff reported high levels of confidence in their knowledge of resilience. Many of the activities and examples were reported as useful and staff reported these were easy to replicate with young people to help teach about resilience in their classroom. Therefore, resilience in the curriculum was a major impact in schools.

Participation in universal and targeted Resilience Revolution projects was associated with improvement in young people's self-efficacy, self-esteem, self-confidence, future aspirations, sense of belonging and civic engagement. These improvements align with Bandura's (1977; 1993) Social Learning Theory. This means that by practising active engagement in their own personal lives and in their communities, young people had multiple opportunities to identify with and see themselves as active agents of change, a real-life example of empowerment. Young people taking part in Resilience Committees in schools experienced particularly significant improvements related to self-confidence, coping and problem-solving, and feelings of empowerment towards making changes in schools and hope for the future. These are very important findings for the future because seeing at this age that their voice and actions matter, these young people can gain more motivation and confidence to making changes in their communities and the wider systems around them. Thus, young people's empowerment during this programme also provided a foundation for future positive mental health and wellbeing in adulthood (Christens 2012).

Young people who participated in Resilience Revolution targeted projects also saw a reduction in their emotional and behavioural difficulties. (See Appendices: [A](#), [G](#), and [I](#)). Targeted approaches (e.g., Self-Harm Support, Walk & Talk, Back on Track) saw significant improvements when using tried and tested quantitative measures. Young people worked with resilience coaches and Friend for Life volunteers to identify key challenges and goals that they felt needed to be addressed to improve their resilience and wellbeing. They made significant progress towards these goals and reported improvement in their mental health in various areas, including reduced experiences of emotional and behavioural challenges and improvements in resilience.

For parents and carers strong relationship building through a blend of online and face to face opportunities was one of the most frequently reported mechanisms that underpinned an increased sense of wellbeing and self-esteem. The range of opportunities for parents and carers to share experiences and support each other had ripple effects across employability but also helped to increase engagement with local schools and hold social service managers to account.

This research and evaluation also considered people's experiences of the Resilience Revolution using a variety of qualitative methods. The experiences of young people and adults participating in the Resilience Revolution projects showed similarities and common themes notably related to valuing co-production, feeling empowered, developing personal skills and having increased hope for the future. Surveys, interviews and focus groups with key stakeholders were overwhelmingly positive indicating a unique benefit of being involved in the Resilience Revolution. Feedback forms and interview questions asked about inclusivity, satisfaction, and engagement. Levels of dissatisfaction

were very low. The detailed project reports in the Appendices discuss the positive and negative experiences and the inform recommendations for future practice and policy.

Over time young people reported increased involvement in activities that aimed to support others. Involvement in such activities has often been described in the research literature as civic engagement (Amnå, 2012; Verba & Nie, 1987). Civic engagement is associated with positive youth development (Landstedt et al., 2016). Thus, civically engaged young people may experience positive outcomes indirectly linked to the Resilience Revolution in future via their continued participation in sustained projects and approaches. More generally young people spoke of improved relationships with peers and adults in schools, at home, when accessing services and within the town, suggesting that careful attention to their experiences was a key enabling factor that supported the Resilience Revolution's positive impacts.

Positive mental health impacts on a broad diversity of young people were underpinned by meaningful engagement opportunities. Enabling mechanisms for this included, ensuring that activities and support were flexible and varied so that young people had the opportunities to choose and be active leaders in designing, shaping, and implementing the different projects and approaches. Examples included young people initiating and leading co-production groups to tackle issues important to them such as climate change, school life and bullying and equitable employment structures (see [Appendix C](#) for illustrations). Ensuring that opportunities were accessible to young people from all walks of life was a priority of the programme, and young people played a key role in improving this accessibility throughout the programme.

Reflections about accessibility are outlined throughout this report. However, the COVID-19 pandemic and national lockdowns made accessibility and engagement particularly difficult. This was a time when young people faced additional challenges that posed risks to mental wellbeing, including isolation, loneliness, and anxiety. For example, during COVID-19 80% of young people surveyed reported poorer sleep, 50% reported reduced concentration, 60% said their wellbeing had become much worse (see [Appendix C](#)). These findings correspond to studies suggesting young people across the UK (Jeffery et al., 2021) and globally (Kauhanen et al., 2022) who experienced increased risks to mental health problems following the COVID-19 pandemic. Ensuring that young people had access to the support and activities to tackle challenges associated with COVID-19 was difficult. The Resilience Revolution identified that many young people, young professionals, and parents and carers, did not have access to IT equipment and the resources necessary for meaningful engagement.

This shows clear evidence of digital exclusion in Blackpool which was reported across the UK too (see Coleman, 2021; Cheshmehzangi, 2022). To tackle this, the programme joined forces with other community organisations and provided resources to families, including equipment and data packages. Yet despite the programme's flexibility and speedy response that enabled a quick adaptation of the activities to online delivery youth engagement plummeted. Whilst some young people felt comfortable in online spaces, especially those who did not like public speaking and appreciated us of 'chat functions', most young people did not prefer online engagement and felt uncomfortable in online spaces.

Young people facing multiple disadvantages are known to have poorer digital skills than more affluent peers (Coleman, 2021). The Resilience Revolution found that many young people had a range of digital skills, but they said this way of engaging was less rewarding than face-to-face. In households facing the greatest challenges, devices may be shared amongst many, or there may be concerns around electricity costs or a lack of space to concentrate or speak openly (Coleman, 2021). As soon as permitted, flexible face-to-face engagement was offered by the Resilience Coaches and the Youth Engagement team, who continued to see young people in greatest need for

support, in the form of outdoor walks. Other youth activities returned to face-to-face as soon as the lockdowns eased. Engagement levels returned to pre-pandemic levels once COVID-19 restrictions eased, clearly demonstrating young people's preferences for face-to-face activities. This is an important consideration for the future design of young people's support suggesting that caution should be exercised when choosing digital delivery over face-to-face projects; our findings suggest that both have an important place.

Social Movements and building resilience

Although individual youth involvement decreased during national lockdowns, the collective response of the programme was maintained. The original target group for the national HeadStart programme was young people aged 10-16. Going beyond, the Resilience Revolution aimed for a whole-town approach, other individuals and groups in Blackpool and beyond joined and supported the aims of the Resilience Revolution throughout the programme. The involvement of diverse groups was first indirect, with practitioners, parents and carers participating in training and supporting the delivery of projects for younger generations. Training was experienced positively and contributed to capacity building. Possibly the development of individual skills towards the latter stages of the programme fed through to more direct involvement. Parents and carers as well as a broader range of practitioners fulfilled more active roles in co-leading the Resilience Revolution and co-researching its impact, process and legacy.

The Resilience Revolution increased resilience of individuals, communities, organisations and systems in Blackpool. Involvement of community members, young people, school staff and practitioners provided space to include more diverse voices in the design, implementation and delivery processes of health and social supports for young people and their families in Blackpool. This collectivist approach to addressing health inequalities is often associated with community resilience and empowerment approaches (see for e.g., Cabinet Office, 2019; Laverack & Labonte, 2000; WHO, 2022). Typically, discussions of community resilience focus on future planning around crisis responses (see for e.g., Cabinet Office, 2019). When crisis hit the Resilience Revolution in the form of a world-wide pandemic, Blackpool citizens came together to provide a safety net for local young people. Those playing a key role in crisis planning around COVID-19 were not 'the usual suspects', potentially justifying involving diverse groups of citizens in community resilience processes. In the Resilience Revolution 'future planning' extended beyond simply planning how to respond to crises and included planning to change systems to reduce and challenge social inequalities that make the impacts most severe on those most disadvantaged (Hart et al., 2016).

Over the course of the programme, engagement of young professionals, voluntary, community, faith, and social enterprise groups (VCFSE), and parents and carers increased. Whilst online engagement was not favoured by young people during the COVID-19 pandemic, parents and carers found it enabled them to access activities remotely from their home, while fulfilling other commitments in their lives. The shift to remote working forced changes in the day-to-day Resilience Revolution working practices. Notably, some young people and parents and carers who were part of the targeted and universal offers when they were largely face-to-face, were now able to take new hybrid employment opportunities within the Resilience Revolution and partnering organisations. This wave of new staff was instrumental to the COVID-19 response, both within Blackpool and nationally. For example, several policy submissions were co-created between these groups with support from researchers (See [Appendix C](#), [Appendix E](#)).

Involving those usually left out of planning processes first required building strong relationships and trust through diverse and inclusive strategies and creating safe environments to promote individual and collective capacity. Building capacity across Blackpool was a key element of sustainability, as evidenced across this evaluation report. Most stakeholders reported evidence of individual, then

subsequently, collective capacity building through co-productive approaches with young people, parents, schools, and organisations. Those taking part in the Resilience Revolution activities reported it increased their sense of empowerment, pride, sense of belonging to their community, overall wellbeing and hope for the future. Likewise, cross-sector sharing of best practices and insights, bolstered collective commitment to projects and approaches.

The mechanisms of capacity building included knowledge exchange through co-produced products, such as, toolkits, training, employment models and activism. The report also highlights that activism was inspired with the support of the Resilience Revolution. Activist young people played an important role in designing dissemination products, collecting, and analysing data and producing reports.

Capacity building involving organisations across Blackpool started on a wide scale with the Academic Resilience Approach training of school staff. This resulted in training cascades, seeing staff passing on knowledge and sharing good practice of effective approaches. Cascades also created opportunities for individual staff to have a stronger voice in their specific roles. This cascading is important for ensuring the longevity of ideas which enable new practices to become more mainstream realising capacity. Training school staff in this way that builds capacity for change in the whole school community has knock-on benefits for mental health for both young people (Landstedt et al., 2016) and adults (Bellamy et al., 2017; O'Mara-Eves et al., 2013). The Academic Resilience Approach work at schools also created a platform for young people to discuss their perceptions of the needs of their schools giving them the opportunity to experience self-advocacy. Indeed, citizen voice and social action were closely linked in Resilience Revolution interventions such as the Academic Resilience Approach as amplified pupil voices led to changes across schools in terms of action plans and Innovation Funded projects.

The Resilience Revolution ensured that community voices were involved in decisions at the executive level. It originally had fragmented governance structures, with a young person's Executive Group sitting separately and more frequently to hold the Resilience Revolution programme to account, however the executive boards were merged in 2020. This saw the existing Programme Executive board appoint young people and parent and carers to join through an application process. Merging executive groups ensured joint real time decision making with young people and parents and carers was normalised.

Practices and values supported by the Resilience Revolution have been embedded into organisations. Interviews with community organisations demonstrate embedded co-production in their delivery processes. For example, Blackpool Football Club Community Trust supported Year 10 children to design a transition booklet for pupils moving from primary school to secondary school. Co-production opportunities have increased in the wake of the implementation of the Resilience Revolution, and it is expected to see continued future investment in these practices.

Across the Resilience Revolution and beyond, capacity building was successful because of the understanding that lived experience experts— and particularly in Blackpool youth expertise— significantly added to the likelihood of improving schools, health services and community organisations. This improvement is in terms of accessibility, inclusivity, relevance but also the governance and accountability. Across the Resilience Revolution, young people, parents, carers and practitioners helped to shape decisions and processes. However, there were examples of some negative experiences in cases when some experienced the process as a tick box exercise and source of frustration.

The Resilience Revolution has brought a focused consideration of inclusive and accessible processes that appears less explicit within other recognised approaches to addressing health inequalities in the UK (Labonté & Laverack, 2008; RSA, 2018; Windell, 2014,). The Resilience Revolution offers a tested method to build individual capacities through a specific approach to co-production. Over time, the

Resilience Revolution made inclusion and accessibility more explicit with the help of local citizens. For example, via the Resilience Revolution fundamentals, co-produced guides, campaigns and training. These activities helped to shape a collective, inclusive, accessible, and aspirational vision for the future. Thus, when implementing complex intervention designs, it is important to consider both the positive and negative experiences highlighted in this report, to avoid tokenistic projects and ensure engagement remains high and sustained.

Limited research into co-production in complex systems like local councils exists (van der Graaf et al., 2021). When it does, it often focuses on cross-partnership working or co-production amongst managers and practitioners and includes others via more restricted consultation processes. This approach risks being tokenistic by limiting some groups from having a real say in decision making (Oliver et al., 2019). The Resilience Revolution uniquely redefined co-production in Blackpool by taking an 'inequalities imagination' (Hart et al., 2003). Building on Consultation Principles (Cabinet Office, 2018), the Resilience Revolution took steps to include those often excluded (Hart et al., 2003) and empowered them to shape current as well as future processes.

Taking part in co-production groups and training was widely reported to have significant personal capacity building effects, particularly in confidence, wellbeing, and improved sense of belonging and empowerment. Informal gatherings, virtual and in-person, provided safe spaces for discussion. Peer relationships were important for developing and sustaining friendships, with facilitators and trusted adults encouraging friendships to form, improving the accessibility of opportunities and leading to increased civic engagement for some. Young professionals, parents, carers, and voluntary, community, faith, and social enterprise groups (VCFSE) may play a larger role around building community resilience than previously acknowledged. Future co-production work may take extra steps to build capacity in these groups.

Mechanisms Underpinning Local Action on Health, Social, Educational, Employment, Digital and Well-Being Inequalities

Three key factors were found which provide insight into the successful implementation of future localised health policy and practices. These include redistribution of power, pride in the collective, and intergenerational planning.

Redistribution of Power

Building trusted, robust, and equitable relationships between and among stakeholder groups, schools and the local authority was a significant transformational mechanism that underpinned the many successes of the programme. These relationships were enabled by participation in co-production groups, formal and informal activities, and training. However, the ability of these activities to offer equity and empowerment appeared to require a certain type of leadership and various types of supports. Effective leadership is one way to reduce risk that co-production may be seen as tokenistic.

In face to face and online projects, young people spoke of the important role of facilitators, trusted adults and/or peers that they felt connected to and supported by. These people enhanced their engagement and commitment to the activities. Trusted adults and named contacts in school were perceived important for effective working with schools and building relationships was foundational to the successes of this. Stakeholder interviews drew attention to the importance of effective leadership to secure and sustain community and their own involvement. As the projects within the Resilience Revolution generated local impact evidence of resilience approaches, leaders used this evidence to inform their decision making across Children's Services, Parks Services, School Improvements and Safeguarding Service, Adult Services, and Cultural Services.

The approach to leadership that appeared most favoured within the Resilience Revolution may be described as a combination of transformational leadership (Bass, 1990), concurrent leadership or

'leaderful' practices (Raelin, 2003; 2011). In these approaches, key decision making is shared, with leaders aiming to build individual and collective capacity and fulfilling administration and other support roles. As was found, enabling equity in decision making processes may require additional time and resources to build the capacity of those often left out.

Insecure funding is a risk to sustaining work across public sector organisations (Twombly, 2003). This was reported to be a risk to the continuation of the Resilience Revolution by many interviewees.

However, in the Resilience Revolution, many of the projects that were sustained were done so with continued resourcing shared across public sector and local organisations and/or groups (see Sustainability). Thus, the redistribution of power may also be seen as facilitating shared resources and may be associated with cost-efficiency in the longer term.

Pride in the Collective

Pride in taking a collectivist approach appeared to improve the reach of Resilience Revolution creating a shared culture and language. Harnessing relationships and joint working were successful features of the Resilience Revolution. As evidenced by the number of projects and approaches that have been sustained, there was widespread local support for this way of working. Democratic decision making and co-produced projects were associated with reputational gains for individuals, groups, organisations and for Blackpool as a community. For example, young people spoke of increased sense of belonging and pride in schools through 'giving back', and parents and carers reported feeling more valued. Local schools had opportunities for reputational gains through Blackpool Beating Bullying, the world's first youth-led anti-bullying charter. The use of resilient moves, co-production and social justice are embedded in this partnership. Every school in Blackpool has also partnered with the programme to varying degrees. Several organisations within Blackpool with support from the University of Brighton and BoingBoing agreed a manifesto of transformation in 2019 to keep this work going. Blackpool's citizens were specifically commended for their contributions locally and nationally, including, for instance, for their contributions to COVID-19 response planning.

Intergenerational Planning

Intergenerational planning was another key mechanism of the Resilience Revolution programme. The overall aim was to ensure that interventions resulting in positive, effective impact across young people and their families in Blackpool remained sustainable beyond the lifetime of the programme. This involved building trusting relationships with supportive adults. It also involved co-leaders of the Resilience Revolution providing a positive future for young people for many years to come. This included young people stressing the importance of supporting the next generation.

It is not just Blackpool that has found relevance in thinking 'beyond generations' when co-producing design and systems transformation. Kernow (Cornwall) is another HeadStart area that increasingly centralised future generations in design and systems transformation. For example, their 'Children's Fire Project' commissioned by Cornwall Council and others (FEAST Cornwall, 2021) talks about planning seven generations in the future. The principle of thinking seven generations ahead whenever important decisions are made is embedded within the Iroquois leadership and planning processes (Hauptman, 2008; Lyons, 1991) and may inform future approaches. Thus, learning from the Resilience Revolution and others suggests embedding intergenerational planning across decision making processes. Interviews with young people and their supporters confirmed they were enthused and motivated with the innovative way of working and wished to sustain these practices for those that come after them. Here, intergenerational planning was enhanced by co-productive working practices that provided supportive volunteer and employment opportunities and embedded lasting relationships with trusted adults. This was an important part of the inequalities lens (Hart et al., 2016) applied to all the Resilience Revolution interventions, projects and training.

This collective vision for a healthy environment for all Blackpool citizens helped embed sustainability planning from the onset and became enhanced through partnership working. The transformation of

Blackpool as a town co-led by its community, will aid Blackpool's re-development and reputation as a progressive area with a practice model targeting young people and their families who are the most vulnerable and disadvantaged.

Strengths and Limitations of the Resilience Revolution

This report is a synthesis summary of a large complex co-produced research and evaluation work conducted between 2016 and 2022. There were both strengths and limitations of the research and evaluation of the Resilience Revolution programme.

Strengths include a mixed methods design with triangulation of data from the qualitative and quantitative approaches. The wealth of data included 16,200 project specific surveys, 65 interviews and focus groups and 3,800 feedback forms, collected over a six-year period. Successes and lessons learned were regularly shared in a variety of formats with Blackpool citizens and through formative evaluation reports. This helped increase the potential for sustainability by helping to shape and improve the programme as it developed over time.

The evaluation was conducted in partnership with The Centre of Resilience for Social Justice at the University of Brighton, Blackpool Council, BoingBoing CIC as well as with Blackpool citizens and organisations. Young people were involved in many aspects of the research from the design of the evaluation, but most often were instrumental in making sense of complex findings as they arose. This provided opportunities to think about possible alternative explanations which helped to ensure interpretations were collective. Working in co-produced research approaches also provided an opportunity to test and identify some best practices which improved the accessibility and acceptability of findings. Taking a whole-town approach meant utilising similar research approaches and data collection tools- in flexible, and meaningful ways. This amplified opportunities for young people and their supporters to contribute to this research and to research practices more broadly. However, this research was still limited in exploring the role of some personal characteristics like gender identify for example may play in positive child development. Future research here is required.

Taking a whole-town approach, meant not excluding local citizens. It would not have fitted with the ethos of the Resilience Revolution to exclude local young people or their supporters from things that may be helpful for them. Thus, for ethical reasons, the programme did not include a control group or randomly assign individuals to certain aspects of the specific interventions over others. Instead, young people and their supporters had a choice around what aspects of the Resilience Revolution they had access to. Where most appropriate, tried, and tested measures and multi-level system analysis were used to improve the reliability and validity of findings and so that they could be compared to other studies using similar measures (see Introduction).

Young people and their supporters often took part in several activities offered by the Resilience Revolution, with some involved throughout the programme. This places some limitations what benefits can be attributed to individual approaches/projects with the Resilience Revolution. However, giving young people the choice around how much or how little they took part and in what activities, helped to understand their preferences for diversity. Lessons of the evaluation suggest that young people may benefit from taking part in different activities at different stages in their own personal development (e.g., around school transitions or access to employment), with some groups more likely to need some additional supports (e.g., youth in crisis, Our Children), and some appreciating more informal provisions (e.g., young people, Our Children, parents and carers). Despite these limitations, the Resilience Revolution programme offers important learning about and provides direction for future development, implementation and research and evaluation of such complex programmes.

Conclusion

The Resilience Revolution implemented a town wide strategy that embedded ground-breaking, place-based, co-produced activity not previously tested on this scale. The programme was led by a Local Authority with statutory and complex democratic, organisational and administrative processes. However, the Resilience Revolution was committed to the ‘test and learn’ approach and developed/refined many elements of the programme based on learning over the course of the programme. This flexible model was one of the greatest strengths, but also a considerable challenge. It promoted a town wide learning culture which required involving those often excluded (i.e., young people, parents & carers, practitioners, Voluntary, Community, Faith and Social Enterprise (VCFSE) groups, etc.) in the innovation of leadership and delivery practices.

Drawing primarily from Resilient Therapy (Hart et al., 2007), the Resilience Revolution was founded on three principles and seven fundamentals; firstly, a place-based approach to respond to the complex nature of local issues and utilise local assets and networks, secondly, cross-sector co-production that put young people and parents and carers at the heart of the programme, working alongside them at all levels and finally, building community resilience in Blackpool by combining community development, community empowerment and social justice approaches. (Laverack & Labonte, 2000; WHO, 2021). This was an asset-based approach to co-produce transformational change for individuals, communities, organisations and systems. Central to this was a social justice orientation to building resilience that addressed social inequalities (Hart et al., 2016).

The ‘test and learn’ underpinnings of the Resilience Revolution were as important to the research and evaluation of the programme as they were to its design and delivery. These fundamentals helped to identify how members of the Resilience Revolution saw themselves related to the wider world including shared beliefs and values as a collective. This informed decision making in the development, delivery and evaluation of the programme. As explained in the introduction the implementation and the evaluation made use of the Value Creation Framework (Wenger-Trayner & Wenger-Trayner, 2020 and see [Appendix L](#)). The VCF helped identify the different types of value that were produced by the Resilience Revolution that demonstrate and help explain its achievements. Some of these are referred to in the paragraphs below.

Despite a common view that co-production - however politically desirable - adds unwieldy complexity and inflexibility to large scale community change programmes, the findings in this report suggest that co-production was actually a key mechanism that helped the Resilience Revolution adjust its activities faced with the pandemic and in the face of many other challenges. This is not to say that co-production is straight-forward. It requires genuine commitment, attention to details and resources. The research and evaluation of the Resilience Revolution has identified that co-production was a major ‘enabling value’ that supported the programme to achieve many of its aims, before, during and after the onset of COVID-19. Integrated with co-production was the enabling value that involved recognition and mobilising of ‘lived experience’ alongside the more often privileged practitioner and academic expertise. In particular, this report has presented ways in which the programme effectively harnessed the expertise of young people, their parents and carers – including some of those whose voices are least often heard due to disadvantage or discrimination.

The Resilience Revolution designed and implemented a broad range of creative and engaging approaches detailed in this report and its Appendices that in turn helped the programme have positive impacts on peoples’ lives across Blackpool. It also built capacity – not just of the individuals involved – but through them, capacity was built within organisations and systems. This enabling value worked alongside ‘strategic value’ seen in the ways the Resilience Revolution successfully

engaged with key stakeholders. This included local young people, parents/carers, practitioners, local leaders of schools, services and the council – it also included more external stakeholders who the programme considered it important to have dialogue with such as national politicians, practitioners in other areas and academics.

Some of the impacts arose from the many interactions that the Resilience Revolution created between people in its activities. This included instances of ‘immediate value’ that arose when people felt their experiences were understood and validated. The evaluation findings report that these instances contributed to important improvements in individual and collective resilience. Many of these interactions were central to the creation of the numerous examples of ‘potential value’ that suggested new and or improved approaches to improve the well-being of young people in Blackpool and beyond.

Going beyond such potential value this report has presented strong evidence of real differences the Resilience Revolution has made in Blackpool, which formed the ‘realised value’ of the programme. This report has presented how the Resilience Revolution achieved these impacts through universal and targeted activities inside schools, in families and in wider community settings.

One of the Resilience Revolution’s fundamentals was to be ‘Brave and Innovative’. This importantly included an aim not just to support young people to ‘cope’ with problems and disadvantage but in line with our social justice-oriented view of resilience (Hart et al 2016) to challenge the practice and systems that give rise to these adversities. It was in this respect that the Resilience Revolution extended the Cabinet Office’s (2019) definition of community resilience to empower people to advocate for more accessible resources when needed and to promote systems change when simply adapting to challenges risked embedded inequalities. This report has presented evidence of both these types of ‘transformational value’ arising from the Resilience Revolution with advocacy seen in a range of innovative campaigning activities by young people, parents/carers and allies. These included important examples of systems change across the local education, wider council and other services and organisations. For transformation to be meaningful it needs to be sustained - one of the most assuring findings of this report is evidence of how the Resilience Revolution activities are being directly sustained through ongoing funding or through becoming integrated with or embedded in existing services, practices and as importantly in people’s everyday lives and actions.

The research and evaluation of the Resilience Revolution centred around five research questions exploring the programme’s reach, process, impact, capacity building role, and sustainability. Based on the findings, the following recommendations for future complex, place-based, and co-produced programmes should be considered.

Recommendations

Overall

- Start with social justice focused conversations to grow meaningful grass-roots campaigns. ([Appendix C](#))
- Engage with young people and a wide range of parents and carers groups to improve local services. ([Appendix C](#) and [Appendix E](#))
- Create a wide-ranging choice of co-production opportunities across the whole town. (Capacity link)
- Co-produce local policies and strategies particularly in education, health and social care because it can lead to fairer outcomes for young people and families. (sustainability link)
- Make wellbeing a priority because without this, it will be impossible to make revolutionary changes in systems. ([Appendix A](#))

For Practitioners and their Managers

- Create lived experience co-trainer jobs because these will help drive workforce practice developments. ([Appendix D](#))
- Explore the barriers to engagement and co-produce solutions about how to overcome them. (implementation link)
- Invest in youth employment opportunities; youth advisors and apprenticeships to share decision making with those new to the workforce. (Discussion link)
- Training packages need to be co-produced after relationships are built. It is important to know the community and its needs and training needs to include relevant local examples. ([Appendix D](#))
- A tiered training programme with a range of short and longer training courses helps ensure learning has accessible routes for a wide range of workers and volunteers. (Sustainability link, capacity link, [Appendix A](#) and [Appendix D](#))
- A high frequency of training and learning events helps workers to connect, test and learn from new approaches. ([Appendix D](#))
- Intergenerational co-produced training resources help unite the whole community to have a shared understanding and common language. [Appendix F](#)
- A repository of local examples of successful resilience building work is useful for practitioners to use to improve decision making in work with young people and families. (sustainability link)

For Policymakers

- Incorporate resilience and co-production within national measurements of school performance. ([Appendix A](#))
- Update the statutory requirement for independent visitors to require lifelong commitment of a trusted adult to every young person in care. ([Appendix F](#))
- Young people choosing their lifelong friend and co-producing the matching, training and supervision processes will help drive best practice in intergenerational friendships for Our Children. ([Appendix F](#))
- Create national co-production groups that focus on people from coastal communities to address inequalities. ([Appendix C](#))
- Reconsider universal approaches. Co-produced and specific resilience building activities can have systems level impacts. (Sustainability link)

For Funders

- Ensure funding requirements have suitable flexibility and resilience.
- Remove limitations on percentages that can be spent on implementation, research and treatments. Co-production is all of these rolled into one. (sustainability link)

- When commissioning services, consider local providers first. Lived experience local experts lead to more sustainable outcomes. (Capacity link)

For Researchers

- Ensure the research and evaluation works within co-production spaces. The benefit of co-research allows projects to quickly adapt to new opportunities and strengths as well as create teams to work as co-researchers, improve data capturing and analysis. ([Appendix C](#), [Appendix D](#), [Appendix E](#), [Appendix F](#))
- Report regularly as a continuous process – enabling adjustments and improvements that impact on people’s lives to be made as soon as possible.
- Future research needs to evaluate and correlate longer-term systems changes after the implementation of the Resilience Revolution in Blackpool.

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List of Appendices

Appendix	Topic	Description
A	The Academic Resilience Approach.	Supporting all Blackpool Schools to have a Resilient Therapy and co-production informed approach to systems change.
B	Bounce Forward	An age-appropriate introduction to resilience course offered to every primary school pupil in year 5 in Blackpool Schools.
C	Youth Engagement Project Evaluation and Final Report	Free events and activities with young people aged 10-16 which introduced them to Resilient Therapy, co-production, and campaigns.
D	Workforce Development	Free training and learning events aimed at the children's and families' workforce, regular supervision, and communities of practice to help embed Resilient Therapy practice.
E	Parents of the Revolution	Free training and peer support groups aimed at families, parents, and carers.
F	Friendship Model of Volunteering	A brave and innovative intergenerational friendship programme
G	Back on Track	Holistic support for 'Our Children' to remain in mainstream school.
H	Walk and Talk	Outdoor therapy for young people with low mood.
I	Self-Harm Support	Holistic support for young people who self-harm.
J	Moving on Up Support	Support for young people moving between primary into secondary school who were identified as having lower levels of resilience than their peers. Support was on either an individual or group basis.
K	Saddle Up	Young people with emotional and communication needs enrolled at Blackpool's Pupil Referral Unit and at a primary school were supported by a combination of Resilient Therapy informed equine care and art therapy.
L	Value Creation Framework	
M	Glossary	
N	Resilience Frameworks	

Appendix A: Schools Report

RESILIENCE REVOLUTION'S SCHOOL TEAM

Final Report
November 2022



THE HEADSTART BLACKPOOL PROGRAMME RESILIENCE REVOLUTION

The Resilience Revolution was developed as a whole town approach and social movement to address the mental health needs of children and young people (and their families) in Blackpool. At the heart of this are our fantastic schools. All 44 schools across Blackpool have engaged through the programme's Academic Resilience Approach. They were trained to use an inequalities lens to support co-produced positive systems change in their schools.

Thousands of young people have used the Resilient Moves from the Resilience Framework¹ developed by Professor Angie Hart and collaborators to improve their mental health and wellbeing sharing these simple steps with staff, parents and carers through co-production.

Our research team surveyed thousands of young people's thoughts on their sense of wellbeing at different stages throughout the programme to develop and enhance the comprehensive evidenced approach to meeting the needs of the school communities across Blackpool.

We call this **“beating the odds whilst also changing the odds”**.

The catalyst for the Resilience Revolution was funding from the National Lottery Community Fund HeadStart programme. This was a national funding programme supporting six areas across the country; Blackpool, Kernow, Hull, Kent, Newham and Wolverhampton. Through this five year investment (which started in August 2016), Blackpool adopted a 'test and learn' approach to try out different ways to reduce mental health problems and build resilience. Blackpool Council are the lead organisation and host for the funding, and has been working with a range of partners and collaborators to embed a whole town approach.

The Resilience Revolution emerged from concept of 'Resilient Therapy' and its associated inequalities-related approach developed by Professor Angie Hart and collaborators. The Resilient Therapy has been further developed through research and practice of Boingboing and the Centre of Resilience for Social Justice at the University of Brighton, who are core partners in the Resilience Revolution.

More information on the Centre of Resilience for Social Justice can be found [here](#)².

More information on Boingboing can be found [here](#)³.



OUR PARTNERS

The dedication shown by schools throughout the programme has been wonderful. The Covid-19 period created unprecedented pressure on schools leading to temporary pauses to some Innovation Fund projects. However, some schools were able to continue with their projects. These projects acted as Resilient Moves supporting school communities to build resilience and recover from the pandemic.

The Innovation Fund supported schools to co-produce projects led by young people with the aim of building resilience. A total of 43 schools benefitted from the first Innovation Fund round between 2017 and 2019, and 16 from the second round, in 2022. The brochure demonstrates the work undertaken by a selection of schools and our school based partners. We hope their experiences inspire other schools to practise their great work!



MEET THE TEAM

Claire Walsh - School's Lead, Blackpool Council

Sarah Wells - Resilient School's Coordinator & ARA Facilitator, Blackpool Council

Allyssa O'Keefe - Sessional Worker, Blackpool Council

Sam Richardson - Youth Engagement Team & ARA Facilitator, Blackpool Council

Jordan Wood - Youth Engagement Team & Resilience Committee facilitator, Blackpool Council

Hannah Eaglestone - Sessional Worker, Blackpool Beating Bullying Coordinator, Blackpool Council

Dr Buket Kara - Senior Research Fellow, University of Brighton

Rosie Gordon - PhD student, University of Brighton

Mirika Flegg - PhD student, University of Brighton

Dr Josh Cameron - Reader, University of Brighton

Dr Suna Eryigit-Madzwamuse - Reader, University of Brighton

ACADEMIC RESILIENCE APPROACH

Asset-based, whole-system transformation in schools

The Resilience Revolution was committed to working together with schools and the local authority to improve the outcomes for young people through a self-improving and resilient education system. It adopted a whole-school approach to promote resilience by building on existing strengths and building capacity for all members of the school community. As a part of this, the Academic Resilience Approach (ARA) was implemented in Blackpool schools.

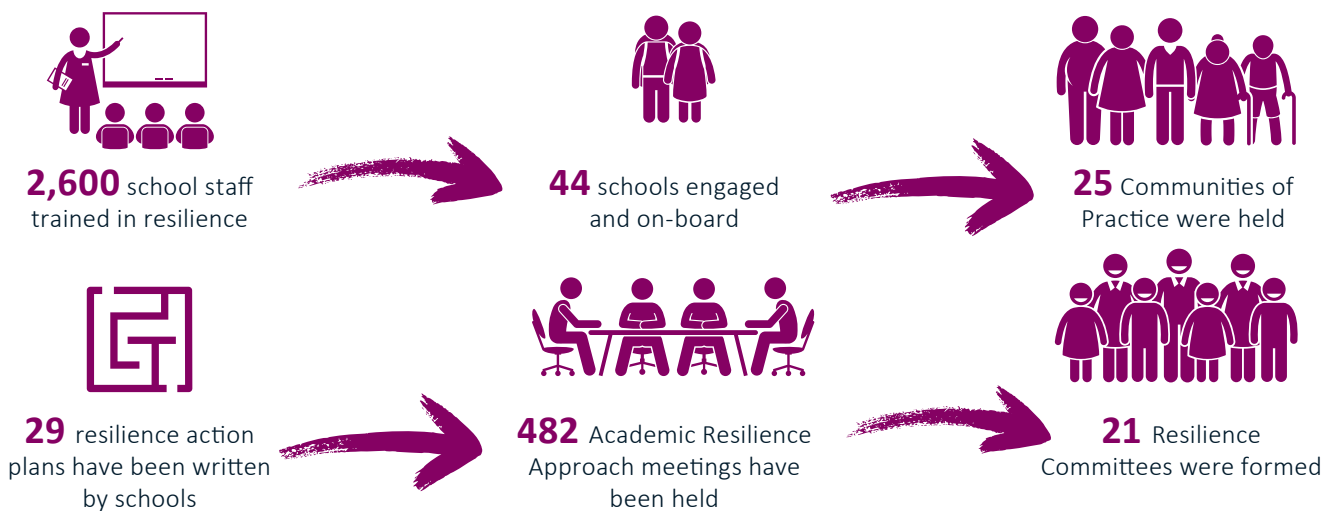
ARA was designed by Angie Hart and Lisa Williams in 2014⁴. Since then, it was further developed through multiple research and practice-based projects at the CRSJ and Boingboing. The ARA has been used widely in the UK and internationally to embed a resilient school culture so that young people can achieve positive outcomes despite the disadvantages they may face. The ARA aims to enable schools to help young people to 'beat the odds', whilst also 'changing the odds' by tackling inherent inequalities in the school system.

Since 2017, the Resilience Revolution has worked within all 44 schools in Blackpool. By following the six steps which result in the full implementation of the ARA, schools were able to customise the resilience-building process in line with their specific needs.



Over 19,000 young people attended a school that customised the ARA to build resilience across their schools. Over 2,600 staff members were trained in resilience theory and practice. A total of 482 meetings were held with staff members to embed a bespoke programme across their schools. Over 100 parents/carers contributed to the school audits and co-production activities. In total, 29 action plans were produced by schools. Resilience committees, comprising of pupils and staff who audit the schools using the ARA, were formed in 21 schools. In addition, 25 Community of Practice (CoP) meetings were held to bring Blackpool schools together to share good practice.

THE REVOLUTION IN SCHOOLS



In the next 12 pages (pages 74 to 85), you will find what schools said about their ARA journey.

ARA JOURNEY OF SCHOOLS

BAINES ENDOWED



Nicola Sawyer- Assistant Head Teacher

"At Baines Endowed C of E Primary Academy, we have really enjoyed our journey as part of the Resilience Revolution. Our highlights being attending the International Resilience Revolution Conference (March 2022) and planning our own 'Dee-Stresstival' in July 2022 for members of the whole school community to learn about the importance of, and develop their own, resilience and wellbeing.

Like many schools in Blackpool, we have had a resilient committee and even though it was challenging during the pandemic, we've managed to keep going! Being part of the resilience committee has made us feel like we are taken more seriously and it feels amazing that people are interested in what we are doing. This has made us feel a lot more confident.

Talking of feeling confident – attending the International Resilience Revolution Conference was challenging, even with our new found confidence! It was really fun and a great way to meet new people and try new things (and new food!). It made us feel like part of one big team with lots of other schools there too.

Finally, working towards our Dee-Stresstival has been really exciting too, and has helped us to improve our teamwork skills. It has also been a great way to bring to life our learning in Maths and English by thinking about budgets and resources we might need, and with writing letters and invitations to different people."

Nicola has been 100% committed from the start and undertaken the Supported Academic Resilience Approach (SARA) course to ensure that she has the skills to spread the word! The Resilience Committee has continued to work hard and Nicola has been engaging with some of our parents and carers on the course considering the best way to work more closely with the whole school community.



RESILIENT MOVES

Putting on positivity glasses



Have a laugh



Develop life skills



Have good responsibilities and obligations



Find somewhere you belong



Be brave



CHRIST THE KING + ST CUTHBERT'S



Sarah Smith - Head Teacher

"As Christ the King Catholic Academy and St Cuthbert's Catholic Academy, we have worked very hard to incorporate their Resilience Committee outcomes into the school community. We have planned lessons and activities relating to exercise and fresh air, healthy eating and undertaken a peer mentoring programme."

Christ the King, St Cuthbert's and St Mary's Catholic Academy used the Innovation Fund for peer mentoring training. It was also used to create an outdoor space and support young people to develop life skills.



RESILIENT MOVES

Be brave



Being safe



Enough sleep



Finding healthier relationships



Good people, good places



Know and understand yourself



Plan out your future



Understand place in the world



Develop life skills



Solving problems





Jo Cleasby - Drama Teacher and Resilience Revolution

Highfurlong School is one of our Beacon of Resilience Schools (see page 93 for Beacon of Resilience Schools). They used HeadStart innovation funding to set up 'The Gift Box' - a purpose built shop run by pupils and selling products made by them. Highfurlong presented the development and impact of the Gift Box to the International Resilience Conference, 2022:

GRACE

"Welcome to our Highfurlong School presentation of The Gift Box. Please don't take photos or videos our agents won't allow it!!!"

KIERAN- The Gift Box⁵ history:

- Funding application presented by students to HeadStart
- It Got Built
- Enterprise in school is for all pupils to make, sell, shop and earn wages.

ALEXIS – Have a laugh

"The Gift Box is lots of fun. Making things to sell and shopping there is a good laugh".

CHLOE – Find somewhere you belong

"Highfurlong School and the Gift Box are where I belong. I feel safe and happy!"



KADI – Be responsible for yourself

"It lets me have independence and control of my money. I earn wages from stuff I make and that is sold in the shop. I don't feel safe shopping anywhere else, the gift box is really special to me".

CHRIS – Solving Problems

"I like the gift box because it means I solve mathematical problems. I calculate money... if I bring in £2, I get 2 x 70p items and 2 x 25p items, I add it all up to pay £1.90 and I get 10p change."

GRACE – Lean on others

"Lean on others when necessary' is the Resilient Move I have chosen. When I'm in the gift box if I'm struggling with prices then my other peers would help me to price things. They might calm me down and encourage me to keep going. Sometimes a lot of customers come at once and we help each other out to deal with everyone calmly."

Highfurlong have adapted their school curriculum around the 4 noble truths and the 42 Resilient Moves of the Resilience Framework creating a movement day, a mindfulness session, a shop on site selling gifts made by their young people and a Resilience Committee. The Innovation Fund has funded these projects. The committee meets regularly to discuss ways of improving resilience. They have recently been involved in some co-production work to improve the Special Educational Needs and Disability Service at Blackpool Council. This work will continue.

Their Resilience Champion, Jo Cleasby, is committed to the resilience-based approach and has recently completed the SARA (Supported Academic Resilience Approach) course. The Head Teacher, Mr Oldham, who has also completed the course, supports Jo in her work.





Liz Cumming - Assistant Head Teacher

"Montgomery Academy applied for the first Innovation Fund after joining the Resilience Revolution in 2018 and undertaking the staff training. We applied for funding for some basic technology and resources to support their 'Engage' programme. This is a short-term programme of resilience-based activities for students at risk of school exclusion. The programme has evolved over time and continues to develop into their own alternative provision centre for Montgomery students.

The second Innovation Fund created a safe space for young people to relax and undertake mindfulness activities.

Montgomery have been incredibly active in the Blackpool Beating Bullying Charter Mark [see page 111 for details] – including being the pilot school! We have gained the bronze and silver award so far and are on track to go for gold!"

Kate Chandler- Pastoral Manager

"The students attending the Engage programme have been supporting a co-production group at HeadStart by telling us what they like about Engage to share good practice with other schools. Their voices are incorporated into our training on inclusion. The young people talk about how much they appreciate that every day is a new day and they are given time to think about their choices and spend time with the therapy dog."



RESILIENT MOVES

Find ways to keep calm



Use school to help you



Tomorrow is another day



Find somewhere you belong



Engage mentors





Ben Whittaker - Resilience Champion

"After Covid and lockdown, it became important for young people to build their resilience back up. During our sessions at Park School, the young people learnt to build up their resilience through learning about the framework and also through games such as Resilience Jenga, which they really enjoyed.

The young people reflected on how learning about the resilient moves helped them to bounce back in difficult situations, and be aware of other people's feelings around them. Most of the group expressed how much they got to laugh and have fun while working/learning new skills and also learnt to have the confidence to enjoy talking in the group. The group also expressed how much they looked forward to Fridays.

Something that the group really engaged well with was the animation project that we started working on, in which the group planned what materials they would need, how much they would cost and how they would film their own animations."



RESILIENT MOVES

Find time for interests



Predict a good experience



Have a laugh



Socialise with others



Maximise positive relationships





Sue Haley - Special Educational Needs Co-ordinator

Revoe Learning Academy is another of our Beacon Schools. From the very beginning, they have taken the idea of building resilience and integrated it into their every-day teaching and learning at Revoe. They have worked extremely hard to bring together people from all areas of the school community to co-produce ideas and make improvements.

Here is a snap shot of their Innovation Fund application form:

‘Following full co-design with our children and professional partners (Dads in Sheds, Inclusion Team and Outdoor Education experts) we have identified, and included within our Resilience Action Plan, that developing a multi-sensory, independent and social problem-solving outdoor resource facility will enhance the resilience and language acquisition of our community through specialist supervision. Trained pupil and staff leaders, resilience based activities and resources, physical activity as well as genuine consultation, raising the self-worth of target

pupils who have been assessed as being vulnerable, particularly with regards to SEMH (social emotional and mental health needs).’ Sue Haley, 2018

Revoe have introduced a therapy dog called Poppy, created sensory ‘safe spaces’ in the school, provided further opportunities for young people to have leadership roles and share their skills, focused on a set of values every week identifying a ‘Star of the Week’ and much more. Their values are closely aligned to the Resilience Framework's principles of: respect, cooperation, resilience, courage, integrity and commitment. The school provide regular opportunities for young people to be brave and solve problems undertaking outdoor activities such as High Ropes:

“The High Ropes are great. They can be scary but if you keep trying, the feeling you get when you get to the top is brilliant!” BH Year 6

Revoe had a fantastic time taking part in our International Resilience Revolution Conference, 2022.



Jill Greenhalgh – Assistant Head Teacher

'They post-it noted what they would like to see in the room and cut their ideas out to create an ideas board. Inspired by a research visit to Roseacre Hub, the Resilience Committee decided that the idea of each class having "a little bit of the safe space to be resilient" was something they wanted to do - hence the idea of takeaway boxes.' Innovation Fund application, by St Bernadette's Catholic Primary School Jill Greenhalgh

2016-2019

When we started our journey through the Academic Resilience Approach, it was co-ordinated by the School's Year Six Teacher and a group of Year Six pupils (assisted by the Family Support Worker). The children chosen were of mixed ability. They were excited to start their journey; the resilience coach, Sam, was a great hit with the class, helping them to look at the project using the Resilience Framework. The project was to turn a storage room into a Resilience Room, (later named the Sunshine Room, due to the yellow walls).

It was to be a comfortable room, with soft furnishing, that children could go to talk, to have time out, to think and to enjoy a safe place. Small groups could also use it – e.g. friendship group, anger management and a place to go when person has experienced loss or separation – i.e. the death of a loved one – bereavement sessions.

The group visited another Blackpool school who had completed their journey and had received funding for their project. The children listened and took ideas from the project. This helped them to have a clearer idea how they would like to use the grant.

The committee put a presentation together and presented it to the funding committee. Throughout the process, the children's resilience grew and they became more confident. One child who had difficulty with reading and speaking was able to stand up and present his part with the support of the committee.

"...a resilience base for people to go to if they are having a tough time in and out of school. This could be somewhere they could go before having to go straight to class, which is quiet and has some activities such as colouring books, soft toys for a cuddle and an iPad in there so they can relax or listen to music."

"We would like the staff to take the student out to do a 1:1 activity which focuses on only them so that they feel valued." Resilience Committee

The Sunshine Room



The school uses the Resilience Framework and Resilient Moves throughout the Key Stages. Some of the children will say that they are building up their resilience. The framework poster is displayed in all classrooms. It has benefitted small group work to help children take ownership of problem solving.

New and Innovative Ideas:

The follow up from the initial projects:

The Resilience Committee are still very enthusiastic and want to ensure everything is completed and sustainable.

We have re-developed our Prayer/memorial garden, there is an after school club who are responsible for the re design of the garden. We also have a couple of children who have SEN (Special Educational Needs) who take great joy in being responsible for watering the plants during the week and have developed a sense of belonging to the group .

We applied for grant from the Learning from Landscapes fund and have been granted £500 of equipment and staff training. This will enhance the Schools' Innovation Fund – with a wildlife video camera to record the wildlife in the pond and garden.

We are pleased that we are able to welcome volunteers who are interested in working with our pupils to develop and maintain the garden to help with building up the resilience in the school. The teachers' well-being is benefitting from the project as well as the children's

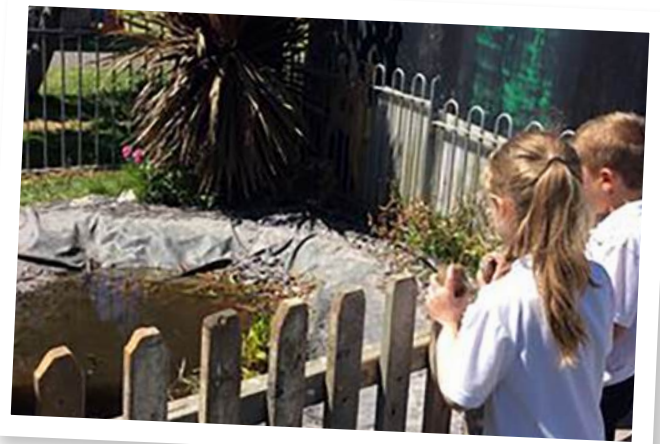
St Bernadette's Resilience Committee also attended the International Resilience Revolution Conference, 2022. They submitted a poster to highlight all of their achievements. See it on page 113.

Resilience Champion– Denise Duke Family Worker, 2021-2022

"In 2021/2022, we set up a Resilience Committee with two or three children from each KS2 class. We chose children who would benefit from being able to build up their resilience. These included young carers and children who needed to have a sense of belonging. The older children were able to support the younger children - taking the lead when we had breakout groups.

The children all were proud to have been chosen and enjoyed their resilience coaching with Jordan.

The thought of a pond had been discussed in most of the classes taking part in the Forest School sessions this year. The Resilience Committee discussed the options. They decided that the project had to be sustainable. They all felt the garden and the Resilience Pond was sustainable and would link to healthy minds and bodies. Gardening is in the fresh air and there are some studies that maintain gardening is good for good mental health, growing vegetables will help towards a healthy diet and will be cheaper than the supermarkets. It will be the children's responsibility to take care of the garden and the pond.



The children throughout the school have enjoyed digging the pond out, though we think they saw it as a wonderful mud pond when we had heavy rain! The idea is to teach children that they can do activities in all weathers providing they have the correct clothing. We have been lucky that parents and grandparents have also taken an interest and are volunteering to help during Forest School and gardening sessions. This also gives some children a male role model and the children enjoy doing things with Granddad, he has had them drilling, making fences and building the pond."



RESILIENT MOVES

Develop life skills



Find somewhere you belong



Solving problems



Plan out your future



Find time for your talents



Lean on others when necessary





Francesca Tiribocchi - Learning Mentor

"Back in July 2017, I attended the Understanding the Academic Resilience Approach training event. It was the most inspiring and transformative course I have attended.

As a Learning Mentor [at St John's C of E Primary School], the penny dropped- we might be unable to change the environment or situation in which a child may find themselves but we can change the school environment to better support them. I realised that resilience is not an inherent trait – it can be a learned skill within us all. As practitioners I realised our mission is to get that message across to children- we all have the power to change and bounce back, even better, from adversity.

We have taken a whole school approach to the Resilient Framework and it has been an incredible journey ranging from tiny to big wins. Staff have been trained by HeadStart and in school we model and support a positive attitude, all classrooms display a 'simplified' Resilience framework, we have newsletters, display boards, assemblies and fabulous Resilience Committees to remind us all of Resilient Moves.

We were fortunate enough to have HeadStart facilitating 2 Bounce Forward courses for our year 5's and that was the springboard for rolling out the Resilient concept through school. Although the Bounce Forward offering finished it left a legacy and sustainable theme now embedded in the culture of our school.

The Wellbeing Warriors attended the International Resilience Revolution Conference, 2022 and very much enjoyed seeing their poster displayed to the world! We made their Newsletter where they shared all of the learning from the conference with the rest of the school. Well done, St John's Wellbeing Warriors!"



RESILIENT MOVES

Understand other people's feelings



Solving problems



Healthy diet



Understand place in the world



Develop life skills





Ben McKay Behaviour Manager - St Mary's, Kris Wodehouse - Boing Boing CIC, and HeadStart Sessional workers

Ready, Set, Resilience - A Co-Produced Booklet for Year 9 Students

The Resilience Revolution is behind this booklet which is the first of its kind that we have seen that is co-developed with young people. In particular, students and staff from St Mary's Catholic Academy in Blackpool, Boingboing, Centre of Resilience for Social Justice, University of Brighton and HeadStart Resilience Revolution Blackpool co-produced it. We have called our booklet 'Ready, Set, Resilience' to support young people's resilience. Resilience is the capacity to bounce forward and cope better with life's challenges. It is also about how to challenge and change wider issues in the world, that impact unfairly on people's lives, so that less people have to keep on trying to bounce forward, in the first place. We call this 'Beating the Odds whilst Changing the Odds.'

Benefits of co-production as listed by the group:

- Enjoyable!
- Can help to refocus in school
- Helps with mental health and wellbeing
- Gives you something to feel proud of and have ownership
- Can lead to other opportunities- help career.
- Brings people together of all different ages/ abilities
- Opportunity for teamwork
- Can align with school values
- Can give awareness of different topics/issues (Mental Health, Resilience, Climate Change etc)
- Helps you to understand yourself better

- Feels good to make decisions e.g., fonts, colours, designs etc
- Involves vulnerable people/diverse communities that might not normally be heard.
- Creates a sense of belonging
- Good support network of staff and other students
- Can improve confidence and self-esteem
- Opportunity to have some calm time and can relax
- Voice is being listened to
- Sharing different strategies that have worked or not worked for others
- You can make friends and meet new people

Jane Leigh- Senior Assistant Head Teacher

St Mary's Catholic Academy has been heavily involved in areas of the Resilience Revolution. They have completed training, facilitated multiple research rounds allowing the University of Brighton to determine how our work is impacting on young people in Blackpool.

St Mary's used the first and second Innovation Fund to allow their students to be trained in peer mentoring and gaining a better understanding of each other. Their Resilience Committees decided how to do this facilitated by our Youth Engagement Team.

Part of the project was to create mentoring space where young people can have a 'safe space' to develop strategies to stay calm and remain engaged in school life. Their Senior Assistant Head Teacher, Jane, has been involved with our Resilience Revolution Education Voices group as we create training for teachers to promote co-production work with parents and young people to reduce the number of young people excluded from school.

Jane has also been involved in working closely with our group of parents, carers and young people co-producing training and invited us to scrutinise school policies from the perspective of inclusion and protecting mental health and wellbeing.



Plan out your future



Understand place in the world



Have good responsibilities and obligations



Solving problems



Find somewhere you belong



Develop life skills



Understand your past



Maximise positive relationships



Understand right from wrong



Additionally the current Committee (known as Wellbeing Warriors) have been instrumental in gaining Silver Award accreditation in Blackpool Beating Bullying Charter.

With the Innovation Fund we acquired a lovely 'cabin' that we call the Hub- appropriately named as it is at the centre of our school. It's a multifunctional space where children can learn and practise hobbies, drumming, recorders, tiddly om poms. It is also an indoor lunch club and an area for nurture groups. Additionally it is for families and parents for meetings and small training events. It's a bright, calm space that we are delighted with. Going forward we would like to set up a gardening club and adorn it with window boxes. We have so many ideas of how to keep our minds and bodies healthy and the HeadStart initiative has been amazing at being the catalyst for promoting sustainable and positive change.

Many, many thanks to all the HeadStart people involved, every one of you have been passionate, helpful, positive and inspiring.

We have had numerous Resilient Committees made up of a cross section of children, many of who have 'lived experience' and can therefore relate to their peers. The role essentially is to spread the word of resilience and learn about resilient moves. The committees have been incredibly successful in school, here are some of the things they have, and continue, to do:

- Developed action plans
- Regular newsletters
- Conducted surveys in school on resilience and how children feel
- Presented at governor meeting and Resilience Conference
- Interviewed on the panel for HeadStart Vacancy
- Written 'resilient' recipes to use with food bank items
- Instigated after school cookery clubs
- Facilitated numerous assemblies and classroom 'shows'

Promoting Mental Health

- Made word searches, bookmarks and resilient games
- Set up and run lunch club and 'drop in' sessions
- 'Lunch time patrol' – helping children with problems
- Successfully campaigned for buddy benches
- Suggested ideas for family hub (Innovation Fund)
- Promoted kindness and 'how to feel happy' competition
- Successfully arranged for the gym frame to be used in PE
- Redrafted Anti bullying policy to be more child friendly
- Sourced new playground equipment (from Innovation Fund) to make playtimes even more fun and engaging



RESILIENT MOVES

Finding healthier relationships



Find ways to keep calm



Have a laugh



Understand right from wrong



Find time for your talents





Rachael Hazelwood - SENCo

2016-2019

Westcliff Primary Academy were first introduced to the Academic Resilience approach over five years ago. We were in the third wave of schools to receive support/funding but had heard nothing but positive things about how the programme was rolling out across Blackpool. Our staff received training on the academic resilience framework/approach and we used the framework to identify 'vulnerable' children during our inset day at the start of the next academic year.

Following on from this our whole staff team had the Academic Resilience Approach training so we could all 'talk the same language' when it came to supporting our children, as well as ourselves.

Our Year 5's were lucky enough to have members of the HeadStart Team come into school and deliver the Bounce Forward programme. They introduced this programme with real vigour and the children loved it. The word resilience was not quite as popular as it is now and it was great to provide the children with strategies to support their learning as well as their emotional well being. We also had the programme delivered through HeadStart the following year and this provided our own staff with a great opportunity to shadow the HeadStart facilitators, in preparation for the following year when the Bounce Forward programme would be delivered internally. This meant that the programme could be sustained within school.

Another aspect of HeadStart we really appreciated was the link worker that supported some of our more vulnerable children with transition to high school. This was invaluable to some of our leavers and made transition much more manageable for them.

"Westcliff still use the Pyramid of Need" to identify those who may need additional support and provide early intervention. Rebecca Gudgeon

Innovation Fund project 1 - The Cove. The Resilience Committee bid for the fund to develop a quiet break out room for children to access when they were feeling overwhelmed. It is used for children to develop their well-being and a space to access play therapy from our in school counsellor.

Innovation Fund 2 - The Resilience Committee decided they wanted to develop a breakout space in the playground where children could go to be mindful or if they were struggling at lunch times. They chose the equipment, planned and designed the area and then worked together to set it up. They used the remainder of the money to purchase green screen equipment to allow the Resilience Committee to learn a new skill which they will take on to develop a club so that other children can learn it too.

The Resilience Committee has taken on the role of leading the Resilience Revolution across our school and encouraging the children to take resilient moves. Each week we have focused on one of the 5 areas. The children then take their learning back to class and explain how their peers can take on more resilient moves. They have developed a display to make the children aware of the Resilience Revolution and work with the children during break times to give them new coping strategies.

We have also completed the Bronze award and we are now working towards the Silver award. We have been working with Sarah and Hannah who have been wonderful, coming into school to support our Mini-SLT and Playground Leaders to eradicate bullying at our school. We hope to achieve Silver by the end of June this year.



RESILIENT MOVES

Spend time with reliable people



Be responsible for yourself



Find somewhere you belong



Know and understand yourself



Find time for your talents



Find ways to keep calm



Maximise positive relationships



INNOVATION FUND PROJECTS

As part of their ARA journey, Resilience Committees led audits to identify what could make their schools more resilient, co-produced action plans and made a pitch to a panel to receive funding to put their ideas into action.

Forty-four schools have been supported by Innovation Fund. Below is a list of schools and the title of their projects.

Primary schools often used funding to create self-soothing and calming spaces in the school. These spaces are used to work on wellbeing and resilience activities. The additional spaces also helped schools keep young people safe and distanced in the face of COVID-19.

Secondary schools often used funding to increase community engagement and developed projects like establishing peer ambassadors and creating volunteering roles.

The funds helped to improve safeguarding processes at school and helped schools to make better connections with community health and wellbeing services.

SEND (Special Educational Needs and Disability) schools used their Innovation Fund to further train school staff in specific sensory skills to improve communication with and between pupils; empowering their voices and improving their social and developmental skills.

Innovation Fund Projects - 2017-2019

School	Innovation Fund Project
Anchorsholme Academy	Community Café.
Armfield Academy	Armfield Pride– safe space and peer mentoring. Movement pathway
Baines Endowed CofE Primary Academy	Resilience Rocks! Destress-tival—a week long festival focussing on Resilient Moves, a safe space and a ‘World of Work’ project to develop life skills
Bispham Endowed CofE Primary Academy	Resilience Nurture Rooms
Blackpool Aspire Academy	The ‘Gold Zone’ - relaxed and social area for young people to eat together
Blackpool Gateway Academy	Therapy Dog and growth mindset
Boundary Primary School	Forest School
Christ the King Catholic Academy	Heroes. Life skills
Devonshire Primary Academy	Community Choir
Educational Diversity	Meeting sensory, language and SEMH needs at Pegasus
Hawes Side Academy	Resilience Space
Highfield Leadership Academy	Sensory/ Crisis room/ self-soothing bags
Highfurlong School	Enterprise Hub– The Gift Box shop on site selling products made by students– sold by students- teaching new skills and providing ‘wages’
Holy Family Catholic Primary School	Cookery club and cookery/ library resources
Kincraig Primary School	Safe Space
Langdale Free School	Langdale Lodge
Layton Primary School	All our children to feel safe and secure– bespoke training for staff to support young people with social emotional needs
Lotus School	Sensory garden, ZenDen and Sensory Room
Marton Primary Academy	Sensory Support Room
Mereside Primary School	Meaningful Mereside– safe space and problem solving area. Building resilience.
Montgomery Academy	‘Engage’ programme– resilience based programme for young people at risk of exclusion from school
Moor Park Primary School	Wellbeing and Learning
Norbreck Primary Academy	The ‘Retreat’- quiet space separate to the main building for reflection, meditation and support & ‘Kindness Club’– anti-bullying ambassadors

Innovation Fund Projects - 2017-2019 (continued)

School	Innovation Fund Project
Our Lady of the Assumption Catholic Primary School	Sensory - safe space
Park Community Academy	Forest School.
Revoe Learning Academy	'Endeavour'- multi-sensory, independent and social problem-solving outdoor resource facility
Roseacre Primary Academy	The 'Hub' - self soothing space to build resilience and develop hobbies and skills
South Shore Academy	Duke of Edinburgh Award - training staff to continue in the long term
St Bernadette's Catholic Primary School	Safe Space
St Cuthbert's Catholic Academy	Heroes & Outdoor area
St George's School: A CofE Academy	Outdoor space– Team SG Resilience Revolution!
St John Vianney Catholic Primary School	Sensory Room
St John's CofE Primary School	Family Engagement Room
St Kentigern's Catholic Primary School	Therapy Dog / Resilience play deck and sensory area
St Mary's Catholic Academy	Heroes– training young people in respect, tolerance and mutual support. Student leadership programme.
St Nicholas' CofE Primary School	Multi-sensory outdoor facility
St Teresa's Catholic Primary School	Resilience Room
Stanley Primary School	Resilience Hut
Thames Primary Academy	Outdoor Reading Space
Unity Academy	Dream Catcher– improving transition and involving parents more
Westcliff Primary Academy	The 'Cove' - supporting Resilient Moves and encouraging hobbies and interests
Westminster Primary Academy	Safe Base
Woodlands School	Communication Project

Innovation Fund Projects - 2021-2022

School	Innovation Fund Project
Baines Endowed CofE Primary Academy	Mini De-stress-tival to trial for the main event- co-production activity
Blackpool Gateway Academy	Baking club
Highfield Leadership Academy	Anxiety kits- building on their self-sooth bags
Highfurlong School	Wellbeing club and learning new skills to create more stock for their shop
Marton Primary Academy	Friendship Hub with a peer mentoring service
Montgomery Academy	Mindfulness room
Norbreck Primary Academy	Outside learning space
Park Community Academy	Activity to build on their animation skills to teach people about the Framework
Revoe Learning Academy	Sensory room items
Roseacre Primary Academy	Quite/ reflective/ learning space to be developed outside
St Bernadette's Catholic Primary School	Pond for their Forest school
St John's CofE Primary School	Buddy club and friendship hub & wellbeing warriors
St John Vianney Catholic Primary School	Mobile sensory area
St Mary's Catholic Academy	Peer mentoring service including a 'safe space' and train the trainer model
Waterloo Primary Academy	Sensory garden
Westcliff Primary Academy	Lunch time 'Learn and Grow' area for learning new skills and to be used as a quiet space

RESEARCH AND EVALUATION OF THE ACADEMIC RESILIENCE APPROACH

Staff Training in Resilience

Between 2019 and 2020, 44 staff from 30 schools completed feedback forms to evaluate the training they received during ARA's Step 1. Findings showed that the vast majority (~96%) of the staff agreed that the training met its aims, that it was well presented, and was a positive learning experience which related to their work. They also reported high motivation to attend further training and said they would recommend it to colleagues. On average, staff scored themselves as being 60% confident in their knowledge of resilience, at the beginning of the training sessions. This increased to 87.5% by the end of the sessions. This demonstrated a statistically significant improvement in staff confidence in their knowledge of resilience ($t(43) = -12.19, p < .001$).



45.4% increase - confidence in knowledge of resilience

Here are some examples of what school staff said about the resilience training delivered as part of the ARA. Staff described the training as very useful and engaging, and they developed a better understanding and more knowledge of systems change and whole school and other useful approaches.

"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

"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

Altogether, these findings suggested that the staff training on resilience equipped staff to promote resilience across their school community.

RESILIENCE COMMITTEES



Young people's perspectives

In 2019, 100 young people from 18 schools completed a short questionnaire to rate the sessions they attended and report their experiences and feelings before and after taking part in the Resilience Committees.

Session ratings. Feedback revealed that 95% of young people found the Resilience Committee sessions to be interesting, 96% enjoyed being part of the Resilience Committee, and 79% looked forward to attending further sessions.

What difference have Resilience Committees made? Using a 5-point scale, young people rated how much they felt their views were listened to, whether they could make change in school, and how hopeful they felt about future. As presented in **Table 1** below, young people reported statistically significant improvements in these areas. On average, the groups reported a:



42% increase in feeling their views are listened to

64% increase in feeling like they can make a change in their school

47% increase in feeling hopeful about their future

Table 1. Descriptive statistics and analysis results for young people's Resilience Committee experiences

	Before		After		<i>t</i>	<i>df</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Resilience Committee involvement							
Feeling listened to	3.20	1.09	4.53	0.66	-13.78	95	<.001
Make change in school	2.82	1.25	4.63	0.70	-14.09	95	<.001
Hope for future	3.22	1.23	4.74	0.53	-12.37	95	<.001

M = Mean. *SD* = Standard deviation. *t* = *t*-value obtained from paired *t*-test analysis. *df* = Degrees of freedom. *p* = Probability value, where *p* < .05 indicates statistically significant results, which are presented in bold font.

Young people also commented on how Resilience Committees helped them and their school through open-ended questions.

The qualitative data analysis results are presented on the next page.



Young people expressed that being in a Resilience Committee helped them build:

- **Resilience** – Many young people talked about an increase in their resilience through taking part in Resilience Committees. They spoke in particular about how they “don’t give up on things” now and are able to “overcome tough times”.

“I have learnt to be more resilient and to share my resilience”

- **Communication skills** – Overlapping with confidence, young people talked about feeling more confident to “speak up” and talk to other people. They spoke about the way Resilience Committees have “given me a voice” and helped to overcome shyness, from “speaking in front of a group” to having “the guts to talk to the school”.

“It has made me a lot more confident and allowed me to speak up”

- **Collaboration and improved relationships** – There was also a sense that Resilience Committees helped young people to “co-operate with people” and improve their team work skills. Subsequently pupils spoke about feeling their team is “stronger” and also found they were “making more friends”.

“It’s helped me be resilient and co-operate with people.”

- **Coping and problem-solving skills** – There was a sense of improvement in young people’s coping skills, as pupils talked about being able to handle situations better and solve problems.

“I have handled lots of situations better than ever.”

- **Prosocial skills** – Young people talked about how much they loved “making people happy” through their Resilience Committees, describing it as “rewarding feeling” to act as “resilient mentors” and help others.

“I got to help others that needed help.”

- **Future aspirations** – Young people spoke about feeling more positive about their future and more hopeful about achieving their dreams following their Resilience Committee work, from believing they will “do incredibly well in school” to feeling more optimistic that “I will get the job I want”.

“To be confident, brave and do better in life.”

- **Confidence / self-esteem** – Another key theme that emerged was increased confidence in young people, from confidence “to try new things” to confidence to “believe in myself”. One young person explained that taking part in the Resilience Committee has helped “by making me feel better about myself”.

“It has made me feel more important and listened too.”



Young people also considered that the Resilience Committees helped their schools by:

- Promoting resilience** – As well as feeling more resilient themselves, young people in Resilience Committees spoke about “spreading” this and helping their peers and the wider school to be more resilient too.
- Promoting a better environment** – Young people felt like the Resilience Committees helped “make people feel safer” and happier at school. They reported that the Resilience Committees changed the school environment for better.

“It has helped our school by making our school very resilient.”

“It has helped people not to give up as easy.”

“It has gave the school a better environment.”

“It’s made it better by making everything fair and good.”

- Generating ideas** – Young people spoke about how being in the Resilience Committee has “given me ideas on how to change my school”. They have been supported to identify issues they care about in school and would like to change, for example “bullying” and “making the school more eco-friendly”. Some young people mentioned the ways they are working on their ideas in their schools, such as:
- Listening to young people’s voice** – There was a sense from some young people that their schools are now promoting their voice more and listening to what pupils have to say.

- Introducing a reward system for good behaviour
- Developing a box of emotion to be read by school dog
- Building a sensory room to calm down in
- Making a hub

“Pupil voice has been put in place.”

“The school listens better”.

“We are going to use other schools’ ideas to make our school better.”

“[Resilience Committees have helped schools] by giving great ideas and helping our school be a better place.”

“It helped us remember all the good things about it.”

“I think it has helped by making people not think negatively.”

- Behaviour change** – Some young people suggested that their peers “have become brilliant people and their behaviour has changed” following the work of the Resilience Committee, for example from “being more kind” to stopping littering. One young person stated that “there’s a lot less fights” in their school now.

“Lots and lots of children have become brilliant people and their behaviour has changed.”



Staff perspectives

In addition to pupils, seven members of school staff reported their observations of the impact of Resilience Committees in their schools. All of them reported significant changes in the young people taking part in the Resilience Committees. Below are the key changes that staff reported observing in young people.

- **Confidence** – A key theme that emerged was increased confidence and “willingness to participate and share ideas” in young people. Staff spoke about the ways resilience committees helped the pupils to speak out and use the resilient moves to solve problems.

“One student is extremely shy and really struggles with social interactions, particularly in meeting eye contact. She gained so much confidence from being part of the group, having a sense of belonging and knowing she has an important role. It was amazing to see her surrounded by people at the conference yet so happy and confident as she joined in everything.”

- **Behaviour** – One staff member stated that the Resilience Committee had positive effects on behaviour.

“Improvements in behaviour and attitude [in class].”

Staff also reflected upon how learning from the Resilience Committees would be used in the future.

- **Staff development** – Staff reported gaining more knowledge and understanding about resilience, which helped them with “future planning” and enabled them to “pass more knowledge onto other staff”.

“In future planning and to pass knowledge onto staff.”

“More idea on how to push resilience in school.”

“Ideas on what changes we can make in school and what work the Resilience Committee can do to make the whole school more resilient.”

- **Belonging and pride** – One staff member considered that the Resilience Committee promoted belonging and pride in the school.

“A sense of belonging to something bigger than our school and pride in our community as a whole.”

- **Role Model** – One staff member observed how one young person changed to become a role model for others.

“One student had become a role model to others who is supportive, mature and outgoing.”

- **Promoting resilience** – Staff talked about continuing to support and develop resilience committees to become “stronger” and “bigger” within school.

“[We will] continue to ensure children within the setting help to lead change for all, support them to always believe they can achieve their dreams. [We will] create a school that understands the value of the Resilience Framework and how it empowers our children.”

- **Campaigns resources** – Other specific tools that staff said they will apply again include resources from the campaigns workshop.

“[We will] use the campaign cards and processes to make any necessary changes in school.”

“Loved hearing how schools used a newsletter to let the community know about the resilient moves. [We] will create a page on the school website showcasing what we do around resilience.”

Summary of findings

Altogether, both staff and young people saw positive changes in young people’s resilience, skills, and behaviour, as well as positive changes in the school climate, following Resilience Committee involvement. Resilience Committees helped foster ideas for changing the school, from building calm spaces to introducing reward systems, whilst enabling stronger pupil voice and a more positive mind-set across the school.

BEACON OF RESILIENCE SCHOOLS

In the final year of the Resilience Revolution (2021-2022 academic year), 10 schools were involved to become a 'Beacon of Resilience'. They were given further support and opportunities to embed and ensure the sustainability of the Academic Resilience Approach (ARA) in their schools. Before and after the implementation of the Beacon of Resilience project, pupils and staff participated in a research study to 1) provide a holistic picture of strengths and needs of the schools to inform their action plans, and 2) track any changes in their wellbeing and resilience associated with the project implementation.

Data collection tools for Pupils

The [Student Resilience Survey \(SRS\)](#)⁶ was used to measure pupils' perceptions of their resilient factors embedded in their environment, such as at home, school and community. This part of the survey had 42 questions about 11 areas, including self-esteem, empathy, problem-solving, aspirations, family connection, school connection, community connection, participation in home, school life and community life, and peer support. Each of these areas was rated on a scale from 1 (never) to 5 (always), and then total scores were calculated by averaging the scores in each domain. For the SRS, a high score indicated a high level of resilience.

The [Student's Life Satisfaction Survey \(SLSS\)](#)⁷ was used to assess pupils' satisfaction with their life. This part of the survey had seven questions, which are scored on a scale from 1 (strongly disagree) to 6 (strongly agree). A total satisfaction score was calculated by averaging the scores across all items, where a high score indicated a high level of life satisfaction.

The [Me & My Feelings \(MMF\)](#)⁸ was used to assess pupils' mental health in two broad domains: emotional difficulties and behavioural difficulties. It was a brief questionnaire comprising 16 questions, which were scored on a scale from 0 (never) to 2 (always). Total scores for emotional difficulties and behavioural difficulties were calculated by averaging the scores in each domain. Higher scores indicated higher levels of emotional and behavioural difficulties experienced by pupils.

Table 2 shows sample questions from each questionnaire.

Pupil Results

A total of 523 pupils in Year 5 to Year 10 in seven Beacon of Resilience schools* completed surveys before (Dec-Feb 2022) and after (Jun-Jul 2022) the project implementation. Among them, 249 pupils attended a primary school, 265 were in a secondary school, and 9 attended a special school. 277 pupils were male, and 238 were female, while 8 selected the 'other' option.

Analysis

Repeated measures analysis of variance (ANOVA) was employed to explore if there was a statistically significant change in pupils' resilience and mental health scores before and after their schools took part in Beacon of Resilience. To understand and interpret the results more accurately, the role of pupils' year group and gender was also explored. If the scores were statistically significant, it means that any changes that were seen were unlikely to be simply down to chance or random factors.

A preliminary analysis of the overall resilience scores showed a statistically significant interaction between project participation and year groups ($F(5, 497) = 4.32$, $p < .001$), meaning that the role of Beacon of Resilience participation on pupils' overall resilience scores was dependant on the year group. Therefore, more detailed analyses were computed for each year group to further explore data.

* Baines Endowed C of E Primary Academy, Norbreck Primary Academy, St Bernadette's Catholic Primary School, Montgomery Academy, St Mary's Catholic Academy, Educational Diversity.

Table 2. Sample questions for pupils

Questionnaires	Sample question
Resilience (SRS)	
Self-esteem	<i>There are many things that I do well.</i>
Empathy	<i>I try to understand what other people feel.</i>
Problem-solving	<i>I know where to go for help when I have a problem.</i>
Aspirations	<i>I have goals and plans for the future.</i>
Family connection	<i>At home, there is an adult who believes I will be a success.</i>
School connection	<i>At school, there is an adult who tells me when I do a good job.</i>
Community connection	<i>Away from school, there is an adult who really cares about me.</i>
Participation in home	<i>I help my family make decisions.</i>
Participation in school	<i>At school, I help decide things like class activities or rules.</i>
Participation in community	<i>Away from school, I am a member of a club, team, church group, or another group.</i>
Peer support	<i>Are there students at school who would share things with you?</i>
Life Satisfaction (SLSS)	<i>My life is going well.</i>
Mental health difficulties (MMF)	
Emotional difficulties	<i>I worry a lot.</i>
Behavioural difficulties	<i>I hit out when I am angry.</i>

PUPIL FINDINGS

Year 5 pupils

The analyses were performed for a total of 99 Year 5 pupils (49.5% boys) who completed the surveys before and after their schools implemented Beacon of Resilience. **Table 3** presents descriptive statistics for the analysed quantitative variables. Overall, pupils reported moderate to high scores for factors related to their resilience both before and after Beacon of Resilience, with scores ranging from 2.94 to 4.45 on a 1-to-5 scale. Similarly, pupils reported high level of life satisfaction and low to moderate level of mental health difficulties. This suggests that the earlier implementation of the ARA in the target schools might have already helped foster resilience and wellbeing in pupils. However, the results showed that there are still areas that need to be addressed in schools, such as participation in school life. It is highly recommended to create an inclusive environment in the classroom and across the school so pupils can engage in the decision-making processes on the issues that concern them.

Despite the already high scores reported by Year 5 pupils, Beacon of Resilience implementation was still associated with improvements in schools. After the project implementation, pupils reported significantly higher levels of problem-solving ($F(1, 96) = 4.45, p = .04$) and participation of community life ($F(1,96) = 4.49, p = .04$).

Analyses also revealed that boys might need additional support in certain areas related to their resilience and mental health, as they scored significantly lower than girls in empathy ($F(1,96) = 6.77, p = .01$), family connection ($F(1,96) = 5.09, p = .03$), participation in school life ($F(1,96) = 3.82, p = .05$), and community connection ($F(1,96) = 6.65, p = .01$), but higher in behavioural difficulties ($F(1,96) = 6.03, p = .02$).

Year 6 pupil

From three Beacon of Resilience schools, a total of 148 pupils (57% boys) took part in the research. **Table 4** presents descriptive statistics for pupils' resilience, mental health and life satisfaction scores. Similar to the trends observed for Year 5 group, Year 6 pupils reported moderate to high levels of resilience and life satisfaction scores, except for participation in school life, which was rated relatively low but still within the normal range (i.e., 2.92 to 2.99 on a 1-to-5 scale) both before and after Beacon of Resilience. Pupils also reported low levels of emotional and behavioural difficulties at both times. After the Beacon of Resilience implementation, significantly higher levels of community connection ($F(1,145) = 5.32, p = .02$) and significantly lower levels of behavioural difficulties ($F(1,146) = 6.58, p = .01$) were reported. However, boys reported significantly lower levels of participation in school life ($F(1,142) = 12.91, p < .001$) than girls. Girls, on the other hand, reported significantly higher levels of emotional difficulties ($F(1, 146) = 27.17, p < .001$) than boys. These could be some areas to further support boys and girls in Year 6 group; however, it should not be an immediate concern, as their scores indicated moderate to high levels of resilience and wellbeing.

Altogether, these results presented a very positive picture in regard to Year 6 pupils attending Beacon of Resilience implemented schools, particularly because they were approaching their transition to secondary school. This is a period when many young people struggle with stress and uncertainty, and they tend to experience mental health difficulties and low mental wellbeing. An expected trend would be low resilience and life satisfaction scores, as well as high emotional and behavioural difficulties. To the contrary, in the case of Beacon of Resilience implemented schools, the results indicated positive outcomes for Year 6 pupils.

[^]Statistical significance is reached when p is lower than .05.

Table 3. Descriptive statistics for Year 5 pupils' resilience, mental health and life satisfaction scores before and after the Beacon of Resilience implementation.

		Before		After	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Overall resilience	Male	3.83	0.71	3.86	0.70
	Female	4.01	0.53	4.07	0.49
	All	3.92	0.63	3.96	0.61
Self-esteem	Male	3.60	0.95	3.69	0.88
	Female	3.56	0.97	3.77	0.81
	All	3.58	0.95	3.73	0.85
Empathy	Male	3.77	1.16	3.87	0.99
	Female	4.30	0.63	4.15	0.87
	All	4.03	0.97	4.01	0.94
Problem-solving	Male	3.38	1.20	3.70	0.93
	Female	3.43	1.17	3.64	0.98
	All	3.40	1.18	3.67	0.95
Goals & aspirations	Male	4.17	0.99	4.10	0.94
	Female	3.95	0.92	4.03	1.05
	All	4.06	0.96	4.07	0.99
Family Connection	Male	4.19	0.72	4.32	0.79
	Female	4.47	0.60	4.58	0.54
	All	4.33	0.67	4.45	0.69
Participation in home life	Male	3.49	1.14	3.46	0.74
	Female	3.51	0.84	3.56	0.75
	All	3.50	1.00	3.51	0.74
School connection	Male	4.15	0.80	4.11	0.83
	Female	4.34	0.64	4.38	0.59
	All	4.25	0.72	4.24	0.73
Participation in school life	Male	2.80	1.18	2.79	1.06
	Female	3.09	1.03	3.19	0.97
	All	2.94	1.11	2.99	1.03
Community connection	Male	4.20	0.94	4.28	0.96
	Female	4.56	0.74	4.66	0.52
	All	4.38	0.86	4.47	0.79
Participation in community	Male	3.75	1.53	4.11	1.19
	Female	4.00	1.22	4.17	1.14
	All	3.87	1.38	4.14	1.16
Peer support	Male	3.84	0.86	3.72	0.89
	Female	4.02	0.77	4.01	0.66
	All	3.93	0.82	3.86	0.79
Emotional difficulties	Male	0.83	0.43	0.79	0.41
	Female	0.82	0.35	0.78	0.39
	All	0.82	0.39	0.79	0.40
Behavioural difficulties	Male	0.72	0.47	0.60	0.43
	Female	0.48	0.32	0.47	0.38
	All	0.60	0.42	0.54	0.41
Life Satisfaction	Male	4.40	1.10	4.35	1.09
	Female	4.57	1.01	4.40	0.94
	All	4.38	1.05	4.38	1.02

M = Mean. *SD* = Standard deviation. Statistically marginal or significant results are presented in bold font.

Table 4. Descriptive statistics for Year 6 pupils’ resilience, mental health and life satisfaction scores before and after the Beacon of Resilience implementation.

		Before		After	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Overall resilience	Male	3.90	0.67	3.95	0.60
	Female	3.97	0.58	3.99	0.55
	All	3.94	0.63	3.97	0.58
Self-esteem	Male	4.01	0.79	3.99	0.89
	Female	3.63	0.90	3.60	0.75
	All	3.85	0.86	3.82	0.85
Empathy	Male	4.01	0.93	3.98	0.84
	Female	4.12	0.77	4.02	0.87
	All	4.06	0.86	3.99	0.85
Problem-solving	Male	3.60	0.96	3.61	0.98
	Female	3.47	1.10	3.51	0.97
	All	3.55	1.02	3.57	0.97
Goals & aspirations	Male	4.22	1.03	4.28	0.95
	Female	3.95	1.04	4.06	0.81
	All	4.11	1.04	4.19	0.90
Family Connection	Male	4.41	0.68	4.44	0.61
	Female	4.41	0.49	4.35	0.57
	All	4.41	0.60	4.40	0.59
Participation in home life	Male	3.40	0.99	3.42	0.83
	Female	3.69	0.88	3.59	0.77
	All	3.52	0.95	3.49	0.80
School connection	Male	4.17	0.72	4.16	0.82
	Female	4.15	0.69	4.29	0.64
	All	4.16	0.70	4.22	0.75
Participation in school life	Male	2.72	1.05	2.77	0.94
	Female	3.19	0.93	3.28	0.90
	All	2.92	1.03	2.99	0.96
Community connection	Male	4.41	0.87	4.64	0.53
	Female	4.50	0.59	4.59	0.55
	All	4.45	0.76	4.62	0.53
Participation in community	Male	3.74	1.50	3.85	1.41
	Female	3.99	1.15	4.00	1.11
	All	3.85	1.36	3.91	1.29
Peer support	Male	3.77	0.95	3.81	0.84
	Female	3.96	0.87	3.95	0.80
	All	3.85	0.92	3.87	0.83
Emotional difficulties	Male	0.57	0.39	0.57	0.39
	Female	0.90	0.38	0.83	0.34
	All	0.71	0.42	0.68	0.39
Behavioural difficulties	Male	0.56	0.42	0.50	0.36
	Female	0.52	0.45	0.44	0.35
	All	0.55	0.43	0.48	0.35
Life Satisfaction	Male	4.60	1.10	4.42	1.05
	Female	4.22	1.10	4.23	0.98
	All	4.44	1.11	4.34	1.02

M = Mean. *SD* = Standard deviation. Statistically significant results are presented in bold font.

Year 7 pupils

A total of 93 pupils from two secondary schools completed surveys before and after the Beacon of Resilience implementation. Among them, 45 were male, 46 were female and 2 were non-binary/trans (NBT). The data of NBT pupils were removed from the analyses, as the low sample size did not allow statistical comparisons. **Table 5** presents descriptive statistics for the study variables. Before the implementation of Beacon of Resilience, pupils reported moderate to high levels of resilience and life satisfaction scores, except for participation in school life, which was relatively low compared to other areas. However, their scores decreased in time. While their level of mental health difficulties remained low across the year, pupils rated many factors related their resilience significantly low, such as overall resilience ($F(1,89) = 8.62, p = .004$), self-esteem ($F(1,83) = 10.50, p = .002$), empathy ($F(1,83) = 5.08, p = .03$), problem solving ($F(1,83) = 4.19, p = .04$), school connection ($F(1,89) = 14.48, p < .001$), participation at home ($F(1,84) = 7.48, p = .01$), participation in school ($F(1,84) = 8.87, p = .004$), and participation in community ($F(1,86) = 6.58, p = .01$), across assessment times. They also reported significant increase in behavioural difficulties ($F(1,87) = 5.10, p = .03$) at the second assessment. Furthermore, the analyses revealed that boys reported significantly lower levels of overall resilience ($F(1,89) = 4.74, p = .03$), empathy ($F(1,83) = 7.34, p = .01$), family connection ($F(1,89) = 5.97, p = .02$), school connection ($F(1,89) = 5.78, p = .02$), peer support ($F(1,89) = 5.18, p = .03$), as well as significantly higher levels of behavioural difficulties ($F(1,89) = 9.58, p = .003$) than girls. There were also interactions between gender and assessment time for some resilience areas, where the scores remained similar for girls across the year but got lower for boys in empathy ($F(1,83) = 2.82, p < .10$) and problem solving ($F(1,89) = 5.08, p = .03$) at the second assessment.

To interpret these results accurately, one should consider the developmental stage of these pupils. Early adolescence (age 11 to 13) is a period where young people go through physical, emotional, social and cognitive changes and challenges. With the onset of puberty, young people experience physical changes, such as sudden growth, pimples, development of body odour, as well as sex-specific physical changes.

As a result, they may become conscious about their physique and their appearance more generally. Due to presence of growth hormones, they may further experience mood swings. This is also the stage that they show less affection to parents in an aim to achieve independence from them. Peer relationships become more prominent, but being ego-centric (i.e., centring their thinking on themselves) and self-conscious, they may feel as if they are judged by their peers. These overwhelming changes in early adolescence may impact young people's adjustment and wellbeing to a significant extent, particularly when their environment also changes due to transitioning from primary to secondary school. Therefore, the results observed for Year 7 group are likely to be related to the developmental and environmental changes they have been undergoing, rather than the Beacon of Resilience implementation.

Year 8 pupils

A total of 142 pupils from two Beacon of Resilience schools took part in this research. Among them, 78 were male, 63 were female, and 1 was non-binary/trans (NBT), whose data was removed from the analyses, as it could not be used for statistical comparisons. **Table 6** below presents descriptive statistics for the analysed variables. To begin with, the resilience and life satisfaction scores were, in general, lower than the scores reported by earlier year groups. As also observed in Year 7 group, Year 8 pupils reported significantly lower levels of overall resilience ($F(1,137) = 4.54, p = .04$), empathy ($F(1,130) = 13.50, p < .001$), school connection ($F(1,135) = 16.76, p < .001$), participation at home ($F(1,132) = 5.21, p = .02$), and significantly higher behavioural difficulties ($F(1,136) = 4.49, p = .04$) across assessment times. As for gender differences, boys reported lower self-esteem ($F(1,130) = 8.80, p = .004$) and empathy ($F(1,130) = 19.44, p < .001$) than girls, whereas girls reported lower problem-solving ($F(1,129) = 6.53, p = .01$) and higher emotional difficulties ($F(1,136) = 42.45, p < .001$) than boys. There was a significant interaction between gender and assessment time for life satisfaction ($F(2,134) = 4.92, p = .03$), where the scores remained similar for boys but decreased for girls at the final assessment.

Table 5. Descriptive statistics for Year 7 pupils' resilience, mental health and life satisfaction scores before and after the Beacon of Resilience implementation.

		Before		After	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Overall resilience	Male	3.83	0.57	3.62	0.41
	Female	4.01	0.71	3.91	0.56
	All	3.92	0.65	2.77	0.51
Self-esteem	Male	3.91	0.75	3.55	0.82
	Female	3.99	0.83	3.79	0.78
	All	3.95	0.79	3.67	0.81
Empathy	Male	3.87	0.95	3.48	1.17
	Female	4.16	0.76	4.10	0.66
	All	4.02	0.88	3.80	0.99
Problem-solving	Male	3.59	0.85	3.13	0.97
	Female	3.46	1.09	3.49	1.04
	All	3.53	0.98	3.31	1.02
Goals & aspirations	Male	4.12	1.05	3.98	0.84
	Female	3.98	0.91	4.01	0.94
	All	4.05	0.98	3.99	0.89
Family Connection	Male	4.20	0.73	4.28	0.56
	Female	4.46	0.68	4.57	0.46
	All	4.33	0.71	4.43	0.53
Participation in home life	Male	3.70	0.89	3.27	0.65
	Female	3.81	0.99	3.67	0.87
	All	3.76	0.94	3.48	0.79
School connection	Male	3.80	0.79	3.44	0.88
	Female	4.13	0.78	3.82	0.83
	All	3.97	0.80	3.63	0.87
Participation in school life	Male	2.82	1.19	2.37	0.85
	Female	2.88	1.03	2.64	0.93
	All	2.85	1.11	2.51	0.90
Community connection	Male	4.25	0.74	4.31	0.55
	Female	4.49	0.81	4.44	0.68
	All	4.37	0.78	4.37	0.62
Participation in community	Male	3.58	1.53	3.96	1.29
	Female	3.18	1.22	3.39	1.32
	All	3.38	1.39	3.66	1.33
Peer support	Male	3.81	0.86	3.56	0.70
	Female	4.08	.095	4.00	0.86
	All	3.94	0.91	3.78	0.81
Emotional difficulties	Male	0.56	.034	0.57	0.40
	Female	0.65	0.40	0.65	0.43
	All	0.60	0.37	0.61	0.42
Behavioural difficulties	Male	0.60	0.39	0.71	0.43
	Female	0.40	0.31	0.46	0.40
	All	0.50	0.36	0.58	0.43
Life Satisfaction	Male	4.59	0.90	4.53	0.97
	Female	4.64	1.09	4.41	1.03
	All	4.62	1.00	4.47	1.00

M = Mean. *SD* = Standard deviation. Statistically significant results are presented in bold font.

Table 6. Descriptive statistics for Year 8 pupils' resilience, mental health and life satisfaction scores before and after the Beacon of Resilience implementation.

		Before		After	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Overall resilience	Male	3.78	0.61	3.68	0.53
	Female	3.70	0.63	3.63	0.59
	All	3.74	0.61	3.65	0.58
Self-esteem	Male	3.79	0.61	3.79	0.72
	Female	3.45	0.93	3.44	0.88
	All	3.63	0.80	3.62	0.82
Empathy	Male	3.61	0.97	3.42	0.87
	Female	4.33	0.82	3.96	1.03
	All	3.95	0.97	3.68	0.99
Problem-solving	Male	3.10	1.00	3.19	0.85
	Female	2.95	1.12	2.90	1.02
	All	3.02	1.06	3.05	0.94
Goals & aspirations	Male	4.08	0.85	4.07	0.80
	Female	3.67	1.10	3.72	1.03
	All	3.89	0.99	3.90	0.93
Family Connection	Male	4.36	0.67	4.24	0.51
	Female	4.31	0.67	4.27	0.63
	All	4.33	0.66	4.25	0.56
Participation in home life	Male	3.47	0.73	3.36	0.79
	Female	3.51	0.84	3.30	0.89
	All	3.49	0.78	3.33	0.84
School connection	Male	3.78	0.94	3.49	0.95
	Female	3.55	0.87	3.32	0.83
	All	3.68	0.91	3.41	0.90
Participation in school life	Male	2.49	0.85	2.54	0.95
	Female	2.40	0.92	2.48	0.96
	All	2.45	0.88	2.51	0.95
Community connection	Male	4.28	0.86	4.20	0.84
	Female	4.19	0.88	4.20	0.80
	All	4.24	0.86	4.20	0.82
Participation in community	Male	3.63	1.32	3.82	1.27
	Female	3.39	1.52	3.46	1.51
	All	3.52	1.42	3.65	1.39
Peer support	Male	3.75	0.81	3.66	0.67
	Female	3.82	0.84	3.75	0.89
	All	3.78	0.82	3.70	0.78
Emotional difficulties	Male	0.53	0.35	0.45	0.33
	Female	0.88	0.39	0.87	0.43
	All	0.69	0.41	0.64	0.44
Behavioural difficulties	Male	0.53	0.36	0.57	0.42
	Female	0.52	0.39	0.62	0.46
	All	0.53	0.37	0.59	0.44
Life Satisfaction	Male	4.59	0.77	4.61	0.79
	Female	4.25	0.99	4.04	1.08
	All	4.43	0.89	4.35	0.97

M = Mean. *SD* = Standard deviation. Statistically significant results are presented in bold font.

As it was with the Year 7 group, the trends observed for Year 8 pupils might be explained by the overwhelming changes experienced in the early adolescence stage (age 11 to 13) rather than the Beacon of Resilience implementation. To explore this claim, we used a control group to compare the scores of Year 8 pupils and reveal any developmental similarities. The comparison data were collected from another group of 170 Year 8 pupils in a school that did not implement Beacon of Resilience for a different research project. The Beacon of Resilience school and control school data were collected in the same month (Jun-July 2022) to ensure that the assessments were conducted in the same academic period for both groups. The descriptive statistics and analysis results are presented in **Table 7**.

The findings revealed that the Beacon of Resilience group and the control group were similar in many areas of their resilience, as well as life satisfaction and mental health difficulties. Differences were observed for participation in home life, and school life, where pupils in the Beacon of Resilience group scored higher. These results support the argument that the decreasing scores for Year 8 pupils across assessment times might reflect a developmental trend, and that the Beacon of Resilience implementation could contribute to certain aspects of pupils' resilience.

Table 7. Descriptive statistics for Beacon of Resilience and control groups and analysis results

	BR		Control		<i>t</i>	<i>df</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Overall resilience	3.65	0.58	3.61	0.60	-0.59	307	.55
Self-esteem	3.62	0.82	3.67	0.84	0.52	300	.61
Empathy	3.68	0.99	3.52	1.04	-1.35	300	.18
Problem solving	3.05	0.94	2.91	1.16	-1.13	299	.26
Goals & aspirations	3.72	1.03	3.94	1.01	1.86	299	.06
Family connection	4.25	0.56	4.38	0.58	1.99	307	.05
Participation in home life	3.33	0.84	3.12	0.79	-2.24	302	.03
School connection	3.41	0.90	3.45	0.81	0.41	305	.68
Participation in school life	2.51	0.95	2.28	0.89	-2.18	302	.03
Community connection	4.20	0.82	4.02	1.02	-1.68	305	.09
Participation in community	3.65	1.39	3.42	1.47	-1.39	303	.17
Peer support	3.70	0.78	3.73	0.87	0.31	304	.75
Emotional difficulties	0.64	0.44	0.64	0.43	0.00	305	.99
Behavioural difficulties	0.59	0.44	0.59	0.42	0.00	305	.99
Life Satisfaction	4.35	0.97	4.29	1.13	-0.49	303	.62

BR = Beacon of Resilience. *M* = Mean. *SD* = Standard deviation. *t* = *t*-value obtained from paired *t*-test analysis. *df* = Degrees of freedom. *p* = Probability value, where $p < .05$ indicates statistically significant results, which are presented in bold font.

Year 9 pupils

Thirty pupils from one school took part in the research. Among them, 18 were male, 14 were female, and 4 were non-binary/trans (NBT). Due to low representation of NBT pupils, they were not included in the statistical analyses. However, their scores are presented in **Table 8** to show the trends, along with the scores of the remaining pupils.

The analyses showed that moderate to high levels of resilience areas and life satisfaction and low levels of mental health difficulties were reported by pupils. After Beacon of Resilience, pupils rated their overall resilience ($F(1,24) = 6.70, p = .02$), self-esteem ($F(1,21) = 3.25, p = .09$), problem-solving ($F(1,21) = 12.11, p = .002$), family connection ($F(1,24) = 4.23, p = .05$), and school connection ($F(1,23) = 5.11, p = .03$) significantly higher. Even though not raising a concern, since the scores were in general low, the data revealed a significant increase in behavioural problems ($F(1,22) = 5.56, p = .03$) across time. Significant interactions between gender and assessment time revealed that girls reported larger improvements in their family connection ($F(1,24) = 4.68, p = .04$), while boys reported similar scores across time.

Although NBT pupils could not be included in the analysis for statistical comparisons, their scores were notably low across most resilience areas and life satisfaction compared to their gender-confirming peers. Similarly, they reported higher levels of emotional and behavioural problems. This could be related to the 'additional' challenges and disadvantages they might experience due to their sexual minority status. Hence, NBT pupils are likely to require particular support to build resilience and to improve life satisfaction and mental health.

Year 10 pupils

Six pupils (4 females) from a Pupil Referral Unit provided information about their resilience, mental health and life satisfaction before and after the implementation of Beacon of Resilience. Due to low sample size, statistical analysis could not be conducted. However, their scores are presented in **Table 9** to observe the trends. Average scores before and after the Beacon of Resilience implementation suggests that, except for a few areas, pupils reported improved resilience, fewer emotional difficulties and greater life satisfaction. Notably, critical areas such as low participation in school life and community life were improved after Beacon of Resilience. Self-esteem and empathy scores, however, were lower and behavioural difficulties were higher at the second assessment. These may be areas to focus on to further support pupils' resilience and wellbeing.

Summary

Results indicated positive outcomes for pupils after the implementation of Beacon of Resilience, with the exception of Year 7 and Year 8 groups, who were going through significant changes and challenges with the onset of early adolescence and new school environment by transition from primary to secondary. Even though they reported lower resilience and life satisfaction at the final assessment, this should not pose an immediate concern because their scores were not critically low, and it may be that the Beacon of Resilience work buffered these negative impacts. We also identified specific groups of pupils who required extra support to build resilience and improve mental health and life satisfaction. The ARA resources, such as the Interactive Resilience Framework, might be particularly useful for schools to offer short, fun and impactful activity ideas to support pupils' resilience and wellbeing. Across all year groups, participation in school life was found to be critically low compared to other areas. Involvement in decision-making is important for pupils to feel empowered and build resilience. Therefore, schools should create an environment in the classroom or in a wider setting that pupils can engage in the decision-making process on the issues that concern them. It is recommended that schools maintain the Resilience Committee of pupils to support more pupil-led and/or pupil involved decision-making processes, and further, encourage more pupils to join the committees.

Table 8. Descriptive statistics for Year 9 pupils’ resilience, mental health and life satisfaction scores before and after the Beacon of Resilience implementation.

	Before	After		After	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>SD</i>
Overall resilience	Male	3.65	0.38	3.73	0.39
	Female	3.64	0.52	4.02	0.41
	All*	3.64	0.43	3.84	0.42
	NBT	2.65	0.89	2.94	0.45
Self-esteem	Male	3.71	0.76	4.07	0.85
	Female	3.82	0.78	4.04	0.39
	All*	3.75	0.75	4.06	0.69
	NBT	2.42	1.45	3.33	1.05
Empathy	Male	3.32	0.91	3.54	0.91
	Female	3.67	1.00	3.78	1.33
	All*	3.46	0.94	3.63	1.07
	NBT	4.13	0.75	4.13	1.03
Problem-solving	Male	3.21	0.77	3.86	0.76
	Female	2.96	0.79	3.56	0.62
	All*	3.12	0.77	3.74	0.71
	NBT	2.33	1.28	2.33	0.38
Goals & aspirations	Male	3.64	1.08	3.79	0.91
	Female	3.83	1.09	3.94	1.07
	All*	3.72	1.06	3.85	0.96
	NBT	2.88	1.65	2.63	1.49
Family Connection	Male	4.22	0.56	4.20	0.70
	Female	4.15	0.70	4.78	0.28
	All*	4.19	0.61	4.42	0.63
	NBT	3.06	1.05	3.81	0.59
Participation in home life	Male	3.50	0.60	3.37	0.80
	Female	3.15	1.08	3.40	0.88
	All*	3.36	0.82	3.38	0.81
	NBT	1.88	0.85	2.88	0.85
School connection	Male	3.50	0.74	3.84	0.61
	Female	3.55	1.10	3.90	0.96
	All*	3.52	0.88	3.87	0.75
	NBT	3.06	0.94	3.25	0.68
Participation in school life	Male	2.61	0.79	2.54	1.14
	Female	2.35	0.82	2.65	0.91
	All*	2.50	0.79	2.58	1.03
	NBT	2.00	0.91	2.25	0.96
Community connection	Male	4.02	0.94	4.02	0.78
	Female	4.33	0.77	4.63	0.41
	All*	4.14	0.87	4.26	0.72
	NBT	2.69	1.25	2.94	0.31
Participation in community	Male	3.47	1.38	3.53	1.23
	Female	2.94	1.67	3.00	1.64
	All*	3.27	1.48	3.33	1.39
	NBT	2.25	1.04	3.38	1.70

Table 8 (continued)

	Before	After		After	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>SD</i>
Peer support	Male	3.76	0.75	3.57	0.55
	Female	3.85	0.82	4.28	0.71
	All*	3.79	0.76	3.84	0.69
	NBT	2.54	1.16	2.54	0.43
Emotional difficulties	Male	0.52	0.38	0.49	0.44
	Female	0.67	0.42	0.57	0.37
	All*	0.58	0.40	0.52	0.41
	NBT	1.48	0.37	1.40	0.39
Behavioural difficulties	Male	0.41	0.41	0.56	0.36
	Female	0.33	0.25	0.45	0.40
	All*	0.37	0.35	0.52	0.37
	NBT	0.83	0.72	0.96	0.76
Life Satisfaction	Male	4.36	0.77	4.45	0.91
	Female	4.70	0.99	4.77	0.52
	All*	4.51	0.86	4.60	0.77
	NBT	3.32	1.53	2.89	0.94

*Scores for all male and female pupils included in the analysis; excluding nonbinary/trans pupils due to not being included in statistical analysis. *M* = Mean. *SD* = Standard deviation. NBT = Nonbinary/trans. Statistically significant results are presented in bold font.

Table 9. Descriptive statistics for Year 10 pupils' resilience, mental health and life satisfaction scores before and after the Beacon of Resilience implementation.

	Before		After	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Overall resilience	3.40	0.68	3.68	0.65
Self-esteem	3.83	0.91	3.67	0.82
Empathy	3.92	0.58	3.60	1.19
Problem solving	3.06	0.93	3.11	1.15
Goals & aspirations	3.83	1.57	4.50	0.84
Family connection	3.92	1.19	4.42	0.65
Participation in home life	3.42	1.20	4.00	0.95
School connection	4.25	0.67	4.29	0.83
Participation in school life	2.33	0.93	2.92	1.24
Community connection	3.88	1.02	4.33	1.09
Participation in community	1.42	0.80	2.67	1.40
Peer support	3.00	0.97	3.19	0.64
Emotional difficulties	0.95	0.56	0.82	0.42
Behavioural difficulties	0.75	0.36	0.94	0.17
Life Satisfaction	3.14	1.42	3.76	1.27

M = Mean. *SD* = Standard deviation.

Staff Results

Two hundred eight staff members from eight Beacon of Resilience schools opted in to take part in this research. Among them, 72 completed the surveys only before (Nov 2021-Jan 2022) the project, and 50 staff completed the surveys both before and after (Jun-Jul 2022) the project.

Among the staff group who provided responses before and after the project, 35 were female, and 15 were male, all with White race/ethnic background. Staff reported 4 to 35 years of experience in education (average = 17 years) and up to 28 years of experience in the current post (average = 7 years). Their roles ranged from administration to teaching, support assistant to senior leadership. Staff rated their resilience, mental wellbeing and perceptions of the school community on a range of questions described below.

Data collection tools for staff

Four questions were asked to assess the **staff perceptions of resilience**, including their perceived level of knowledge of the resilience evidence base, perceived level of confidence in applying resilience ideas to their practice, perceived level of competence to support others, and their own resilience. Each question was rated on a scale from 1 (very low) to 7 (exceptional) and reported separately.

Staff responded to additional six questions assessing their perceptions of school community resilience by rating them on a scale from 1 (strongly disagree) to 5 (strongly agree). Responses were averaged to obtain a total score, where a higher score indicated high school community resilience.

The [Warwick-Edinburgh Mental Wellbeing Scale](#) (WEMWBS)⁹ was used to assess the mental wellbeing of the school staff. The 14-item scale WEMWBS had 5 response categories (1 = None of the time to 5 = All of the time), averaged to provide a single score. The items were all worded positively and cover both feeling and functioning aspects of mental wellbeing. A high WEMWBS score indicated good mental wellbeing.

The [Staff Perceptions of School Climate Scale](#) (SPSC)¹⁰ was used to assess perceptions of staff in regard to school climate. The survey contained 45 items assessing the school climate in 9 areas: staff morale, participative decision making, professional interaction, supportive leadership, staff-community relations, appraisal and recognition, goal congruence, work connection, and excessive work demand. Each area was rated on a scale from 1 (strongly disagree) to 5 (strongly agree). A total score for each area was calculated by averaging the responses given to corresponding items. A high score indicated a high agreement of teachers on the given category.

On the next page is **Table 10**, presenting sample questions from each questionnaire.



Table 10. Sample questions for staff

Questionnaires	Sample question
Resilience	
Knowledge	<i>Your knowledge of the resilience evidence base</i>
Confidence	<i>Your confidence in applying resilience ideas to your practice</i>
Competence	<i>Your competence as a practitioner to support others</i>
Resilience	<i>Your own resilience</i>
School community resilience	<i>Overall, our school community is aware of resilience ideas.</i>
Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)	
Mental wellbeing	<i>I've been feeling good about myself.</i>
Staff Perceptions of School Climate Scale (SPSC)	
Staff morale	<i>There is good team spirit in this school.</i>
Participative decision-making	<i>There is opportunity for staff to participate in school policy and decision-making.</i>
Professional interaction	<i>I receive support from my colleagues.</i>
Supportive leadership	<i>The school leadership team in this school can be relied upon when things get tough.</i>
Staff-community relations	<i>School develops curriculum activities that encourage children's active involvement in the local community.</i>
Appraisal and recognition	<i>I am encouraged in my work by praise, thanks or other recognition.</i>
Goal congruence	<i>My personal goals are in agreement with the goals of this school.</i>
Work connection	<i>I feel part of a team at work.</i>
Excessive work demand	<i>Staff are overloaded with work in this school.</i>

Analysis

In order to understand whether the staff who provided full data (i.e., completed surveys both before and after the implementation) were representative of the whole group, we explored the staff data across background and survey responses via chi-square and independent-samples t-tests. Statistical analysis showed that the staff group with full data included slightly higher number of males (30%) compared to staff group with partial data (15%), $\chi^2(1) = 3.81, p = .05$. Members of both groups were all with White race/ethnic background. They reported similar years of experience in their current posts ($t(120) = 0.43, p = .33$), but the full-data group (average = 17 years) reported similar length of experience in education compared to partial-data group (average = 15 years), $t(120) = -1.35, p = .09$. The groups had similar perceptions of school climate ($t(120) = -1.80, p = .07$), professional interaction ($t(120) = 1.80, p = .08$), and confidence in applying resilience ideas to their practice ($t(120) = -1.72, p = .09$), as well as significantly higher levels of school community resilience ($t(120) = -2.18, p = .03$) and knowledge of the resilience evidence base ($t(120) = -2.43, p = .02$) compared to the partial-data group. In addition, the full-data group reported slightly lower levels of excessive work demand ($t(120) = 1.80, p = .07$) than the partial-data group. Altogether, the findings suggested that the staff who provided full data were not representative of the overall staff members but rather they were a separate sub-group. And so, the results should be interpreted accordingly.

Repeated measures analysis of variance (ANOVA) was used to explore if there was a statistically significant change in staff scores before and after their schools took part in Beacon of Resilience. For a more accurate understanding and interpretation, the results were presented separately for mainstream schools and special needs and disability (SEND) schools. **Table 11** below presents descriptive statistics for the analysed quantitative variables. On average, the staff reported good to very good levels of knowledge, confidence and competence around resilience.

They reported good levels of resilience and mental well-being. Similarly, the scores related to school climate were moderately high, but tend to be slightly lower in SEND schools. Overall, the findings suggested that the earlier implementation of ARA in the target schools might have already fostered staff wellbeing and resilience, as well as a positive school climate.

Notably, there was no significant change in staff's resilience and mental wellbeing before and after the Beacon of Resilience implementation. After the Beacon of Resilience project, staff reported significant increases in their level of confidence to apply resilience ideas in their practice ($F(1,48) = 5.35, p = .03$) and in the level of school community resilience ($F(1,48) = 4.78, p = .03$). Overall, SEND school staff reported significantly lower levels of goal congruence ($F(1,48) = 4.77, p = .03$) and professional interaction ($F(1,48) = 5.19, p = .03$) and morale ($F(1,48) = 3.52, p = .07$) compared to staff in mainstream schools. There were also significant interactions, revealing that SEND school staff reported lower levels of positive school climate ($F(1,48) = 6.27, p = .02$) and professional interaction ($F(1,48) = 12.36, p < .001$) at the second assessment, while scores remained similar for staff in mainstream schools. For morale ($F(1,48) = 4.29, p = .04$) and staff-community interaction ($F(1,48) = 4.73, p = .04$) scores, we further observed that staff in mainstream schools reported higher scores at the second assessment, whereas staff in SEND schools reported lower scores. Supportive leadership ($F(1,48) = 5.84, p = .02$) was reported significantly lower at the second assessment, but while the interactions were not significant, the scores across the school groups suggested that the decrease was sharper for SEND schools, and mainstream schools remained same.

Summary

Findings suggested positive outcomes for school staff in various areas, such as resilience knowledge and confidence and aspects of school climate, after the Beacon of Resilience project implementation, particularly in mainstream schools. However, the results revealed that there are still areas that needs to be addressed in schools, especially in the SEND schools. Therefore, it is our recommendation to SEND schools to continue implementing the ARA to support resilience, wellbeing and practice of their staff.

*Statistical significance is reached when p is lower than .05.

Table 11. Descriptive statistics for staff resilience, mental wellbeing and school climate scores before and after the Beacon of Resilience implementation.

		Before		After	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Resilience knowledge	<i>Mainstream</i>	3.70	1.02	4.09	1.13
	<i>SEND</i>	4.37	1.08	4.26	0.81
	All	4.06	1.10	4.18	0.96
Confidence in applying resilience	Mainstream	4.00	0.95	4.39	0.78
	SEND	4.48	0.94	4.59	0.84
	All	4.26	0.97	4.50	0.81
Competence in applying resilience	Mainstream	4.35	0.98	4.48	0.90
	SEND	4.56	0.93	4.67	0.92
	All	4.46	0.95	4.58	0.91
Own resilience	Mainstream	4.78	0.80	4.78	0.95
	SEND	4.74	1.23	4.70	1.10
	All	4.76	0.95	4.74	1.03
School community resilience	Mainstream	3.70	0.81	3.96	0.70
	SEND	3.94	0.43	3.99	0.40
	All	3.83	0.64	3.98	0.55
Mental wellbeing	Mainstream	3.56	0.44	3.60	0.50
	SEND	3.42	0.65	3.42	0.68
	All	3.48	0.56	3.50	0.61
Overall perception of school climate	Mainstream	3.73	0.59	3.79	0.60
	SEND	3.60	0.68	3.39	0.78
	All	3.66	0.64	3.58	0.72
Staff morale	Mainstream	3.87	0.65	3.98	0.70
	SEND	3.61	0.92	3.41	0.96
	All	3.73	0.81	3.67	0.89
Participative decision-making	Mainstream	3.48	0.77	3.67	0.76
	SEND	3.38	0.86	3.25	1.02
	All	3.43	0.82	3.45	0.93
Professional interaction	Mainstream	4.09	0.66	4.18	0.52
	SEND	3.90	0.70	3.52	0.84
	All	3.99	0.68	3.83	0.78
Supportive leadership	Mainstream	3.77	0.95	3.71	1.01
	SEND	3.64	0.83	3.35	1.05
	All	3.70	0.88	3.52	1.04
Staff-community relations	Mainstream	3.37	0.56	3.63	0.64
	SEND	3.43	0.79	3.30	0.81
	All	3.40	0.69	3.45	0.75
Appraisal and recognition	Mainstream	3.62	0.89	3.60	0.98
	SEND	3.78	0.92	3.57	0.96
	All	3.71	0.90	3.58	0.96
Goal congruence	Mainstream	3.97	0.56	3.96	0.61
	SEND	3.70	0.72	3.47	0.71
	All	3.82	0.66	3.69	0.70
Work connection	Mainstream	4.02	0.66	4.03	0.77
	SEND	3.78	0.77	3.56	0.95
	All	3.89	0.72	3.78	0.89
Excessive work demand	Mainstream	3.00	0.74	3.02	0.68
	SEND	3.27	0.95	3.12	0.95
	All	3.15	0.86	3.07	0.83

M = Mean. *SD* = Standard deviation. Statistically significant results across time are presented in bold font.

CONCLUSION

The Academic Resilience Approach (ARA) implemented in Blackpool schools has helped improve the outcomes across the school community by facilitating a self-improving, resilience-building education system. Research findings indicated positive outcomes for pupils and school staff across different stages of the programme, as well as for the overall implementation. In order to support the sustainability of the ARA in Blackpool schools (and beyond for those who are interested), [resource packs](#)¹¹ were developed based on the learning and experience in the Resilience Revolution programme. We hope that these freely available resource packs will allow schools to adapt and self-deliver the ARA.

Although rigorous methods were utilised in this research and evaluation, it must be acknowledged that, like in every study, the evaluation strategy had its weaknesses. For instance, using outcome measures before and after the programme poses limitations, including difficulties in attributing with certainty the change in pupils' and staff's outcomes to the ARA. As with any collected data that has limitations, therefore, the results must be interpreted with caution.



OTHER WORK LED OR SUPPORTED BY THE SCHOOL TEAM



Resilience Revolution Education Voices/ Inclusion not Exclusion

Our education co-production group - Resilience Revolution Education Voices (RREV) – was formed during the Covid-19 lockdown to provide support to families and schools through a difficult time. It was a task and finish piece of work to create the 'Trust' document. The group now has as many as 33 members from all areas of the education community including parents, carers, young people, academics, teachers, trainee teachers, local authority staff and HeadStart staff and we're still going strong! Find the 'Trust' document [here](#)¹².

OFQUAL consultation: We were approached by Ofqual to consult on their Summer Guide to Exams for young people. We made changes to language and layout options to ensure it was accessible for all young people.

Some of members co-wrote a blog about the effect of Covid-19 on their lives:

[Children's lives can't just be put on hold... we cannot furlough young people's learning](#)¹³

Letter to Head Teacher- Mental Health Leads: One of our members shared their concerns over the lack of awareness around mental health leads in schools. We collectively constructed a letter to Head Teachers to ask that they display, and share, the contact details of their Mental Health Leads clearly with the whole school community.

Government Green Paper on Special Educational Needs and Disabilities and Alternative Provision: We have collectively responded to the consultation on the SEND and AP green paper recommendations and will be sharing our thoughts directly with the Department for Education.

Southern Universities Network: A professional from this organisation asked for two of our young people to deliver the key note speech at their Young People's Voice conference in June 2022 following attending one of our RREV sessions!

Inclusion not Exclusion - Inequalities video: This group (connected to the RREV) has produced a video to highlight the inequalities facing young people in Blackpool. They have also co-designed a graphic to demonstrate the exclusion statistics in Blackpool. Find the video [here](#)¹⁴.

Inclusion training: As a group, we've been working hard to use our knowledge and skills to create a training package that encourages schools to co-produce interventions that increase inclusion and reduce exclusion from school. We hope to roll this out in Autumn 2022 through funding from Better Start.

What's important to us?

- Relationships!
- Sharing power
- Understanding our scope for influence
- Taking time
- Making sure everyone understands the rules
- Honesty/ trust
- Food!!
- Fun!!





Blackpool Beating Bullying is a campaign that was set up by young people, for young people, with the overall aim of reducing bullying that unfortunately may sometimes occur in all schools.

Young people, parents/carers, teachers, governors, professionals and individuals with a range of lived experience worked together to create this Charter Mark with the aim of making Blackpool a better town for all.

This Charter Mark has three tiers: Bronze, Silver and Gold. Each tier increases in difficulty whilst ensuring schools across Blackpool are continuing to maintain the standards of the previous tier.

Blackpool Beating Bullying has the Resilience Framework embedded within the Charter Mark in order to help increase young people’s mental wellbeing and resilience within Blackpool schools.

Since 2018, 40 schools signed up to the project and apply for Charter Marks. Twenty-two of these schools have achieved the Bronze Charter Mark, 8 of these progressed to achieve their Silver Charter Mark. Below is a list of these schools. Currently, 10 more schools are in preparation phase and working towards their Bronze Charter Mark, while 5 schools are in the preparation or assessment phase for the Silver Charter Mark.

Bronze Charter Mark

- Anchorsholme Academy
- Christ the King Catholic Academy
- Our Lady of the Assumption Catholic Primary School
- Roseacre Primary Academy
- St Bernadette's Catholic Primary School
- St Cuthbert's Catholic Academy
- St John Vianney Catholic Primary School
- Stanley Primary School
- Westminster Primary Academy
- Highfield Leadership Academy
- St George's School: A CofE Academy
- St Mary's Catholic Academy
- Armfield Academy
- Park Community Academy



Silver Charter Mark

- Devonshire Primary Academy
- Mereside Primary School
- St John's CofE Primary School
- St Kentigern's Catholic Primary School
- Westcliff Primary Academy
- Montgomery Academy
- South Shore Academy
- Educational Diversity



RESILIENCE-BUILDING INTERVENTIONS

The School Team supported the delivery of school-based intervention projects aiming to build resilience in pupils, as well as the associated research activities carried out in the schools.

Bounce Forward

Bounce Forward was a 10-week resilience course based on Resilient Therapy (Hart et al., 2007), aiming 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. Between 2017 and 2019, all Year 5 pupils (a total of 3,134 young people) took part in Bounce Forward across Blackpool in 36 schools. After Bounce Forward, pupils reported higher rates of wellbeing and improvements in several areas of their resilience. The evaluation and full report of Bounce Forward is available [here](#)¹⁵.



Moving on Up

Through the Moving on Up projects, the Resilience Coaches worked with Year 6 pupils to support their transition from primary school to secondary school, either on a one-to-one basis or by group work depending on the young person's needs. Co-developed by Resilience Coaches, young people, and schools, Moving on Up supported over 1,000 pupils between 2017 and 2021. Findings suggested that Moving on Up support helped pupils to feel more equipped and prepared to leave primary school and start secondary school and improved their mental health and resilience. The evaluation and full report of the programme is [here](#)¹⁶.

Back on Track

Back on Track was another project supported by the School Team. In this project, the Resilience Coaches worked alongside young people, foster carers, school and social workers on a one-to-one basis to support Our Children (in care) to remain in mainstream education where appropriate. The positive impact of the project, such as a higher level of strengths (i.e., prosocial behaviour) and a lower level of emotional and behavioural difficulties, is reported [here](#)¹⁷.



CONFERENCES

International Resilience Revolution Conference, March 2022

Nine schools attended the conference with their Resilience Committees. Some schools went that stage further and co-delivered presentations and workshops with their young people! Baines' Endowed Primary School delivered a resilience building, active presentation getting us all moving. Highfurlong School set up their pop up shop in the conference exhibition hall and performed a movement piece about their school's actions to build resilience in young people. Young people of all ages and abilities thoroughly enjoyed taking part in a conference for young people, by young people. Young people made up half of our attendees!

"It was brilliant that conference!"
Young person,
St Mary's Catholic Academy

Blackpool Beating Bullying stall



Young person sketch the day!



Norbreck Primary students enjoying the day.



Baines' Endowed delivering their speech at the parallel session.



The Highfurlong pop up shop! Their merchandise is great - you can visit The Gift Box at Highfurlong School.



The audience enjoying Baines' Resilient Moves!



Westminster Primary Academy sharing their learning on Resilient Moves.

Young people from St John's enjoying their poster as part of the School's poster presentation.



Posters submitted and displayed at the conference:

Revoe, Baines, Norbreck, Educational Diversity, Moor Park, St John's C of E, Highfurlong, Montgomery, Bispham Endowed, Park, Highfield, Boundary, St. Bernadette's and Blackpool Beating Bullying Charter Mark.

The School Team delivered a workshop at the conference on how they used co-production to support people through the Covid-19 pandemic. The education focused co-production group developed into Resilience Revolution Education Voices. This is a group of parents, carers, young people, staff from HeadStart, Boingboing, schools, academics and other education services and wider partners looking to make education more inclusive in Blackpool.

Galway conference, June 2022

The School Team, and a young person from the RREV, attended a UNESCO conference in Galway, Ireland. We demonstrated the benefits of using the Academic Resilience Approach and using co-production to solve problems and build resilience in school communities. Our presentation was very well received!



REFERENCES, NOTES AND WEBSITE LINKS

¹ Hart, A., Blincow, D., & Thomas, H. (2007). Resilient Therapy: Working with children and families. East Sussex: Routledge.

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³ <https://www.boingboing.org.uk/>

⁴ <https://www.boingboing.org.uk/resilience/the-academic-resilience-approach/>

⁵ <https://highfurlong.org/the-gift-box-2/>

⁶ <https://www.corc.uk.net/outcome-experience-measures/student-resilience-survey-srs/>

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¹⁰ <https://research.brighton.ac.uk/en/studentTheses/school-staff-experiences-of-an-academic-resilience-approach>

¹¹ <https://www.boingboing.org.uk/academic-resilience-resources-directory/>

¹² <https://drive.google.com/file/d/1YzEDz76cxn2cCttQNwgFp90uC6IINVWT/view>

¹³ <https://www.boingboing.org.uk/young-peoples-learning/>

¹⁴ <https://www.youtube.com/watch?v=pfhRtFZWM3A>

¹⁵ https://drive.google.com/file/d/11SljLd- zsea_22MHBZlOlQywOL9rTmF/view

¹⁶ <https://drive.google.com/file/d/1JB3XzVXc8bChEL9ne00VBiEd1aFBjVkb/view>

¹⁷ <https://drive.google.com/file/d/1X6GhZmPl23ICux12unuGa4Nu12TCVw1S/view>

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Any questions? If you have any questions or feedback about this report and school's work, please get in touch by emailing us at b.kara@brighton.ac.uk.

Appendix B: Bounce Forward Programme Evaluation and Final Report



Bounce Forward Programme Evaluation and Final Report

Blackpool Council



University of Brighton

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Introduction

Why did Bounce Forward take place in Blackpool?

Bounce Forward was a programme implemented as part of Blackpool's 'Resilience Revolution'. The Resilience Revolution is a whole town approach to addressing the mental health needs of young people in Blackpool. It 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 and their adult supporters involved as co-leaders. By embedding resilience building approaches across the whole town, the Resilience Revolution aims to mobilise a social movement of collective action to 'overcome adversity, whilst also potentially changing, or even dramatically transforming, (aspects of) that adversity.' (Hart et al., 2016, p. 3) and to tackle structural inequalities. In other words, the aim is to help individuals to 'beat the odds' whilst also 'changing the odds' for the whole community.

A key focus of the Resilience Revolution is to work with other organisations who have skills and expertise in different areas. One of these organisations is Lancashire Mind who delivered the school-based programme called Bounce Forward.

What is Bounce Forward?

Bounce Forward is a universal resilience programme that was developed by Lancashire Mind and HeadStart. It is one of a range of activities offered to Blackpool's young people as part of the Resilience Revolution. Bounce Forward aims to build young people's knowledge and understanding of resilience using Resilient Therapy, specifically through the Resilience Framework (Hart et al. 2007). The Resilience Framework includes 42 resilient moves under five components: basics, belonging, learning, coping and core-self.



Between 2016 and 2019, Bounce Forward was delivered in all Year 5 classes at every primary school in Blackpool ($n = 36$), including three Special Educational Needs (SEN) schools. The reason for targeting Year 5 was due to its preventative approach, helping young people to build resilience before they move to transition to secondary school period in Year 6. Transition from primary to secondary school is a critical period for all young people but might be extra challenging for those who need additional support for any reason (Coffey, 2013).

What did Bounce Forward aim to achieve?

Bounce Forward aimed to increase young people's resilience by building knowledge and skills about mental health and resilience, so they would feel more equipped to cope when times are tough, as in, for example, the primary to secondary transition period. Bounce Forward was designed in a way that would allow schools to sustain it by self-delivering. For this purpose, a teacher resource pack was created in 2019 with all the resources needed for the planning and delivery of the sessions.

A total of **3,134** young people have taken part in Bounce Forward 2017 - 2019

How was Bounce Forward delivered?

Bounce Forward was managed by Lancashire Mind through the assigned Bounce Forward Leads. It was delivered in schools by trained Wellbeing Coaches, supported by a Bounce Forward Worker. The programme and its delivery strategy were co-produced with the support of HeadStart's YPEG ([Young People's Executive Group](#)), a group of young people who were involved at every stage, from deciding the content and session planning, to designing the booklet for future use. Lancashire Mind contacted the Resilience Champions as gatekeepers at each school to set up a delivery plan. They also recruited volunteers to help support the delivery of Bounce Forward in schools. The Service Lead at Lancashire Mind oversaw the implementation so has been heavily involved in Bounce Forward and its development in Blackpool. HeadStart's Partnership Manager was a liaison for Lancashire Mind whilst delivering the programme. HeadStart's Research and Evaluation Team helped with the data aspects of the programme, ensuring data was collected using valid measurement tools with a rigorous approach for qualitative and quantitative data.

This team delivered Bounce Forward as a ten-week programme with one session per week and each session closely linked to one aspect of the Resilience Framework. The last session, 'Spreading Magic', was the school showcase, which was planned and prepared by the young people. It was their chance to embed their learning and display it to a school-wide audience. They also had an opportunity to include other pupils and staff in the school as well as parents/carers.



Evaluation

To evaluate Bounce Forward, information was collected from young people before and after taking part in the programme, regarding their wellbeing, resilience, and feelings and difficulties they might have experienced. Young people completed the measures on their own, with the Wellbeing Coaches reading and pacing each question to help young people to fully understand each item. Teaching staff were also in the room to offer additional support. Young people's school exclusion records were also obtained. At the end of the programme, feedback forms were used with both young people and school staff (mainly teachers), which also provided valuable information about the process and how the programme could be improved.

Measures

The **Short Warwick-Edinburgh Mental Well-Being Scale** (SWEMWBS; Stewart-Brown et al., 2011) was used to measure wellbeing of young people. The SWEMWBS is a short and validated questionnaire, where young people responded to 7 items related to aspects of their wellbeing. Completion time took approximately 5 minutes.

The **Student Resilience Survey** (SRS; Sun and Stewart, 2007; Lereya et al. 2016) was used to measure young people's perceptions of their individual characteristics and protective factors embedded in the environment, which are relevant to their resilience. The survey includes 47 items comprising 12 subscales: communication and cooperation; self-esteem; empathy; problem solving; goals and aspirations; family connection; school connection; community connection; participation in home and school life; participation in community life, and peer support. Completion time took approximately 20 minutes.

The **Child and Youth Resilience Measure - Revised** (CYRM-R; Jefferies, McGarrigle, & Ungar, 2019) was also used to assess the resources available to young people in their social-ecological context that might foster their resilience. CYRM-R consists of 17 items comprising two subscales, personal resilience and caregiver/relational resilience. Completion time took approximately 15 minutes.

The **Me & My Feelings** (M&MF; Deighton et al., 2013) was used to assess young people's mental health in two broad domains, emotional difficulties and behavioural difficulties. It is a brief questionnaire comprising of 16 items. Young people completed it approximately in 10 minutes.

Feedback forms were given out in Session 9 alongside the other outcome measures. The children and staff filled these in independently. The young people's feedback form included five scaled and three open-ended questions, and the completion time took 10 minutes. The teacher feedback form consisted of four scaled and four open-ended questions, which took 10 minutes to complete.

Findings - Quantitative data

Paired t-test analysis was used to explore if there was a statistically significant difference in young people’s scores before and after taking part in the Bounce Forward programme. If the change is statistically significant, it means that any changes that are seen are unlikely to be simply down to chance. Table 1 below presents descriptive statistics for the quantitative variables and analysis results.

Table 1. Descriptive statistics and analysis results

	Before		After		<i>t</i>	<i>df</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Wellbeing (SWEMWBS)	24.99	5.25	26.01	5.82	-8.28	2,034	.00
Individual characteristics and protective factors (SRS)							
Communication and cooperation	11.85	2.24	12.00	2.33	-1.45	479	.15
Self-esteem	11.46	2.57	11.80	2.63	-2.87	482	.00
Empathy	8.24	1.94	8.29	1.90	-0.76	813	.45
Problem solving	11.25	3.17	11.39	3.23	-1.19	802	.24
Goals & aspirations	8.37	2.03	8.62	1.91	-3.35	813	.00
Family connection	17.33	2.59	17.67	2.59	-3.63	804	.00
School connection	16.89	3.14	16.93	3.24	-0.43	803	.67
Community connection	17.06	3.50	16.96	3.87	0.64	807	.52
Participation in home/school	13.73	3.82	14.18	3.65	-3.58	813	.00
Participation in community	7.76	2.64	7.83	2.62	-0.91	811	.36
Peer support	51.58	10.91	51.70	12.13	-0.36	779	.72
Resilience (CYRM-R)							
Overall resilience	44.34	5.21	44.74	5.18	-2.02	507	.04
Personal resilience	25.41	3.55	25.60	3.56	-1.28	507	.20
Caregiver/relational resilience	18.93	2.23	19.15	2.24	-2.34	507	.02
Emotional and behavioural difficulties (M&MF)							
Emotional difficulties	7.80	4.03	7.65	4.12	0.93	473	.35
Behavioural difficulties	3.96	2.90	3.95	2.87	0.13	481	.90

M = Mean. *SD* = Standard deviation. *t* = *t*-value obtained from paired *t*-test analysis. *df* = Degrees of freedom. *p* = Probability value, where *p* < .05 indicates statistically significant results, which are presented in bold and italic font.

Wellbeing

Since the beginning of the programme, 2,035 young people completed the SWEMWBS before and after the programme. There was a significant difference between their before and after scores. As seen in Figure 1, statistical analysis showed higher rates of wellbeing after the programme in comparison to scores collected just before the programme. More than half of the young people (55%) reported improved wellbeing after Bounce Forward, while the average increase in young people's wellbeing was 4%.

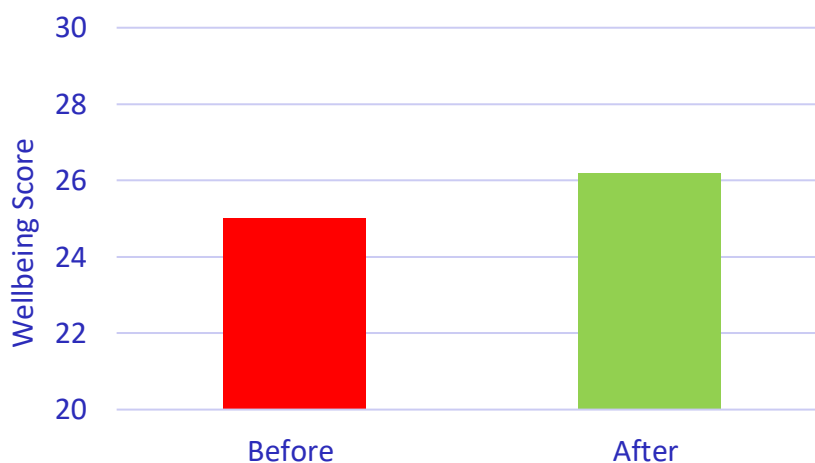


Figure 1. Young people's wellbeing scores before and after taking part in Bounce Forward.

Individual characteristics and protective factors

Based on the reports of 814 young people who completed the SRS, paired *t*-test results revealed statistically significant improvements in various areas of individual characteristics and protective factors of resilience after taking part in the Bounce Forward programme. As seen in Figure 2, the changes were mainly in four areas including:

- **Family connection**, i.e. having a trusted adult at home, who believes and cares about the young person. 41% of the young people rated their family connections better, and the average increase in scores was 2%.
- **Participation in home and school life**, i.e. playing a meaningful role in decision making. About half of the young people (49%) reported improvement in their participation in home and school life, and the average increase in scores was 3%.
- **Self-esteem**, i.e. being confident in their own abilities to do things such as solving problems. About half of the young people (48%) reported improvement in their self-esteem, and the average increase in scores was 3%.
- **Goals and aspirations**, i.e. having plans and believing in a positive future. About one third of young people (34%) reported improvement in their goals and future aspirations, and the average increase in scores was 3%.



Figure 2. Young people’s individual characteristics and protective factors before and after taking part in Bounce Forward.

Resilience

For 508 young people who completed the CYRM-R, paired *t*-test analyses showed statistically significant improvement in their overall resilience. Half of the young people reported higher levels of resilience after taking part in Bounce Forward. As seen in Figure 3, the average increase in young people’s overall resilience was 1%. Personal resilience and caregiver/relational resilience subscales were further examined. Accordingly, personal resilience scores were higher after taking part in the programme, but the change in young people’s scores was not statistically significant. Young people reported significantly higher levels of caregiver/relational resilience after the programme. 42% of the young people reported higher caregiver/relational resilience, while the average increase was 1%.

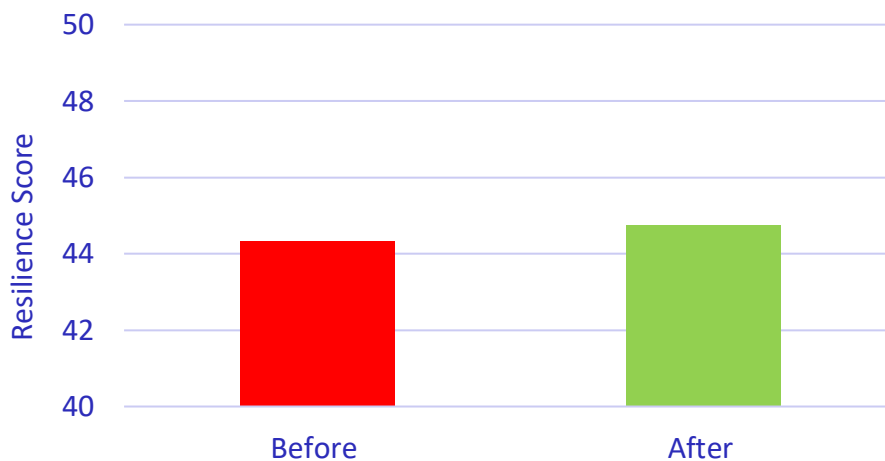


Figure 3. Resilience score of young people before and after taking part in Bounce Forward.

Emotional and behavioural difficulties

Paired *t*-tests showed no statistically significant changes in the emotional or behavioural difficulties reported by 482 young people before and after participating in Bounce Forward. However, the percentage of young people who reported borderline or clinical level of emotional difficulties decreased from 33% to 32% after taking part in the Bounce Forward programme. Similarly, prevalence of behavioural problems among young people decreased from 26% to 25% after participating in the programme.

School exclusions

Young people's school exclusion records were explored in academic years from Summer term 2013 to Summer term 2019. Among the 3,386 young people who took part in Bounce Forward, exclusion records could be accessed for 2,210 of them. 1,176 young people could not be included in this analysis. This was either because they had participated in the programme too recently for up to date exclusion data to be available, or because their records were not held in the Local Authority database.

Therefore, exclusion analysis can be reported for 65% of the Bounce Forward population. Within this group, 104 fixed term exclusions were reported before the programme, and 119 fixed term exclusions were reported after taking part of the programme. Statistical analysis showed no significant difference between these scores ($t(86) = -0.53, p = .60$), indicating the difference between two scores was not meaningful. In other words, these two scores are similar rather than different. Considering that exclusion rates are usually higher for older pupils (Department for Education, 2019) and given that this is a primary school population and that the 'before' scores indicate a period between reception and year 4, these findings are indicative of positive impact.

A more detailed examination of the data showed that only one young person was permanently excluded from school. This exclusion happened 6 months after completing Bounce Forward.

In addition, only 4% of the young people (87) received fixed term exclusions. Among them:

- 37% of the young people ($n = 32$) who had previous history of exclusion did not have any further records of exclusion after taking part in the programme.
- 45% of the young people ($n = 39$) were excluded at a time point after taking part in the programme.
- 13% of the young people ($n = 11$) were excluded both before and after taking part in the programme.
- 6% of the young people ($n = 5$) were excluded within the same school term that they participated in the programme.

Findings - Qualitative data

Feedback from young people

Feedback from young people was examined in order to understand their opinions about the programme. Among the 2,795 young people who completed a feedback form, 80% reported that they felt listened to, 83% worked on things that were important to them, 92% liked the activities, 89% enjoyed Bounce Forward overall, and 80% would recommend Bounce Forward to a friend.

What did you like best about the Bounce Forward programme?

Activity names such as “Positivity glasses” and “Kid president” were mentioned quite often as particular highlights, where young people found the activities funny and helpful, and at the same time enjoyed the process of learning about resilience.

“I thought that making the positivity glasses was the best because they now make me feel positive about what I need them for, and also kid president because he is funny what he does”

Many young people also expressed that they felt listened to and empowered, which helped them to become more creative, make plans about their own future, and improve their relationships with peers and teachers.

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

What would make the Bounce Forward programme better?

Many young people commented that the programme does not need any change.

Other young people suggested having more frequent and longer sessions, more creative activities, more games and fun activities, and going on a trip.

“It doesn’t really need to be improved, it’s already a really good experience for children.”

How will you spread the message of the Resilience Revolution?

Young people expressed that they plan to spread the message of the Resilience Revolution after Bounce Forward by telling their siblings/family members, other people at school, or telling as many people as they can, and being more resilient and advising/supporting others.

“I’m going to spread the message by going to show people how to be resilient”

Feedback from teachers

Based on the reports of 29 teachers, 97% of teachers were satisfied with the Bounce Forward sessions, 97% would recommend Bounce Forward to colleagues or other schools; 79% found Bounce Forward beneficial to their class; 72% thought pupils increased their resilience following Bounce Forward and that they would use or apply the strategies they learned from the programme. Additionally, 79% reported Bounce Forward had an impact on their knowledge of and confidence with the subject of resilience and that they felt confident in talking about resilience and the Bounce Forward programme with children, parents, and colleagues.

How has Bounce Forward benefitted your pupils?

Improving their understanding of resilience:

"They are definitely more aware of what resilience means and I am therefore able to refer to it and to the resilient moves when necessary"

Improving their coping strategies and problem-solving skills:

"It gives the children an opportunity to learn a variety of coping strategies for everyday stresses/concerns & helps them to think more positively rather than focus on the negatives"

Becoming more empathetic and supportive towards one another:

"The children are more aware of the feelings of one another and are more likely to support each other"

Improving their confidence:

"They seem a lot more confident in trying new things and in communicating with other pupils and teachers, such as putting their hand up to answer questions more in lessons etc. and being more encouraged to keep trying, even if they don't understand/get the correct answer the first time."

Learning about Resilient Moves and starting to use them:

"Children can be seen and heard talking about and sharing resilient moves and practising them in class and the playground"

Developing greater understanding of emotions and talking about their emotions:

"They are more likely to discuss how they are feeling and have the language/vocabulary to enable them to explain"

Improving their relationships:

"Children more able to understand how to manage relationship issues... The children now try to mediate and offer advice when situations occur."

Shifting attitude towards learning:

"More patience and determination to be successful with schoolwork."

How have you benefitted from Bounce Forward?

Feedback further showed that teachers also benefitted from the programme as it supported development in the following areas:

Greater knowledge in the subject of resilience and Resilient Moves:

“The resilience framework is easy to follow and shows that everyone can use resilient moves. I would feel confident to explain the programme to others.”

Increased awareness to identify pupils who are less resilient than others:

“Becoming more aware of children who are less resilient than others and how to approach this using Bounce Forward techniques.”

Improved confidence about helping young people to become more resilient:

“I will continue to use the resilience framework to help children understand choices they make and to also work on developing positive mindsets”

What worked well?

- Sessions tailored very well for pupils to get the most out of it possible
- Engaging and informative sessions with relevant and helpful information
- Wellbeing Coaches formed very good relationships with pupils and school staff
- Useful resources that teachers will continue to use, particularly PowerPoint presentations and positivity glasses

Areas for improvement

- More role-playing and practical examples; while pupils’ understanding of resilience had increased, more work is needed around the practical application of strategies
- Greater focus on bullying
- More sessions, longer sessions, and follow-up sessions to recap learning
- ‘Display pack’ for the classroom as a constant reminder of strategies
- Extend work to parents/carers and help to embed some of the learning at home

Costing and legacy

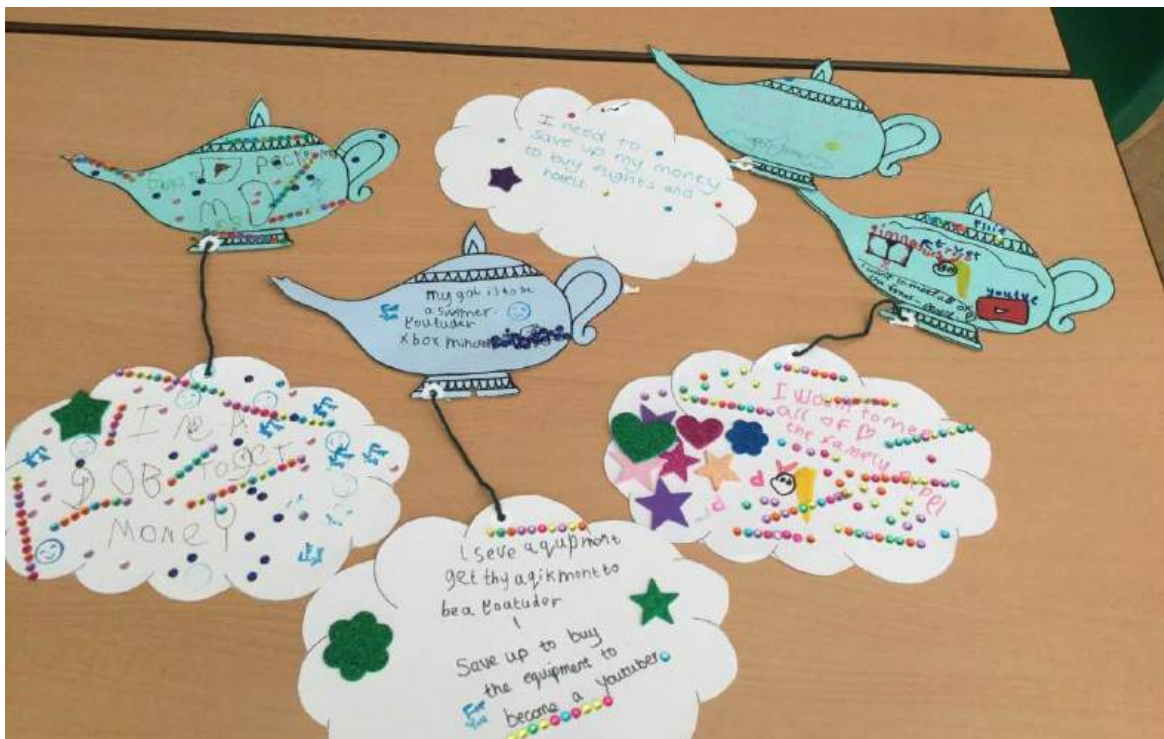
These costs are worked out by Lancashire Mind and provide options for the continuation of Bounce Forward in the future:

- **£1,995** - 10-week whole class delivery
- **£2,100** - 10-week SEN delivery
- **£895** - Teacher-led delivery with support

The cost of the 10-week whole class delivery programme included staff time during delivery, admin time for a worker role, planning and preparation time, volunteer management time, travel time, resources including booklets, printing, and travel expenses.

The cost for SEN is slightly higher as there is a need for the programme to be more bespoke, due to the nature of the young people's needs.

The cost for teacher-led delivery is lower, as there will be less staff time needed. A teacher resource pack has been created and made available for this purpose.



Practice Recommendations

Design and delivery up-to-date with policies

In order to replicate a similar type of resilience building programme for young people in Year 5, the recommendation is to ensure that the design and delivery teams are up-to-date with current educational policies and procedures, such as OFSTED standards and the National Curriculum. This is so that the content is aimed at the appropriate level and that the support is designed to meet professional standards.

Co-production

The practitioners highly recommended that the session materials be coproduced with young people, teachers and the local school community so that the support delivered is tailored to meet the specific needs of the young people and the schools.

Specific needs

Some adaptations to the classroom exercises are necessary to meet specific needs of individuals. It is important the teams planning to implement the Bounce Forward approach are aware of SEND (Special Educational Needs and Disability) teaching practices. One recommendation is that session and lesson plans with some potential adaptations are shared in advance so that these exercises can be amended with consultation with the teaching and support staff in each school. The use of CYRM in this programme is an example where adaptations were used by staff to make this measure accessible for all. The addition of smiling and sad faces on surveys helped to give a visual and relatable meaning to the Likert-type scale. This method was also used in collecting feedback on the session delivery, so that all young people could feedback on whether they enjoyed the sessions.

Data production and safeguarding

The Bounce Forward practitioners recommended that teams know and understand up to date data protection and safeguarding policy and guidance, particularly for activities where images of the class and young people are taken. When young people are completing some of the tasks, sensitive information related to mental health may



be disclosed. It is important, therefore, that the team are able to respond appropriately to disclosures and signpost to relevant sources of support. Another recommendation is that the delivery team know and make use of school safeguarding reporting structures and are offered regular chances to debrief and discuss any concerns in a supervision meeting or in a peer network. This is to protect the wellbeing of the team members and to promote best practice.

Support after the programme

Teams should be aware that not all schools have the capacity to deliver outstanding wellbeing and mental health support all day, every day, and to every child. Therefore, it is important to set expectations for the benefits that are observed immediately after the delivery of programme. It is also important to offer young people and schools tools and support after the programme. This is to help maintain awareness and work on enhancing wellbeing and resilience. Accordingly, the recommendation is not only to implement the 10-week delivery but also consider additional professional development time or consultancy to help sustain these benefits.



Extending support to parent/carers

This report found that areas in which young people saw improvements were in their aspirations and self-esteem, as well as participation in school. There was also a reduction in fixed term exclusions for young people that took part. Findings also showed that there was an increase in family connection, participation in home and caregiver resilience. This means that young people and staff reported benefits that extended beyond the classroom and into the home. Communication across the school, including with families, was a key area of importance. Large showcase events are recommended to share resilience and wellbeing tips with as many people as possible who are in the school community. Similarly, feedback has suggested a session in understanding resilience should be extended to parents and carers.

Conclusion

As a part of Blackpool HeadStart's Resilience Revolution, the Bounce Forward programme aimed to improve wellbeing and resilience of young people in Year 5. This is a critical period in young people's lives, as they are getting ready for Year 6, nearing the end of their primary school time and moving towards starting secondary school. The current report indicates that Bounce Forward helped young people as they reported higher rates of wellbeing and improvements in several areas of their resilience including family connection, participation in home and school life, self-esteem and goals and aspirations as well as in caregiver/relational resilience and overall resilience. The current report also includes costing information, which will enable decision makers to review the impact of the programme alongside the costs of it.

Grounded in the Resilience Framework (Hart et al. 2007), Bounce Forward introduced Resilient Moves to young people, which can equip them with positive coping strategies and help them to overcome challenging life experiences such as transition from primary school to secondary school. For this reason, Bounce Forward can be seen as a prevention programme. Furthermore, the programme is sustainable, as a teacher resource pack has been created, allowing schools to self-deliver the Bounce Forward programme.

This evaluation report was co-produced by practitioners, who contributed to the Introduction and Practice Recommendations sections of the report, and by an independent Research and Evaluation team who designed, collected, analysed and reported the evaluation results. The evaluation of Bounce Forward was comprehensive, integrating the quantitative and qualitative data collected from young people and teachers, a cost breakdown to inform potential sustainability and future investment, as well as practice recommendations to provide guidelines for future practice.

It is acknowledged that the evaluation strategy has weaknesses. For instance, using outcome measures before and after the programme poses limitations, including difficulties in attributing with certainty the change in young people's outcomes to the programme. As with any collected data that has limitations, therefore, the results must be interpreted with caution.

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Appendix C: Youth Engagement Project Evaluation and Final Report



Youth Engagement Project Evaluation and Final Report



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This report has been co-produced by the Research and Evaluation team of the Resilience Revolution with contributions from key stakeholders.

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Introduction

About this report

This report shares our learning from the Youth Engagement Team in Blackpool, part of the Resilience Revolution. Many individuals contributed to this report including researchers, practitioners, young people and parents and carers. It explains our learning around engaging young people, co-production, and the power of inclusive youth voice over the last five years. First, we describe the methods associated with our evaluation. We then answer the overarching research questions of the Resilience Revolution as they pertain to the Youth Engagement team. These include 'what are the projects of the Resilience Revolution', 'what is the Impact of the Resilience Revolution on 10-16 year olds', and 'how is the overall implementation project being experienced'. We identify any unforeseen outcomes of youth involvement and key influences of co-production and explore how youth voice will be maintained and embedded in future ways of working.



Picture caption: The picture to the left shows 7 people- mostly young people- smiling in front of a sign that says, 'same pay for the same day'. This was a youth-led campaign around youth employment that we talk about later in the report.

Evaluation

Methods and data sources

To evaluate impacts associated with taking part, on young people as well as the wider value of their inclusion, we have used data from a variety of quantitative and qualitative methods including Reach Figures (N= 679 young people), interviews with young people (N=10), focus groups (N= 1 focus group, N=22 young people), surveys with more than 5000 young people, feedback from parents and carers (N=18), a select case study, reviews of projects and co-produced materials (N=21) interviews with other key stakeholders (N=64) and attendance and feedback forms, emails and social media comments. The actual number of young people contributing to youth engagement activities is expected to be higher than participant attendance numbers may suggest. Through our extensive partnership working with schools, colleges, universities, and third-sector groups we have involved more young people than we can quantify. For example, interviews around the Friend for Life project suggested around 100 young people contributed to shaping the project indirectly via schools and third-sector groups. We have found involving young people as co-researchers and using a variety of methods most helpful in getting a clearer picture around the reach of co-production and youth engagement.

Findings & Projects

What were the projects of the Resilience Revolution? & who was part of them?

Working to the motto “beating the odds whilst changing the odds”, young people were centrally embedded as co-leaders from the start of the Resilience Revolution. It started small in comparison to what it grew to by the end of the project. In the first year and a half, 181 young people had contributed to shaping the programme via Resilience Committees in schools (N=137) and community-based activities such as the Young Person’s Executive Group (YPEG)

(N=44). In the early days, young people co-produced 12 projects and co-designed 120 pieces of digital content around building resilience and making healthy choices.

Fast forward five years, and the Resilience Revolution had engaged a total of N=669 young people in 1,046 activities and projects, totalling 16,210 hours of direct contact with young people. Activities ranged from involvement in Resilience Committees, 236 contact hours, 121 pupils from 21 schools. 18 committees completed pupil audits. There were also school-based activities offered to several pupils who were not taking part in resilience committee meetings (N=93 young people, 44 activities, 312 contact hours), to community-based activities such as Junior Park Rangers (N= 262 young people, 194 activities, 1, 789 contact hours, beginning February 2018).



Picture caption: The above picture shows a group of 18 people including young people of various ages, genders and backgrounds and youth engagement team members. All the people are smiling and holding up keychains that they made as part of an activity. It was taken in September 2019 at the Big Resilience Get Together where 226 people including parents, young people, academics and school staff as well as 30 organizations, the council and members representing the NHS all joined in one room to hear what the Resilience Revolution had been up too.

Activities have ranged from taking part in drop-in social sessions, to youth-led projects. Some have focused on relationship building activities such as holiday activities, trips and special events or spending time in nature with others. They also have included project-based work like the Revolution Researchers, a group of young people working on youth-led research projects like the evaluation of Therapy Dogs within the programme, and youth-led campaigns. These and other activities have aimed to build young peoples' skills and confidence to express their views to others. Which in turn helped to shape delivery and systems transformations associated with the Resilience Revolution. Summaries of exemplar projects are included at the end of this report (see Appendix 1: Projects of the Resilience Revolution).

Engagement dipped during the COVID-19 lockdowns, however it increased dramatically once lock-down restrictions eased. During lockdown there was a lack of online engagement from young people, so we decided to send out a young people’s digital survey to find out why and what potentially would encourage young people to engage with online activities. From the survey we found out that the platform we used (Microsoft teams) was not the preferred platform for young people and in fact it was Zoom they found the most accessible. We listened to this and moved our session from Teams to Zoom. We also found that weekends were a preferred time for young people to be online, so again we listened to this and put on a Saturday online session.

Engagement numbers have since been maintained, but also suggest that involved young people are individually seeking increased contact time. For example, relative to pre-pandemic engagement levels, 118 young people engaged in 76 events and activities last summer. Most attending multiple sessions (N=512 total participants). Between 1st October-1st 2021 to April 2022, a total of 44 young people, engaged in 62 events and activities, commonly attending multiple sessions (N= 462) and totalling 2,434 contact hours. Potentially explaining the increase in individual involvement, interviews with staff suggested an increased need to offer relationship focused activities post-lockdowns with one saying, “young people I feel have gone backwards in terms of before- they were starting to get a little more confident, come out of themselves and things like that” (staff interview).

An unexpected outcome associated with overcoming these challenges, is that we learned to recognise that young people may just need “a place to chill and have fun” (young person) and that sometimes this is linked to environmental factors like a global health pandemic. Others may be more focused on “changing the odds” such as holding services to account. Young people said about being involved, “it has made me more confident in voicing my opinion and I have made friends from joining” (young person). We have become better over time at recognising that interpersonal connections and coproduction go hand in hand.

What was the impact of the Resilience Revolution on 10-16 year olds?

Overall data suggests young people experienced positive changes in self-esteem, self-efficacy, identify development, behaviour and emotional regulation, and experiences at home, in school and within the community. They reported things like increased confidence, increased wellbeing, new and improved friendships, improved aspirations, improved feelings of belonging and pride in Blackpool and learning lots of new skills. These link to theories associated with Resilience, Social Capital, Identity Development and Civic Engagement.

Young people reported a broad range of positive impacts arising from their involvement:

- “I feel a lot more self-worth. 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?’” (Young person)
- “I’ve had the opportunity to create so many new experiences and my personality has changed for the better and it’s really changed my life and I cannot thank the programme enough.” (young person)
- “My behaviour [has improved] because in primary I was excluded 15 times but as soon as I joined HeadStart I started behaving” (young person)
- “It has made me more confident in voicing my opinion and I have made friends from joining” (young person)
- “It has given me the opportunity to be the best version of myself” (young person)
- “Things have improved at home, especially with my brother- my mum has noticed a difference too” (young person)
- “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” (young person)
- “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 a lot better about my future than I did before” (young person)
- “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 person)

Parents and caregivers said similar things about improved confidence, wellbeing, aspirations, and community connections:

- “My Daughter is so much more confident and has memories of taking part in activities and meeting people that she would not have gained had she not taken part in Headstart. She was shy about meeting people but after some time with the project, it was great to see her excited about a residential trip to a part of the country she has never seen. She has loved it and it has helped her developed which is all I could ask for as a parent.” (parent/carer)
- “Headstart has improved my daughter’s confidence and made her much more resilient. She has a lot to deal with at home with chronic illness etc and has her own health problems. Headstart has helped her so much, as well as providing another group of people in her life that are like another family.” (parent/carer)
- “My son really struggled socialising in the community. Since attending Headstart sessions and getting involved in activities out and about I've seen a massive change in my son and he has matured into a more positive outgoing young man.” (parent/carer)
- “It helps in providing opportunities and being involved in projects, giving him a chance to speak up and be listened to. In doing so his confidence and self-esteem has and is increasing in everything he does. He knows there is always someone there if needed and he can join in

groups as and when he can and feels up to it. He is not penalised in any way if he can't join in and feels a valued member of Headstart." (parent/carer)

- "The impact has been massive. My child is very shy and anxious in crowds. The staff and activities have been instrumental in bringing her out of herself in a safe and supportive environment." (parent/carer)
- "It has gave her more confidence and helped with her mental health" (parent/carer)
- "Definitely grown in confidence. School have also commented on how (my child) has coped really well with all the ups and downs over recent times - having a resilient attitude towards it all. [my child] is loving being a part of it, she talks positively about the sessions and has enjoyed all the opportunities that she has been offered." (parent/carer)
- "[Involvement has] helped with socialisation after being isolated during lockdown. Given her many unforgettable opportunities that she wouldn't ordinarily have experienced. Gained friendships, built confidence and character." (parent/carer)

As some of these quotes illustrate, parents/carers spoke about the value of their child having "somewhere to go to socialise in a safe, well organised and supervised environment", where staff

"gained my confidence as someone I could trust to have care over my daughter which is no small thing!" (parent/carer). Much more so than young people did themselves, they spoke about the importance of inclusive environments "providing opportunities for children that they would otherwise not have access to" (parent/carer) and spoke of this changing the town for the better.

They said things like,

- "It is making Blackpool a better place for young people to be in, to have somewhere go if needed and a place they can join in things, be valued, be involved, be listened to and be heard! (parent/carer)
- "It has given so many excellent experiences to children that would have otherwise missed out. Visits to places like museums and universities. The chance to do the accredited art award was a positive challenge." (parent/carer)
- "I have seen a reassuring emphasis on encouraging girls to be all they can be and getting them to consider careers that wouldn't have previously been on their horizon. I have seen children from different backgrounds and income streams come together in the centres and I believe this encourages a belief in economic mobility when children see that there is not so much difference between each other in real terms." (parent/carer)
- "[It has provided] development opportunities for various members of the community and celebration of the culture." (parent/carer)
- "[It has been] raising awareness for families and pupils about the resilience framework. Providing a place and support for young people across Blackpool during a turbulent time for all." (parent/carer)

Surveys with young people often demonstrated improvements on indicators linked to mental health. Those who were involved in lots of activities and had a say in making changes appeared more likely to experience positive benefits. For example, surveys with 100 young people taking part in Resilience Committees reported improved confidence and wellbeing. They also gave evidence of increased confidence and “having the guts to talk to the school” by acting as “resilient mentors” (young person) and “the rewarding feeling” (young person) of helping others.

- 27% felt more listened to
- 36% felt like they could better make changes in the school
- 30% increased feelings of hope in the future.

Surveys around engaging with co-production completed prior to the pandemic in 2018/19, (N=47) young people’s responses provided additional validation of these findings. Compared to their experiences prior to engaging with these activities:

- 43% reported improved confidence
- 29% reported increased sense of belonging
- 29% reported learning life skills

Young people described the benefits of being involved in co-production as two-fold, such as one saying what changed was “not only confidence but the aspect that my voice has been heard, that I made a difference!”. We also found a significant correlation between number of Youth Engagement sessions attended (average 23) and measures of young people’s self-efficacy and civic engagement behaviour. The more Youth Engagement sessions young people attended, the higher they rated their belief in their ability to complete tasks, and the higher they reported doing actions to help their community. There was also a significant correlation between this and other areas, including self-esteem, civic engagement attitude. Thus, activities associated with the youth engagement team helped young people to “beat the odds” by improving their confidence and to “change the odds” by empowering them to be active change makers in delivery and service transformation (Hart et al., 2007).

In 2021, a similar survey was circulated to young people involved in co-production processes associated with the youth engagement team, but had fewer responses (N=10). Unlike previous surveys it also explored experiences and outcomes associated with COVID-19. Around 60% of YP reported that their wellbeing (e.g., experiences of loneliness, sadness, and loss of control) was “much worse” since Coronavirus lockdowns, and all YP reported it was negatively impacted somewhat. 80% reported their sleep had been “much worse” and 50% said their lack of concentration was “much worse”, as did most YP. However, one young person reported their sleep and concentration improved.

Shortly after the first lockdown, N=108 young people from 10 schools responded to a survey of online preferences. 36% of young people said they didn't have Internet access, and 2.7% said they didn't have a device. 40% said "nothing" could encourage them to take part in online activities. These findings coincide with staff reflections around barriers to engagement pre/during/post lockdown restrictions, and potentially explain engagement trends overtime. Yet young people's contribution to digital engagement and continued involvement in COVID-19 related planning helped minimise disruptions. Learning from this time also gave us a better understanding of negative impacts of wider environmental factors- like digital exclusion- on youth engagement. We will talk about this more in the other sections of this report.

How was the overall implementation process experienced?

Overtime, we have learned that the increased involvement of young people in shaping the activities and projects increase their reach and has a wider social value. The importance of youth voice was a journey we went on with young people overtime, with one staff summing it up by saying,

"I had always been a very strong advocate of co-production but the difference- actually the journey for me has been what it was about- it is the right thing to do so let's do it- whereas now actually we can't do this without young people we NEED them to be involved" (Staff interview)

Young people also say they want to be involved and that they want to work with adults. In focus groups young people discussing youth voice said, "co-production makes services better" (young person) and "young people see things differently and see different options. We can help adults and share decisions with them by using our creativity". They spoke of the importance of involving adults in co-production, saying things like "we are less safe and experienced than them, but we still need a say, just not all the say".

Interviews with young people and adults with experience of working together also reported that it is important co-production is accessible and "representative of the wider community" (young person).

"Co-production becomes tokenistic if it's the same people that attend all of the things, and it's the same voice. It's not a collective voice and it's not representative of the wider community" (Adult Co-leader)

The Youth Engagement Team developed their engagement approach during the programme, culminating in creating the 'The pyramid model: Relationships – Co-production – Volunteer/Paid roles' in 2022. This supported young people to develop their leadership

potential at their own pace and was formalised during lockdown when engagement levels decreased. The model begins with “going back to basics” (Adult co-leader) through building relationships through fun activities. Once relationships are established, volunteer co-production and paid Sessional Worker roles are offered in progression.

Over the six years of the programme economic inequalities were highlighted and paid employment opportunities were increasingly made available to young people in place of unpaid volunteering. The aim has been to minimise environmental and economic barriers to engaging in systems change.

Supported employment opportunities have been offered to young people known to disproportionately experience employment barriers, such as disability, through links with initiatives such as apprenticeships, Kickstart, and Project Search. The programme began by employing one apprentice and has since successfully recruited 16 young apprentices throughout the programme, some of which are embedded in partner organisations. Young people themselves contributed to designing supportive employment structures and provided guidance on employing those with additional needs. Other local councils have spoken of following Blackpool’s lead providing remuneration for young people and paying them for their time “we’ve set up a kind of proper payment system for young people so that it can enable them to participate” (staff member of another local council).

TOP TIPS FOR BEING A SESSIONAL WORKER

COMMUNICATION IS KEY - BOTH WAYS!
Keeping in contact with your line manager and colleagues helps everyone to know what you are doing and where you are at within your role as a sessional worker. Everyone is here to help!

KNOW YOUR ROLE BEFORE YOU GO INTO THE SPACE
Understand what part you play in the opportunity you are involved in and what expectations there are of you.

WEARING DIFFERENT HATS!

DON'T FEEL BAD ABOUT SAYING NO!
You're a sessional worker for a reason. There is no expectation for you to do something. If you have other commitments just say no. It's also ok to step back from opportunities you are not enjoying.

TRY AND BE BRAVE
Do not be afraid to get involved! Your role as a sessional worker is to gain as much experience as you can through opportunities. Push yourself out of your comfort zone.

USE THE PEOPLE AROUND YOU AS SUPPORT
No one is here to judge you, we are all here to help so do not be afraid to ask for help. Remember, no question is a silly question!

REMEMBER YOU ARE A ROLE MODEL
Young people will look up to you for guidance as older members of the group so be the best version of yourselves and encourage the young people wherever possible.

"When I was a young person my sessional workers were role models to me!"

GET TO KNOW EVERYONE
Staff, young people and the whole team. It's always good to build relationships with the people around you. Working with somebody you don't really know can be difficult. Ensure you make those relationships as it will be worth it!

BE HONEST
Ensuring you are honest with the team and your line manager is key. Making sure everyone is up to speed about how you are feeling will help things to run smoothly.

TAKE THE OPPORTUNITIES AND MAKE THE MOST OF THE ROLE
All opportunities are a chance to learn and gain experience or develop skills. Take advantage of the opportunities you are offered and really come out of your comfort zone to receive the biggest benefit from them.

GIVE AND TAKE FEEDBACK. IT'S ALL REFLECTION AND LEARNING
Don't be afraid to offer feedback to others. Also take on board feedback that others give to you. This feedback is not criticism of your work, it is instead an opportunity for you to learn and develop skills moving forward. Reflecting on this can help you to be better next time.

Co-produced by existing sessional workers and apprentices

Picture caption: The above is an infographic that sessional workers and apprentices created that lists the top tips for being a sessional worker. These include: 1) communication both ways is key, 2) know your role before you go into the space, 3) don't feel bad about saying no, 4) try and be brave, 5) use the people around you as support, 6) remember you are a role model, 5) get to know everyone, 6) be honest, 7) take the opportunities and make the most of the role, 8) give and take feedback, its all reflection and learning.

The Youth Engagement Team now offer a broader variety of relationship-focused activities, delivered in a broad variety of ways to improve accessibility. Young people can attend a drop-in session and/or choose to commit to working on certain projects overtime. They can meet 1:1, in small or large groups and meet on-line or in person. They can get additional support to learn new ways to engage. For example, like joining a bigger group, but having access to some 1:1 time to reflect on it before and after for those developing their confidence, taking part in meetings but having someone take notes to help with concentration, or giving feedback anonymously for those that may be shy.

To what extent did the Resilience Revolution build capacity within the system?

Five years from inception, young people continued to hold the services and systems to account especially around challenging unequal systems. They have been the driving force behind identifying what systems need changing and how. Feedback from young people collectively suggests the Resilience Revolution became “more active about mental health and resilience” (young person) as the programme grew. Young people and supporters told us “the programs and clubs in schools-especially PSHE” (young person) have gotten better at this too. This change appears linked to increased opportunities for knowledge sharing across organisations and generations. For example, improved experiences of PSHE curriculum may be explained by termly PSHE forums regularly attended by staff from more than 20 schools and the development of a [PSHE webpage](#) that includes RR resources and information around Resilient Therapy. Similarly, other co-produced resources such as the ‘[Resilience Minds Tool-Kit](#)’ (ReMiT) aimed at young people and parents and carers waiting for CAMHS assessments and/or support continues to be publicly available (ReMiT: Resilient Minds - Mental health toolkit for young people and toolkit for parents and carers - Boingboing). These examples suggest capacity building across systems may be linked to the positive outcomes reported by young people.

Like Roger Hart’s (2013) Young People’s Ladder of Participation, youth voice within the RR was integrated in a variety of ways. In the above example, the integration of youth voice transferred from Resilience Committees within schools, to a staff-led forum and shared resource. In contrast, an illustrative example of youth-led cross-partnership working was ‘Blackpool Beating Bullying’, the UK’s first anti-bullying Charter Mark. Initially conceived by young people at the 2018 HeadStart Residential, it aims to reduce the amount of bullying in schools at the systems level via intergenerational partnership working. In 2022, Blackpool Beating Bullying has entered its fourth year with 33 out of 46 schools taking part, and 20 of these schools having received either a Bronze or Silver Charter Mark.

A review of these and other project examples (N=24) from the Youth Engagement team, suggest that the ability of projects to influence systems is linked to three underlying mechanisms: youth voice, cross-systems partnership working and intergenerational partnership working. These were relatively consistent features across projects, in line with Resilience Therapy (Hart et al., 2007) and the RR:HS fundamentals. The specific importance of working in this way was also demonstrated in the example of the Same Pay for the Same Day Campaign in 2019. Team reflections from this project suggest there was less buy-in from other organisations around reimbursing young people in similar ways to adults doing the same job. However, around national lockdowns, youth employment structures were expanded in other ways such as RR:HS and partnering organisations increasingly offered apprenticeship and sessional worker roles. By summer 2021, two other local councils spoke of following Blackpool’s lead providing had reported making changes to employment structures to better enable young people to co-produce delivery and systems transformations. Thus, just as on an individual level young people appeared to benefit from a larger dose of engagement, the sustainability and impact of projects seemed to benefit from a larger dose of co-production- made possible through partnership working.

Learning from young people helped the Resilience Revolution and others remove barriers to participation. It also expanded engagement with others such as parents and carers, trusted adults, schools, researchers, and policy makers.

What is the potential for the sustainability of this way of working?

A review of 21 projects supported by the Youth Engagement team suggested that 80% were expanded or sustained, with the remaining continuing to inform and or influence systems transformation (see Projects of the Resilience Revolution). This section shares some of the ways co-production informed delivery and systems transformation.

Following a successful pilot in the early years of the HeadStart Team, a Junior Park Rangers Project was developed. Delivered to four areas across Blackpool and well attended by young people, this has made a real difference to the local community and young people are learning about and playing an active role in environmental issues. The mainstream council Parks Department have subsequently committed to continue funding and have created a permanent post within their team, which means that there is a sustainability plan for this project.

Involving young people as key decision makers also changed schools to put increased emphasis on youth voice as a key resilience building enabler with school staff involved in resilience committees reporting, “the youth of today truly have a say in their future and can help to shape their future experiences in a positive way” (schools’ staff). Likewise, the Blackpool Beating Bullying Charter Mark has been embedded across 33 out of the 46 schools in Blackpool demonstrating a sustained commitment to listening and responding to youth voice within schools. Shared curriculum resources such as PSHE materials will continue to be publicly available via the website.

There is some evidence to suggest involving young people changed wider perceptions of the value of including young people in policy and planning. For example, Blackpool Youth Climate Group will be sustained and expanded, the Activists in Residence project and URPotential networks have formed locally. These initiatives provide ongoing opportunities for young people to share their views. Blackpool’s young people were publicly recognised by the All-Party Parliamentary Group (APPG) on Youth Affairs for their contributions to planning associated with COVID-19. Many young people’s recommendations on supportive employment, life-skills and financial planning training in schools, and increased opportunities for policy engagement were included in the APPG’s recommendations. Likewise, youth employment structures from partnering organisations such as Boingboing and other local councils have been established and sustained. Blackpool Council Adolescent Services will continue to fund a team of Youth Advisors, who are paid young professionals. Their role is to be involved in co-production work, to ensure that the voice and lived experience of children and young people are represented throughout decision-making. These structures were seen to improve the accessibility of co-production for young people experiencing additional barriers.

This approach has likewise altered local health services and research and knowledge share practices more broadly related to the health and wellbeing of young people. Carrying on the partnership working with School Nurses, Blackpool Teaching Hospitals, and Public Health England from 2021, local health services have committed to working more co-productively with young people in future. Associated resources co-produced with these YP will continue to be available. Likewise, after young people aided in shaping the International Resilience Revolution Conference Accessibility Commitment, it has since been adopted by academic partners such as the Centre of Resilience for Social Justice to guide inclusive knowledge share practices.

In addition to cross-sector commitments to include and employ young people across services, sustainability funding has been received for the expansion and further development of four specific projects. The Council Parks department will continue to fund and expand the Junior Park Rangers Project. A five-year research collaboration has been secured with NIHR, Empowerment, Lancaster University to look at Health Inequalities in different areas of Blackpool, expanding on previous coproduced work around health inequalities. The Blackpool Youth Climate Group will continue as the Blackpool Youth Climate Assembly with Blackpool Council supporting a Climate Action Apprenticeship post.

A final example of a legacy is the Resilience Pathway with 42 paving stones embedding the Resilient Framework (Hart et al., 2007) into the fabric of the town. These created a physical resource within the town to enable all citizens to engage with for years to come and a permanent reminder of what young people (with support) are capable of.

Appendix 1: Projects of the Resilience Revolution

Below are descriptions of 21 of the specific projects where young people- supported by adults- have inspired systems change at the local, national, and international level. This list was initially co-produced by a member of the youth engagement team, a young professional, a parent of the Revolution, and Boingboing staff in 2022. Additional projects were included following a review of previous Resilience Revolution Reports supported by the Youth Engagement Team.

National Institute of Health Research (NIHR) Research ready community pilot group 2021- Sustained/expanded

In a partnership, Headstart, Empowerment and Boingboing led a co-productive approach to health research. In phase one of the project participants of all ages and backgrounds split into four upskilling/learning sub-groups: community asset mapping, data, marketing & communication, and coproduction. These groups then combined for knowledge exchange and to be made research-ready for the potential of continued phases. Phase two looked to re-focus the group to its initial ideas and aims. Currently this is underway, a research project is being co-designed.

Health Equity Commission focus group 2021-Sustained/expanded

In the wake of the Fylde coast place-based partnerships' report on health inequalities across Blackpool & The Fylde Coast, co-productive focus groups were set up by three organisations (Boingboing, Healthwatch, Fylde Coast clinical commissioning group) to understand priority topics to provide recommendations for, giving a better understanding on how best to reduce the health inequalities in the area. Presentations have been presented to both, Fylde Coast place-based partnership and the Health Equity commission which resulted in further interest for more collaborative work. As a result, Boingboing are now working on providing suggested action points.

Empowerment UK as a partner organisation in the Resilience Revolution recently secured three years of funding to deliver HealthWatch and YouthWatch who will further amplify lived experience voices in health systems. Empowerment are also working as co-researchers on creating a framework for the Anchoring on the Coast project with Blackpool Teaching Hospitals NHS Foundation. This is one of six sites selected by the Health Foundation, NHS England and NHS Improvement and focuses on engaging individuals and communities across the Fylde Coast. [Anchoring on the Coast](#)

Young person's Executive Group (YPEG) (2014+)- sustained/expanded

The Young People's Executive Group has been at the heart of the programme since Phase 1 of the programme (January 2014). Initially YPEG was an extremely successful and well attended 'shadow board' for the Blackpool HeadStart's Executive Board. The voice of young people was valued, heard, and fed into the full Board but sat as a separate entity. As the programme moved forward the opportunity was taken to review the governance of the Executive Board to ensure the voices of young people as well as parents and carers were elevated, the power balance was equal and our mantra of 'nothing about us without us' was amplified. Eight new full members joined the slimmed down Executive Board: four young people and four parent/carers. In this way young people have influenced the strategic direction for the entire programme and as well as being key decision makers in steering the Resilience Revolution in a sustainable and successful direction.

There is some evidence to suggest involving young people has changed wider perceptions of the value of including young people in policy and planning. For example, as evidenced via the growing relationship with URPotential/Blackpool Youth Council and the founding of the Blackpool Youth Climate Group following the Blackpool Youth Climate Assembly. Similar boards to YPEG have been set up by community partners (see Open Up the Mic). See also Youth Employment and Co-produced policy submissions.

Employment for Young People (2015+)- sustained/expanded

In 2015, five apprenticeship roles were created to sit within the different workstreams within the main Resilience Revolution team. Since that time, 24 young people have been supported through their apprenticeships throughout the programme, other Council Offices and within partnering organisations. In addition to this, HeadStart (the programme that instigated the Resilience Revolution) have recruited young people to 12 Peer Youth Engagement Sessional Worker roles, six Youth Advisors, a Trainee Youth Engagement Worker, a Youth Engagement Assistant (Kickstart) and a Project Search employee.

Employing young professionals has ensured that the voice of young people has influenced all aspects of the Resilience Revolution. With this, we have aimed to minimise environmental and economic barriers to engaging in systems change. For example, we have offered supported employment opportunities to young people known to disproportionately experience employment barriers. Young people themselves with experiences of additional support needs contributed to designing supportive employment structures, and provided guidance on employing those with additional needs, like disabilities. Blackpool Council will continue to employ young people, and adopt supportive employment practices inspired by the Resilience Revolution. Two other local councils in HeadStart areas have similarly embedded supportive youth employment practices, as did multiple project partners such as Boingboing, with the Centre of Resilience for Social Justice taking on apprenticeships.

Resilience Committees (2017-2019)

Young people decide the resilience directions taken in their schools. Approach embedded within [the Academic Resilience Approach - Boingboing](#) This inspired other projects such as Blackpool Beating Bullying also described in this report.

Co-Produced Training (2017+)- sustained/expanded

Young people involved in co-producing and co-delivering training since 2017. Examples include codelivered training at Resilience Get Togethers and via partnership working with the third-sector group BoingBoing.

Sustained opportunities for youth involvement in co-produced training. For example, the ‘What Makes a Good Friend Training’ within the Friendship Model of Volunteering co-produced and delivered with young people. This training will continue to be delivered via the Friendship Model of Volunteering and has been made available to statutory services such as the Independent Visitors Service.

Digital Group (2017/2018)- sustainability/expansion opportunities

Young people involved in co-designing and delivering HS:RR digital strategies. For example, partnership working between the Youth Engagement Team and schools resulted in the design of the FFL digital matching approach that will continue to be used by this sustained project.

Potential for sustainability/expansion for example, applying for new funding around digital inclusion in partnership with universities, following on from work around digital inequalities during lockdowns.

Junior Park Rangers (2017+)- sustained/expanded

Young people are learning about and playing an active role in environmental issues. Following a successful pilot in the early years of the HeadStart Team (September 2017-2018), a Junior Park Rangers Project was developed. Delivered to four areas across Blackpool and well attended by young people, this has made a real difference to the local community and young people are learning about and playing an active role in environmental issues. Partnership working between HeadStart, BetterStart and the Parks Department.

Continuation funding has been allocated from the local Parks Department (up until July 2023), with plans for expansion. Linking to youth employment, the mainstream council Parks Department have subsequently committed to continue funding and have created a permanent post within their team, which means that there is a sustainability plan for this project. The Parks Department are also planning to extend the offer to other areas in Blackpool. Learning additionally fed into the founding of the Blackpool Youth Climate Group following the Blackpool Youth Climate Assembly.

Revolution Researchers (2017-2020)- sustained/expanded

Although within the RR, all young people have an opportunity to be co-researchers, this was a special group for young people to co-design and lead on research projects of interest to them. A total of eight young researchers (ages 12-18) were initially involved, seven of these young people continuing to colead on research projects for three years or more. Young people led on nine projects such as the creation of a consent video. Here, young people said of the project, “All of us had to analyse definitions and examples of consent so that we could disseminate them in a young person friendly way” (Revolution Researchers, co-produced CV). The video was later used within Participant Information Sheets and school materials in other research projects like the Nothing About Us Without Us research project. Their ‘Favourite Places Project’ in 2019 looked at mapping local activities that young people enjoyed, later shared with the FMOV team. This group also led on the social media survey in 2019 that was helpful when planning around remote support during lockdowns as well as opening up ongoing channels for youth to connect to information about HS:RR projects and programmes. Their ‘how to’ guide around co-producing research helped shape the co-production efforts of the wider Youth Engagement Team and inform other research partnerships (see [The Revolution Researchers Guide to Co-Producing Research - Boingboing](#), September 2020). Additionally, their work around Therapy Dogs helped schools to evaluate the effectiveness of involving Therapy Dogs in their schools. Sustained funding was secured to involve young people in a five-year research collaboration with NIHR, Empowerment, and Lancaster University to look at Health Inequalities in different areas of Blackpool, expanding on previous co-produced work around health inequalities.

Talbot and Brunswick Youth Group (2018-2019)

Working with the Families in Need Team, 42 young people supported the development of the Talbot and Brunswick Family Hub. Attempts by youth engagement team to take a cross-organisational approach via work around Blackpool Boys and Girls Club, Junior Park Rangers and Blackpool FC Community Trust. However, here cross-partnership working was reported by the youth engagement team to be less successful than other projects, potentially because cross-partnership working was not part of the initial work. None the less, this project continued to provide lasting legacy by furthering community partners and increasing focus on the role of supportive environments (see also Junior Park Rangers).

Wages Campaigns (e.g., Same Pay for the Same Day) (2018-2019)

Group of young people campaigned to highlight that often young people are paid less than adults. [Same Pay for the Same Day campaign - Boingboing](#) See also Youth Employment.

Blackpool Beating Bullying (2018+)- sustained/expanded

Blackpool Beating Bullying began in the summer of 2018 at a HeadStart Residential, when a group of young people aged 10-16 were given the task of highlighting ten issues in Blackpool that required change. The top three concerns that were put forward were poverty, fair wages, and bullying. It was decided to create an anti-bullying campaign, to start a conversation within the town about a topic that people would often fear to talk about.

Blackpool Beating Bullying is a campaign that was set up by young people, for young people with the aim of reducing bullying in Blackpool schools. A team of young people, parents, carers, teachers, governors, and professionals worked together to create the UK's first co-produced anti-bullying Charter Mark. The aim of the Blackpool Beating Bullying Charter Marks is to change the very systems that are currently in place across Blackpool schools that deal with bullying. The aim is not to focus on the individual matter of bullying but focus instead on the system that surrounds it.

2022 marks the fourth year of Blackpool Beating Bullying and as it currently stands 33 out of the 46 schools across Blackpool have shown interest and are engaging in the Blackpool Beating Bullying Charter Marks. Of these, 14 schools have achieved the Bronze Charter Mark and six schools have achieved the Silver Charter Mark. This indicates that due to the voices of young people being heard, schools are working hard to improve their anti-bullying policies and practices. The Blackpool Beating Bullying campaign is being embedded in schools and is being maintained as part of Blackpool Council's School Improvement and SEND service.



Picture caption: The picture to the left shows an infographic of the Blackpool Beating Bullying project. It shows a brightly coloured infographic of a raised fist with the words, 'Blackpool Beating Bullying' and 'Bronze Award'.

See also: [#BlackpoolBeatingBullying - YouTube](#)

Resilience Pathway (2019+)- sustained

158 people marched down Talbot Road to officially open the world's first Resilience Pathway in June 2019. The Resilience Pathway has transformed Talbot Road by embedding 42 paving stones into the pavement from Dickson Road to the Promenade, each stone showing a different resilient move from

the Resilience Framework (Hart et al., 2007). The Resilience Pathway project has been led by a group of young people from the Resilience Revolution’s Young People’s Executive Group, whose motto is “nothing about us, without us”. In total 1750 hours have been volunteered to plan, design, fund and project manage the resilience pathway. Working together with adults, it took 23 meetings, 59 phone calls, and 562 emails to make the pathway happen. “People from all different backgrounds and all walks of life working together to create something that will still be here in years to come” (young person).

School Nurse: (2021+)- sustained/expanded

The School Nurse Project was co-produced by a diverse group of young people, health professionals, designers, and youth workers. It began in October 2021 in partnership with Blackpool Teaching Hospital School Nurses and across all schools in Blackpool. Originally initiated around the production of a survey, the process moved from consultation to co-production, with young people leading the survey design, recruiting participants and co-analysing results. Young people also worked with designers to design a new logo and help make content accessible. For their efforts, the Director of Public Health thanked young people for their support in improving local health services. [School Nurses | Blackpool Teaching Hospitals NHS Foundation Trust \(bwh.nhs.uk\)](#)

[School Nurses | Blackpool Teaching Hospitals NHS Foundation Trust \(bwh.nhs.uk\)](#)

New work exploring texting the school nurse options and a new youth school health ambassador role to be available in schools.



Picture caption: The above picture shows an infographic of the School Nurse project. It shows brightly coloured infographics of young people dancing and playing on top of the Blackpool cityscape. The Blackpool tower has an NHS flag at the top. The tower and the words ‘school nurse’ are included in a blue heart-shape that surrounds the tower.

Self-harm (2021+)- sustained/expanded (see also, Appendix I)

Young People monitor the self-harm service each quarter, looking at reviews and feeding back questions. Young people hold the Clinical Commissioning Group to account based on their reviews. Co-produced self-harm training for school staff has developed confidence and wellbeing around issues of mental health. By encouraging schools to address this, it hopefully reduces the likelihood of young people starting to struggle in schools and developing mental health problems. Internal reviews of the service suggest reductions in self-harm and subsequent visits to Accident & Emergency.

Funding from the Clinical Commissioning Group was secured to continue the self-harm work, with a view to expand the work if proved successful.

Blackpool Grand Digital Arts Award Project (2021)

The [Blackpool Grand Digital Arts Award Project](#) ran from April 2021 until December 2021. It was run in conjunction with HS:RR 'Digital Youth Group' and the Grand Theatre, and a local photographer. This work focused on what it is like for the young people to live in Blackpool. Set during and out of lockdowns, the exhibition in November 2021 shared local young people's experiences around the COVID 19 pandemic. Eight young people achieved a bronze award. The project provided learning around online youth engagement, later applied to other cross-partnership projects like workshops associated with the [Nothing About Us Without Us](#) project.

Including people with learning difficulties in research: a co-production (2021)

In 2021 an animated short film was co-produced with people experiencing learning difficulties, Boingboing, Headstart, and the Centre of Resilience for Social Justice. The film sets out the case for better funding provision for proper participatory research with people experiencing learning difficulties. It was premiered during the June 2021 Resilience Forum which lobbied decision-makers from UKRI. Young people taking part in producing the animated short film were further supported by the youth engagement team to be active agents of change around disability inclusion, such as designing the International Resilience Revolution conference with accessibility in mind.

Blackpool Youth Climate Group (2019+)- sustained/expanded

In 2019 Blackpool Council declared a Climate Emergency and opted to conduct a Citizens Assembly to shape the decisions that would be made about how Blackpool Council can achieve its aims of making Blackpool net zero by 2030. In doing so Blackpool Council made a clear commitment that the voice of young people would be central to their declaration. The Resilience Revolution proposed creating a coproduction space for young people to work alongside community partners and organisations who were already working on issues around climate change. Young people shared their views and developed a list of their own priorities that would contribute towards the Council's target of being net zero but went even further in looking to positively engage communities, families, businesses, and decision makers to educate and change perceptions and attitudes towards climate change and the environment.



The Blackpool Youth Climate Group influenced Blackpool Council's strategy of making Blackpool Net Zero by 2030 and has become Blackpool's dedicated space for young people to do more to combat the environmental challenges the world faces. A post has been created for a young person to continue this work. See also: [Youth climate group \(blackpool.gov.uk\)](https://blackpool.gov.uk/youth-climate-group) See also YPEG.

Picture caption: The picture to the right shows a brightly coloured infographic of a world and Blackpool tower with the words, 'Blackpool Youth Climate Group'.

[The Blackpool Climate Co-Researchers \(2021+\)- sustained/expanded](#)

The Blackpool Climate Co-Researchers is a small co-research group comprising young people, staff from Boingboing and a researcher from the Centre of Resilience for Social Justice. The purpose of the group was to conduct a piece of co-research that looked at links between the mental wellbeing of young people in Blackpool and the climate crisis. The group designed, conducted, analysed and wrote up their research, and have used the findings to lobby local politicians and leaders Blackpool Council. By invitation, the group is attending Blackpool Climate Action Partnership meetings, and are currently using the opportunity to champion for better inclusion of youth voice.

[Activist in Residence \(2021+\) - sustained/expanded](#)

Beginning in 2021, the Activist in Residence project was initiated to enable young people to make positive changes in their community by working in partnership with local organisations and services. Coproduction groups comprising young people and representatives from organisations in Blackpool were facilitated by Boingboing to determine the outline of the project and co-produce briefs for prospective youth activists and ally/host organisations. The first two residencies began in late 2021 are set to complete in July 2022 with young people working on a project to challenge/change negative attitudes and behaviour towards those experiencing disabilities on public transport. Boingboing, Blackpool Transport, Highfurlong School, and The Grand Theatre have all come together to empower young people to challenge perceptions through the creation of youth-led videos that will be played on public transport, at Blackpool Transport offices, and other public spaces. Round 2 is beginning in July/August 2022, with residencies offered by NIHR (for a co-production activist), and Victoria Hospital (for an environmental activist), supported by Boingboing. (see [Activism for Resilience - Boingboing](#)).

[Friday Night Carers Club \(2020-2022\)](#)

Weekly facilitated drop-in space for young people beginning September 2020 in partnership with the Carers Centre. Includes an additional drop-in space for young people interested in co-production.

Between 1st Sept 2020- 31st Aug 2021, 37 young people attended 32 sessions with most coming each week. Involved young people supported by the youth engagement team to engage with local groups such as Showtown Blackpool prior to the end of provisions. This can be seen as a type of facilitated networking where YE team members accompany young people when attending new groups for the first time.

The Friday Night Carers Club did not continue after initial funding ceased, and thus provisions cannot be said to be sustained. However, it provided a safe place for young people to build trusted relationships with peers and trusted adults following a world-wide pandemic. Young people that took part, expressed a need for spaces that focus on building friendships and relationships. This aided in the youth engagement teams conceptualisation of the pyramid model of co-production and exploring the important links between belonging and co-production. Thus, these activities informed future youth engagement co-production activities that were sustained.

The Resilience Revolution Education Voices group (2020+)- potentially sustained/expanded
Our education co-production group - Resilience Revolution Education Voices (RREV)– was formed during the Covid-19 lockdown to provide support to families and schools through a difficult time. It was a task and finish piece of work to create the [‘Trust’ document](#).

The group has previously supported Ofqual with their ‘Summer Guide to Exams’ and is currently exploring Inclusion not Exclusion training for schools. They have co-produced resources related to experiences of COVID-19 (see for e.g., [Student guide to awarding: summer 2021 - GOV.UK \(www.gov.uk\)](#)), digital inclusion and mental health provisions in schools and provided responses to green papers (see for e.g., [SEND and AP green paper: responding to the consultation - GOV.UK \(www.gov.uk\)](#)). The group now has as many as 33 members from all areas of the education community including parents, carers, young people, academics, teachers, trainee teachers, local authority staff and Headstart staff.

Co-produced Policy Submissions (N=6) (2020-2022)

A total of 9 young people/professionals supported by the YE team contributed to 6 submissions of evidence informing public policy.

1. Women’s & Equality Commission: [Disproportionate Impact of COVID 19 Follow up – Boingboing](#)
2. Youth Affairs APPG: [The Economic Impact of Covid-19 on Young People - Submission of evidence - Boingboing](#)
3. House of Lords: [Living online: the long-term impact on wellbeing- submission of evidence- Boingboing](#)
4. House of Lords: [Children and Young People’s Mental Health Inquiry - Submission of evidence - Boingboing](#)
5. Health Inequalities Roundtable: [Health Inequalities: Addressing the State of the Nation - Submission of evidence - Boingboing](#)
6. House of Lords: Children and Families Act- Submission of evidence:

<https://committees.parliament.uk/writtenevidence/108366/pdf/>

Some evidence of legacy of this work includes Blackpool young people being commended within the APPG [report on May 20, 2021](#) and new structures introduced to support young people to engage in policy via [Youth Engagement Grant 2021-2022](#) and via [Virtual Commonwealth Youth Parliament](#). The REMIT project (see below) was also introduced following submission to the Children and Young People's Mental Health Inquiry. Our submission around the Children and Families Act 2014 dated 25th April 2022 recommended a separate/accessible SEND review. [The Department of Education launched a SEND review](#) following our best practice recommendations on 29th March 2022.

REMIT – Resilience Minds Tool-kit (2020-2022)

Co-produced guide published January 2022 for families and young people working with, or on the waiting list for CAMHS. [ReMiT \(Resilient Minds Toolkits\): Resilient Minds - Mental health toolkit for young people and toolkit for parents and carers - Boingboing](#) This output continues to be a lasting source of guidance and supporting families and young people.

International Resilience Revolution Conference (2022)

Young people co-produced and co-presented this conference and initiated the development of an Accessibility Commitment.

See also: [International Resilience Revolution Conference, 30-31 March 2022 #ResRev22 | International Resilience Revolution Conference 2022 \(brighton.ac.uk\)](#) Partnering groups, the Centre of Resilience for Social Justice and Boingboing will continue to consider how events and training opportunities can be made more accessible, learning from this work.

Open up the Mic (2021+)- sustained/expanded

Partnership working with ShowTown Blackpool and Blackpool comedian, Ruth Cockburn. Young people were supported to build their confidence and resilience utilising comedy as a vehicle for doing so. YE team supported young people to attend sessions throughout the whole of the project (April 2021-December 2021 for cohorts one & two; January 2022-March 22 for workshops and final performance). Such was the success of the collaboration the team at ShowTown have reached out to the Youth Engagement Team for support on developing their own Young People Steering Group (YPSG) to develop the museum before it opens in 2023. A group of those who took part in Open Up The Mic are also part of the ShowTown YPSG. Two videos and two songs were co-produced about the project and made publicly available. Young people were involved in other time-limited activities (e.g., Friday Night Carers Club) supported by the youth engagement team to access ongoing activities. For example, with Youth engagement staff accompanying young people when attending activities for the first time. ShowTown continues to involve young people in decision making processes via the Young People Steering Group (YPSG). This group will develop the ShowTown Blackpool museum before it opens in 2023. See videos: [Open Up The Mic project 2021 - YouTube](#) and [This is Blackpool - YouTube](#)

Appendix D: Workforce Development



**Workforce Development
FINAL REPORT**

Nov 2022

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What was The Resilience Revolution's Workforce Development Project?

In 2016, Blackpool HeadStart's pilot group consulted a range of Blackpool residents. The group identified the major issues facing workers in the town and found that; in the children and families workforce in particular, different teams and organisations did not share information and collaborate effectively. There was a culture of blaming another team or organisation for mistakes. There was a high staff turnover rate which was driven by stress and burnout. In Blackpool across all work areas, relatively poor GCSE performances impacted future prospects and that there were high unemployment levels. This was further impacted by seasonal jobs. Overall, in the children and families workforce and in other sectors in Blackpool too, people did not cope with adversity well and this increased the risk of substance misuse, gambling and debt.

As a response to this finding, The Resilience Revolution Workforce Development Project offered a package of training centred on Resilient Therapy and coproduction. This was primarily aimed at the children and families workforce in Blackpool as an intervention that could change and improve the way practitioners work with young people and families. However as with many projects in the Resilience Revolution, the scope of this project increased and beyond the children and families workforce, free learning and training opportunities were promoted to anyone who worked, lived or volunteered in the town.

The project also included the employment and development of young apprentices, advisors and peer sessional roles. So, in addition to training courses offered by the Resilience Revolution, the established apprenticeship providers in Blackpool were enlisted to provide accredited apprenticeships. This partnership galvanised a new cohort of young people to work in new professional roles that did not exist in the town previously. In 2019 peer sessional worker roles were extended to include parents as well as young people.

What did The Resilience Revolution's Workforce and Practice Development project aim to achieve? In partnership with Boingboing Community Interest Company, the first aim of the Workforce Development Project was to translate resilience research into the daily routine that workers use with young people, families and communities across Blackpool. The expected benefits of the project were that it would improve connections between professionals, promote a shared understanding of resilience and embed co-production across Blackpool.

The second aim was to share what has been learned from testing and translating resilience theories into practice across Blackpool. A final aim was to influence local and national policies and systems to work more fairly for young people and families.

"All of Blackpool's public and voluntary sector agencies are fully committed to learning from what HeadStart teaches us in terms of what really works" Neil Jack
Chief Executive of Blackpool Council

A series of steps known as a project logic model was created through co-productive workshops with a wide range of stakeholders. The figure below shows the rationale and series of steps that were expected to take place as the workforce and practice development project was delivered.

Rationale:

The situation that needs to change:

- Perception that the workforce in Blackpool is not working together as well as it could.
- High unemployment.
- Poor GCSE performance and its impact on job prospects.
- Health and wellbeing of workers is poorer than other towns and contributes to staff retention, relationships and quality
- Some workers are not coping with adversity well, which manifests as stress/ burnout with some workers engaging in negative behaviours.

Aims

- Build capacity through training. This includes face to face sessions, supervision, group work as well as offline guides and toolkits.
- Develop a shared language and understanding of resilience across Blackpool.
- Encourage greater joint working and partnerships.
- Sustaining the new ways of working learning using the evidence base from The Resilience Revolution impact.

Assumptions:

- The workforce is ready to change.
- Organisations will be able to support and facilitate volunteering.
- Local organisations will see the value of collaborating in the Resilience Revolution.
- Local people will welcome The Resilience Revolution and engage with training offer.
- Co-production is essential to success.
- Under-developed third sector infrastructure
- Increased austerity could mean that conditions for local people get worse

Risks:

- A motivated workforce
- Blackpool and Fylde College's experience of providing apprenticeships.

- Investment and regeneration work in Blackpool

Series of Steps: Logic Model

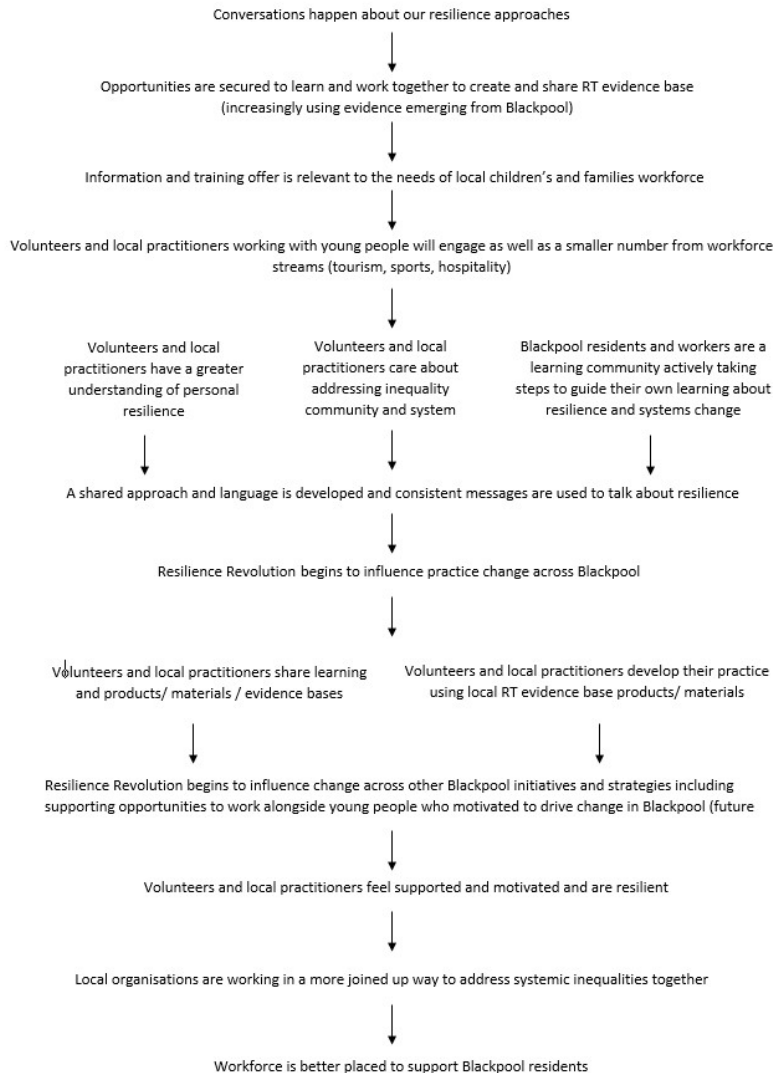


Figure 1: Logic Model for Resilience Revolution Workforce Development What did The Resilience Revolution's Workforce and Practice Development project do to achieve its aims?

The Resilience Revolution offered a wide range of training sessions. Between 2017 and 2022, 3726 people from 147 organisations in 50 countries took part in more than 350 training and learning events. A tiered training programme with a range of short and longer training courses helps ensure learning has accessible routes for a wide range of workers and volunteers and the core training and learning offer is listed below.

Introduction to Resilient Therapy

A one day course offered to anyone who lived, worked or volunteered in Blackpool. It explained what Resilient Therapy is. Trainers alongside lived- experienced co-trainers shared practical examples of ways it could be used to support children, young people help cushion people from the worst effects of adversity. A bespoke version was offered to organisations which used relevant examples and tips for that workforce group or sector.

Practitioner Resilience

Was a one day course offered to workers, primarily those working with children and families. It explained how Resilient Therapy can be used by workers as a self-care tool to help cope with work pressures. Trainers alongside lived experienced co-trainers shared practical examples of ways it could be used by supervisors and organisations to help workers thrive.

Personal, Social, Health and Economic Forums

Were a two hour termly networking and learning event to align personal, social, health and economic curriculums across Blackpool schools. Forums included practice sharing presentations, information on health initiatives and were open to all school staff in Blackpool.

Academic Resilience Approach

Was a two day course offered to workers, primarily those working in schools. The course delivered ideas and resources for implementing Resilience Therapy informed audits and action plans. The audits would improve the whole school, particularly focussed on any changes that could help pupils do better than expected. There were separate sessions for community members who did not work in schools.

Supporting Academic Resilience Approach

Was a five day course for professionals working in education. Similar to a train the trainer model, the workshops included written assessments that allowed professionals to gain a deeper understanding of resilience theories. This was to certify the professional as a trainer and consultant for schools who chose to use the academic resilience approach in their school.

Emotional Health and Wellbeing workshops

Was a series of four workshops that were targeted at parents across Blackpool. The content was co-produced by Blackpool parents, carers and mental health professionals. The workshops were delivered by lived experience co-trainers who shared information and advice on ways parents and carers could support resilience in young people who experienced; anxiety, low moods, challenging behaviours and/or self-harming behaviour.

A Guide for Co-leaders (also known as Facilitating Resilient Therapy)

Was a five day course for anyone in Blackpool to qualify as a Resilience Revolution co-trainer. Similar to a train the trainer model, the workshops included a presentation assessment for co-leaders to gain a deeper understanding of resilience theories. Co-leaders were able to act as a trainer and consultant for organisations who were embedding resilient therapy and co-production.

Co-production for Practitioners and Co-production for Managers

Was a one day course that shared learning from Resilient Therapy informed co-production from across The Resilience Revolution. Trainers alongside lived- experienced co-trainers shared practical examples of ways co-production groups improved outcomes for individuals, organisations and systems. There were separate courses for staff that had management responsibilities and for staff that did not have management responsibilities.

What makes a Good Friend?

Was a series of sessions aimed at volunteers and social care staff to learn about how intergenerational friendships could support Our Children. Our Children co-produced and co-delivered the 9 hours of training alongside specialist educational psychologists and safeguarding managers. The sessions were interactive and solution focussed to equip volunteers with the knowledge and skills to be supportive friends in the community for Our Children. Monthly supervisions for matched friends was also part of this training package.

Communities of Practice

Are groups of people who share a concern or a passion for something they do and they learn how to do it better as they interact regularly (Wenger-Trayner 2002). In the Resilience Revolution these were two hour networking and learning event which often began with a practice sharing presentation and was followed by group activities and discussions to help solve shared problems and make changes happen. A community was set up for school staff, another was set up for training staff, one for apprentices and one was set up for Blackpool Council managers. A bespoke version known as a Community of Friends was run for volunteers in the Friend for Life project.

Resilience Forums

Were a two hour monthly networking and learning event. Forums began with a practice sharing presentation and a debate about resilience research and practice followed. A wide range of topics were shared. Forums were open to all ages and advertised to 'anybody with a pulse involved with or interested in resilience research'.

Conferences

Were annual events providing networking and learning opportunities. These were filled with presentation workshops and debates about resilience. Each year the scale of learning weeks grew. In 2017 an internal learning event was held, in 2018 more members of the Blackpool community joined. In 2019, a large mix of national delegates joined and in 2022 an international Resilience Revolution conference was held with attendees from 43 countries.

Evaluation of The Resilience Revolution's Workforce and Practice Development Project

Literature

The series of steps logic model was informed by academic literature in order to identify the known strengths and risks of similar Workforce Development Projects. Research consistently highlights the risks of workforce development hinge upon the speed at which practice changes and improves. It is also hinged upon staff retention and investment. Therefore these are important factors to consider in evaluating any training and learning offer.

Graham's knowledge to action framework (2006) highlights why creation of knowledge and how quickly it is then translated into a practice is unpredictable.

It can be heavily location and sector dependent.

Each area of workforce practice development and work unique barriers that will slow down changes and improvements. However successful stakeholder engagement and communication have been proven to help to speed up translation of new knowledge into every day work practices. Therefore holding forums and conferences in addition training workshops takes advantage of the ways to speed up knowledge to action.

However even with forums and conferences helping to speed up communication of new practices and ideas across Blackpool, the children and families workforce has difficulty attracting and retaining qualified practitioners (Massatti et al. 2008). Turnover is often at higher rates than other workforce groups and is commonly linked to burnout (Cyphers 2001, Baldschun et al. 2012; Hussein 2018) Therefore the risk of workers who have started to develop new approaches quickly leaving the sector is high. This is one of the known barriers that Graham's framework warns can impact the speed and success of practice development. Therefore workshops that encourage self-care alongside Communities of Practice that promote problem solving and improvements could help mitigate the rate of workers burning out, ideally committing to the profession long enough to embed the practice change fully and mentor others.

Most young people and families work is funded through combinations of non-profit, charities and government resources, but this patchwork of funds means the workforce experiences instability of funding streams and staffing levels. (Boris et al. 2010; Twombly 2005). Practice development cannot pander to funders though, it must be an evolution which takes place with community at a grass roots level (Gruen et al 2008). Lived-experience co-training models which include practical examples of how to work with children and families offer a low cost and high quality resource that can drive new practice quickly. At the same time this approach allows more equal connections between families and the children and families workforce to be generated.

Practice development design decisions are often made and tested during periods of high resource which holds the risk that the practice uses features that are not easily sustained in less resourced contexts. (Lyon and Bruns 2019; Mohr et al. 2017). This also increases the risk of practice development stalling therefore the offer of free training to anyone who lived worked or volunteered in Blackpool alongside regular training for co-leaders to spread and embed the practice across organisations could help mitigate the risk of the practice not spreading widely. In addition, moving training online and generating free to use guides could also mitigate this risk. Therefore most of the known barriers were considered then mitigated by the design and delivery of the Workforce Development Project.

Methods

The evaluation strategy was co-produced with the Workforce Development team.

Quantitative information included session registers and more than 3000 feedback forms. Qualitative information from feedback comments about the training and learning events, were also collected.

Comments have been analysed using thematic analysis (Braun and Clarke 2007). Four themes emerged from the comments; effectiveness, compliments, projections and relationships.

As well as evaluation of training sessions, research on the implementation and impact of the wider Resilience Revolution Workforce Development Project was informed by 39 semi-structured interviews and 3 focus groups which were audio recorded and transcribed.

Topic guides were used to structure the interviews and focus group questions. The topics included: general experiences and expectations, the Resilience Revolution project design and delivery, evidence or perceptions of recent changes to individuals, families, services in Blackpool and beyond. There were also some questions about what sustainability of the projects could look like. In addition to interviews and focus groups with the researchers, 40 Communities of Practice meetings were reviewed. The interviews, focus groups and meeting notes were analysed using a deductive framework analysis. (Ritchie and Lewis, 2003).

The Resilience Revolution Blackpool used Value Creation Framework (Wenger-Trayner, 2020) as an evaluation tool to measure the impact of learning and practice development. The Value Creation Framework is an extension from 'Communities of Practice' (2002) and similarly involves groups of people sharing what works with the overall aim of sharing best practice and making improvements, but then asks the communities to record and measure the changes and impact that have resulted from their learning community. The Value Creation Framework measures social learning in 8 stages, these stages are known as 'values':

Orienting Value

Is evidence of the shared beliefs and values that inform the design and decisions in the workforce and practice development project?

Enabling Value

Is evidence of the resources needed to drive the project forwards?

Immediate value

Is evidence of the immediate benefits of taking part in the Resilience Revolution training and learning offer?

Potential Value

Is evidence of ideas and plans are discussed in training and learning groups that have potential to make a difference that have not been tested or put into practice yet?

Applied Value

Is evidence detailing when and how a new approach has been used?

Realised Value

Is evidence of the difference that has been made by the new approach?

Strategic Value

Is evidence of when the training and learning offer or project work engages with decision makers?

Transformative Value

Is evidence of dramatic shifts that have occurred as a result workforce practice development project work?

Regularly reporting the 8 different values can help communities, who are seeking to make changes, record their progress in a granular and standardised way. Over time, it can help assess the overall changes made as a consequence of social learning spaces.

Analysis via a deductive framework means that each interview, focus group, survey response, feedback form and set of project based meeting notes were read in a way which researchers were looking specifically for evidence, or indeed lack of evidence, of each of the steps hypothesised in the logic model. This was cross-referenced with the Value Creation Framework to create a matrix.

	Orientin g Value	Enablin g Value	Immedia te value	Potenti al Value	Applie d Value	Realise d Value	Strategi c Value	Transformati ve Value
Conversations about resilience approaches		✓		✓	✓			
Workforce is better placed to support Blackpool residents	✓	✓	✓	✓	✓		✓	

Evaluating the Workforce Development Project using this approach highlights the major drivers of resilience informed practice change in the children and families workforce in Blackpool between 2016 and 2022.

Results: Evaluation of the training and learning events.

Introduction to Resilient Therapy.

Since 2017, 828 people attended Introduction to Resilient Therapy training. 49% of attendees were from the Voluntary Social Faith and Community Sector, 36% of attendees were from Blackpool Council, 9% from the NHS, 5% from schools and 1% from police.

Overall training rating	Positive learning experience rating	Relevance rating	Knowledge gained
9.3 out of 10	9.5 out of 10	9.2 out of 10	Increased by 35 percentage points

Feedback comments focused very heavily on how to use the Resilience Framework and ‘beating the odds and changing the odds’. Trainees reported that this course was easily understandable with the framework having lots of potential uses with young people and colleagues. Lived-experience stories and examples were also commented as the most useful and interesting parts of the training.

Practitioner Resilience.

Since 2017, 399 people attended Practitioner Resilience training. 62% were from the Voluntary Social Faith and Community Sector, 33% of attendees were from Blackpool Council, 23% from schools, 3% from the NHS and 3% from police.

Overall training rating	Positive learning experience rating	Relevance rating	Knowledge gained
9.4 out of 10	9.5 out of 10	9.4 out of 10	Increased by 26 percentage points

Feedback comments demonstrated that sessions strongly reinforced how the workforce’s own health and wellbeing is important. In some sessions, trainees used the space to talk about their work based stress levels. Trainees reported the session helped them to feel calm and that they enjoyed the range of activities; including mindfulness, gratitude and meditation. However a number of comments highlighted that whilst individuals can choose to make their wellbeing a priority, the structural causes of burnout also need to be challenged. Without a ‘beating the odds whilst changing the odds’ approach, staff capacity to make and sustain changes can be dampened.

Personal, Social, Health and Economic Forums.

Since 2018 a forum for staff across all Blackpool schools to meet and share learning and resources was held each term. Staff from all 44 schools, as well as health practitioners and community groups attended. Forums discussed a wide range of topics including resilience and co-production.

Overall training rating	Positive learning experience rating	Relevance rating	Knowledge gained
9.4 out of 10	9.5 out of 10	9.4 out of 10	Increased by 31 percentage points

Feedback comments praised the information presented, the range of speakers and stated that the information was used to help the schools planning processes. Some of the lessons plans shared were implemented in the school. The ability to benchmark with local and national schools in non-academic measurements was also reported as useful. There were also many comments praising the website, which was regularly updated to reflect current health topics that are most relevant to Blackpool schools. <https://sites.google.com/seaside.blackpool.org.uk/pshe/home>

Academic Resilience Approach

Since 2017, 945 school staff and 100 members of the community attended Academic Resilience Approach training. Of the community based attendees 50% were from Blackpool Council, 36% were education professionals in schools or colleges in Lancashire Fylde and Wyre, 12% from charities and 2% were civil servants.

Overall training rating	Positive learning experience rating	Relevance rating	Knowledge gained
9.2 out of 10	9.2 out of 10	9.0 out of 10	Increased by 26 percentage points

Feedback comments centred upon the Resilience Framework as a tool for conversation. It was viewed as a helpful tool for identifying support needs of individuals but also needs in wider school community, including parents and families. Staff commented that they would benefit from more local evidence of what support and use of the framework led to an increase in resilience levels for young people in Blackpool and highlighted that some of the suggestions were not inclusive for young people with physical and/or learning differences.

Supporting Academic Resilience Approach

Since 201, 22 professionals from Voluntary Charity, Faith and Social Enterprises, schools and Blackpool Council completed Supporting Academic Resilience Approach. This course involved assessment and accreditation from the University of Brighton in order to be able to train others.

Overall training rating	Positive learning experience rating	Relevance rating	Knowledge gained
9.3 out of 10	9.8 out of 10	10 out of 10	Increased by 35 percentage points

Feedback comments praised the practical examples that could be used straight after the training as well as making the connection between school audits processes to systems transformation more tangible. The assessments also helped trainees gain confidence and competence in their plans and abilities to lead the academic resilience approach in schools.

Emotional Health and Wellbeing workshops

Since 2020 when the workshops were introduced, 45 parents and carers attended training about emotional health and wellbeing. These sessions were delivered in co-production with NHS colleagues.

Overall training rating	Positive learning experience rating	Relevance rating	Knowledge gained

9.3 out of 10	9.8 out of 10	8.9 out of 10	Increased by 22 percentage points
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Feedback comments highlighted that there was a very supportive nature within the learning spaces, and that the session content and links shared afterwards were useful. The trainees appreciated that links could be referred back to when needed. The different services represented was noted as particularly helpful and trainees left feeling they knew someone who could help them if they needed it in the future. “The school promoted the parents course to me. I attended along with other parents and learned about resilience. The course was activity based and ran over 2 days I found it empowering and I gained knowledge. Since the course I have trained more parents and I’m running a parents group”

A Guide for Co-leaders (also known as Facilitating Resilient Therapy)

Since 2017, 52 people attended the in depth guide for co-leaders training. This course involved assessment in order to be able to train others.

Overall training rating	Positive learning experience rating	Relevance rating	Knowledge gained
9.6 out of 10	9.8 out of 10	9.6 out of 10	Increased by 34 percentage points

Feedback comments praised how academic theory was simplified within activities. Discussions led by lived experience co-trainers were noted as a large part of the success of making sense of the more difficult concepts. Co-leaders undertook assessments about social justice in order to personalise their understanding of resilience. Co-leaders felt supported to share their lived experiences when the training framed this as adversity through structural barriers, not personal adversity. Trainees left the sessions feeling more able to discuss resilient therapy to large audiences and to design their own ways to train others in the resilience evidence base. There were some comments that questioned if the online version of the training was the most suitable format and suggested face to face activities and discussions would have been more impactful and beneficial.

Co-production for Practitioners and Co-production for Managers

Since 2020 when the workshops were introduced, 71 people from Blackpool Council attended co-production training.

Overall training rating	Positive learning experience rating	Relevance rating	Knowledge gained
7.7 out of 10	7.7 out of 10	7.8 out of 10	Increased by 20 percentage points

Feedback comments praised the lived-experience co-trainers and the number of suggestions about ways to approach problems. Many comments highlighted the examples shared were inspirational however the training did not align with some of the expectations of attendees. Managers expected the session to cover how to use co-production with their staff teams but struggled to see the relevance when examples largely came from community and schools based work with young people.

What makes a good friend?

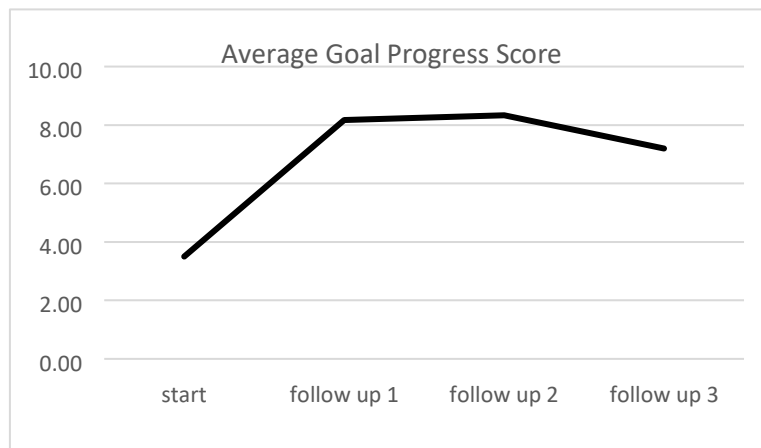
Since 2017 a total of 109 adult volunteers attended what make a good friend training. 82 were Friends for Life trainees, 10 were digital friend trainees, 3 were independent visitors and 14 were Friends for Schools.

Overall training rating	Positive learning experience rating	Relevance rating	Knowledge gained
9.4 out of 10	9.5 out of 10	9.4 out of 10	Increased by 35 percentage points

Feedback comments praised the activities used in the session, particularly lived-experience stories from friends. There was also praise for sharing food together and the overall culture of the training package. Trainees left sessions feeling “inspired and ready”. Feedback suggested that more lived experience examples would make the training even better.

As well as rating the training, adults who completed the series of training were asked to set themselves long term goals for their volunteer work. Volunteers scored their progress every 6 months. The scale of progress ranged between 0-10, where a score of 0 indicated no progress had recently been made in achieving that goal and 10 indicating that goal is consistently met. The 40 goals adult volunteers set themselves were in the following groups, with the most frequently set goal relating to taking part in new activities/ hobbies.

Goal Type	Number of volunteers setting the goal
Increase Confidence	2
Fill an empty nest	2
Have more fun	2
Learn to share and trust others	4
Have a genuine friendship	5
Learning new skills	5
Increasing Communication Skills	5
Have a positive impact on Our Children	6
Take part in new activities/ hobbies	9



This shows that after the first 6 months after training, adult volunteers reported a 4.6 point increase in progress toward their goals on average. This remained steady at the 12 month review then decreased by 1 point 18 months into the project. As progress towards each goal has increased over an 18 month evaluation, this is evidence of more long term change in volunteer practice, including new hobbies, communication skills and building trust. This demonstrated that volunteers have increased their personal resilience levels too.

Community of Friends

Community of Friends was a peer support package. Between 2017 and 2022 there were 10 Community of Friends sessions running approximately once every 3 months. The Community of Friends was attended by 14 adult Friends for Life which is 50% of all the project matches. The average attendance was 3 sessions with regular online communication through messaging. "Friends who aren't at the community are missed and referred to in their absence" (Friend for Life).

Evaluation is qualitative and drawn from observation notes and meeting notes.

The community of friends was a platform for service improvement and developing tools for new tools for training. Please see [friendship-model.pdf](#) (boingboing.org.uk) for an example.

In addition to the Community of Friends, there was also a monthly supervision offer. Between 2017 and 2022, 139 supervisions took place with 30 volunteers, averaging at approximately every 6 months. It is evident that friends who did not attend the community of practice took part in the individual supervision sessions more regularly than friends who used the peer support space.

Both the Community of Friends and monthly supervision enabled volunteers to discuss and improve their practice and approaches, share their experiences and local evidence as well as increase their personal resilience levels.

Communities of Practice

Between 2017 and 2022, 192 people attended a range of Communities of Practice. The communities were mostly school staff, local parents and social care staff, with smaller numbers of healthcare professionals and Voluntary Charity Faith Social Enterprise attendees. Evaluation is qualitative and drawn from observation notes and meeting notes. The Communities of Practice allowed Resilience Revolution staff to lead and facilitate discussions over endemic issues facing young people and families in Blackpool. The Communities of Practice and its spin off 'task and finish' groups led to a range of co-produced recommendations on how to make systems for fair.

Conferences

The Resilience Revolution hosted annual learning weeks and conferences which grew in scale year on year. In 2017 the learning week brought together 75 young people and internal Resilience Revolution staff. In 2018 this grew to over 100 young people, parents, practitioners and academics from Blackpool

and Brighton. In 2019, The Big Resilience Get Together welcomed over 200 people from local and national organisations and included workshops delivered by NHS, department for Education and many schools, organisations and charities from Blackpool and beyond. The final learning week in 2022 grew into the International Resilience Revolution Conference, which was attended by over 800 people, either in person or on-line, from 43 countries. A diverse range of resilience and co-production based learning was showcased at each event, with presentations, videos, performances, workshops, academic posters and papers as well as question and answer panels. The Workforce Development Project identified it was very important to allow time and create the opportunities for workers to meaningfully engage with young people and a wide range of parents and carers groups to improve local services and conferences are one way in which this can happen at pace.

“There was so many professionals there at the Big Resilience get together and I could go round and speak to people, ask them what they thought you know and it just, it gave me a lot of information to be honest, so I think it was quite a good place to start.” (Conference Attendee).

“So, I was in the audience one year watching everybody else, so then said to my team look why don’t we actually be a service that’s there, stood at the front?” (Conference Presenter).

“I’d still like to put funding into having an annual event that all families can attend. It would be a weekend that everybody could get involved in. I know that would be really busy but it would be quite nice to keep an annual event” (Conference Attendee).

Bespoke Training Courses

As well as the main offer of courses which were promoted to anyone who lived, worked or volunteered in Blackpool. A number of bespoke courses were created and delivered including, self-harm support for schools staff, resilient therapy for public service and nursing students, academic resilience for teacher trainees. The requests for these bespoke courses highlights that the Resilience Revolution training offer was deemed especially relevant to health, public service and school professionals during the main training and development stages of their career.

Training packages that are co-produced alongside people with relevant lived experience who have had the opportunity to develop their skills and experience were deemed better quality, because It is important to know the community and its needs and training needs and include relevant local examples in order to promote rapid practice development.

Existing Training Courses

Across Blackpool a wide range of training is offered by a network of learning providers and the Resilience Revolution training information and resources were embedded into other training provision in the town. For example within Public Health training, and Children’s safeguarding training delivered by Blackpool Council and is part of the pastoral online support tools at Blackpool Sixth. The ability to embed learning into different organizations was possible because of a repository of local examples that was co-produced and shared in training sessions, Communities of Practice and at the annual learning weeks.

Job creation

In addition to learning events, investment in qualifications and training was part of the Workforce Development Project too.

Between 2017 and 2022, 26 young people were supported into apprenticeship roles either in Blackpool Council, Blackpool Coastal Housing, Blackpool Football Club Community Trust, Lancashire Mind or Empowerment UK. The Workforce Development Project invested in youth employment opportunities; youth advisors and apprenticeships so that young people had the opportunity and working status, inside an organisation, to be able to more equally participate and change working practices. The infusion of young people into the workforce was very successful and innovative. A Resilience Revolution apprentice won Blackpool’s apprentice of the year award and received 2nd place in

the North West apprenticeship awards too of which a significant part of the awarding criteria was attributed to apprentices having meaningfully transformed aspects of the organisation.

"I saw my apprenticeship as a new career and I'm learning every day and I can draw on skills from my previous job, like communication and relationship building. Here we have interesting mix of people and I am working with people with lived experience. I've learned their expertise means everybody is equal and has their voice heard." (Apprentice)

A qualitative survey for organisations that have had apprentices highlighted the benefits to the organisation. Survey findings included innovation, an increase in productivity, perception that apprentices are an essential driver of co-production and youth voice and organisations are highly satisfied because many apprentices have progressed within their organisation. A qualitative survey for apprentices themselves highlighted the individual benefits to them included; increased confidence, motivated by regular reassurance and support, earning whilst becoming qualified, good networking opportunities, completing a wide variety of work tasks as well as increased clarity on future career paths.

Training was further developed through 16 parent and 12 Youth peer engagement sessional worker roles that were established to support co-production within the programme as well as to become lived experience co-trainers across all training and learning events.

"I want to go into youth work as a result of Resilience Revolution because I've seen it from a staff perspective. I know how much it's helped me so I want give the same experience to someone else." (Peer Sessional Worker)

"When I deliver training I know the definitions and questions that are going to be coming up. If we had an activity and it was 15 minutes long and I thought it's a bit long from being a participant myself, I could then sit there as one of the trainers delivering it and think well that's too long so it might need to be a bit shorter so it sort of gives you a bit more skills that way if you go into delivering things for others" (Lived experience co-trainer)

Results : Thematic analysis of feedback comments

Four themes emerged from the comments; effectiveness, compliments, projections and relationships.

Effectiveness

The most effective part of the training was reported to be the use of the resilience framework and resilient moves as a resource that can be easily transferred into practice in a variety of ways. Another significantly effective part of training was the storytelling element from lived-experience co-trainers and from young people involved in the Resilience Revolution projects. The least effective part of training was reported to be in the balance of content and activities, with a reasonable number of attendee reporting the pacing of activities and level of detail in the presentations needed to be refined.

The branding and marketing of the training offer was regularly commented on, this was particularly the case where the course title did not align with the expectation of the attendee. A common misconception was that workers believed Practitioner Resilience was a training session to use Resilient Therapy in their work with young people and families, however it was a course about resilience of the practitioner.

Compliments

A large number of comments related to the inspirational or motivational feeling achieved by attending the session. The knowledge of trainers across the board and the navigation of digital platforms were highly commended.

Projections

Training attendees projected they would make more time to prioritise their own wellbeing. Others projected they would lead the use of the tools and learning within their work places and several attendees projected they would continue to learn more about resilience through further training.

Relationships

Several comments highlighted that the training sessions helped to find professional and personal networks of like-minded people and that this connectivity helped with joint working. "Word of mouth is

the dominant way people hear about the training” (Trainer) and most attendees agreed they would like to join future events such as Communities of Practice or to take part in further training and research opportunities.

Results: Six- week follow up

Six weeks after the training sessions, a follow up survey was circulated in order to understand if practice changes had been implemented.

	Orienting Value	Enabling Value	Immediate value	Potential Value	Applied Value	Realised Value	Strategic Value	Transformative Value
Conversations about resilience approaches happen				✓		✓	✓	
Opportunities are secured to learn and work together to create and share Resilient Therapy evidence base; increasingly using evidence emerging from Blackpool		✓	✓		✓		✓	✓
Information and training offer is relevant to the needs of local children's and families workforce			✓	✓	✓	✓		
Volunteers and local practitioners working with young people will engage as well as a smaller number from workforce streams such as tourism, sports, hospitality		✓	✓	✓	✓	✓		
Volunteers and local practitioners have a greater understanding of personal resilience Volunteers and local practitioners care about addressing inequality in the community and wider system Blackpool residents and workers are learning community actively taking steps to guide their own learning about resilience and systems change	✓		✓		✓			✓
A shared approach and language is developed and consistent messages are used to talk about resilience	✓	✓	✓	✓	✓	✓	✓	✓
Resilience Revolution begins to influence practice change across Blackpool by sharing learning and evidence base	✓	✓	✓	✓	✓	✓	✓	✓
Volunteers and local practitioners share learning / products/ materials / evidence bases Volunteers and local practitioners develop their practice using local RT evidence base products/ materials			✓	✓			✓	
Resilience Revolution begins to influence change across other Blackpool initiatives and strategies including supporting opportunities to work alongside young people who motivated to drive change in Blackpool (future workforce)	✓			✓		✓	✓	✓
Volunteers and local practitioners feel supported, motivated and are resilient	✓	✓	✓	✓	✓	✓	✓	✓
Local organisations are working in a more joined up way to address systemic inequalities together	✓		✓	✓	✓		✓	✓
Workforce is better placed to support Blackpool residents	✓	✓	✓	✓	✓		✓	

96% of responses reported trainees had used what they'd learned in the training in aspects of their work. This is a key indicator that the training content is relevant and relatively quick to implement. 98% of responses agreed that training led to a change in their approach with the remaining 2% reporting training aligned with their existing approach. In addition 88% of responses reported the training led to changes for people around them, creating a 'knock on' benefit to their families, colleagues and services. A number of trainees explained how they'd used the resources and tools in their own organisational training and others highlighted their progress with introducing co-production spaces within their services. A number of trainees explained the training supported them to identify inequalities which they felt allowed them to work better with young people and families as a result. The use of resilient moves was also reported as useful for conversations and a novel way to develop support plans with young people families.

Results: Framework analysis of interviews, focus groups and Communities of Practice observation notes

This matrix is developed as an overarching assessment across all interviews, focus groups and observation notes with people who had been involved in the training and learning events. It is an evaluation of the overall Workforce Development Project, and it is important to note that where a type of value has not been observed in the overarching project matrix, does not mean that value did not take place at some stage within Workforce Development Project, but moreover, what it does indicate is that that a specific example of this value was not frequently cited or observed across the whole project when training attendees were questioned about their experiences of workforce development and practice change.

The matrix indicates that the 3 main drivers of practice change in the Workforce Development Project were:

1. A shared approach and language is developed with consistent messages used to talk about resilience.
2. Beginning to influence practice changes by sharing learning and evidence.
3. Through workers that feel supported, motivated and resilient.

For conversations about resilience approaches, lived experience co-trainers were reported as a key driver of strategic value, bringing decision makers into the project. "I honestly don't think that those managers that have picked up the phone following the training would have done that so readily if it wasn't for our lived experience co-trainer" (Trainer)

Conversations continued through training attendees, sharing the realised value of the Resilience revolution approach. This means conversations were happening after training and that these had real world the visible results.

"Our head office is in another North West town and the Resilience Framework is still mentioned, what a great tool it is in Blackpool and how it's helping the young people. (Training attendee).

Some conversations have the potential to continue in the future but have not yet come to fruition. "I do think that the NHS might take the structure the theory the concept of the that and perhaps create something for themselves so that's still sustainable but not perhaps through the Resilience Revolution route or how we originally started it perhaps, but the idea, the concept is the same provide young people with resilience work in between health appointments actually what that manifests is less time in hospital and less money."(Practitioner)

Securing opportunities to learn then infusing these with local resilience based evidence was a transformative value attributed to the annual learning weeks and conferences. This means a dramatic change was reported. "Attendees really enjoyed having young people there. The most significant highlights were hearing presentations from young people, then working with them to simplify language.

Also having an overarching co-research approach meant that young people presenting was a positive experience that increased their confidence levels” (Academic)

The learning weeks and conferences were spaces for strategic networking, bringing decision makers into the spaces as well as for testing different applications of resilience. Also other transformative learning spaces and co-production spaces were secured.

“We’ve helped organisation V to set up their own coffee and chat [co-production] space, because their needs are very specific to them. We were initially involved facilitating, but now they do it themselves.” (Trainer)

The relevance of the information in the training and learning spaces held up over time. This was reported by a number of training attendees several years after they attended their initial training. Training attendees had the immediate benefits of learning, then used its potential to develop the approach so that it was suitable for their day to day work. They then applied it in their work, most often with young people and families, then they shared their results with others in their organisation and training networks. “Parts of it fit quite well with our young people and I think it works really well with our tool ‘Not in Employment Education or Training Life Circle.” (Practitioner)

Reflections from a lived-experience co-trainer highlighted that different organisations engaged with the training offer.

“I have delivered and designed training for different sectors, I helped to design regional COVID-19 guidance where my role was to get young people’s voices, alongside parents heard and shared with schools. I also worked on a nurse’s co-production group and I’m also starting work with the youth offending team. There’s so much I’ve done, I can’t say it all.” However evidence about engaging with decision makers or evidence of any dramatic changes that occurred as a result of this engagement was mixed, with some local organisations’ experiencing practice changes and others who disengaged from training and Community of Practice spaces.

A significant amount of training and learning was dedicated to understanding new ways of thinking about personal and community levels of resilience. The

Resilience Revolution simplified this into ‘beating the odds whilst changing the odds’.

Evidence of beating the odds for individuals included; “Practitioner Resilience training challenged my own mental health and how I felt about things, it was tough but worth it”

Evidence of dramatic ways of changing the odds included;

“This is something we tested with a group of young researchers, so we developed evaluations that put young people’s voice right the centre in a really engaging way.” (Training attendee)

In addition the Workforce Development Project promoted that training attendees took ownership of their resilience informed learning and this led to some changes in the way services were delivered and applied by practitioners.

“There were a couple of workers that were trained in Video Interaction Guidance which did not fit well for our age of the young people. I know that it has been very successful younger groups and we did have some successes, however it was difficult changing things to fit better for the older children”. (Manager)

A Community of Practice for apprentices allowed them to develop their learning journeys.

“The roles of the Resilience Revolution apprentices are similar on paper, but they are varied across different parts of the programme and although all apprentices have opportunities to work in other areas of the programme and experience new things, ultimately the qualification will say something different and open different doors afterwards.” (Apprentice)

Apprentices learned to orient and pivot their experiences in a way that both maximised the different opportunities available in their working days, and then used the Community of Practice space to translate their learning into the predetermined standards of their college assignments.

One of the major drivers of practice changes in the Workforce Development Project was that a shared approach was promoted within the training. Consistent messages and a common language between workers and young people was enabled.

There was evidence of a series of dramatic transformations

“Young people understand the language of resilience, so using it and talking about co-production, empowerment, about capturing people’s lived experience stories. I think in we are moving more towards the stories and their real lived experiences, so I think it’s shifted us a little bit as an organization, whereas we were very data driven [before training]” (Organisation Q)

“It gave me some of the language to define some of the tools. We did so much work around co-production with young people, and we never used the language of co-production. We never really had a kind of a deep understanding. We were doing it, but the Resilience Revolution has given us legitimacy to say this is what we do. It sits in this academic space, as well as being a very practical and service driven or service orientated approach. This process gave us a lot more confidence in being able to understand exactly what it is we’re doing.” (Organisation T)

“We’ve applied the framework into the work we do then we implemented a program around mental health and advice and looking at how we create resilience.” (Organisation R)

“There is a teacher who constantly asks for photos and she said it’s for sustainability, so we can carry it and can roll this out without you.”(Trainer) “I find a lot of these little headings (Resilient Moves) are a good way of getting the young people to pull things out and I find out a lot of information by just putting in one of these headings. We even talk about their diet and what they are eating, some of them are in supported housing so I find out whether they are cooking, what their independence skills are like so there’s a whole range, money everything so this is really good in a way and it draws a lot out, but that’s part of my role as well so I think it does work hand in hand.” (Practitioner)

In addition to a shared approach, evidence that The Resilience Revolution began to influence practice changes through sharing it’s learning also was reported by training attendees to have led to dramatic transformations.

“The learning we have had and the guidance about how to do co-production means 2 of our teams have co-production groups with young people who have used our services and now come together on a regular basis with staff to feedback ideas and creativity about how services can be made better and how it can be changed. To give a very practical example, both of those services have a summer programme of activities and for our children and young people, one of their more risky times is when schools are not in so we’ve got this really comprehensive programme of summer activities. Now what we as adults would do traditionally is say, ‘we’ll have this on that day, that on that day’ and we’ve just stopped all of that. Around 6 or 7 weeks before the school holidays, we meet with a group of young people and they effectively tell us what they would enjoy doing and it’s a programme that is delivered both at the organisation and out in the community as well. That for me is co-production and that came from The Resilience Revolution. One of things from the training and development support we’ve had from the team helped us to do that, to move it from a tokenistic activity into how to recruit young people. When young people give up their time to take part in co-production activities, they should be rewarded in some way and acknowledged about what they have done so we provide everyone with gift vouchers and it’s a little something for them to spend and treat themselves, but the real point is that we are acknowledging that they have actually done the work” (Organisation H)

There is evidence that wide sharing of resources and co-produced materials which have potential to be beyond Blackpool, have had some strategic importance with decision makers who have used them to create policy. The materials also have immediate learning benefits to those reading or watching them. "There is the ordinary ongoing sharing good resources with schools via an email group is set up so if something new goes on website it'll be sent through" (Trainer)

"A Therapy dogs in Blackpool schools directory was created from the Community of Practice". (Trainer)

I've seen Resilience Frameworks in the local gyms, literally everywhere". (Training attendee)

"Bounce Forward and the Moving on Up Group Work guide has been handed over to schools, that's like a booklet so that teachers can deliver it themselves." (Practitioner)

"The Working Well Lancashire document safeguarding policy includes links to our Blackpool Families Rock Principles." (Lived experience co-trainer)

The start of practice change across wider initiatives and strategies in Blackpool particularly within ones that are linked to young people, schools and families was evidenced. A dramatic change has been reported in some organisations "There's more young people working at my organisation, more people under 25" (Organisation J) and the application of some of the approaches have been visible in wider town initiatives too.

"I was at a training event and there were different people in that group. Even if they weren't involved in the model of practice work, people were talking about it so I know that people know about it, that people understand it and people are starting to use it so I have a sense that it's being embedded and it's being used." (Trainer)

The immediate benefits to initiatives are better known too.

"It's not that youth voice and participation didn't happen before but I just think that now we have a bit more of a platform" (Training attendee) There was evidence that strategic decision makers have also started to change practices.

"I don't think co-production is controversial in Blackpool anymore. What I think with a lot of commissioners and service leaders, there is an acceptance across the sector that you cannot be delivering or shaping top down services with children and young people you have to be doing it in a co-productive way and I think that is genuinely a lasting change from the Resilience Revolution."

There was a range of evidence that suggests that taking part in the Resilience Revolution training, learning and co-production spaces helped to promote feelings of support, motivation and increase levels of resilience.

"Staff have become so passionate about it and do that work in their own time and you don't have to ask them to do that, they want to do that. We have to find the [organisational] resources to do that, as with anything if you really believe in something, then you can make it happen" (Organisation S) "I want to make a difference. I look around and think in the future, we will make Blackpool better. I do see Blackpool as being just a little bit brighter because of what we do at Resilience Revolution." (Peer Sessional Worker)

"I learned to be realistic about my capabilities, and to be kinder to myself and abilities." (Practitioner)

"The training is really inspiring and made me proud of my practice." (Practitioner)

"The best part is sharing stories and experiences with others from various backgrounds and organisations, I've advocated that my colleagues all go on the training and although I can tell them what it's all about, there's no better thing than doing it yourself." (Training attendee)

"I think it's really important to participate in training, conferences, we need to know what's happening. I just want to know as much as I can about what is out there, what's the newest model that we are working to? how do we do it? how we are going to work with it?" (Training attendee)

"At the 2022 conference I felt part of something special; I could help make a change and felt that I had such a supportive, friendly community around me."

(Peer Sessional Worker)

There was evidence that local organisations who have taken part in the Workforce Development Project have worked in a more joined up way to address systemic inequalities together. There was a slow application at first.

“I did invite myself in the beginning. HeadStart in the early years, amongst people within our sector, there was quite a lot of, distrust, however, once I’d signalled that I was keen to get involved, then I think the team have been tremendously supportive”. (Organisation B) However strategic changes have been evidenced over the full course of the project

“It is more widely accepted now, I think we are experiencing less resistance towards what we're doing than we were” (Trainer) And real world impact has been seen too.

“Just listening to language and listening to what they’re putting within their job descriptions shows that actually it’s not just the Resilience Revolution approach its all of social services that have made that change” (Manager) There is great potential in youth networks for addressing inequalities too.

“We recognised that a lot of us focus around mental health and well-being; Victoria’s Voice, Entwined Minds at Blackpool CAMHS, Youtherapy, Public

Health Blackpool, The Carers Centre, Just Uz and Magic Club so I've played the lead role joining up these youth voice groups.” (Trainer)

In summary, the overall aim of the Workforce Development Project was to support the workforce to be better able to support Blackpool residents. The different levels of value creation across the project demonstrates that in many aspects this aim has been met.

One area where the workforce is seen to be better placed to support residents is with Blackpool Council.

“I think the real impact is internally within the council, I think the council is making huge strides in terms of how it’s working.” (Training attendee) However, the transformative dramatic changes are not universal and the long-term embedding of new practices is still to be determined.

“There’s loads of things that staff have taken back, whether they’ve implemented it enough to then say it makes a huge difference in school setting is another question but even personal reflections from the staff on how they interact with young people, their knowledge about young people seeing them in a different light has been quite powerful at times.” (Trainer)

The indications for long-term revolutionary level of practice change is very positive, however will depend on ensuring a clear message, ensuring staff are supported and motivated.

“I think people will carry the greatness and potential of co-production and resilience with them throughout their career’. (Training attendee)

“I think the trajectory has changed now, towards a much more a child and young person’s focussed approach but there is still of a heck of a lot more work, to do in terms of embedding that in every practitioner”. (Organisation D)

Discussion

The Resilience Revolution training was taken up by the main target workforce group, namely those who work and support young people aged 10-16.

The main workforce groups who took part in the training and learning offer were based in Blackpool or Lancashire and were largely schools staff, Blackpool Council’s Children social care or school improvement teams, individual workers from a broad range of social enterprises and charities, local volunteers college and university students and Blackpool Teaching Hospital staff. In addition to these groups there were also small numbers of police and academics. However, as the training offer moved to be delivered online, it was feasible for national policy makers, civil servants and members of the legal profession and to attend the training sessions, however this workforce group did not take part in large numbers. The result is a localised change in workforce knowledge and practices in Blackpool as well as an increase in local connectivity and networks.

Speed of change

Another key success of the Workforce Development Project was the scale of sharing knowledge. There was typically a more than one training session running every week between 2017 and 2022 and approximately 4% of the working age population of Blackpool took part

Co-production and youth voice was quickly adopted by schools and was incentivised by funding to trial new ways of building resilience.

However after a rapid roll out of the Academic Resilience Approach where the majority of school staff received training in the first 18 months of the programme, regular engagement with the academic Resilience Approach became concentrated in fewer numbers of school staff. However this was reported as lending itself better for cross school co-production work.

Therefore as the training needs in the workforce changed so did the training offer and standalone co-production training was added to the offered in 2021.

Making improvements

It is clear that a number of changes and improvement have been made across workforce practices in Blackpool through the Workforce Development Project and wider Resilience Revolution activities.

"In the NHS in Blackpool the Child Adolescent Support and Help Enhanced Response Team have really embraced it, championed it acknowledging that what they were doing wasn't working and this is a new way of working and they for me have been really brave and innovative definitively." (Practitioner) In schools there is an increase in the levels of pupil voice involved in decision making. There are a range of opportunities for young people in school to take part in co-production projects and campaigns. One of the major changes is linked to a shift in thinking towards 'needs and health' and away from 'disruptive behaviours which has led to a change in the frequency of school exclusions. A co-produced training package known as Inclusion not Exclusion was developed in order to share the evidence from this practice change. It's not just about behaviour anymore - it's about anxiety and with resilience tools a students can fail without then having that big blow up that results in an exclusion from school." (Teacher)

Resilience and and co-production approaches have been suggested as a useful approach to reduce service demands whilst empowering Blackpool residents.

"I'm quite mindful of is using the framework as a bit of an impact measure and it is quite a powerful tool in the advice sector. We shared it at our National Annual Conference, talking about the way we would use this model and there's a lot of interest, because ultimately, I think, when you look at advice and how we deliver advice, we are trying to build resilience in. We don't want people coming back round again needing advice services on a regular basis, we're trying to empower people." (Organisation L)

Across Social Care in Blackpool Council, families and staff co-produced a new way of working known as Blackpool Families Rock. Within the many changes that this underpins, language is one area that has been made more inclusive. Social Care staff 'record stories' in the exact words spoken by the families they support rather than case notes. The resilience framework has also been embedded as an inclusive and accessible way to generate discussions with families "The resilience framework will help when writing early help assessment plans and it's helped me think about ways to use language more carefully. (Practitioner)

Retaining staff

The motivation of the local workforce to trial new ways of working was a large part of the Workforce Development Project's success.

A large number of feedback comments from training highlight the training offer was motivational, inspiring relevant useful and supportive, so it is important that within staff workloads, time for wellbeing and training are allocated as a priority.

It is also important that staff who have taken part in learning experiences are supported to embed their learning and progress within their organisation into roles that support and mentor other staff in the new practices. There is anecdotal evidence that allowing space for training about resilience, wellbeing, social justice and co-production approaches can support staff to remain in the children and families workforce in new roles.

“An apprentice from Organisation Z had moved on to do a social work degree and another staff member has started a social work apprenticeship”. (Trainer)

Location and Place

There are unique barriers that affect working in every town. In Blackpool there is a localised focus on practice development and social justice. A large Blackpool organisation has ensured that co-production projects that benefit local people have been supported. "We introduce young people to coproduction and then ask them co-produce a project that would directly impact them and their surrounding environment. One group chose to raise awareness around male mental health. They did some research around the statistics and turned that headline figure into their target. They challenged themselves to run and cycle 84km in a week and raised money for CALM."

A key success in the Workforce Development Project was through hosting an international academic conference. A regeneration project of a fit for purpose conference suite was an opportunity the Resilience Revolution team took. On the back of this new facility a range of presentations amplifies the learning and voices of young people and families in Blackpool was shared so that it could be used to improve practices across the world.

Barriers

There are unpredictable barriers that slow and hinder practice development. Some of the ambitious plans that schools had for making changes to their day to day work were slowed down by Covid-19 crisis responses. “We were going to start practicing and we’ve not had a chance to do that as well as we could have.” (Teacher).

As a result of changing priorities, some schools were slower to see potential of engaging with parents, with many of the trainees identifying wide and creative uses of the approach with pupils, however Trainers needed to input additional support and learning spaces together to further equip school staff with using the resilience tools confidently with families, highlighting that parents voice can improve the school too. *“Families are engaged when they are motivated and empowered to identify their own needs, strengths and resources. Parents move from attending with caution to offering ideas and contributing time and energy. They take on an active role in making positive change.”* (Trainer)

For health and community professionals, a barrier about levels of expertise needed to be removed. “What we struggled with was developing a relationship that equally balanced the expertise on both sides of the training room.” (Manager). Co-production groups helped to break this barrier down and create learning networks that championed the expertise of all members of the co-production group.

Attracting Staff

The Workforce Development Project was supported by intergenerational staff teams where youth voice and lived experiences of parents co-produced the training content. The results of this meant that the children and families workforce had more young people working in the sector than it did in 2016.

Also a key development that supported attracting staff with similar values was realised when parents became part of the interview panels when Blackpool Council is recruiting new social care staff.

It is important when attracting the right staff into the workforce, that a range of experiences and routes are valued. A key point raised by apprentices is that many employment routes into the childrens and

families workforce are hard wired to academic studies and degrees. “There’s stigma about apprenticeships and it’s not fair to assume apprentices have less responsibilities; along with college work and taking every learning opportunity available and the day to day tasks our workload is high and we know more than we are credited for”. (Apprentice)

Burnout

After COVID-19 responses, the health and social care staff as well as school staff were at a high risk of burnout. The training and development offer during this did have uptake from care professionals, but health and school staff were often unable to attend.

For the resilience approaches in Blackpool schools, some of the knowledge is passed through a small number of trained staff who completed Supporting the Academic Resilience Approach training. “There’s been a challenge, getting more school staff onto training there is one person in the school who has really got to grips with it, is really behind it and the key member of staff there which is really pushing it forward however as they develop in their career they have more responsibilities too.”

Meeting needs of the Community

There was a high frequency of training and learning events offered with a range of access levels from informal problem solving discursive sessions to longer accredited and assessed courses. These were included in the offer in order to meet the diverse needs of anyone that lives, works and volunteers in Blackpool. The result was a culture of learning, testing and implementing change.

Another success was in the speed that new knowledge was generated and shared. Training was refreshed and co-produced frequently. "It's important to have a range of different people with different experiences to learn from." Therefore any guides, activities and recommendations developed within the Resilience Revolution were disseminated further through training sessions and learning events. “New guidelines in handbook about holidays, sleepovers, trips and conferences added through the community of friends group” (Trainer)

Funding

Investment in improvements can be insecure in the children and families workforce and the financial situation after the pandemic meant limited funding. However when funding is available, it has been linked to reducing inequity and so, resilience and co-production approaches have been successful in attracting funding into Blackpool.

“I had to submit a big bid to funders to continue a programme. A lot of our earlier work had been lots of one to one work, the worker met in almost an interview format with the young person and we don’t do any of that anymore, it’s all through activities, play and again it was inspired by the Resilience Revolution to be as creative as we possibly could. (Organisation U).

A key part of funding bids should include a budget for ongoing practice development.

Co-production

Co-production is fundamentally about sharing power between people, who each bring equal and valid expertise to be able to work together to make improvements to services and systems so that they work better and are fairer for everyone.

The Resilience Revolution’s training delivery included Communities of Practice, open fora, conferences and online learning. However, whilst the training about co-production was frequent, free, offered online and in person at different times of day so that it would fit around busy lives of public services leaders and residents, there was in some circumstances a strong demand for separate co-production and training spaces.

A separate safe zone was preferred by some groups who need a peer supported space to communicate their stories about personal trauma, social injustice, and unequal power.

Whilst the evidence demonstrates a growing commitment to working co-productively between organisations and the local community, the need for separate social learning spaces that co-exist was the reality of much of the communities of practice delivery.

If Communities of Practice are an equitable learning space between people with different lived-experience expertise, then fragmentation of these communities may add conflict, complexity and delay in changing systems and services. However if the alternative is that some voices remain silent in a unified Community of Practice space, then evidence from the Resilience Revolution, who undertook a social network analysis found the key with making these distinct safe zones work well with each other, across organisations and across the town was through investing in specialist peer support roles who act as conduits. The lived experience co-trainers, sessional workers and advisers move between spaces and then join up and drive forward strategic systems change.

“For co-production to work people need to be open and listen to new ideas. It’s tricky for parents, professionals and young people to talk openly in the same space. Some people are guarded and sometimes separate spaces can help for some groups as long as it’s open and honest communication and people get information joined up effectively – it’s working and separate spaces means different pace and language can be used to get parallel processes into a place where a miniature version of a group can form with all voices equal.” (Manager)

The demand for separate Community of Practice spaces was not just for groups who wanted to share personal experiences, but also professionals highlighted that in order for them to reflect and learn from mistakes a separate safe space for this to be openly discussed was important too.

Free to use tools

A key driver of the long-term change of practice is linked to a repository of resources and toolkits that can be added to and reviewed so that the practice development deepens over time. The Workforce Development project demonstrates that the more effective and useful training elements were lived experience stories and therefore eco-produced resources should include as many of those as possible.

“The Blackpool guide to co-production started as just being a children’s services document, but the idea went to council leadership team and they said we want it for all ages, we want this as a cross council document. This is showing a willing to try this approach and I now it’s only a piece of paper but it’s a reference point for a culture change too”. (Practitioner)

Conclusion

Translating local evidence into a new working culture across the town was an ambitious aim of the Workforce Development Project. This report is largely informed by qualitative data. The qualitative data demonstrates the ways in which the project met its aims of building opportunities for learning, supervision, and group work as well as a range of guides and toolkits. Training was a key driver of developing a shared language and understanding of resilience across Blackpool. The workforce project supported greater joint working and partnerships between schools, families, Voluntary Charity Faith Social Enterprises and with Blackpool Council staff. The project was also able to regularly update training to include the latest local and best practice evidence from resilience and co-production practice. The high level of satisfaction and relevance of the training offer to the workforce is another indication of the project success on individual workers, their families and their organisations.

Beyond Blackpool, research indicates that workforce development is not simply about the speed at which practice changes and improves, but also is about staff retention and investment.

Wellbeing and resilience of members of the workforce, the risk of burnout and turnover was built into college and university courses so that the future workforce have these principles and tools built into their practice from the start and dove-tailing this approach with regular training for managers has the potential to improve workforce wellbeing in the long term.

In addition the investment into new workforce opportunities for young people helped to develop local practice into one that champions youth voice and the voice of lived experience. The shift in thinking, policies and practices that mean work is undertaken with the community is a major shift and is one that due to the unwavering motivation of the Blackpool workforce, is likely to be sustained.

Recommendations

A tiered training programme with a range of short and longer training courses helps ensure learning has accessible routes for a wide range of workers and volunteers.

Training packages need to be co-produced alongside people with relevant lived experience who have had the opportunity to develop their skills and experience. It is important to know the community and its needs and training needs to include relevant local examples.

Create lived experience co-trainer jobs because these will help drive workforce practice developments.

Invest in youth employment opportunities; youth advisors and apprenticeships to share decision making with those new to the workforce

A high frequency of training and learning events helps workers to connect, test and learn from new approaches.

Train workers using social justice focused conversations first.

Use Communities of Practice as a tool to create a sense of belonging through relationships whilst simultaneously removing structural inequalities

Allow time for workers to meaningfully engage with young people and a wide range of parents and carers groups to improve local services.

Create opportunities to share expertise in co-producing local policies and strategies particularly in education, health and social care because it can lead to fairer outcomes for young people and families.

A repository of local examples of successful resilience building work is useful for practitioners to use to help improve decision making in work with young people and families.

Make wellbeing a priority because without this, it will be impossible to make revolutionary changes in systems.

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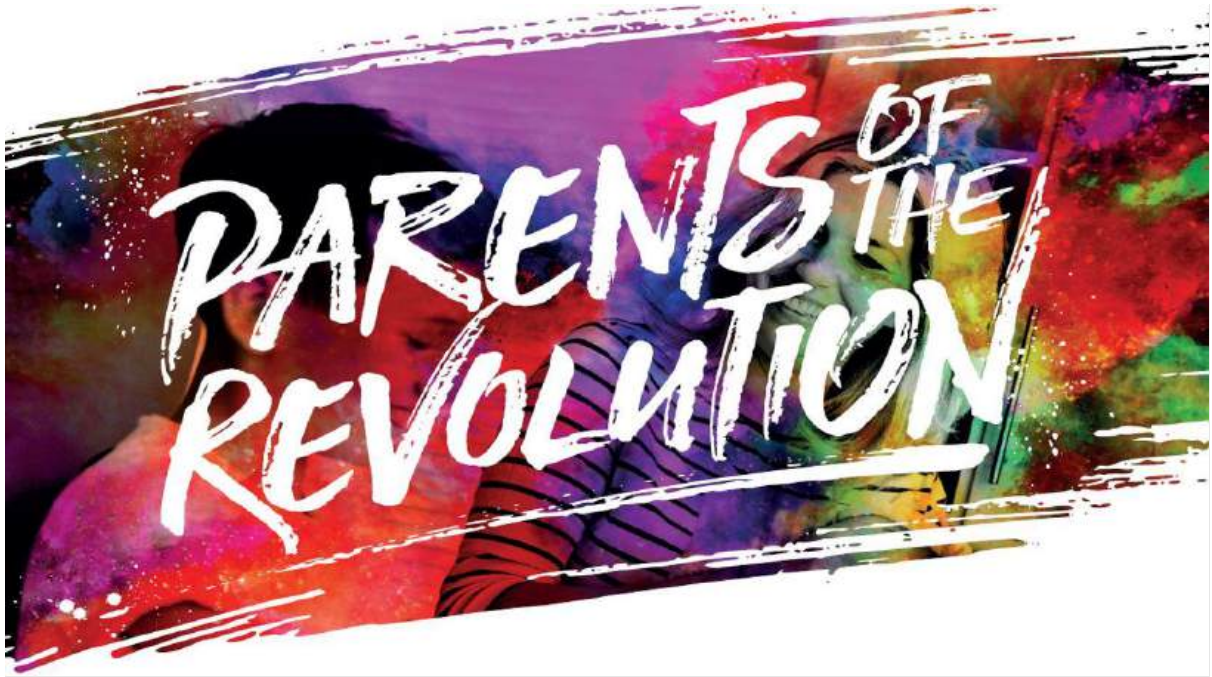
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Appendix E: Parents of the Revolution – Final Report



PARENTS OF THE REVOLUTION

FINAL REPORT

October 2022

Blackpool Council



University of Brighton

This report has been co-produced by parents and carers from the Resilience Revolution alongside the Research and Evaluation team.

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Introduction

The Resilience Revolution (RR)

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.

Who are the Parents of the Revolution?

In line with the overarching aims of the RR, Parents of the Revolution is a group of Parent & Carers (Parents and carers) who are passionate about using their lived experiences to transform lives of young people and families by using a whole town approach and implementing systems change across Blackpool. This group is made up of Blackpool Parents and carers with an interest in learning more about resilience and supporting the mission to challenge systems and inequalities in the town.

Since April 2020 over 40 Parents and carers have come together to utilize their experiences, provide peer support, undertake training opportunities, gain employment, and bring about systems change for other parents and cares in Blackpool. Throughout the pandemic they shared in each other's highs and lows discussing what it has really been like to be a parent or carer in a world that had been unknown before COVID. This new world involved: home schooling, working from home, challenging behaviours, mental health, strained relationships, creative projects, endless amounts of baking, days spent in pyjamas, and laughs about daily life battles! By providing technical support, including devices, email accounts and information, we enabled an inclusive group space for any parent or carer to access from their own home. Reducing isolation and increasing engagement, promoting friendship and a common goal of making Blackpool a better place to live, work and grow up in.

Parents of the Revolution have taken part in interviews for social workers, social care support staff and the new Director of Children’s Services. They have also co-produced and delivered mandatory training, including sessions delivered by Parents and carers, about what it is like to be a parent or carer in Blackpool today and how practitioners can work well with families to co-produce positive outcomes. Parents and carers have been part of Children Social Care’s team development days and attend recruitment and training at local universities. They presented at national conferences, provided training and advice to a range of individuals and agencies, co-produced projects and much more as detailed in this report.

What did the Parents of the Revolution aim to achieve?

The overarching aim was to make Blackpool a better place for children, young people and families, to live, work, grow up and thrive in. The work focused on key areas including engagement with Parents and carers in Blackpool, workforce development with parenting practitioners, capacity building in Parents and carers sessional workers and volunteers, all with a key focus on co-production and systems change. They used peer-support, co-production, action for social change, and education/training as underlying mechanisms of their work.

Figure 1 below shows the conceptual model of Parents of the Revolution.

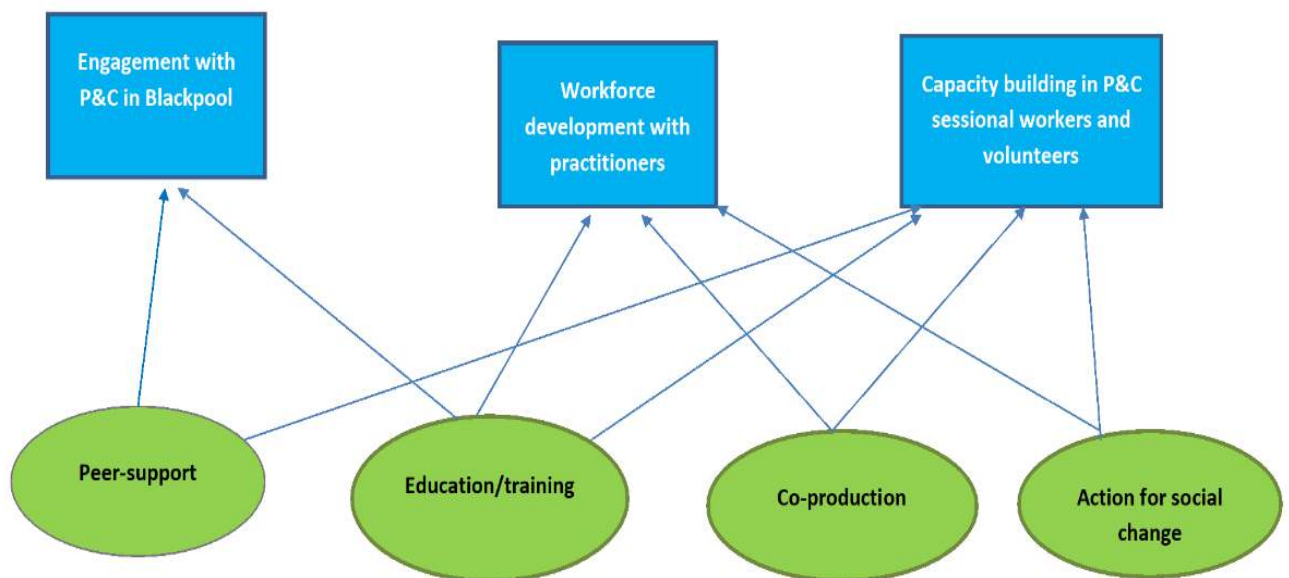


Figure 1. Conceptual model of Parents of the Revolution

What did the Parents of the Revolution do to achieve their aims?

Below are some key examples of how Parents of the Revolution achieved their aims (as illustrated in the blue boxes above and referenced in the examples below). This list is not fully

comprehensive and illustrates just some of the many pieces of co-production activity undertaken by the group.

Creating resources

Example 1. The Resilience Framework: a family version (Work package: Engagement with Parents and carers in Blackpool)



Figure 2. The Resilience framework: a family version.

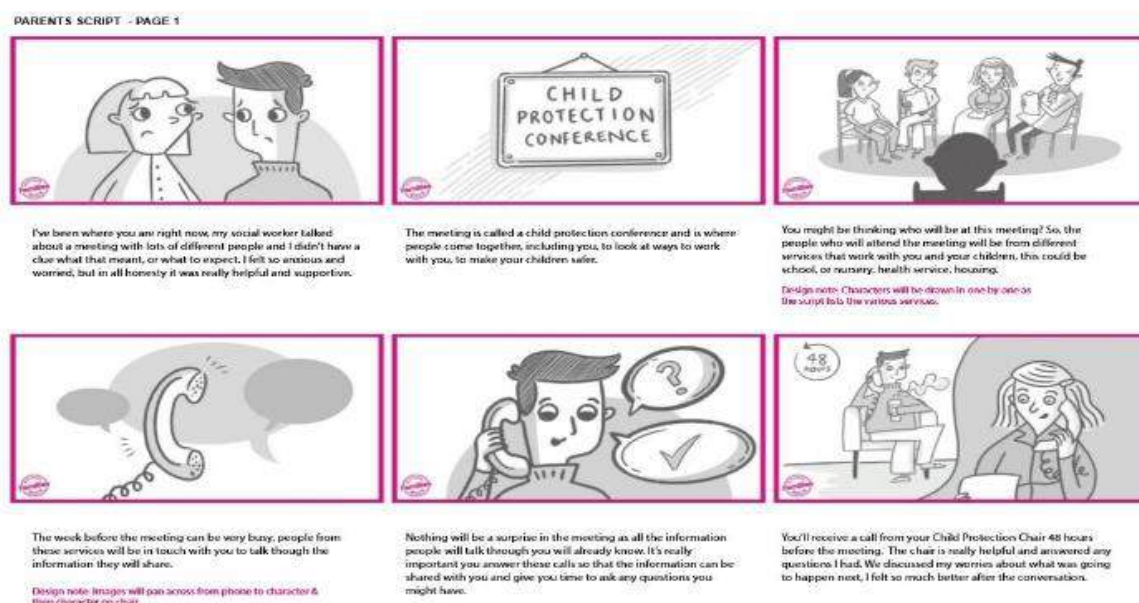
As with the wider Resilience Revolution much of what the Parents and Carers did was informed by the Resilience Framework (Hart, et. al, 2007). The Parents of the Revolution co-created a family version of the Framework (see Figure 2). A need for further developing a specific family version of the Framework emerged. Because all the Parents and carers initially used the primary school version of the Resilience Framework within their family homes and agreed a family version would be even better. This would provide a way for the family to sit down and communicate with each other and discuss what their strengths as a family are and what resilient moves; thus, they could benefit more from. The family version of the Resilience Framework has been since extensively used in workshops and trainings within the Resilience Revolution more widely, aiming to increase resilience in Parents and carers.

Example 2. Child protection conference animation (Work package: Workforce development with Practitioners)

Parents of the Revolution and young people worked with Children’s Social Care to explore ways of ensuring that Parents and carers and young people feel fully supported when entering to social care process. Thus, the team co-produced an animation illustrating the child protection conference process from the perspective of Parents/Carers and young people who may not

have experienced this before. It is accessible information, in language that meets the needs of both groups, written by Parents and carers and young people for Parents and carers and young people. This is a resource that was not previously available and it can be used in all settings. Parents of the Revolution and Children’s Social Care also co-produced a frequently asked questions guide to accompany the video, including information from a Parent and carer’s perspective and from the perspective of the Local Authority. A launch event was held in early 2022 to support practitioners to use this tool. It engages Parents & Carers and young people, allowing them to participate in the process rather than recipients of a service.

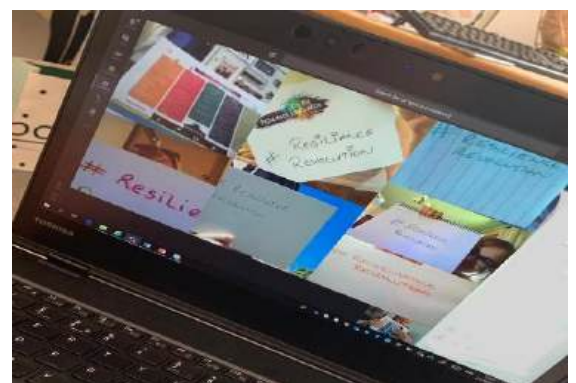
Figure 3. Initial Child Protection conference animation storyboard.



Creating peer-support spaces

Example 1. Parents of the Revolution - coffee and chat (Work package: Engagement with Parents and carers in Blackpool)

The group of met online on a weekly basis using their lived experiences as Parents and carers in Blackpool to support each other in issues related to child behaviour, mental health, and access to services or family mishaps. Together they built a passion for changing unfair systems and improving outcomes for all Blackpool's children and families. The goal was to build better relationships with



each other in order to further improve the way that services and systems impact families in Blackpool. By building relationships with each other the group were able for form relationships with services and practitioners and support other parents and carers in similar situations. The group built confidence and learnt new skills, from accessing training to public speaking, and the resilience revolution were able to offer paid employment opportunities to further development and enhance the feeling of belonging and achievement.

Example 2. Special Guardianship Order (SGO) Peer support (Work package: Engagement of Parents and carers in Blackpool)



Special Guardianship is an order made by the Family Court that places a child or young person to live with someone other than their parent(s) on a long-term basis. The person(s) with whom a child is placed will become the child's Special Guardian. The Special Guardians group began 2018. The group provided peer support on a monthly basis and aimed to change aspects of the special guardianship system to better support special guardians more widely, who often have little control over whether to undertake this challenging role. In the past few years, 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. They linked with the Grandparents Plus national charity and are starting 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.

Action for social change through co-production

Example 1. Take a stand (Work package: Capacity building in sessional workers and volunteers)

Through daily and weekly conversations, common areas of stress experienced by Parents and carers were recognized. The team decided to take an action about these issues rather than just complaining about them. They wanted to make a change and 'Take a Stand' for what they believed in and have their voices heard. And so, they started a social action group:



Parents of the Revolution – 'Take a Stand'. The group met monthly to discuss issues that mattered most to them and come up with solutions to the problems. At the meetings, the team developed plans to challenge unfair systems, such as child protection processes, and co-produce solutions such as clear and concise information for families at the start of this process i.e. the initial child protection conference animation (Figure 3. above), with key stakeholders including Blackpool Children's social care. They wanted to be part of those solutions and so have started to work in co-production with Blackpool Children's Social Care to implement their lived experience, as Parents and carers in Blackpool, into the everyday practice of social care teams. In the hope to support Blackpool Families Rock (see below) in creating a service that meets the needs of families by working together.

Example 2. Blackpool Families Rock (Work packages: Workforce development with practitioners/Capacity building in sessional workers and volunteers)

Following the Ofsted verdict of 2018/19 recommending that Blackpool Council Children's Social Care needed to develop a clear model of social work practice the Council took the brave step to co-produce one. Blackpool Council's decision to co-produce their own model of practice led to an across Blackpool collaboration including social workers, service managers, parents & carers, young people in care, young people not in care, researchers and academics. Over 12 months they explored the 'problem' before developing a solution – a localised, co-produced model of practice, underpinned by 'Head, Heart and Hands' which derives from social pedagogy and is about the way we feel, the way we think and the way we practice within Children's social care. This paved the way for Blackpool Families Rock. Blackpool Families Rock is a co-produced model of practice that puts Blackpool's families, children and young people

at the heart of everything it does. It is co-produced set of practice principles that describes how families and communities want Blackpool’s partnership agencies to ‘work with them’. It has created a reference point for ‘*the way we do things*’, which includes co-production, listening, empathy and putting families’ needs first. It has set the standard and generated more opportunities to co-produce solutions including the Special Guardianship support service (see below Figure 4.).



Figure 4. Blackpool Families Rock: Head, Heart, Hands.

Example 3. SGO Support Service (Work packages: Workforce development with practitioners/ Capacity building in sessional workers and volunteers)

In December 2020, it was identified that there was a lack of specialist support for families with a Special Guardianship Order (SGO). Blackpool is identified as having one of the highest numbers of looked after children (referred to in Blackpool as Our Children) in England with a large proportion of foster carers and kinship/ connected carers choosing to apply for an SGO. The SGO carers felt that support provided to this group was minimal and it was decided that a specialist support service would be co-produced. SGO carers felt that once a Special Guardianship Order had been granted, they were unable to access statutory support for themselves and the children in their care, often supporting children who had experienced significant trauma. In April 2021 a co-production group was set up including team manager,

social workers, support staff and community members (those with lived experience of foster carer and SGO). Since then the SGO co-production group, facilitated by the Resilience Revolution, has identified the areas of need based on lived experience and practice knowledge co-produced a referral pathway, co-produced a package of training (with specific training aimed at kinship/ connected carers), a continued offer of SGO peer support and direct access to the team for support and information. The SGO support service will be sustained through funds that are currently used to commission national external support. The SGO support service is the first co-produced support service, in England, for SGO's, implemented by a local authority, that supports the specific needs of local families.

Example 4. Born into Care (Work packages: Workforce development with practitioners/ Capacity building in sessional workers and volunteers)

Born into Care was a co-production group including working and lived experienced partners researching the experience of and support received when babies are removed for parent's care between birth and 6- months, as part of the national Born into Care agenda. The group included mothers and fathers, an academic researcher from Lancaster University with expertise in this area of research, local service providers including post-natal support providers, midwives, Social Care team manager and the Head of Service. The lack of support for parents experiencing this traumatic event was evident throughout. As a result of the co-production group, a set of recommendations were developed and these were shared in a workshop, attended by Children Services staff members. A 30-minute video resource was produced, giving information on the co-production process for this project, as well as making recommendations. The findings and recommendations suggested the necessary system transformation and included a proposal for additional support for parents and families, with the potential to be commissioned by the Better Start Blackpool programme^a for a further three years.

[Born into Care - Blackpool.mov \(vimeo.com\)](#)



^a Better start It brings together local families, communities and agencies from across public, private and voluntary sectors. It aims to achieve a generational shift, ensuring that today's babies enjoy the early care and nurture they need for healthy development and to be ready for school. In turn, as Blackpool's babies grow up and become parents themselves, they will pass on the Better Start legacy to the next generation.

Example 5. Special Education Needs and Disabilities (SEND) Partnership (Work package: Workforce development with practitioners)

In January 2022, the RR was approached as experts in co-production to provide support and training to embed co-productive practices across SEND services in Blackpool. Since January 2022, the Parents of the Revolution have been working towards a co-production strategy offering co-production training to all key stakeholders, including heads of service, support staff, community members, including young people and Parents and carers. The aim was to embed co-production in day to day SEND practice and to provide support to solve the identified problems through co-production. This work is facilitated by the Parents of the Revolution and will be sustained through the co-produced practice and principles within SEND services beyond July 2022.

Evaluation of the Parents of the Revolution work stream

Research questions

The Parent and carer work stream evaluation aimed to answer the following research questions:

1. Who participated and how are the activities (including co-production, training, action, peer-support) being experienced by Parents and carers?
2. What are the barriers/facilitators of parental engagement?
3. To what extent does this work stream build capacity in Parents and carers sessional workers and volunteers?
4. What impact do the activities have on participating Parents and carers wellbeing, self-esteem and self-efficacy?
5. What is the impact of the work stream on parenting practitioner workforce?
6. What is the potential of sustainability of the Parents and carers engagement model?

Methods

The evaluation strategy was co-produced with the Parents of the Revolution Team and was based on:

- Existing knowledge on the potential impact of peer-support, co-production, training and action for social change
- Evaluation strategies of the co-production (youth) and workforce development work streams
- Reflections of the Parents and carers work stream lead
- Discussion with the Parent and Carer team

Three focus group discussions have been conducted with Parents and carers between December 2021 and February 2022. A total of 13 Parents and carers participated in focus groups. Two focus groups included the core Parent of the Revolution team; group one ($n = 8$) focused on the views of Parents and carers on areas as identified via the research questions. Group 2 ($n = 7$) specifically focused on the work stream's key achievements between September 2020 and September 2021. The third focus group included SGO carers ($n = 4$), who took part in both peer-support and co-production activities. The focus groups were audio recorded and transcribed for analysis. Thematic analysis was conducted in Nvivo12.

Results

1. Who participated and how were the activities (including co-production, training, action, and peer-support) experienced by parents and carers?

841 Parents and carers have been actively engaged in some capacity since the start of the programme in 2016. Out of 841, 254 Parents and carers were engaged in activities provided by the Parents of the Revolution between 2018 and 2022. The engagement methods included peer support, co-production activities, 1:1/ family support, training or other resilient therapy work.

Four key themes identified from the narratives of Parents and carers about what they enjoyed and found helpful or less helpful in the activities provided by the Resilience Revolution HeadStart Blackpool programme. These included:

Peer-relationships and friendships formed

Most Parents and carers found that building relationships and friendships with other Parents and carers was one of the most positive experiences of their involvement. Parents and carers emphasised the importance of informal team gatherings to fuel these friendships and relationships. Sharing their different lived experiences in an informal and safe space made them feel less isolated, less alienated, and more connected. They considered that their friendships were based on respect and valuing each other's lived experiences and these relationships would be maintained beyond the end of HS:RR.

"..you know if we all move on but we all go like different ways, you know these friendships are gonna be hopefully forever." (Parents and carers)

These relationships were also seen as a basis and essential foundation for their future work, including enabling social action. They solved problems and celebrated achievements together, and made their voices heard.

"...as individuals sometimes we are overlooked our voice is not heard, being a group gives us a louder voice and people are starting to listen to us." (Parents and carers)

Considerate and strong leadership

Parents of the Revolution emphasised that their positive experience was fundamentally underpinned by excellent leadership from the work stream lead. They felt that their team

leader provided reassurance, guidance when identifying activities in which Parents and carers can best use their lived experience and kept team members focused on key tasks. The team leader also enabled a supporting environment, facilitated building strong relationship between Parents and carers, and ensured that everyone's opinion was equally valued in the team.

"Good leadership – [P & C lead] keeps things focused and listens to all opinions and their validity" (Parents and carers)

Co-production- Empowering vs tokenistic

Parents and carers reported positive experiences with social action and co-production activities they participated. For example, being a member of interview panels for social worker interviews was seen as a positive and empowering experience, where Parents and carers felt that their contribution was valued.

"...knowing that I am part of something meaningful that can potentially change the society on a wider scale, it makes me very happy, I do feel privileged to be a part of the movement - this is a massive change in my life and I feel more useful." (Parents and carers)

Parents and carers talked about the positive experience they have had being part of co-production groups and working together towards a better system for families in Blackpool. One of the parents specifically emphasised the importance of empowering women as a result of the work of the Take a Stand and other co-production groups aiming to change the system. Being the voices of people who cannot speak up and making difference for other Parents and carers and young people was seen as extremely motivating and rewarding.

"When I've had that situation where I've been able to say, I don't agree with this, I don't think this is right... And being able to say that, but like I said, I kind of take myself out of it. I'm not speaking for me, I'm speaking for the 1000s that don't have a voice or aren't able to use their voice." (Parents and carers)

The SGO group also talked about the benefits of being able to challenge the system to improve services for other carers and young people that made them feel proud and empowered. On the other hand, the SGO group's experience of their specific co-production differed from the general view of the Parents and carers. They felt that their voices were not listened to and they were not treated as equal respected professionals by experience. Their experience was that

the barriers between professionals and carers could be not demolished (see more under the breaking down barriers theme), during this co-production group and perceived the activity as tokenistic.

“...the co-production team will finish as soon as HeadStart come away. Right? Like you said, they [services] tick that box and then we will be back to square one. We will be ignored.” (Parents and carers)

The SGO group highlighted the importance of and requested input from the council’s finance and legal departments. These suggestions were not addressed, which they thought was an indicator of lack of transparency and reluctance to engage in discussions around these issues. Carers explained that they felt their lived experience was not valued, or often described as personal experience that would not reflect other carers’. They expressed that this omission was a missed opportunity for the Local Authority to learn from people and improve services accordingly.

“...we tried to bring them up, they weren’t really resolved. There was no resolution or solution put forward. No discussion around it because there wasn’t anybody from those two areas. I don’t know if anyone else felt this, but for me personally it felt like there were two areas that the Council weren’t willing to talk about” (Parents and carers)

“I think that they missed a huge opportunity, by using, utilising our experiences and our knowledge.” (Parents and carers)

Parents and carers emphasised that whilst the co-production spaces would benefit from higher decision makers, they may also alter the group dynamic and making lower grade professionals less able to speak up. Therefore, their suggestion for future co-production groups was to have more formal sessions with clearly defined topics attended by the relevant head of the department, as well as less formal sessions where people can express their views more freely and recommendations could be reported and fed into the discussion at the more formal meetings.

“ And I presume any co-production space where there’s different levels of people within there, you gonna have that, unfortunately...But then maybe that’s where the facilitator does hold some sessions without senior leadership present... go over what was said when senior leadership weren’t there. Maybe that’s a way of getting it everything across

without people being muted, but they're definitely was a difference in what was said."

(Parents and carers)

Both groups highlighted the importance of keeping co-producers informed about the process of producing outcomes, including being able to sign off the final versions of co-produced resources, implementation strategies and future plans. The SGO group felt that this was lacking. Were this to be addressed, the transparency, which they missed from the council side, would be improved.

" So you know, sometimes we do get asked to do things that I think is just a tick a box, that we don't really hear anything after it... not get any updates or hear anything or get any minutes through or whatever. And that's been, you know, when you've given up a couple of hours every day, to do that meeting, or to go to that group, and then it's sort of like, fizzled out, and you're not invited to anything again, then, you know, that can be quite disheartening" (Parents and carers)

Inclusivity vs exclusivity

Parents and carers thought that most activities were inclusive, which they perceived very positively.

"The inclusivity of all the activities has been good. All the training etc." (Parents and carers)

However, despite all the IT support received (see theme Accessibility), working remotely and being online required advanced IT skills, was a negative experience for many Parents and carers in the group.

"Yes That was hard for everybody...I totally agree with you, when we first went into lockdown, and obviously moved on to the digital platform, it was very hard for a lot of people, including parents, sessional workers." (Parents and carers)

They also identified that inclusivity could be enhanced by increasing IT accessibility, which would impact on engagement, and therefore are discussed in the next section.

2. What were the barriers/facilitators of parental engagement?

Four key themes were identified from the focus groups, which included 'Accessibility to support engagement', and providing a 'Variety of opportunities to match diverse lived experience', and 'Responsive activities to parents' and carers' and the community's needs'.

Accessibility to support engagement

IT support and equipment seen as facilitator, whilst Local Authority's IT policy was perceived as a barrier. The Parents of the Revolution team has provided IT support and equipment to Parents and carers in Blackpool; this was seen helpful to facilitate engagement, whereas IT policy on using different software packages, e.g. not to use Zoom, or not allowing the use of social media was seen as a barrier. The council's IT policy was perceived as anxiety provoking on occasions, and made parents worry about making mistakes.

"Limitations as well. You know, like, remember first, moving on to the digital world, the limitations where we couldn't use Zoom, you know, and some people are using Zoom will have been excluded ... you know, the limitations that were put on us, you know, you're not allowed to use Zoom, you know, allowed to do this, you're not allowed to do that. Well, you're bothered about that you're going to make a mistake, I'm going to get into trouble because I'm using Zoom" (Parents and carers)

Hybrid delivery model to cater for all a key facilitator of engagement - people have different skills and needs, and this was reflected in the ways in which they preferred to take part in activities. Online delivery was controversial, for some it was seen as helpful to access activities remotely while also enabling Parents and carers to fulfil their other commitments.

"Virtual spaces hopefully will continue as I couldn't attend a lot after a night shift in my nursing post" (Parents and carers)

"Being online has allowed us to co-produce many, many more things and actually work with many different people because we don't have to physically get to a space." (Parents and carers)

However, for others **the need of IT literacy to join online platforms was a restrictive factor that caused a barrier to their engagement** (see above). They also felt that seeking help from others was more challenging in the virtual world.

“Because we're not sat in a room together. And I can't just nip into someone's office and say, Can someone give me hand with this? Because I've literally just existed on this little screen.” (Parents and carers)

For the SGO group specifically this was seen as essential form of delivery model.

“The biggest one for me I think is possibly the same for everyone just due to Covid, the fact it's been virtual. It's much better when face to face I feel.” (Parents and carers)

However, face-to-face activities post Covid-19 was seen as anxiety provoking by some of the Parents and carers.

“going back to face to face now is quite a bit of anxiety for some of us” (Parents and carers)

Therefore, a hybrid model was proposed that could cater for all needs. This would need to be planned adequately to ensure it works for those calling in online ensuring that all activities are accessible and so they would not feel excluded from the in-person group.

“We need to find a way to blend in correctly, don't we... we can be in a virtual world when other people are actually sitting face to face, you know that the right technology has been put into place. So that's enabled everybody to hear, to see, to feel, because you know, you can still pick up them feelings, can't you?...and then they're all eating their cake and you are like “oh they have a cake”!” (Parents and carers)

Variety of opportunities matching lived experience

A key facilitator identified by parents and carers was **to have options to get involved in different activities that are in line with their interest and lived experience**. This enabled meaningful engagement and contribution.

“I also like the way there are lots of different groups and co-production you can be involved in so you can choose those that interest you and that you have life experience in” (Parents and carers)

In contrast, where lived experience did not match the opportunity was seen as a key barrier in engaging parents and carers. For example, some Parents and carers had experience of looking after a child with mental health problems, whilst others did not have this experience and would find it more challenging to contribute to activities that are specifically focused on mental

health, e.g. working with CAMHS. Some parents felt that being in a group without the relevant lived experience can feel isolating.

“Sometimes feeling quite isolated and not able to get involved in as much” (Parents and carers)

“I do resonate with [other parent] there in terms of feeling as a 5th wheel at times only due to not having certain lived experiences.” (Parents and carers)

Parents identified that the types of activities could be broader and cater more for ‘non-resident’ parents (when parents share custody) and for dads.

“I would like to see more help for dads or the other parent... the parent that doesn't live full time with the child. We had a building resilience in P & C course and one of the dads has never been informed about what his daughter's going through. Then he's mad because she's been to CAMHS and then barriers broke down a bit more, more communication started, for the other parent, that's not the full-time carer, because sometimes you don't get to know everything.” (Parents and carers)

In addition, to more targeted events parents and carers also talked about the importance of holding **public events open to anybody to facilitate the engagement** in their community:

“I would love to do more events as engaging the public is my thing... I love talking to and engaging with the public and I would like to do more and find out more about people living in Blackpool and how we can start listening to make changes and bring like-minded people together” (Parents and carers)

Responsive activities to Parents and carers and the community's needs as key facilitators

Parents and carers talked about the importance of having activities that cater for both the individuals' and the community's needs. For example, designing and delivering workshops that focus on key challenges or that **address the needs of the individuals**, e.g. focusing on better self-care or on managing anxiety.

“I always knew that self-care is important, but it's only until our building resilience in Parents and carers I realised that actually it is okay to do something, that's meaningful to you, and even relaxing or calming your mind... let's say, I like to just to sit down and do some breathing exercises or meditate.” (Parents and carers)

More weekend and free family events would ensure that families’ needs, including those from more disadvantaged backgrounds are better catered for and hence would result in better engagement.



“Maybe more things online at weekend... I would be happy to do things at weekend to reach people who may be feeling isolated at weekends” (Parents and carers)

“Free lunch definitely entices quite a lot of people... in Blackpool a lot of families don't have money and to take the kids somewhere that was free, that they could get free food. I think that's something that you see, it's not something that happens every day. A lot of these families don't have advantages to have been able to do that. So it was kind of special that they had the opportunity because they wouldn't get it very often.” (Parents and carers)

Flexible delivery mode of peer-support or other activities was suggested as a **facilitator of engagement** to cater for different needs, e.g. group vs one-to-one.

“Sometimes it's a one-to-one engagement, isn't it? Some people need that as well. So, we need to look at the one-to-one engagement or a group engaging some people not quite comfortable talking in a group. So, it's just identifying who you can have that one-to-one relationship with.” (Parents and carers)

Personal touches- that show care and make the person feel valued- cake, goody bags were also mentioned as key enables engagement with Parents and carers.

“First answer to that one is cake... We like our cake. We like our coffee, whether it's virtual or in person...having a brew, having in a chat. If you've got cake, it's a bonus. But just being able to be ourselves connected. Yeah, to throw whatever we want in there

and get it off our chest... I can't put my fingers on it really, but it just make you feel more valued" (Parents and carers)

Proactive networking with other organisations and with Parents and carers as facilitators of engagement

Parents and carers also talked about being proactive to extend networks and engage more Parents and carers.

"...Listened to their experiences and passing on their experiences and, you know, our group and linking up with others within different areas, it's been really good because it comes with different ideas from different areas." (Parents and carers)

They mentioned that social media was a great vehicle for this.

"I put the event in the parents WhatsApp group and there's another parent that hasn't engaged in a while, that's gonna go to that. She says 'this is what I really need right now' so she's gonna get booked on... that's like instant, instant from putting that on that WhatsApp group.... we've got another parent engaging again, something she needs." (Parents and carers)

3. To what extent did this work stream build capacity in Parents and carers sessional workers and volunteers?

Parents and carers identified that learning and capacity building took place in two different formats, directly from working within their team and from the workshops designed by and for Parents and carers. The following three themes were identified: Capacity building within the team to enable effective system navigation; Newly acquired operational and personal skills; Learning from theory and application to practice.

Capacity building within the team to enable effective system navigation

Parents and carers found it very helpful to enlist the support and knowledge of others in the Parents of the Revolution and broader Resilience Revolution team. The especially valued advice on relevant and available services and contacts for people to access information. This was seen helpful in navigating the health and social care system and solve problems for themselves and their family.

“...that's only because I'm part of this group that we do the social care interviews and we know what the different teams are, and things like that. So, it's helped on a personal level, me helping trying to change my daughter's life and the experiences with my daughter.” (Parents and carers)

“Knowing about all the services that are out there, because they're not advertised, you don't know about them. The amount that I've learned through, you know, my time with HeadStart about what actually is out there, and what can be done or who can be contacted.” (Parents and carers)

Within team learning- newly acquired operational and personal skills

Parents and carers talked about a broad range of new skills that they learnt from each other. For example, their IT skills have significantly improved as a result of peer training on how to use different technology and platforms and they actually mentioned that navigating IT systems should be a new resilient move in the pandemic.

“I literally didn't have a clue what I was doing. I've been thrown in the deep end, couldn't get technology to work and I was put into all these different rooms and [Parent] kind of walked me through everything because I literally didn't have a clue what I was doing. So without my colleagues supporting me, I'll be loads more clueless, because I'm always asking them questions.” (Parents and carers)

Parents and carers used their newly acquired IT skills for various purposes, e.g. presenting online at a hybrid conference, doing online courses, and delivering informal team building events online.

“Yeah, and we've done qualifications. Yeah, still been able to do qualifications online. because when the colleges were closed you know we're doing all these online.” (Parents and carers)

“Like you said, Santa Online... Yeah, let's do one of your Christmas wreath making workshop, we could do that online.” (Parents and carers)

Their newly enhanced self-confidence and resilience skills enabled them to participate in multidisciplinary team meetings, but also to practice self-care and say ‘no’ to things and seek help in order to prioritise wellbeing.

“Just showing up to anything is massive. Attending multi-disciplinary meetings and contributing.” (Parents and carers)

“I am learning to say no sometimes when I am feeling overloaded and not feel guilty about it.” (Parents and carers)

The SGO carers felt that they have learnt much more from their peer-support activities and from the parent and carer courses than from being part of the co-production group.

“personally nothing from the co-production group, I learned more from the peer support. I went off and found out the answers myself. It prompted me to do more research and if I didn't know the answer, go to peer support group, whichever peer support group you know I was in at the time or I was talking to at the time. Ask them the question to get the answer there, but from the co-production team itself. I wouldn't say if not from the carers but from the professionals in the co-production team I've learned nothing.” (Parents and carers)

Learning from theory and application to practice

Parents and carers talked about how the courses and workshops they attended improved their knowledge of resilience, the importance of self-care, including specific techniques to manage stress. They generally felt more equipped to deal with various challenges as a result of attending training opportunities.

“Let's say when my son is upset because of something that could be trivial to me. So I just sympathise or empathise with him. And I just acknowledged that it is difficult, you know, for him, and I understand how difficult and why it is difficult or why he sees it this way. But also, I just encourage him to, just to see the positives or just to appreciate his strength.” (Parents and carers)

“I think, first of all learning about resilience from the very beginning, as a parent got onto the building resilience and Parents and carers course back in 2018. It was just to identify what is resilience? You know, how can you work on your resilience? How can you move forward in life by just building them little steps? You know, again, from that, because I was having adverse time experience in that moment in time in my life.” (Parents and carers)

“And it was a one off group. I still think about that every day. And I do some of those little exercises and I think you know the impact of that one zoom session as kind of lingered longer.” (Parents and carers)

They also found the Resilience Framework helpful as a vehicle for practicing and sharing resilience theory.

“The initial training for resilience helped me put together bits I knew and help to promote others to work in this frame of mind” (Parents and carers)

They explained that they have used the framework to deal with stress as well as to help others, they provided examples of how they used the framework with the children they look after as well as with their neighbours, friends or others who needed support.

“I definitely used the resilience framework in my other job, I use it quite a lot to have to deal with in stressful situations or help keep people calm.” (Parents and carers)

“I share the framework with lots of my friends in other parts of the country who have been struggling with being a parent.” (Parents and carers)

4. What impact do the activities have on participating Parents and carers’s wellbeing, self-esteem and self-efficacy?

Two key themes were identified regarding the impact of activities on Parents and carers: ‘Improved self-confidence, self-esteem, and self-efficacy via social action’ and ‘Improved resilience and wellbeing via peer-support’.

Improved self-confidence, self-esteem, and self-efficacy via social action

Parents and carers strongly agreed that their self-confidence, self-esteem and self-efficacy have been improved as a result of being part of the Parents of the Revolution team. They explained that this was also noticeable to people they live with. They perceived themselves became braver and more able to speak up to challenge professionals and parts of the systems that they thought was unfair in order to ensure that others do not need to experience similar challenging situations.

“...I have more confidence and feel better equipped to challenge things when I don't think they are quite right.” (Parents and carers)

“It's more about my self-esteem and my personal confidence. I think having knowledge of things that I can then try and help others with. Then I could have said, pulling on other people's experiences and being able to share that. It's not all about me sharing what other people have been through, it's brought a big part of me out, that was quite deep down before, I'm really a lot braver and more confident, I can speak my mind and challenge things, whereas before, I would just accept it, because that's what you've been told. And that's how it is. Whereas since I've been doing this, that's one of the biggest things. You know, most of my family and friends would say the same as well.” (Parents and carers)

They emphasised a range of processes that contributed to this outcome. Firstly, they said that having a good team leader provided reassurance and validated their experience. This resulted in reduced self-doubt and anxiety and in enhanced self-confidence.

“I do doubt myself a lot more than probably quite a lot of people. So having that person to say, now you do really good, you know, don't doubt yourself, you know, carry on doing what you're doing.” (Parents and carers)

Moreover, being part of social action and activism via co-production was also seen as beneficial in multiple ways. It provided a platform for people to exercise their stronger self-efficacy and newly acquired skills to contribute and speak up at multidisciplinary team meetings. It also helped them to reduce frustration, gave them hope and a sense of meaning and purpose, which also impacted positively on their wellbeing.

“My mum said that I'm a lot happier because I'm because my confidence has grown and it's not that I haven't got a fear of things, but I am more able to challenge things. So don't kind of keep everything all bottled in.” (Parents and carers)

“Being involved in activism improves our wellbeing and I can testify to that personally... because you feel that you are contributing to something meaningful and useful, not just for yourself, but your community. And the wider the society. It just gives you hope, makes you feel hopeful. And it's one of the resilient moves. And it's very important.” (Parents and carers)

The SGO group identified similar benefits of their involvement, but they attributed these positive outcomes, e.g. reduced frustration and improved self-confidence, to the peer-support group rather than the co-production group.

“Yeah, 'cause I remember when I first met [carer] through the SGO peer group she was very quiet. You were very quiet and so were you [another carer] you know. I mean, you've always been like this...And then you can actually find your voice.” (Parents and carers)

“More frustration, that's the only thing and so and then when I got the frustration, I've gone to my peer support groups.” (Parents and carers)

Improved resilience and wellbeing via peer-support

The peer-support element of the activities was valued by all Parents and carers who took part in the focus groups, and it was a key factor in improving Parents and carers wellbeing. Parents felt that this provided opportunity to share problems in a non-judgemental environment, seek advice and gain personal strength from the fact that others have gone through similar challenges.

“No one's going to judge you by doing that, I think that is massive. Because you know, you're not, frightened of feeling like you're a bit of an idiot sometimes. Because nobody ever thinks that even no matter what you say, nobody will ever go, you know, you don't want to bother with them. So, they actually do listen and take on board, what you say, and they will help or give a reflection as to, you know, any experience that they've had.” (Parents and carers)

“Changes for me have all been about knowing how many in my small team of women in the POR have been through so much similar stuff and getting personal strength from that” (Parents and carers)

It has enhanced their sense of belonging, directly impacting positively on their resilience and wellbeing.

“I feel a sense of belonging much more, which increases my wellbeing” (Parents and carers)

The social media group was seen especially helpful to connect to others at any hour of the day when they needed support. This was a 'life saver' for many, especially during the Covid-19 lockdowns.

"we all supported each other in lockdown I know I would be in a worse place mentally if I didn't have the support of the group this past year" (Parents and carers)

"...that WhatsApp group saved me this last year. It really did. That's it... that's a strong statement, but I swear it saved me. I had nowhere else to go and no one else to listen to, and we're all busy and everything, but there is always someone on that chat that answers" (Parents and carers)

They also expressed that being part of the group enhanced their optimism for the future.

"I didn't have a job or a positive outlook on life but now I have a better mental wellbeing and feel I have a purpose now" (Parents and carers)

However, they expressed that it was challenging to maintain these positivism and resilience when facing barriers to change, i.e. due to status quo of the system.

"It is difficult to maintain resilience when you are experiencing such status-quo that seems hard to shift, change." (Parents and carers)

5. What is the impact of the work stream on parenting practitioner workforce or broader system?

Parents and carers identified a broad range of issues that they wanted to change to ensure that services work better for families in Blackpool. Some of the key issues will be discussed first, followed by the changes Parents and carers noticed or initiated and achieved in Blackpool during their time in the programme. The latter included three key themes: Building relationships to break down barriers between professionals and experts by experience, Co-production from innovation to embedding, and Reducing burden on services by supporting Parents and carers and intervening early.

Identified systemic issues

Geographical differences in resource allocation- Parents and carers talked about their experiences of families in Blackpool receiving more funding and support.

“It's so vastly different being part of Wyre council to being part of Blackpool Council. It's because Wyre looks at things differently, lots of areas such as Thornton, Poulton and Stalmine are classed as quite affluent areas. So, we don't get any funding for anything. Whereas Blackpool gets a lot of funding, and our schools don't get any, because they apparently say that they don't need. So that's like saying if you were a child that lives in Thornton or Poulton, you couldn't possibly have any mental health issues because you live in a more affluent area. It's just, it's ridiculous.” (Parents and carers)

“I was given young carers support at Blackpool Carer's Centre. That happened for about 3-4 weeks, then suddenly, they said, I'm really sorry, I can't support you anymore. You're going to have to go over to Barnardos. And I was like, well, why? And again, because I'm classed as Wyre, they don't support, Wyre and Fylde, they only support Blackpool. So, I was then sort of shifted from a support worker that I knew and it's just wrong. You feel a bit like that Blackpool's got all the power, Blackpool they are fine, because even though they're more, classed as more disadvantaged, they've got more. That's how it works, and they get more support” (Parents and carers)

They emphasized that health and social care in the local areas must working together in a more joined up way.

“So, it's the barriers between councils as well isn't it, with our area and our geography area. The local authorities that need to be working together a bit more.” (Parents and carers)

As well as within Blackpool...

“It's to draw in all the other people that that's providing services within Blackpool to all work with one stream and that one stream is working together with families to bring up the children in our town, you know to give them support.” (Parents and carers)

The SGO group also talked about differences in how the Local Authority treats looked after children and young people compared to SGO children or children who live with their birth family.

“I’m a bit the other way because there’s a lot of stuff that they do for the looked after kids that I don’t agree with, like the awards and stuff like that, it totally segregates them from the foster family. I can honestly put my hand on my heart and say that I treat that child the exact same way I treat my birth children, but then the local authority don’t; so, the local authority take them on a day out every summer. The local authority offer them an awards night? What about my kids? You know? I mean it, it totally segregates.” (Parents and carers)

“When the child’s fostered they have, events and social events for the children. But as soon as the child becomes subject to an SGO right, the children are dropped. There’s nothing for the children.” (Parents and carers)

This difference was also mentioned in relation to the financial support that SGO carers received compared to foster carers, which was seen as a barrier to become an SGO carer.

“I know she’d started receiving the fostering allowance but then when they were talking and telling her what support they’d give for SGO, it was a lot less : I’ve given up my job to take this child on, which is fine while I’m receiving the fostering allowance. But I won’t be able to financially support him based on what they’re going to offer me for SGO.” (Parents and carers)

“They should all be treated like and benefit from everything that a foster carer gets.” (Parents and carers)

The SGO group talked in-depth about the lack of transparency and accountability in decision making around SGO support and payments and suggested that a centralised governmental body should oversee the procedures and policies.

“Central government need to take back some of the responsibility from local authorities regarding children welfare, you know, and they and their carers. Right, and the central government needs to take, to take control back whether local authorities like it or not.” (Parents and carers)

Parents and carers also believed that mental health was a taboo in some of the schools, they recommended training on trauma informed practices as outlined earlier.

“I still see that schools carry a stigma towards mental health difficulties. For example, my children’s school decided NOT to share a leaflet for our Mental Health and Emotional Wellbeing workshop” (Parents and carers)

Parents and carers identified that services need to focus more on the wellbeing of families not just outcomes for young people.

“So it's not just about strength-based for to get good outcomes for the child, it's also for the family. Because sometimes it's not focused on the family, it's focused on the child.” (Parents and carers)

Building relationships to break down barriers between professionals and experts by experience

Parents of the Revolution connected with health and social care to ensure that they can work together to improve services for families in Blackpool.

“Breaking down the barriers and creating spaces for the parents' voices to be heard, we are all professionals in our own right. As parents we are professional, we are grown to be professional parents. I know myself..... I've learned to be a parent over the years. Whether it'd be good parent, bad parent, depressed parent. We had our voices heard a bit more, knocking them barriers down'...I've seen CAMHS, have been more open with us now. There was a big barrier between health and parents and social care” (Parents and carers)

They reported that their improved confidence enabled them to collaborate with professionals more meaningfully and on a more equal basis without feeling intimidated.

“I think 'it's about as well, I'm not as fearful of this, of professionals anymore. I've been with them, they're just exactly same as me, it 'doesn't matter how high up or what their pay scale is, I will speak to them if I need to speak to them. Again I 'don't think I would have had the confidence to do that, without being part of this group.” (Parents and carers)

Improved relationships, collaboration and co-production enabled reciprocal knowledge exchange between social care professionals and Parents and carers. This enabled Parents and carers to use their lived experience to inform service improvements,

“We rebuilt the relationships in it, with children social care... and we decided to set up Parents of the Revolution- Take a stand; so take a stand for what we believe in. But taking a stand in having our voices heard as well.” (Parents and carers)

...while at the same time they learnt more about the different responsibilities of members of the council team, for example, social workers and the Director of services.

"I found when I did the Director of Children's Service Interview..... we read through the recruitment pack, and I didn't realise how much responsibility the director of Children's Services had until then and which she must deal with it quite a lot to do with the full children services. It was quite mind-blowing."
(Parents and carers)

Parents and carers became key members in social worker recruitment and interview panels.

"For parents to sit on an interview panels. That's so new, and that's something that probably a lot of local authorities don't do. I mean the sitting interview for Children Services Director. How important is that? How valuable was that voice in that space?" (Parents and carers)

"I must admit when I say about my job role to people outside and they ask. And when I say that we sit on social work interviews they are shocked and say "Oh do you?" (Parents and carers)

They also said that their involvement in the recruitment process may impact positively on staff retention, as they enable the identification of key skills and attributes in professionals, needed to do work effectively as a social worker in Blackpool.

"And then there's a shift in actually people staying and less agency workers are needed; you could suggest then that 'we've actually influenced that in the fact that 'we're drawing out those skills in people because we can see those because 'we're the ones receiving the service.'" (Parents and carers)

The Parents of Revolution team talked about significant achievements in breaking down barriers between professionals and parents/carers.

"Them and us....breaking down the barriers and making support on one level in plain English that we can all understand, instead of being talked at...talked with." (Parents and carers)

On the contrary, SGO talked about these obstacles enduring and emphasised that more work is needed to break some of these barriers down to ensure parents experience and knowledge are equally recognised to professionals' knowledge.

"I mean these lovely ladies support my corner 150%, but I still feel it's us and them. Social services, the actual people who organise it, they say, "oh, we're transparent. We're not us and them anymore"... But they make us and them..."
(Parents and carers)

"Yeah, I mean without taking anything away from the professionals that they go to college, that go to university and they spent years and years of their lives training for their vocation. However, they are nowhere near as trained as what we are...when you are just labelled as 'just a carer'... No disrespect to social workers, 'just a carer', somebody who's gone to college, school, and university, and got their first job never even had a child what so ever. And then they're telling you, how to do it?" (Parents and carers)

Parents and carers thought that effective communication was key for building relationships between professionals and lived experience experts.

"I think it was a communication. It's how again, how we communicate something to somebody...I'm going to do something for you. I don't know what thing is right now. I'm going to do it and I'll come back to you in two hours. Not somebody saying all it might be a couple of hours. It might be tomorrow. No, you know somebody needs to know. Bit of concrete." (Parents and carers)

"It's personal skills, but I also feel like managers do need to have that though as much as they aren't. You know they're not necessarily going out and doing direct. You still got to have that link, that grounding haven't you?" (Parents and carers)

They also identified that having a workforce that have both professional education and lived experience of living and being in Blackpool is important.

"They need to know what children in Blackpool we're actually contending with. Obviously, we all know that children in Blackpool are deprived in a lot of areas, social workers and people in that area of work need to know what children and

parents dealing with in Blackpool as a town and why it's important to us. They need to have that knowledge and understanding..." (Parents and carers)

Co-production from innovation to embedding

Parents and carers talked about the important role of the Resilience Revolution and Boingboing to initiate co-productive approaches to service improvements, which was scarce before in Blackpool.

"Boingboing and HeadStart created that space to do co-production at the very beginning with Blackpool Families Rock. They had a problem and we tried to solve it as a group... being able to facilitate a space that is safe, confident and giving us the resources that we need to make the decisions, to learn new models of practice. What is a model of practice? Why do the people within social care work to people and not with people?" (Parents and carers)

They highlighted key achievements from the co-production groups they were involved. For example, Blackpool Families Rock changed the social care system. The model was co-developed using social pedagogy based on the head, the heart and the hands; how we think, how we feel and how we behave or practice.

"The Blackpool Families Rock has actually changed part of the system, certainly the initial system where children were coming in, that all has been changed through the Blackpool Families Rock... had parents and carers involved in that, it might only be a little bit, but it's still that little bit that's made a difference to that change in the wider contexts" (Parents and carers)

Blackpool Council changed the interview questions and recruitment processes to ensure they explore the candidates' values according to the new model.

"I actually sat on the interview panel for the conference chair... and that's where we came up with the new values for Blackpool Families Rock questions.... that's when they changed the recruitment because they weren't asking questions about their own values. So this is where we implemented the questions that would include the Blackpool Families Rock principles of practice. So they came up with a different way of recruiting for Blackpool Council due to that interview." (Parents and carers)

Parents and carers also shared the view that co-production has become more accepted in the area and that they are now pro-actively being sought out by the local authority, universities and third sector organisations to provide their lived experience and input into different projects.

“I have noticed that the services within Blackpool are now moving towards more co-production and that resilience is a whole town approach” (Parents and carers)

“I’ve seen an increase in what we’ve been asked to help with, they’re actually coming to us now in the first instance...instead of us going to them...I don’t know if people who have been here for a while would agree but that’s a difference in the last 12 months that I’ve seen, from when I first started to be involved.” (Parents and carers)

“I think they’ve been more accepting of parents’ voice now” (Parents and carers)

However, they thought that system change required time and therefore would be essential to maintain the good work the Resilience Revolution and the Parents of the Revolution have started.

“They are doing a good driving force. And I just hope that it, they could continue because they are pushing the Council and schools to do things and pushing schools. It does all just take time.....it doesn't happen overnight.” (Parents and carers)

They identified that a five-year period would be a good starting point for embedding changes in the Local Authority.

“Another five years at least. Because councils change and take years to make a decision. But if they were left there would never make a decision. So I'd say five years is like a good starting point at least.” (Parents and carers)

Reducing burden on services by supporting Parents and carers and intervening early

Parents and carers expressed that investing in the support for and training of Parents and carers also had the potential to result in long-term impact and system change. They explained that by enhancing Parents and carers’ wellbeing, and equipping Parents and carers with skills

and resources to be better prepared to deal with challenges, will in turn ensure that they can better support the children they look after – improving young people’s mental well-being, educational engagement and quality of life.

“That the parents have got support, they can help to support the children more. So in that sense, services won't be needed as much indirectly.” (Parents and carers)

Parents and carers said this should involve services and Parents and carers working together from as early as possible in designing and delivering services.

“Working with the services to make the services better. So intervening at an earlier stage, which would then have a better effect long term. Because if we can hit them earlier, they may not need as many services..... if it escalates, and things get worse, then they tend to need more and more involvement with more wider services.” (Parents and carers)

Parents and carers also expressed that services should support them to build capacity and take initiatives to solve problems as much as they can without relying on services. They emphasized that education was key to achieve this.

“It's the family needs to take responsibility because there are families who also rely on services so heavily that it's I'm not going to do it myself because someone else will do it for me, social workers who are completely overwhelmed who can't physically do things... that are on a plan and then services who don't have clear direction so actually, and it's what hat the social workers job in that instance then is, yes to do the assessment, but to make sure that the services are well aware of what it is that they need to do to be able to provide that support for that family. And not hold people's hand but actually teach people... I think the same if somebody tries to belittle me, don't belittle me. Educate me! Like don't tell me I can't do something. Show me how!” (Parents and carers)

6. What is the potential of sustainability of the Parents and carers engagement model?

Sustaining the co-produced training offers and workshop materials

Parents and carers identified that the co-produced workshops, training packages and materials have the greatest potential to be sustained in the long term.

“I think by providing training courses like the emotional mental health wellbeing, I think it is early days, but I do think that that's been quite beneficial, certainly for those who have attended, and also the building resilience of parents and carers and then moving on to the practitioners ones. You know, I just think he's just a little bit early for them to actually have had a significant effect. I do think that if they were available, no, certainly after from July onwards, I'm hoping, personally, I'm hoping that they will be... you know, a long term thing that can be available for those that need it or want to join. Well, hopefully, I said that the courses that we are delivering, we would need to try and carry on, delivering them so that they aren't kind of a rolling one. Maybe once or twice a year, you might be able to do that. And more if needed.” (Parents and carers)

Parents and carers also talked about developing a phone application that would make the materials available whenever, Parents and carers needed them.

“...creating some sort of courses that you can do in your own time by app... you know what I mean... resilience, building your resilience, and parents and carers put on an app that you can just pick up at any time because sometimes it's 11 o'clock at night. You need help.” (Parents and carers)

Parents and carers talked about strategies to enable the longevity of these courses and the broader services of the team. These included raising awareness and enabling new platforms for the training /workshops to be continued. They talked about advertising on displays in public places, e.g. gym, library, and social media, in GPs and via frontline health and social care staff members, e.g. health visitors.

“There needs to be better advertising of our services...Utilising communal spaces - waiting rooms in GP practices, family law firms etc. Advertising the service is very important.” (Parents and carers)

“...more GP surgeries and things like that , I think we need more of a connection with that last port of call because I know my first port of call was actually A&E, when I had bad experience with my ... self-harming... you know, what I mean, you know, the health visitor that's got that information, there is this course that's running that might help you, more streamline throughout all the multi agencies.” (Parents and carers)

They reported that the Boingboing community interest company and foundation operating in Blackpool and other areas may be able to pick up future delivery of courses, if these cannot be continued in their current form of delivery.

“We do all the courses though as well. There's like five or six. So then there's the building resilience and parents and carers. And then there's like another four or five different little ones, one on anxiety, one on behaviour in in like children and there's like four or five, but we're hoping that those can actually be picked up by Boingboing to carry on doing them as well.” (Parents and carers)

The SGO group especially hoped that the co-produced SGO training will be implemented in the Local Authority, which they believe would have a beneficial impact on many SGO families.

“Well, I'm eager to see if the training goes forward. I mean, I need to see if the training goes forward. It's got the potential to make.. you know. So many lives, young peoples and carer alike so many lives, so much better.” (Parents and carers)

However, they also expressed pessimism of this happening.

“It's got, it's got a great potential but its whether the Local Authority will action on it, and I'm sceptical.” (Parents and carers)

Future training and support recommendations

Parents and carers identified ways in which activities can be more accessible. This included the following recommendations:

- Giving longer notice to Parents and carers prior to activities or events:

“Because the invite wasn't sent out to me early enough, for me to put it in my diary. So, I missed the email, so therefore, I haven't attended..” (Parents and carers)

- Ensuring that professionals/services use accessible language

“I think that's because you know sometimes as professionals you kind of know what jargon people speak and you kind of know how to be able to kind of to speak to them. But actually that kind of shows, doesn't it. That, am I speaking to these parents in the right way? and actually we should question ourselves 'cause those things shouldn't always be easy because they're not easy as a social worker.... You know, having a conversation with a professional and a parent when you're saying 'actually these are the issues and we need to deal with those' and it's how you come across the people.” (Parents and carers)

- Engagement of other Parents and carers

Enabling Parents and carers to be actively involved in engagement/ recruitment activities and challenging what they considered to be the local authority's reluctance to introduce new carers to the ones in the already existing peer-support group. For SGO carers specifically, local authority managed email list and SGO carers expressed concerns about new SGO carers not being informed about peer-support opportunities and missed out on opportunities as a result of this. Parents and carers suggested peer-led approaches to engagement, support and training offered to new SGO carers.

“Wherever this mailing list is of SGO carers, obviously the information isn't going out to them, but yet we're not allowed to have that list, so we can't do it ourselves.” (Parents and carers)

“I almost felt that, with the peer support for New SGOs, I have, I mean I don't know if I'm reading too much into it, but I got the feeling that they don't want us to do that because we are armed with information that they don't want the new SGOs to have, so we can forewarn them, right? You need to ask about this, question that, so I've I feel as though they're quite reluctant to introduce them to the peers.” (Parents and carers)

The SGO groups specifically emphasised the importance of peer-training for new SGOs. They would like to ensure that new SGOs are fully prepared to deal with the challenges and that their care plan is adequate to address the needs that may arise as a result of being an SGO carer and looking after children who often were exposed to traumatic life events.

“Us as peers will give them this advice and inform them, make sure, you need to be aware of this. You need to be aware of that. And it might put some people off, but we're

not doing it for that reason. We're doing that 'cause forewarned is forearmed." (Parents and carers)

"And the problem is, once you've got that SGO in place, I'm sure [carer] will attest to this. If you then need support further down the line, you can't get it because it's not in your support plan" (Parents and carers)

They thought that having this training would reduce the risk of placements breaking down.

"If you are forewarned of it may never happen, but it could possibly happen; if you were told this information or informed of the possibilities, there is less risk of placement breakdown." (Parents and carers)

Parents and carers identified further trainings that could be beneficial for other Parents and carers and practitioners working with young people. These included safeguarding and trauma informed trainings.

"Schools can be...they don't understand that these children are traumatised. That just seen as naughty kids. They are unwilling to change, and I think schools need to have training, they need to have therapeutic parenting training. The teachers how to handle these 'naughty children' because, but they're not naughty, they're just misunderstood they're struggling...blaming them, claiming it is her fault, teachers need to understand that this child has got serious trauma." (Parents and carers)

Finally, Parents and carers also talked about the future of peer-support in Blackpool, including support for young people as well as for Parents and carers. For young people, both Parents of the Revolution and the SGO group emphasised the importance of peer-support. The Parents of the Revolution group believed that this would be important to build relationships among young people that may evolve over time.

"That's kind of the basis where we have these children together. Teenagers bring the younger ones in when we can. That's the basis of having this peer support group for the young people. Like sessional workers and what they do within HeadStart in that like age group. Well, that's the basis. 'cause these are all building relationships, so they can have that as a base and that that's kind of where it can come from. The same as we've evolved from that. That was what we were initially." (Parents and carers)

The SGO group believed that peer-support for SGO young people should extend to the entire family, including young people living in the same households, to avoid segregation and would enhance understanding and empathy among children living in the same households.

“have a peer support group for children that are under an SGO but then do family days out where the whole family comes along. You're not separating that child then from their family unit. It's a Family Day out and not the child being isolated.” (Parents and carers)

“And I think it's not just the children that are subject to SGO but the children that will live with them as well. That's what I mean by the peer support for SGO children. So, it's like the SGO family children. So, it's not just the previously looked after child, it's the birth children that live with that SGO child, you know ? They get in to see and hear both sides of the coin, if you like. They are getting to listen to the SGOs' feelings and emotions and how they deal with it. But at the same time the SGO children are listening to the other children and how it affects them and that to me can only help with trauma.” (Parents and carers)

In terms of peer-support for Parents and carers, the Parents of the Revolution identified the need for a one-stop shop to access support locally. This parent-based 'shop' would offer guidance and support to parents to navigate the system, e.g., providing information on available services, contact points etc., was recommended to being able to address the needs of many parents in the community.

“It's very difficult to find information, when you need to try and get in touch with somebody, because you're not happy with some service that you're getting. The knowledge base is very difficult to find. So, I think having some sort of a system or contacts, you know, like a one stop contact, we're parents in Blackpool, we want to help other parents. So, they would come to us and briefly explain what your problem is. We can then either have access to who we need to contact so we can pass that information that back down.” (Parents and carers)

The SGO group expressed their disappointment in the Local Authority's plan to set up a new SGO group, and not relying on the one they have been involved in as a result of the Resilience Revolution.

“They were saying... Oh yeah, we're gonna set up a peer support group. It's gonna run quarterly though and I'm like: Why are you dismissing the existing peer support group that that is already part of the local authority? It's not something we've gone and done ourselves that we want you to include as part of your service” (Parents and carers)

However, the new SGO peer-support offer proposed by the Local Authority includes more formal and other informal sessions for SGO carers. The SGO group felt hopeful that this would enable them to support other SGOs while also obtain information from representatives of the Local Authority.

“...and they're also present, so we basically we do two months where it was just us as peer support, and then in the third month it would actually be hosted by Sue and the team and they would be more informative formal sessions where they would give us information coming through, update of things that we need to know. We could ask them questions and so hopefully if that comes to fruition and it does run seamlessly alongside each other in that way, that will be a big positive.” (Parents and carers)

Building reputation beyond Blackpool

Parents and carers believed that it was essential that they build reputation of their team and services beyond Blackpool to reach a wider geographical area where their experiences and skills can support other Parents and carers and services.

“like they say, it's as if people are trying to search us out. Now they know about us. We've made our voices heard enough. And you know, for people to say, well, actually there is a group of patents in Blackpool that will help you with this.” (Parents and carers)

One way of achieving this was identified as collaborating more with academic teams,

“...being wider than just Blackpool as well, because I know that like me and [Parent] are helping the university. Someone from university research, aren't we. You know, when I've done a couple of helps a couple of research from the University of Brighton but, also Coventry, and things like that, and I've just had

emails dropped in my email saying, you know, do you wanna join this?" (Parents and carers)

... other services, Parents and carers groups nationwide to learn about policies and practices that operate in other areas of the country.

"So I think it does help because other parents, what they've experienced in different parts of the country. You know, we could be experienced here, but we haven't got the services to back that up. So for listening to other parents, and bringing that in, you can change things can't we." (Parents and carers)

They found that social media was a helpful tool to do this.

"And I'm in a few Facebook groups of, you know, similar groups towards but like, different places in that so, you know, it's wider sometimes." (Parents and carers)

Barriers to sustainability- lack of driving force, resources and funding

Parents and carers explained that HeadStart was a strong driving force for system change and expressed concerns about how this gap would be filled in the future.

"They are that driving force. They are putting plans and proposals in to change things on a lot of different levels. A lot of different areas... So something has to fall off...because there's nobody really pursuing that target. So I think HeadStart is vital." (Parents and carers)

"I mean and I love HeadStart all of all the work that we do, but some things I've just feel...I think once the local authority haven't got in another body involved they will revert." (Parents and carers)

This was especially due to their concerns of lack of funding for the activities to continue.

"Well, obviously funding would come into it, because they have to have some funds to be able to pay for having, I mean you'll get a lot of volunteers. In in like lived experience, so I'll still gonna be a lot that will give their experiences without actually having any funding, but for the times that you don't have them volunteers. You'd need to have that... like a team or a number of teams that have got a minimum. At least that you need. You need to have your minimum so you've got that voice." (Parents and carers)

They emphasised the importance of high-level buy in from the local authority to ensure changes are embedded and allocated funding to cover sessional workers and infrastructure necessary for continuous delivery of the different activities, e.g. peer-support and co-production. Other Parents and carers were optimistic that there is sufficient buy-in from high levels of the Local Authority.

“Well, I think that’s, we have established quite good connections by now. And I think this will carry on regardless...Yeah, I think they are genuinely keen on having us on board. So I think that will still continue.” (Parents and carers)

A co-production group within the Local Authority, focusing on various topics, was mentioned as a form of future delivery model with great potentials.

“Yeah, she had kept a co-production team that just went around all the different departments and kept co-producing topics. It would keep the Council on their toes...” (Parents and carers)

Feedback from stakeholders

The importance of working collaboratively in designing and delivering services was echoed in the feedback of professionals working within the Local Authority.

“Involving the parents with the social worker interviews has been the one of the best things to improve our social worker recruitment. The parents see and hear things that I don’t, and this has developed my style when interviewing social workers. The parents are completely part of the panel and are involved in which questions to ask and have given ideas about how to ask the questions in different ways. I would never hold an interview without a parent being present.

The parents of the revolution have shared their voices and experience to help develop the training for social worker, this will be invaluable when the training is delivered as it will bring to the life the training.’ I am really excited to start a piece of co-production work around family feedback forms for the ASYE portfolio that will link directly to BFR values and practice principles” Karen Andrews – Senior Practice Development Leader, Blackpool Children’s Social care

“I’ve been a social worker for 26 years..... I’ve never had an experience like this before in all of that career. To share the power that I am privileged to have as

Blackpool's principle social worker, so I can really listen to the parents in a space that is safe for all of us, we are all equal, they are experts in their own right of their own lived experience and I need to hear what their lives have been like. And give them the power that I hold.... to lead the partnership to implement this culture across Blackpool.... the families can challenge, and quality assure 'are those leaders putting that into practice right across their organisation. We feel like they [Parents of the Revolution] are the anchor of our ship. So, anything we are changing we always have to come back to them to see if that's what they want us to work like" Kara Haskayne – Principle Social Worker – Blackpool Children's Social Care

Discussion

The Parents of the Revolution offered a unique and multi-faceted model of working with parents and carers. The group's target areas included Parent and carer engagement, social care workforce development, and capacity building in Parents and carers. These work packages were supported by specific activities focusing on providing peer-support to parents and carers, training to parents and carers and social care professionals, and bringing parents and carers and professionals together in co-production spaces to enable actions for social change. Evaluation of such complex models has not been conducted prior to this report and findings and recommendations presented here will provide important information to support Local Authorities aiming to implement comprehensive Parent and carer engagement strategies.

Our evaluation focused on the experiences of parents and carers on their perceptions of engagement, personal and workforce impact, capacity building, and sustainability of such approaches. The overarching results indicate that the Parents of the Revolution model, incorporated in the Resilience Revolution, was impactful and impacting. Parents and carers especially emphasized their positive experiences and importance of building friendships and sharing and valuing each other's lived experiences. The peer-support component of the model was very highly valued by Parents and carers who felt that it provided a non-judgemental space for them to share experiences and problem solve together. Parents and carers identified that this connection and trust provided a solid foundation for and underpinned their social actions to work towards system change.

The views on the co-production element varied across the different groups. Parents of the Revolution felt that being part of these groups were empowering and that their experiences were highly valued. On the other hand, the SGO group's experience was more negative, they felt these spaces were tokenistic and they did not feel that professionals valued their lived experience. These differences may have occurred due to many different factors. Some of these included; relationship building – the co-production group had to take place online which made it hard to form positive and meaningful relationships, and decision making and sharing power – the lack of a senior decision maker who was able to share their power and make joint decisions. In the future it is essential that we start by building a positive foundation and creating honest and meaningful relationships between those with working experience and those with lived experience, managing expectations and identifying shared goals values and shared goals.

Parents and carers identified key strategies that worked for engaging other Parents and carers and that could be implemented for future engagement activities. These included offering varied activities that enable Parents and carers to use their specific lived experiences, being responsive to the needs of communities and Parents and carers, ensuring that activities are accessible and inclusive, and making sure that individuals feel valued. Parents and carers mentioned that more public, weekend family events and engaging with fathers and non-resident parents & carers more proactively would be beneficial in the future.

Being part of the Parents of the Revolution enabled Parents and carers to build capacity, learn new skills, and enhance their knowledge of resilience, among many other things. Learning emerged within the team, where team members helped each other to understand and navigate the health and social care system. They also supported each other to develop IT skills, which was essential to mitigate the Covid-19 restrictions but it also enabled tackling digital exclusion by not only providing training but also resources, e.g. equipment and data packages.

Regarding personal impact, our findings are in line with the literature; there is a strong evidence base for the positive impact of peer-support- bringing together people with shared experiences to support each other, on mental wellbeing. We know that participation in co-production and action for social change has the potential to impact positively on mental health, as researched in adult populations (O'Mara-Eves et al., 2013). The impact of these processes is likely to be due to increased sense of belonging, having a safe space to talk, and increased

levels of hope, empowerment and quality of life (Bellamy et al., 2017). Our findings extend this area of research by identifying that co-production, if done well, can be an effective approach for uniting lived experience experts with professionals in power to identify problems and solutions together. Where this strategy worked, Parents and carers were able to build relationships with professionals, and influence the model of practice and operating procedures of the Local Authority. They became key members of social worker interview panels, they were driving the recruitment processes, co-developing interview questions to identify values that are needed for candidates to work in social care locally, which potentially may also improve staff retention.

What have we learnt?

We have seen a change in cultures and ways of working across many different areas of the system and the importance of including experts by both lived and working experience in all aspects of work within these systems. As a result, Parents and carers have noted that working co-productively has not only increased their resilience but helped them to form relationships and develop new skills, 'Beating the odds whilst; Changing the odds'. The quotes below illustrate the main learning/benefits, as summarised by members of the Parents of the Revolution team.

"Co-production has had a massive impact in changing everybody's future for the better. Not just my mine individually but for the wider community. It's game changing! It's changed my kids' futures, the next generation and its making Blackpool a better place" (Parents and carers)

"The real benefit to co-production is you make real changes, with real lives. It's ok to sit in a board room and think you know the answers, but unless it is your life and you breathe that every day, you're not going to know the ins and outs and the bits that are so easy to change. And most of the time don't cost money" (Parents and carers)

"The reason I stay with Parents of the Revolution, there are a couple of reasons, one is the support I get from the other parents. And secondly is the impact we are having on services. The value that that gives me personally and to see the difference that is making for other people" (Parents and carers)

“Going forward I will take with me the principle of co-production and the importance of lived experience. And the impact that it can make to other people's lives” (Parents and carers)

“One of the biggest things to come from Parents of the Revolution and that is the absolute bedrock of everything that we do, is the relationships Parents and carers have formed with each other but also with services and individual practitioners” (Parents and carers)

Costing of parent and carer activities

Future investment example

An estimated total annual cost of this investment is £75,000, with the following cost breakdown:

- 0.5 FTE Co-production Engagement Officer - £21,300 p.a.
- 0.25 FTE Co-production Engagement Worker - £7,700 p.a.
- 10 sessional workers @ 6 hrs per week each - £31,500 p.a.
- Training/Expenses/Activity budget - £14,500 p.a.

Future Delivery Models

Based on our results the following future delivery models are recommended:

Continuation and growth of peer support

Supporting and enabling communities of Parents and carers to come together with a shared goal and a common understanding. Utilising their lived experience to implement change across many different systems within the community.

Continuation and growth of the advisory groups

Advisory groups of Parents and carers set up that are consulted at the earliest opportunity when a problem is identified. For example, a SEND Parents and carers advisory group improving systems using their lived experiences of living with children with SEND. Including setting up advisory groups for Seldom heard communities such as dads.

Facilitated task and finish co-production groups

Parents and carers being key stakeholders in task and finish co-production groups. Working on improving specific issues. Practitioners and leaders being able to share the power they hold in making decisions.

Sessional workers involved in research and evaluation activity

Paid Parents and carers sessional workers using their lived experiences to contribute towards local and national research and evaluation and showcasing this at local and national events such as the RR International Resilience conference.

Ad hoc advice and consultation

Bespoke advice and support offered from experts by experience to services, organisations and individuals via peer support and peer mentoring.

Involvement in recruitment processes

Continued co-production of Blackpool Children's Social Care recruitment and training. Including Parents and carers and young people as part of interview panels and decision making. Which involves co-production of training for newly qualified and newly appointed social care staff.

Co-design of strategies, policy and guidance documents

Parents and carers being key stakeholders in design or reform of strategies, policies and guidance documents. Practitioners and leaders being able to share the power they hold in making decisions.

Co-design of resources

Parents and carers being key stakeholders in co-production of resources design. Practitioners and leaders being able to share the power they hold in making decisions.

Engagement of fathers

Future practice would benefit from more work with fathers and the broader family
Fathers (non-resident) being a seldom heard group and ensuring they are held as key stakeholders around decisions made impacting children, families, young people and individuals.

Hybrid working

Working both digitally and face to face. Allowing people to work remotely can benefit in time and productivity, however, it can present difficulties in building relationships. Relationships building is the foundation to the success of co-production and face to face working is essential in ensuring a mutual understanding and an ability to share power.

Conclusion

Since the start of the programme Parents of the Revolution have co-produced many successful changes to systems that have a wider impact on families in Blackpool. The success of some of the projects has come from that of peer relationships and group support and offering opportunities for parents and carers to enhance knowledge and develop skills through training and volunteering and employment opportunities. As a by-product of co-production, we have seen increased confidence and self-esteem, leading to improved mental well-being, not only for individuals but for their families too.

As a result of the success of Parents of the Revolution and the wider HeadStart programme, co-production has been recognised as a way of working that needs to be embedded across all systems including social care, health and third sector. As such we have been lucky enough to secure funding to continue to embed co-production and implement lived experience into changing systems and making Blackpool a better place to live, work, grow up and thrive in.

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**Appendix F: The Friendship Model of Volunteering Project Evaluation
and Final Report**



The Friendship Model of Volunteering Project Evaluation and Final Report

Blackpool Council



University of Brighton
Centre of Resilience for Social Justice



COMMUNITY
FUND

This report has been co-produced by the Research and Evaluation team of the Resilience Revolution with contributions from key stakeholders.

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Introduction

About this report

This report explains our learning around the Friendship Model of Volunteering (FMOV). It begins by describing the projects associated with this model and assessment methods. It goes on to consider potential impacts on participating young people (i.e., Youth Friends) and volunteer adults (i.e., Adult Friends). It then explores the implementation experiences, and the extent the model has built capacity locally and nationally. Finally, it considers the sustainability of the FMOV at a local level.

Findings and Projects

Methods

The Friendship Model Of Volunteering (FMOV) adopted a test-and-learn project through and through and we reflected on our learning in many ways. Formal evaluations included: Friend for Life (FFL) longitudinal Visual Mapping Interviews (N=4 Friendship Matches, N= 18 interviews), and Friend for School (FFS) pre/post Visual Mapping Interviews (N= 7 Youth Friends, N=13 interviews). We also did a total of 30 Goal Based Outcomes with Friends over time. When available, we considered other information, such as exclusion rates for 22 involved young people, and attendance rates for 11 young people. Thinking of things more broadly, we also held two focus groups with foster carers, youth workers and representatives from social care (N=5), and longitudinal staff interviews (N=7 staff, N=19 interviews). Keeping the Friendships feeling “natural” as one Adult Friend put it, also meant exploring alternative ways of providing feedback. By far, the most popular way to provide feedback was taking part in co-production activities like co-produced publication and presentations through sharing their stories of Friendship (N=13 Friends, N=28 stories of Friendship). Spaces such as the Community of Friends and 1-1 supervision, provided opportunities for informal feedback and group knowledgeexchange. We also looked at similar projects and compared with global research on 1:1 intergenerational friendship.

What were the projects of the Resilience Revolution linked to the FMOV? & who was part of them?

This section describes the projects associated with the Friendship Model of Volunteering (FMOV) and participation levels. The FMOV is a unique approach to providing 1:1 adult support to young people facing multiple disadvantages. It is unique because adults (i.e., over the age of 18 years old) make a permanent commitment to be young people’s forever friend and are not routinely recompensed for their time or expenses. The idea for this model came from a concept put forward by Professor Angie Hart (Hart, 2011), and subsequent conceptual development by Hart, Walsh and Wigglesworth regarding its operationalisation (HeadStart Blackpool, 2016).

The FMOV is an umbrella term describing four separate projects, each with a different approach and target population. The FMOV began in March 2017 with the Friend for Life (FFL) project and expanded into the creation of Digital Friends (DF), and Friend for School (FFS). The Friendship Team additionally provide support for the Independent Visitors Service, a statutory service that similarly matches young people with supportive adults. The differences in these projects are described in Table 1:

Table 1: Projects Associated with the FMOV:

Project	Description
<p>Friends for Life (FFL)</p> <p>(March 2017current)</p>	<p>FFL offers relational permanence to ‘Our Children’ (i.e., young people in the care of the local authority) ages 10, 11 and 12. Friendships are expected to continue as young people grow and develop.</p> <p>The first Friendship Match was made in November 2017, and there are currently 28 Friendship Matches. 23 of these Friendship Matches regularly engage with shared group activities and supervision. 4 of these Friendships are not currently meeting regularly, however Adult Friends continue to be available to young people should they wish to connect in future.</p> <p>Adult Friends make a permanent commitment to Youth Friends and are not routinely reimbursed for expenses. Volunteer adults make vlogs introducing themselves to enable young people to choose their Friends, with pre-matching support from Coordinators. Once matched, Friends set their own schedule. However, group activity days, 1:1 and group supervision are provided by Coordinators.</p>
<p>Independent Visitors Service (IV)</p> <p>(March 2018current)</p>	<p>The IV service is a statutory mentoring/befriending project provided to ‘Our Children’ (i.e., young people in the care of the local authority) under the age of eighteen years old.</p> <p>The FMOV team took over the support of the IV service in March 2018 and currently supports three Friendship Matches.</p> <p>Adult Friends make a time-limited commitment to Youth Friends and are reimbursed for expenses. Young people have a say in the Friend they are matched with, however coordinators decide the final friendship pairings.</p>
<p>Digital Friends (DF)</p> <p>(December 2020- current)</p>	<p>Digital Friends was developed during COVID-19 lockdowns to enable a supportive adult to remotely connect with a young person age 10-16 for fun, friendship, advice and support.</p> <p>DF began in December 2020 with help from Highfurlong School. Collectively, three Friendship Matches have been supported. One of these matches continues to meet digitally post lock-down.</p> <p>Adult Friends make a permanent commitment to Youth Friends and are not routinely reimbursed for expenses. Volunteer adults make vlogs introducing themselves to enable young people to choose their Friends, with pre-matching support from Coordinators. Once matched, Friends set their own schedule. However, group activity days, 1:1 and group supervision are provided by Coordinators.</p>
<p>Friends for School (FFS)</p> <p>(September 2020- current)</p>	<p>Friends for School is a partnership between Merlin Entertainments to support young people at risk of school exclusion in primary school.</p> <p>FFS began its first pilot with support from Merlin Entertainment and Westminster Primary Academy in September 2020 when volunteers from Merlin began to be trained as Friends. Adult Friends make a time-limited commitment to Youth Friends, with several activity costs covered by Merlin Entertainment. Young people have a say in the Friend they are matched with, however Coordinators made initial matches during COVID-19 lockdowns to ease the demands on schools.</p> <p>A total of nine Friendship Matches have been supported through FFS with eight of these continuing to meet regularly.</p>

*The table above describes the projects associated with the FMOV. Column one lists the name of the project and the dates of provision. Column two describes the project including the target population, dates of inception, and process adherence to the FMOV.

As shown in Table 1, we started with four Friendships in 2017, and interest steadily grew. As of March 2022, we have a total of 43 Friendships matches (N= 28 Friends for Life, N= 9 Friends for School, N=3 Digital Friends, N=3 Independent Visitors). 90% of matches appear to be continuing at the end of the six-year Headstart funding period.

What is the impact of the Resilience Revolution's Friendship Model of Volunteering on 10-16 year olds?

As a new project, our evaluation started small. Longitudinal interviews with early FFL Friendship matches suggested young people experienced improvements in social skills, self-esteem, selfconfidence, and improved experiences in school and sometimes at home. One young person reported they got “more respect” from others as they developed increased social skills. FFL longitudinal visual mapping interviews early Friendship Matches (N=4 Youth Friends, N=4 Adult Friends) showed that the Adult Friend was included by three of four young people as the most consistent positive adult influence in their lives, with half consistently including their Adult Friend as the most important adult in their life and their only consistent person that was seen as a positive influence. This data also showed that young people collectively saw more people as positive influences and fewer people as negative influences as their Friendships progressed. These young people set regular friendship goals and scored their progress towards achieving them on a 0-10 scale. On average, friends made nearly six points of progress on the 0-10 scale, with 18 goals scored as fully achieved.

Over time, we spotted patterns and tested our theories. Across data sources, reported benefits by young people constantly linked to improved self-esteem, self-confidence and social skills leading to an ability to relate better to others in school and at home. Some spoke of improved emotional regulation, access to career advice, and increased civic engagement, however these tended to be reported by young people that had a Friend for Life more than two years.

Collectively, young people said things like,

- “Having a friend for life helped me talk about my feelings and stuff which has helped me like talk about stuff with other friends, you pick up ideas how to socialise.” (Youth Friend)
- “Now, I’m just more self-assured about going into school, just being myself” (Youth Friend)
- “We have talked about what I want to do in the future...about my exams and my GCSE’s. I have also become involved in (a community group) once a month. Not just attending; I help to set it up, and clear away afterwards.” (Youth Friend)
- “The bigger impact for me is I can handle things more emotionally that I ever was able to before I had [My FFL] as my Friend for Life. I am also in a much better place in school that I was before Friend for Life.” (Youth Friend)
- “There was a time during our friendship where I had a “wobble” at home and I did not want to go back. [My FFL] came in...and talked about my crisis at home.” (Youth Friend)

- “Being able to trust – I didn’t always trust people like I do now because everyone that I had trusted at that time had “gone”. (Youth Friend)
- “[My FFL] still helps me in so many ways with things like: Taking me for my driving theory test, Advising me on cars and insurance, Helping me get my passport and sorting out my Staying Put Arrangements now that I am no longer ‘in care’” (Youth Friend)

Data from Adult Friends and educational data further supports and validates the positive impacts young people reported they experienced. For example, Young Friends in the Blackpool FFL project have good attendance at school. Between 2017 and 2021, Friends' school attendance has been consistently higher than the average attendance rate for Our Children in Blackpool. Over the 5 year period, young friends attend school approximately 2% more than Our Children without a Friend for Life. Two young people have had experience of fixed term exclusions, but 0 young friends have been permanently excluded (September, 2021). Adult Friends spoke of supporting young people in school with one saying, “we will never know if what I said contributed to her decisions, but I do know that she stayed in the same secondary school until the end of year 11, and managed to get some great GCSC results” (Adult Friend).

In interviews with Friends (N=8) and personal stories (N=28), Youth Friends often spoke of the reciprocity of their friendship saying things like “if we are struggling, we can talk and help each other out.” Adult Friends more frequently reported supporting young people during times of crisis, often

linked to placement moves, challenges with peer groups and with parents/carers. Potentially linked to youth reported outcomes around increased civic engagement, some Adult Friends spoke of intentionally modelling civic engagement behaviours with one saying, “With the example being set to the young people in the FFL Project, we are hopefully likewise preparing the next generation of volunteers.” (Adult Friend). Perhaps linking to training and supervision supports, Adult Friends frequently spoke of “the spotlight on Friendship” (Adult Friend), the value of a “Good Friend” (Adult Friend) and the importance of consistency “one thing we both know, is that I’m not going anywhere” (Adult Friend). Therefore, Adult Friends appeared to embrace this model of working. Comparing their Friendship to other supports, one young person from the FFL project said,

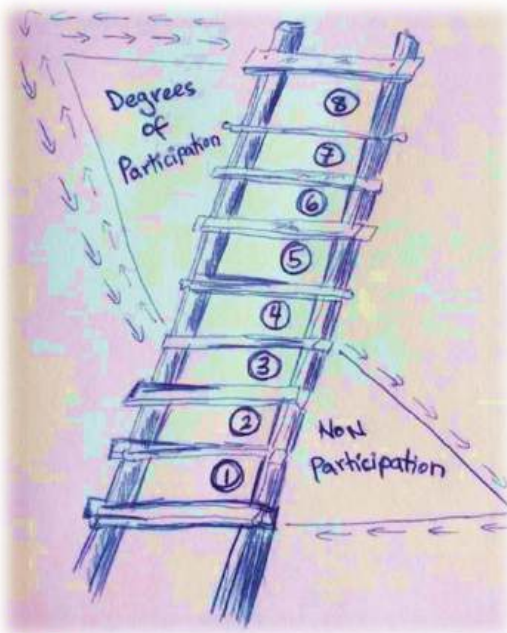
“[My FFL] proved that he was there for me time and time again. And I was there for him too when he needed me because ours is a genuine friendship that works both ways. Fast forward 5 years, 3 foster placements, 4 social workers, 2 personal advisors, 2 IROs, 7 GCSEs, 2 AS levels and 3 lockdowns later, and [My FFL] is still there for me.” (Youth Friend)

As suggested in the above quote, we found the majority of involved Our Children lacked consistent relationships and the Friendship “filled the gap from the kid’s point of view” (social worker). For example, between September 2020 and September 2021, 46% of Young Friends in the care of the local authority moved in with new families and 56% had a change in their main social worker. Longitudinal Visual Mapping Interviews also suggested that Our Children reported more consistently close relationships with Adult Friends than with other individuals in their lives and reported them to be a more positive influence than their other relationships with peers and adults. Thus, the FMOV friendships appear more likely to stick when compared to research on other intergenerational friendships (see for example Clayden & Stein, 2005; Dubois et al., 2002; 2011).

Aside from the FFL project, the FMOV is not exclusively offered to ‘Our Children’ (see Table 1). Our findings however suggest that this group of young people may especially benefit from this model of support. For example, pre/post visual mapping interviews with young people at risk of school exclusion showed five of six young people included their FFS as an important positive influence in their lives. The only young person that did not include their Adult Friend after a year of being matched, included the location where they frequently meet as an important place for them. This finding was in line with the review of FFL visual mapping interviews (VMI). Reported benefits of taking part mirrored those reported with the FFL project. However, FFS Youth Friends were more likely to include other supportive adults and peers in their VMIs at base-line relative to FFL Youth Friends (i.e., Our Children). Relative to FFL Youth Friends, FFS Youth Friends were less likely to report improvements in peer friendships or speak specifically of developing social skills.

How is the overall Friendship Model of Volunteering implementation process being experienced?

This section describes the implementation process associated with the FMOV and reports on how they have been experienced by Friends and those that support them.



The FMOV is a co-produced approach to providing structured intergenerational Friendships for young people, starting with the Friend for Life (FFL) project. Data from interviews suggested over 100 young people contributed to key features of the FFL implementation design, with support from the Youth Engagement team and local schools. There are many types of co-production. The FMOV primarily drew from The Revolution Researchers' Guide to Co-producing Research (Revolution Researchers, 2020) and adopted the motto "Beating the odds, whilst also changing the odds" (Hart et al., 2016). It additionally built its co-production theory upon Resilient Therapy (Hart, Blinchow, & Thomas, 2007) and Roger Hart's (2013) Ladder of Young People's Participation.

Picture caption: the image is a pen and ink interpretive drawing of Hart's (2013) Ladder of Young People's Participation. It shows a hand-drawn ladder with 8 rungs. The bottom runs say non-participation and the top rungs say degrees of participation.

Talking to our children helped us be brave, they told us time and time again some of the things that needed to be different. So, for example early on in our co-production process a young person told us of their frustration that they had no choice about the people in their lives. They were given foster carers, and social workers – somebody else chose if it was a good match and the young person didn't feel as if they had any say in the matter. The same was true of traditional befriending and matching services, so there was our first brave and innovative step – The adults – The staff were not going to make the matches. The young people would choose their own friend. Linked to co-production, overall data suggests that positioning adults as volunteer Friends that they could choose enabled young people to connect to them better than they did to pre-existing adult supports.

Specifically, we found involving young people and Friends early led to design features that people said over time were great - like Adult Friends not being routinely reimbursed for expenses, or our digital matching process where young people chose their Adult Friend. Linking to the need for support and

supervision, interviews with staff also suggests that pre-matching efforts are required to ensure that young people see the most appropriate vlogs. For example, one staff member said, “I am not going to show the vlog of somebody who can only make a commitment once a month to a young person who is saying I would like to see somebody every week” (Staff interview). As this example demonstrates, it appears additional effort was required to embed co-produced design ideas. Young people also codesigned and co-delivered our ‘What Makes a Good Friend Training’, and the ‘Friend for Life Game’ that we use as a training tool. They also shaped the evaluation strategy saying that they wanted all Friends to give feedback in similar ways regardless of their age and co-designed the visual mapping tool. All the larger presentations in events from our Big Resilience Get Together in 2019 to the International Resilience Revolution Conference in 2022 have been co-produced with young people. What we learned from co-producing things with young people also helped guide our co-production work with others, like Adult Friends and schools.

Young people will continue to shape the project after the HeadStart funding ends - through the continuation of ‘Co-production Friends’ our regular co-production group. The number of trainings and supervision grew to support this raising demand. For example, training provisions per year nearly tripled (i.e., from 6 delivered in 2017-18 to 16 in 2020-21). 153 participants attended 303 activities including trainings, matching support, 1:1 supervision, co-production, and group activities. This adds up to 1,240 hours of training and support provided across all projects. Adult Friends especially suggest this level of continuous support enabled them to navigate their journey from being matched, and across the Friendship with one saying,

“Being chosen was really intimidating and actually really hard...It is a journey that you go on with them- amplified adolescence. You realise what you would do for your friend once you are in it.

Supervision and support helpful.” (Adult Friend)

As suggested above, support was seen as especially crucial during the early phases of Friendship. Adult Friends, but not Youth Friends, reported needing additional support around COVID-19 restrictions.

Only

Adult Friends spoke of these challenges and usually in relation to newer friendships. In contrast, Youth Friends when speaking of COVID-19 restrictions said things like, “that didn’t stop us from hanging out” (Youth Friend) and “we would play games online together or call each other a lot and talk about our favourite show” (Youth Friend). Adult Friends spoke of their Young Friend still turning to them when needed when restrictions were in place, with one saying,

“We lost touch a bit throughout lock down, not through lack of trying, but through not having the solid relationship before lockdown started... Out of the blue...he messaged me, he told me he had gone missing from home...and opened up to me. It was completely out of the blue, we hadn’t spoken for months, yet he turned to me? I went and met with him and a few hours later he was back at home, safe and settled... It happened a couple of times, yet every single time, he turned to me, allowed me to let

people know he was safe and well, and each and every time let me take him home after a drive and a chat” (Adult Friend)

Learning around the FMOV project over time has suggested the importance of continued interaction with Friends especially in the early stages, during restrictions in face-to-face contact and around placement moves. Support, training and supervision was also reported to be embedded in coproduction activities.

Within the FFL project specifically, Friendships appeared to mitigate risks associated with placement moves.

“I have recently moved homes. I had to move away from all my school friends and family to but the only thing that hadn’t changed was my Friend for Life”. (Youth Friend)

“She was there when I was moving and she was brilliant with how she checked up on me to see how I was settling in.” (Youth Friend)

However, two young people also spoke about the need to work with their foster carers to explain the importance of their Friendship, with one saying,

“Not all Foster Carers have heard of the FFL project and don’t always understand the need for a FFL. We do manage to overcome this, as I can work with my carers to help them understand how much I need (My FFL) and how happy I am with him as my FFL.” (Youth Friend)

Like the quote above suggests, more broadly we found some adults were a little skeptical of the project at first but listening to young people changed their minds. For example, one Adult Friend said they “didn’t think it would work” but changed through the “the determination of the staff” and how they “got young people’s voices embedded through everything has been what has made it successful and what changed my opinions on it” (Adult Friend). Young people (along with Adult Friends) have been our greatest champions of the FFL project. For example, one young person who helped shape the project from the very start, said of their continued involvement three years later,

“When I first heard about it, I actually thought it was a really good idea to help young people. Because I know that young people- 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” (Youth Friend)

We found involving young people and Youth Friends in co-production and intergenerational activity days helped to gradually change perceptions. We also increased our partnership working with social care teams, schools and others like foster carer groups. For example, the team was physically located

within the social care team offices one day a week for over a year, and we worked with schools on various project like Friends for School. We also worked more closely with local businesses and continue to do so.

The co-production group grew into the Community of Friends in 2020, which also provides a type of peer supervision. Friends are actively involved in co-designing group activity days and special projects. Since inception, we have hosted many intergenerational activities such as pumpkin carving, ice skating and online quizzes (during lockdowns). We have learned that offering optional group activities are a valuable way to help Friends (both young and old) develop social networks and share what they have learned with others.

To what extent has the Friendship Model of Volunteering built capacity within the system?

This section begins by exploring how the FMOV builds volunteer and supported employment capacity at the local level. It goes on to consider how the FMOV has more broadly influenced systems change. The FMOV enables adults to volunteer their time to support a young person develop to their full potential. When asked what they got out of their Friendships, Adult Friends most frequently spoke about the value of knowing their Friend and said things like,

“You genuinely care about them.” (Adult Friend)

“We thoroughly enjoy each other’s company and our friendship is definitely for life. We are like two peas in a pod and through our journey [my FFL] has become part of my family.” (Adult Friend)

Linked to the value of Friendship, two Adult Friends spoke of how becoming a Friend enabled them to continue a relationship that they had developed with a young person through a professional support role. For example, one said, “Sadly, it came the time for me to think about finishing working with her..... I wanted to be part of her life (if she would choose me!) and the FFF project gave me a perfect opportunity” (Adult Friend). Some also reported learning new skills and building their own social networks via group events, developing a better understanding of the care system, and improved personal growth saying things like, “I have grown as a person- you can’t read this in books.” (Adult Friend). Thus, some evidence suggests the FMOV builds volunteer capacity for Adult Friends.

As well as enabling volunteer opportunities for Adult Friends, the FMOV also employed young people who had experience of care as paid apprentices and sessional workers. One described this experience,

“As a teenager I was brought into the care of the local authority, I was moved to a foster home away from Blackpool and the people I knew. I had already been to six high schools; I wasn’t doing the right things or around the right people. Although Friend for Life didn’t exist... coming back to work in the council and for the local authority made me realise how much I would have benefited from actually having a friend for life. I have seen the positive impact it has on a young people’s lives in such a short space of time and, honestly, I believe every young person should have a friend for life”. (FFL Young Professional)

The employment of ‘Our Children’ within the FMOV builds on earlier co-production work with young people. It additionally aided in testing a supportive employment model that was later shared with Blackpool Council, linking to the “Jobs with the Family Firm” apprenticeship scheme offered locally for ‘Our Children’ (Blackpool Council, 2020, p. 6). Similarly, learning from the FFL project influenced other statutory provisions. For example, the Co-production Friends group contributed to the Independent review of Children's Social Care: Submission of Evidence from Co-production Friends. Blackpool HeadStart Resilience Revolution (March 2021). Here, six young people highlighted the value of coproduction and recommended processes to enable the voices of young people to be included. The final report from this independent review (MacAlister, 2022) likewise recommended increased opportunities for young people’s voices to be heard at the local and national level. The ‘How to Be a Good Friend’, was replicated within “The Independent Visitor project in some way because we think it is really important because we see the interactions with the young people” (FMOV staff). Likewise, social workers, youth workers and foster carers described a wider social value linked specifically to the FFL project saying things like, “It is a blueprint for anyone in the world.” (Youth Worker), “it is someone that is for them that is actually really interested in them for themselves.” (Social Worker), and “for the actual children themselves it is just having that outside person... having that other adult to discuss things with that is outside of their family” (Foster Carer).

Those supporting ‘Our Children’ discussed how this way of working can help grow the voluntary sector more broadly, saying things like:

“We want to eventually take it as wide as we can so it is not just looked after children- it can be any children or even a family... an adopt a granny scheme- do you know what I mean- we can take the learning from it and spread it far and wide to the voluntary service” (Social Worker).

Thus, the FMOV has the potential of future expansion. The next section continues to explore this potential.

What is the potential for the sustainability of this way of working?

Blackpool Council has taken the decision to continue to fund the FMOV post HeadStart to support FFL and FFS. Following a co-production project where young people told us that 'life' was more important to them than 'independence' Friend for Life will become the way that Blackpool Council fulfils its Independent Visitor statutory duty. This means that as a legacy from the programme Our Children will have the offer of a lifetime friend rather than a time limited Independent Visitor.

Friendships made via the FMOV are set to continue, providing an ongoing support for young people as they grow and develop. We think the greatest legacy has been how Friends experience this project and that our community was the first to adopt this way of working. As a pair of Matched Friends said recently at the International Resilience Revolution Conference,

“As far as we are concerned, the Friend for Life project is the best thing Blackpool has ever done and we would strongly encourage other councils throughout the country (and beyond) to follow Blackpool’s lead and do something like this that really makes a difference.” (Young person & Friend)

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Appendix G: Back on Track Project Evaluation and Final Report



Back on Track Project Evaluation and Final Report

Blackpool Council



University of Brighton



Back on Track Project Evaluation and Final Report

Blackpool Council



University of Brighton

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Introduction

Why did Back on Track take place in Blackpool?

Back on Track was a project implemented as part of Blackpool's 'Resilience Revolution'. The Resilience Revolution is a whole town approach to addressing the mental health needs of young people in Blackpool. It 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 and their adult supporters involved as co-leaders. By embedding resilience-building approaches across the whole town, the Resilience Revolution aims to mobilise a social movement of collective action to 'overcome adversity, whilst also potentially changing, or even dramatically transforming, (aspects of) that adversity' (Hart et al., 2016, p. 3) and to tackle structural inequality. In other words, the aim is to 'beat the odds' for individuals whilst also 'changing the odds' for the whole community.



What is Back on Track?

Children in care are often exposed to many adversities, challenges, and social inequalities (Skiba et al., 2014; Viner & Taylor, 2005), and the cumulative impact of these experiences often worsen their wellbeing and life expectancy (Fergus & Zimmerman, 2005; Petrie et al., 2006). Back on Track is one of the Resilience Revolution projects, aiming to explore new ways to support Our Children (children in care) in Blackpool, working with multiple systems such as schools, parents/carers and social workers. Codeveloped by the Resilience Coaches of Blackpool HeadStart, young people, and schools with a social pedagogical approach, Back on Track supported fostered children who have been referred by schools or social workers to the project for having emotional and behavioural struggles. As a consequence of their difficulties, they were at risk of permanent exclusion from the school.



What did Back on Track aim to achieve?

In line with the principles of social pedagogy (Eichsteller & Holthoff, 2011), BoT proposed a holistic way to facilitate social change by nurturing learning, well-being, empowerment, and relationships both at the individual and wider level. The aim was to help YP build resilience and establish supportive ecological systems around them so that they would not be excluded from school. Resilience Coaches trained in Resilient Therapy (Hart et al., 2007) and the Academic Resilience Approach (ARA; Hart & Williams, 2014), worked alongside the

young person, school, parent/carers, social workers and the wider community.

How was Back on Track practised?

Resilience Coaches helped young people to co-produce individual coping strategies and build resilience, and to enhance communication across the systems (e.g., home, education, social care) in order to establish a supportive environment for young people to thrive. On the individual level, the Resilience Coaches developed a new holistic practice based on the Resilience Framework (Hart et al., 2007) to build resilience in young people. The Resilience Framework includes 42 everyday actions called ‘resilient moves’, under five domains (i.e., basics, belonging, learning, coping, and core self) that are relevant to the resilience of young people. Young people and Resilience Coaches identified the resilient moves that young people could practice and add to their behavioural repertoire, and worked towards them over the duration of the Back on Track support. On the wider level, the Resilience Coaches connected the systems (e.g., home, education, social care) surrounding the young people to provide holistic support to Our Children and advocate for their rights and wellbeing.

Between November 2016 and June 2021, **39 young people** (aged 10 to 15) received Back on Track support.

Evaluation

In order to evaluate the Back on Track project, quantitative and qualitative information was collected. During quantitative data collection, the young people completed the measures on their own, while a Resilience Coach was available to assist young people. Completion time took approximately 20 minutes. Surveys were completed at the beginning of the project, and the same surveys were administered again at the end of the project. The reason for this was to see if a young person’s survey scores changed during the time they received support. In addition, the project was evaluated based on the achievement of goals identified by young people, parent/carers and practitioners before or during the intervention.

In order to investigate further the experiences of young people related to Back on Track and to compliment the quantitative data, interviews were conducted with a randomly selected young person, their foster mother and Resilience Coach.

Measures

Young people were asked to complete the [Strengths and Difficulties Questionnaire](#) (SDQ; Goodman, 2001) before and after taking part in Saddle Up, to evidence whether or not the project has helped young people to build their strengths and reduce the difficulties they experience. The SDQ is a short questionnaire, validated for young people aged between 11 and 17.

The tool incorporates five subscales assessed on 25 items (5 items per subscale), evaluating difficulties on four and strengths on one subscale. The difficulties subscales can also be combined to produce a total difficulty scale. The subscales are:

- • Emotional Symptoms
- • Conduct Problems
- Hyperactivity/Inattention
- Peer Relationships Problem
- Prosocial Behaviour

The questionnaire also includes an impact supplement to evaluate the impact of these difficulties on various areas of the young people’s life, e.g. home or school environments.

To monitor the progress of the intervention, the [Goal Based Outcomes](#) tool (GBOS; Law & Jacob, 2015) was used. GBOs are often used in a therapeutic setting, allowing practitioners and young people to identify goals for the areas in which they wanted to see improvement, and monitor their progress towards reaching that goal. In the current project, the GBOs were completed on a one-to-one basis with young people, setting multiple goals and checking progress regularly on a 0-to-10 scale, where 0 means the goal has not been met in any way, and 10 means the goal has been met completely.

Findings - Quantitative Data

Repeated measures analysis of variance (ANOVA) was used to explore if there was a statistically significant change in young people’s scores before and after taking part in Back on Track. Changes in the GBOs were also analysed using ANOVA by comparing the ratings reported when the goal was first set and when it was completed. If the scores are statistically significant, it means that any changes that are seen are unlikely to be simply down to chance.

Table 1 below presents descriptive statistics for the analysed quantitative variables and analysis results.

[Table 1. Descriptive statistics for the measured variables](#)

Before Saddle Up After Saddle Up

	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>df</i>	<i>p</i>
SDQ - Self-report							
Emotional difficulties	4.87	2.79	3.48	2.57	5.12		.03
<i>Hyperactivity</i>	6.35	2.29	5.09	2.11	7.03	22	.02
Peer problems	3.48	2.56	3.30	2.36	0.09	22	.77
Prosocial behaviour	6.35	1.58	15.26	6.78	5.27	22	.03
<i>Total difficulties</i>	18.78	5.58	1.41	2.42	6.35	22	.02
Impact	2.89	1.99	7.35	1.92		22	.02
						18	
<i>Goal Based Outcomes</i>	3.71	2.87	7.31	2.80	80.03	41	.00
Education outcomes							
School absence (%)	88.29	13.82	82.17	20.00	2.75		.11
School suspension (days)	3.52	4.82	2.89	4.34	0.29	21	.60
						22	

M = Mean; *SD* = Standard deviation; *F* = *F*-value obtained from ANOVA; *df* = Degrees of freedom; *p* = Probability value, where *p* < .05 indicates statistically significant results, which are presented in bold and italic font.

Strengths and Difficulties

The SDQ survey was completed by **39** young people before and after the project. Young people reported statistically significant improvements on the following subscales:

- **Emotional symptoms:** **52%** of young people reported improvement in their emotional symptoms, and the average decrease in reported difficulties was **29%**.
- **Hyperactivity:** **74%** of young people reported improvement in their hyperactivity, and the average decrease in reported hyperactivity scores was **20%**.
- **Total difficulties:** **65%** of young people reported improvement in their total difficulties score, and the average decrease in the reported difficulties score was **19%**.
- **Impact:** **68%** of young people reported improvement in the impact of difficulties, and the average decrease in the reported impact was **51%**.
- **Prosocial:** **22%** of young people reported improvements in their prosocial behaviour, and the average increase in the reported prosocial behaviour was **16%**.

Next, validated cut-off scores were used to identify young people who reported above threshold (borderline or clinical) levels in the reported difficulties. Table 2 below shows the proportion of young people who reported higher than ‘normal’ rates of difficulties or below the ‘normal’ score range on the strength subscale.

Table 2. The Proportion of Young People Reporting Normal and Above Threshold Scores on SDQ

	Before BoT			After BoT		
	Normal	Borderline	Clinical	Normal	Borderline	Clinical
Emotional symptoms	56.5	13.0	30.4	73.9	13.0	13.0
Hyperactivity	34.8	8.7	56.4	52.2	26.1	21.6
Peer problems	52.2	26.0	21.7	60.9	17.4	21.7
Total difficulties	26.1	34.7	39.1	52.3	26.0	21.6
Impact	15.8	10.5	73.8	63.6	9.1	27.2
Prosocial behaviour	73.9	21.7	4.3	78.2	17.4	4.3

Findings showed a decrease in the proportion of young people who reported above threshold levels of difficulties on all subscales, including emotional difficulties, hyperactivity, peer problems, as well as the combination of these scales (i.e., total difficulties) after Back on Track. Similarly, fewer young people reported that these difficulties had serious (above threshold level) impact on their lives. In addition, fewer young people reported below threshold prosocial behaviour.

Goal Based Outcomes (GBO)

Young people’s GBO scores were explored to monitor the progress of the intervention and see whether YP came closer to reaching their goals at the end of the support. In total, 42 goals were recorded for 15 YP. The number of goals identified for each young person ranged from 1 to 6 goals, with an average of 3 goals ($M = 2.80$, $SD = 1.37$).

Each goal was related to at least one resilient domain outlined in the Resilience Framework (Hart et al., 2007). A closer look at the data showed that 31 goals referred to the resilient moves in learning, 7 to coping, 6 to core-self, 4 to belonging, and 1 referred to basics domain aspects of the framework. In Table 3, a sample goal from each domain is presented.

Table 3. Sample Goals for the Resilience Framework Domains

Domain	Sample Goal
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Learning	<i>"(I want) to get better at my timetables."</i>
Core-self	<i>"To have more confidence in myself."</i>
Coping	<i>"To be more positive about situations."</i>
Belonging	<i>"To have more friends in school."</i>
Basics	<i>"To be happy in my new home."</i>

Before and after Back on Track, young people's scores for 62% of the goals changed by more than the reliable change index of 2.45 or the meaningful change value of 3; a value above these is considered not to be due to random fluctuation or due to measurement error and to represent a quality change in YP's progress. Changes in the GBOs were analysed by comparing the ratings young people reported when the goal was first set and when it was completed. Results showed that, at the end of their support, young people rated themselves significantly closer to reaching their goals (see Table 1 above).

Educational outcomes

School absence and exclusion data were available for 20 and 21 young people, respectively. Changes were explored in relation to young people's school attendance and exclusion before and after they took part in BoT (for statistics, see Table 1).

Even though there was an increase in school absence rates in the second assessment, this increase was not statistically significant, meaning that absence rates were similar before and after receiving BoT support.

Fixed term exclusion records were also similar before and after BoT. Meanwhile, none of the YP was permanently excluded from their school during and after the support.

After BoT support, 87% of YP remained in a mainstream school setting, whereas 13% moved to Educational Diversity (a pupil referral unit) with an alternative provision setting for special educational needs and disability (SEND) for more appropriate support.

Findings - Qualitative Data

Based on the interviews with a young person, foster mother and Resilience Coach, narrative summaries were created to illustrate the experiences of young person during Back on Track support.

Narrative summary for Young Person

Emma (the YP's pseudonym) described living with her foster parents and younger siblings. She reported that she used to argue with her younger sister a lot and to some extent her brother. At school, she reported having difficulties making friends and getting on with people, and she said that she bullied some people. She related this to feeling stressed and finding it difficult to talk to people about it. She described coming to be involved in Headstart via her foster mother linking her up with a Resilience Coach (RC).

Emma described that her involvement with Headstart included taking part in a range of activities with the RC such as bowling, going to places for snacks and cooking. As a result, she said she now spends less time on her tablet, which meant that she started spending more quality time with her family. The RC introduced her to the Resilience Framework, which she now looks at every day. She has found talking to the RC about the resilient moves and trying them out particularly helpful. Consequently, Emma now feels more able to speak to people at home and school constructively when she is feeling stressed rather than argue or bully people. She feels more able to ask for help and is making more friends. Whilst at one point Emma gave some indication that this started to some extent before beginning involvement with Headstart, the main message from her account was that these social skills developed during, and as a result of, her involvement.

"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."

Narrative summary for Foster Mother

Anne (the pseudonym for Emma's Foster Mother) has been Emma's foster mother for nearly nine years. Anne describes their home life as chaotic and crowded, with Emma seeking constant attention and experiencing major emotional outbursts. She also reported that Emma suffers from traumatic early childhood experiences, as well as global development delay, attachment problems and sensory process relating to autism. These led to difficulties in Emma regulating her emotions and behaviours, forming and managing relationships and leaving the house: particularly when visiting new places. Anne reported that at school, Emma experienced multiple exclusions in Year 4 and was on the edge of exclusion when she started receiving support from the HeadStart team. At the time of the interview, Emma had an Education, Health and Care (EHC) plan at school, which means she needs more support than is available through special educational needs support. Anne's ongoing view is that Emma would be better supported in a non-mainstream, special needs school.

Anne described Emma's initial engagement with BoT and her RC as apprehensive due to her complex issues. But in time, Emma formed an attachment and a great relationship with her RC, and she enjoyed being part of the programme. The foster mother reported that this was a result of careful planning of the activities and delivery strategy with respect to Emma's needs. In addition, the RC organised activities to boost Emma's self-esteem. Emma and the RC worked on the Resilience Framework, which Emma keeps with her all the time and used it to regulate her anger. Anne reported that Emma got better at controlling her anger, that she talks more about her emotions, and has started having better relationships at home. Foster mother Anne also appreciated that the RC supported her through meetings with schools. By observing the RC's interaction with Emma, Anne developed a new understanding of how to communicate better with Emma, and she adopted the RC's one-to-one approach when interacting with Emma.

Anne expressed some concerns about the sudden end of the support and how it was communicated, but her overall view was that support such as that offered by HeadStart is vital for children and families in Blackpool.

"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."

"[BoT] 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."

Narrative summary for the Resilience Coach

Stacy learned about Headstart (HS) at college, from her tutor on a degree course. She later engaged with HeadStart as a Resilience Coach (RC) and provided group or one-to-one support to YP and families in different HS projects.

When she started working with Emma, Stacy considered that the school and the foster parents underestimated Emma's abilities. They did not expect Emma to perform well in SATs and cope in a mainstream school. According to Stacy, with BoT support, Emma was able to build self-confidence and self-worth, and she started believing in herself. Stacy reported that she introduced activities that would boost Emma's self-esteem and confidence, and conversations were weaved into these activities. This gave Emma a safe space to open up and talk about issues that concerned her, such as her relationship with her sister. Stacy also noticed Emma's talent in singing, and she encouraged Emma to foster her talent. By joining a choir at school, Emma also raised her profile and gained a more positive profile at school. All these brought empowerment, improved wellbeing, less volatile behaviour, better relationships, and new friendships in high school. Even though there had been anticipatory anxiety and reaction to school change, these responses disappeared in a short time. Indeed, Stacy thought Emma settled well in the high school.

Stacy also stated that she engaged with foster mother Anne to broaden her understanding on why Emma might behave in certain ways and encouraged empathy. In response, she said that she observed Anne's attitude toward Emma soften. Stacy also noticed some changes in school staff, where they were making progress in understanding the impact of Emma's previous traumatic experiences on her wellbeing and behaviour, and in addressing this issue to help Emma. School staff also then started communicating more with Stacy.

Altogether, Stacy hoped that HS had been planting seeds, to introduce a different way of thinking that helps people to cope with life, and that the impact of BoT on Emma would continue to carry on.

"I've noticed that [Emma] 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."

"[Emma] 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."

Costing Legacy

The Back on Track project was delivered by the Resilience Coaches, where the total cost of 6-month support per young people was **£1,800**. This included the Resilience Coaches' time for planning and preparation, delivery of one to one sessions with young people, facilitation communication between home, school and social care, and evaluation at the end of the project, as well as the costs for travel and resources.

Options for offering a traded service to schools are being considered. This would entail delivery with the support of a Resilience Coach offered to the young person at school, home and in their community. The Resilience Coach would provide the young person and family with a consistent, trusted adult, for a minimum of 6 months. The support would be there throughout the year, including the school holidays. The Resilience Coach would also be available to offer practical support and advice to school staff on ways to embed Resilient Therapy.

Conclusion

Our Children (in care) are more likely to have mental health difficulties, special educational needs, and poor educational outcomes, which could lead to permanent exclusions from school and lifelong adversities, such as entering the criminal justice system (the school-to-prison pipeline), convictions, and poverty (Skiba et al., 2014; Viner & Taylor, 2005). Grounded in Resilient Therapy (Hart et al., 2007) and underpinned by multi-systemic processes, Back on Track aimed to provide holistic support to Our Children to help them build resilience, whilst also facilitating communication across different systems (e.g., home, school, social care) to work together for the benefit of young people. The findings revealed that, after Back on Track support, young people reported a higher level of strengths (i.e., prosocial behaviour) and a lower level of emotional and behavioural difficulties. Also, they felt the impact of these difficulties on their lives (at home, school, etc.) to a lesser extent. In addition, young people felt significantly closer to reaching their goals, which were about building their resilience. These findings were supported by the narratives provided by the young person, foster parent and RC, highlighting improvements in attitudes and behaviour at home (e.g., better relationship with the sibling, less aggressive behaviour) and at school (e.g., reduced bullying behaviour), as well as in personal skills and assets (e.g., self-esteem, coping skills). With regard to educational outcomes, even though their school absence and fixed term exclusion rates were nonsignificantly elevated, this reflected a normative trend (DfE, 2020c; 2020d). Notably, none of the YP were permanently excluded from school. Altogether, the findings indicated that Back on Track was successful in achieving its aims.

The evaluation of Back on Track was comprehensive. It included both qualitative information in the form of interviews with a young person and their foster mother and Resilience Coach, quantitative (questionnaire) data completed before and after the project by young people, and also costing information. This is presented in this report with a view to enabling decision makers to review the impact alongside the costs of the project. However, as with any research that has limitations, it is acknowledged that we cannot be certain that the change in outcome was a direct result of the project. Therefore, the results should be interpreted with caution.

Co-produced and launched as part of the Resilience Revolution, Back on Track project is now delivered by Blackpool Council to every one of Our Children in Year 6 (age 11), a critical and often challenging period as young people prepare transitioning to high school, which predicts wellbeing and attainment later in life (West et al., 2010).

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Appendix H: Walk and Talk Programme Evaluation and Final Report



Walk and Talk Programme Evaluation and Final Report

Blackpool Council



University of Brighton



Blackpool Teaching Hospitals
NHS Foundation Trust

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This report has been co-produced by the Research and Evaluation team of the Resilience Revolution with contributions from key stakeholders.

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Introduction

Why did Walk and Talk take place in Blackpool?

Walk and Talk was a programme implemented as part of Blackpool's 'Resilience Revolution'. The Resilience Revolution is a whole town approach to addressing the mental health needs of young people in Blackpool. It 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 and their adult supporters involved as co-leaders. By embedding resilience building approaches across the whole town, the Resilience Revolution aims to mobilise a social movement that unites collective action to 'overcome adversity, whilst also potentially changing, or even dramatically transforming, (aspects of) that adversity.' (Hart et al., 2016, p. 3) and to tackle structural inequality. In other words, the aim is to help individuals 'beat the odds' whilst also 'changing the odds' for the whole community.

A key focus of the Resilience Revolution is to work with other organisations who have skills and expertise in different areas. One of these organisations is YoutherapY, with which HeadStart teamed up to develop and deliver a counselling programme, Walk and Talk.

What is Walk and Talk?

Walk and Talk offers young people aged between 10 and 16 an alternative outdoor venue for individual counselling. In walk and talk sessions, instead of a traditional indoor environment such as a therapy room, young people receive counselling while they are walking with the counsellor outdoors in a space such as the local park. There has been an increasing interest in Walk and Talk approaches within therapy (Revell & McLeod, 2015) because of its more reassuring and dynamic nature which; enhances psychological processing (Hays, 1999), alleviates depressive symptoms (Pickett, Yardley, & Kendrick, 2012) and improves self-esteem and mood (Barton, Hine, & Pretty, 2009). The impact of therapy may be increased by walking outdoors and in nature as it simultaneously allows for a physical release of energy (Doucette, 2004).



In the Resilience Revolution's Walk and Talk programme, young people have the opportunity to receive person-centred counselling, incorporating cognitive behavioural therapy techniques (CBT) and other therapeutic approaches when needed. These are embedded in activities and in locations of the young person's choice, such as a school, a park or the main counselling base. In addition to its integrative format, all counsellors attended Resilient Therapy (Hart et al., 2007) training and embedded the approach within their practice. The programme was first piloted with 63 young people in 2015 to 2016.

The pilot study revealed promising findings with decreased levels of anger and stress at the end of the therapy period (HeadStart Blackpool, 2016), indicating that the programme had potential. As a result, Walk and Talk was fully implemented between July 2017 and December 2019, this time working exclusively with young people at risk of self-harm.

What did Walk and Talk aim to achieve?

Walk and Talk aimed to empower and support vulnerable young people at risk of self-harm to develop alternative coping strategies, gain confidence and self-worth and build their individual resilience. For this, the programme offered an alternative to the traditional counselling venue, which it was anticipated would be reassuring and interactive and would support young people's sense of agency by providing them with the opportunity to choose the location or activities that they preferred.

How was Walk and Talk delivered?

Young people at risk of self-harm were referred by several different sources such as Children & Adolescents Mental Health Service (CAMHS), Child & Adolescent Support and Help Enhanced Response (CASHER), GP, school, parents, social services or by self-referral. Within 6 weeks after the referral, an initial appointment was made where young people would meet one of the counsellors to find out what the therapy was and how it might be helpful to them. If young people decided to participate, they were placed on the waiting

A total of **475** young people were supported by Walk and Talk

Evaluation

list and given an approximate time for waiting. Once at the top of the waiting list the young people then received regular ongoing appointments and the number of sessions for each young person was decided on an individual basis.

Along with routine key performance indicators set through the commissioning process, a mixed method approach was used to evaluate the Walk and Talk programme. For this, quantitative and qualitative data were collected. Quantitative data was used to monitor the impact of the programme in terms of changes in outcomes. This included asking young people to complete a questionnaire at the start and end of the support. Quantitative data was evaluated alongside qualitative data, which included feedback and accounts of experiences and views from young people and counsellors, to understand what the numbers might mean in terms of impact on people’s lives and gain insight into what may have driven the changes in the outcomes.

Key Performance Indicators

Where did young people choose to go for their support sessions?

The chart below (Figure 1) presents the proportions of locations that young people chose to have their appointments. The most popular location young people chose to meet with a counsellor was public places (e.g., parks, cafés).

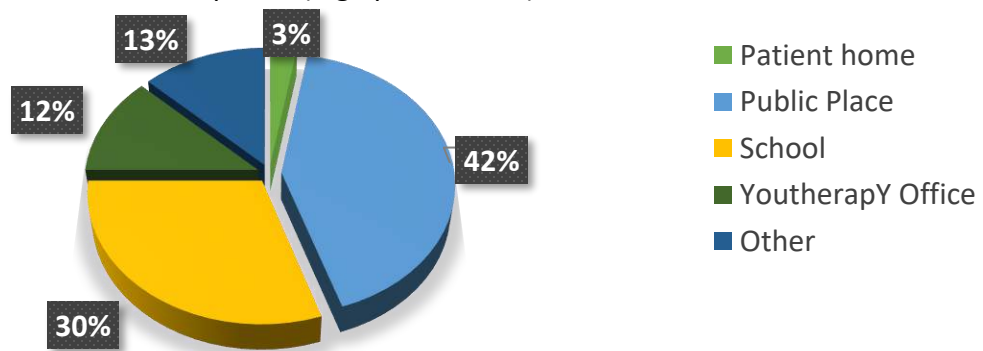


Figure 1. Location chosen for Walk and Talk sessions

How many sessions did young people have?

The time between referral and discharge varied between 35 and 518 days with an average of 203 days (approximately 7 months) spent on waiting list and in support. To the right is the chart (Figure 2) showing the length of support for young people who have been discharged. Almost half of the young people (45%) were discharged within 8 sessions.

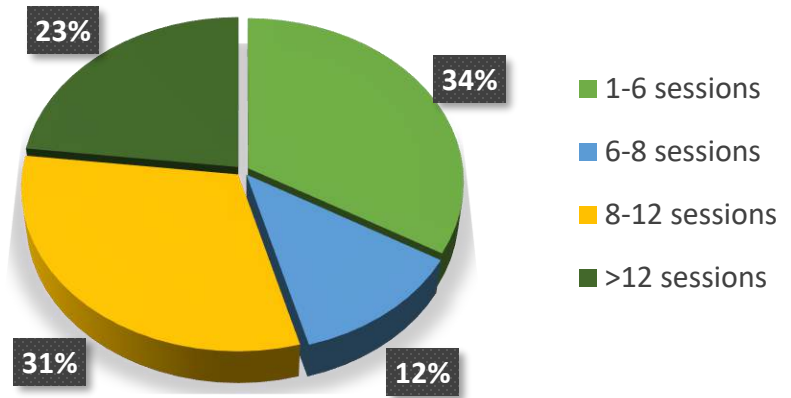


Figure 2. Length of support

How long was the wait for support sessions?

Figure 3 shows the time that young people waited between the referral and Walk and Talk support. Almost half of the young people referred (45%) were seen within 8 weeks, and 72% of the young people waited 18 or less weeks to receive support. This rate did not meet the NHS target to see all referrals within the 18-week window (NHS, 2019), but was better than what has been reported at national level (HSJ, 2018). It should be also noted that YoutherapY is not a consultant-led service and as such, NHS's target was not applicable.

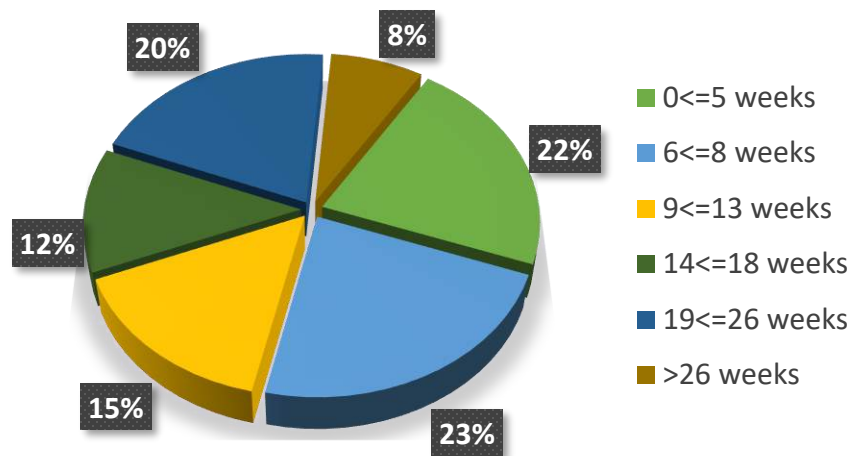


Figure 3. Wait time between referral and support

Quantitative Data

In order to evaluate the impact of Walk and Talk, young people’s level of negative emotions was assessed before and after taking part in the programme via the **Young Person’s CORE** (YP-CORE; Twigg et al, 2009). The YP-CORE is comprised of 10 items assessing anxiety, depression, trauma, physical problems, functioning and risk to self and other emotional and wellbeing distress. This measure was chosen for its ease of use for young people.

Paired t-test analysis was used to explore if there was a statistically significant change in young people’s scores before and after taking part in the Walk and Talk programme. If the scores are statistically significant it means that any changes that are seen are unlikely to be simply down to chance.

YP-CORE was completed by 389 young people before and after taking part in the Walk and Talk programme. As seen in Figure 4, paired t-test analysis showed that there was a statistically significant difference in young people’s negative emotions before (*Mean [M] = 21.69, Standard Deviation [SD] = 8.22*) and after (*M = 14.37, SD = 9.65*) taking part in the programme ($t(388) = -17.94, p < .001$). Overall, 78% ($n = 305$) of young people reported lower negative emotions, and 4% of the young people reported similar levels of negative emotions. On average, there was a 34% decrease in young people’s negative emotions.

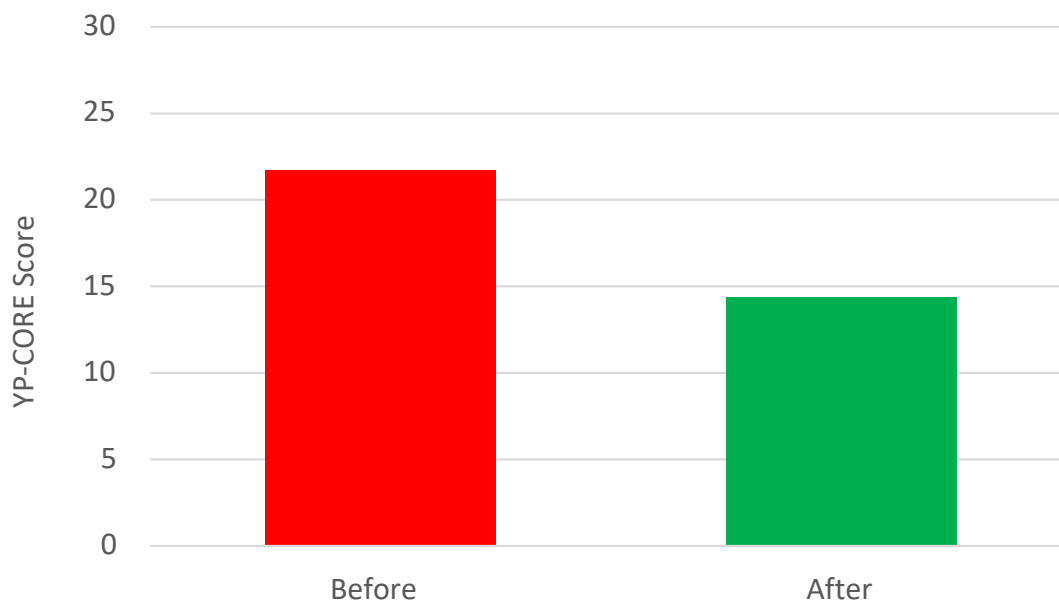


Figure 4. YP-CORE scores of young people before and after taking part in Walk and Talk.

Additional analysis was carried out to see whether there were individual differences that could indicate why some young people showed improvement and why some young people who did not show improvement. The analysis focused on differences in the time between their referral and discharge and in their level of baseline (i.e., before the programme) negative emotions. This was done to control whether these factors had an impact on the observed outcomes. Paired *t*-test revealed that there was no statistically significant difference between the time between their referral and discharge for young people who showed improvement ($M = 205.43$, $SD = 83.86$) and young people who did not show improvement ($M = 195.52$, $SD = 66.06$), $t(387) = 1.00$, $p = ns$. In other words, the time spent on waiting list and in support did not show a significant link to changes in outcome scores.

Differences were also examined between the baseline (i.e., before the programme) YP-CORE scores of young people who showed improvement after the programme and those young people who did not show improvement after the programme. This was to control whether young people who reported improvements after the programme had different levels of negative emotions to begin with compared to young people who did not show improvements. Notably, the analysis showed that young people who reported improvements at the end of the programme ($M = 22.36$, $SD = 7.90$) had significantly higher negative emotions at the beginning of the programme. This is in comparison to those young people who did not report improvement ($M = 19.25$, $SD = 8.92$), $t(387) = 3.11$, $p = .002$. This suggests that young people with the greatest needs benefited the most from the Walk and Talk programme.



Altogether, these findings showed that taking part in the Walk and Talk programme helped to alleviate young people's negative emotions (e.g., anxiety, depression, trauma, physical problems, functioning, risk to self, and other emotional distress), and the programme was most beneficial to young people who reported higher negative emotions at the beginning of the programme.

Qualitative Data

Vignettes

In order to further investigate the therapeutic process, counsellors wrote accounts that outlined real life stories of the young people they supported. Four examples have been selected to contextualise and help explain some of the learning and change for these young people. All names have been changed to protect young people's identities.

"Karen (13 years old) had been admitted to hospital due to self-harming. She disclosed that her self-harming started around 8 months prior to her hospital admittance due to low mood, lack of contact with her mother, and lack of peer friendships. She had also been a victim of ongoing bullying and presented with low self-esteem during our initial counselling session. Karen completed the maximum amount of 12 sessions and her level of engagement throughout the counselling was very good. She initially found counselling "hard" and struggled to talk about her life, but it was clear that as the sessions went on, the relationship between us grew stronger and the work was at a greater relational depth, with Karen exploring more of her life and the views she held about herself. It would seem that by the end of counselling, Karen's self-concept of who she was had moved closer to her true self and she had rejected other people's introjected* views about herself in relation to bullying. She had a much greater acceptance for who she was and had even entered into a new relationship. Asking out a boy she liked showed the confidence Karen was now possessing as even she felt that the "old her" would never have taken a risk due to a fear of rejection. Karen had stopped self-harming prior to our sessions starting but by the end of counselling she felt her resilience and her ways of coping had changed entirely. She had a closer support network both at home and with peers that she was using to support herself."

(Karen's counsellor)

* *Introjection is defined as "the process of taking representations of others, or parts of others, into one's inner world (...) Introjection is specifically concerned with the way in which people absorb aspects of their parents' attitudes and values as introjects."* (Feltham & Dryden, 1993, p. 97)

“Abigail (15 years old) was referred by social services after taking an overdose and engaging in risk behaviour such as taking ecstasy, drinking alcohol and inappropriate sexualised behaviour. She regularly self-harmed also. Initially, building up trust with Abigail was difficult as she had engaged with a number of different services in the past and had found that once they had been around a short time she was “dropped”. She didn’t feel as though opening up again would be easy. Going out and about really helped with this as she showed me different places that she had been and experiences that she had in those places, such as playing hockey on Stanley Park. Abigail struggled with her peers and took an overdose before being referred to Walk and Talk service and on one occasion during the therapeutic process (in fact the night before a session), she had a major falling out with a number of girls at her school. She was able to be honest and trust me enough to be able to share what she had done, and we both worked together with safeguarding teams to get her the right medical attention. Abigail and I looked at maintaining healthy relationships, particularly with friends, coping strategies and finding time to nurture her own interests and talents. Over time, Abigail began to see her own value, separate to what others thought of her and gradually her self-harming reduced. She now trusts services to help her and we were able to get her additional ongoing support from CAMHS.” (Abigail’s counsellor)

“Jane (15 years old) was referred by the school due to self-harm. She was in conflict with her sexuality as she perceived her parents’ views to be homophobic. Jane benefitted from feeling accepted and valued during therapy. At the beginning she was very shy, nervous and self-harming by cutting as a way of letting feelings of not being true to herself out. Over time, she built confidence to share these feelings in the therapeutic setting using creative tools such as drawing. Eventually she was able to come out as bisexual to her grandmother and her friends. She was able to build confidence to share safeguarding concerns around family life, which were investigated and supported by school and social care. Doing so helped her find other ways of coping rather than self-harming and by the end of the therapeutic process she had been able to stop harming completely. From being shy and nervous and filled with fear with regard to home life, Jane was eventually confident enough to perform a solo in a school concert and complete a display of her artwork.” (Jane’s counsellor)

Emily (11 years old) was referred to YoutherapY by her mother, due to previous self-harm through scratching, feeling pressured around her upcoming SATS exams, and issues with anxiety and anger. Emily was initially unsure about counselling as she did not understand what counsellors did. She felt she would like support around transitioning to high school as this was causing her anxiety and stress. Emily

completed the maximum amount of 12 sessions and her level of engagement throughout counselling was very good. She initially found counselling difficult and appeared shy and reserved during the initial few counselling sessions. Engaging her more with art and creative sessions at the beginning of the counselling process allowed her to explore her life in a less direct way and build upon the counselling relationship. As the relationship between us formed and trust developed, Emily felt able to explore her life in a more in-depth way. My observation was that, by the end of counselling, Emily had moved closer to her real self and she had started to reject introjected views about herself, which had been caused due to bullying within school months before. Emily had been worried about people liking her and making friends when starting at secondary school, but she has flourished in this environment and become a happy and confident girl who has made many friends through, in her words, "being myself". Emily stopped self-harming prior to counselling sessions but she felt by the end of counselling her resilience and her ways of coping at times of stress and unhappiness had improved. Emily has also been reflective in her own behaviour and made changes in how she would react to other people and this helped develop a close relationship with her mother and sister. Overall, Emily felt by the end of her sessions that she had grown as a person and was more confident and happier with her life. She felt that her relationship with her family had improved and she had formed a much closer bond with her younger sister. She talked about how she would get angry and upset when her younger sister took her toys or went into her room, but by the end of counselling, she was showing a high level of empathy and tolerance and this had brought the siblings closer together. She has thrived in secondary school and made many friends and has no longer been worried about what other people would think of her. Her self-concept and real self were more aligned, and she has been able to reject negative introjected beliefs from peers at school."

(Emily's counsellor)

Feedback from young people

The feedback from young people was positive as they reported that they:

→ felt being listened to, cared and understood

“I could talk about things that I would never dream of talking to family and/or friends about.”

“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.”

→ enjoyed the outdoor sessions

“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.”

→ had opportunity to explore areas that they needed to work on and accept themselves

“Walk and Talk had helped me with ‘being happy’ with who I am and accept my life.”

→ improved their relationships

“It helped me get weight off my shoulders and helped me improve talking to teachers, parents, friends. I could improve my talking still, but I will try and teach myself how to do that.”

Young people also expressed that they were happy with the **friendly introduction** and **calm environment**, and they found it **easy to set up the appointments**.

Young people suggested **extending the number and duration of sessions** and putting **more focus on getting to the root of their problem**, rather than how to manage it in the short term.

Counsellors' reports

The counsellors' reflections and comments at the end of the programme show that they considered a key element of the positive impact of the therapy was the practice of holding the sessions in places of the young people's choice and often outside.

"Walk and talk was an amazing experience - to be out of the counselling room and give clients the freedom to share where they felt most comfortable and safe. I enjoyed letting my 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)

"Positive experience for the young people being able to be more open because they were outside of the school environment. The young people met us in a safe familiar environment where they felt comfortable, helping to address any power dynamics." (Counsellor)

"More autonomy for clients as they were not reliant on a parent or guardian to bring them to the service." (Counsellor)

"Being led into the young person's favourite places was good for discussions around mindfulness and memories, as well as mood boosting and anxiety lowering effects for the young people."
(Counsellor)

Reports from the counsellors also highlighted that, during the sessions, young people and their counsellors worked on many resilient moves covered in the Resilience Framework (Hart et al., 2007) such as:

- **Basics**, e.g. being safe, not being judged, being free from prejudice and discrimination, fresh air and exercise
- **Belonging**, e.g. finding somewhere to belong, healthy relationships, making new friends
- **Learning**, e.g. making school life work as well as possible, developing life skills
- **Coping**, e.g. being brave, calming down & self-soothing, focusing on good things, leaning on others when necessary, finding time for interests
- **Core self**, e.g. instilling a sense of hope, understanding other people's feelings, nurturing talents, taking responsibility for themselves

Noble truths, such as acceptance and commitment, also played an important role in young people's improvements.

*"Demonstrating the noble truth of 'accepting' for this young person was really powerful."
(Counsellor)*

"The natural levels of anxiety lower just being in nature. So young people got that influence already, feeling a little bit calmer, and then they got freedom of expression, not being watched by teachers, not being watched by parental figures or other authority figures. They can totally be themselves and express everything that they want to say, and we know that it helps when they feel accepted, and they can process all of their negative emotions." (Counsellor)

Following the Walk and Talk programme, staff reflected on how the project had initially been designed and delivered. They also reviewed the benefits, both to young people and to the counsellors themselves. There are many learning points from these reflections that can be helpful for practitioners to consider, in order to improve their support to young people for their mental health and wellbeing.

What worked well?

Strategic locations: The town was divided up into three main areas as North, South and Central. This separation helped counsellors to meet with as many young people as possible in the time they had each day and it meant travel time and expenses were kept to a minimum.

Risk assessments: Risk assessments were conducted to ensure the location was suitable to walk and talk and that it met with the needs of the young people. These assessments changed based on seasonal changes and day to day weather considerations. For instance, if it was hot and sunny, availability of sun cream and water was checked. These factors were considered on an individual basis, with dynamic risk assessments being carried out at every session.

Confidentiality: Individual consideration was given to confidentiality, such as who might see or hear young people, if they were going out and about in a public space. This was discussed when contracting with young people at the start of their counselling sessions.

Relationship with schools: Strong working relationships were devised with school staff including receptionists, pastoral and safeguarding leads. This was to ensure appropriate and timely referrals into the support. Flexibility was needed around the timing of the weekly sessions to avoid missing the same school lesson every week and to ensure that the schools were comfortable with the pupils going out and about. Specific permission forms were devised for this. Appointments that started at schools were found to increase attendance rate as young people were already present.

Preventing isolation: Counsellors reported that their role could become isolating at times as there was no catch-up time between sessions. Cross-platform messaging services were devised, therefore, to ensure practitioners had a place of safety to feel connected to their colleagues. They also connected regularly with the whole team at the YoutherapY main base. This was for peer supervision, safeguarding concerns and team meetings, as well as for continuing professional development.

What were the challenges, what could have been better?

Choosing locations: The counsellors expressed difficulties when finding a place of calm to talk during the winter, which led young people to pick cafes for their sessions, resulting in additional confidentiality issues. Some young people wanted to continue this trend when the weather was better, which led to questions about whether they wanted therapy or a social meeting. Docuette (2004) suggested that the physical energy released from walking is an essential part of the therapeutic benefit and therefore, whilst meeting in a café does empower young people to choose their preferred location for support, it limited the walking aspect of the support. .

Relationship with HeadStart: Some counsellors reported that, towards the end of Walk and Talk, they did not feel as included in HeadStart as they felt at the beginning of the programme. Counsellors also suggested that the communication from HeadStart was limited, not acknowledging the work of the practitioners and achievements of young people. The counsellors reflected that both they and the young people felt keenly what they perceived as a lack of supported ending of the service.

Budget limits: The counsellors commented that limited budget for drinks could be challenging as not all places served low cost drinks. Some counsellors felt that it might have been better to have a budget per child to buy items, or even no budget, to encourage more walking, as this resulted in additional expenditure for staff and project funders.

Accidents: A final challenge was the active and constant risk assessment for potential incidents such as trips and falls and the possibility of other accidents.

Costing and Legacy

Covering the period from inception in 2016 to December 2019, the total cost of the Walk and Talk programme was **£502,365.32**. This included counsellors' time for preparation, travel, and delivering the sessions, with an average hourly rate of **£22.96**.

Additional costs that occurred during the session (e.g. refreshments) were **£4,362.64** in total, with a cap of £4 per session. The counsellors were also provided with five laptops as they work remotely, costing **£7,493.95** in total.

Other expenses such as travel expenses, software and resources were provided from NHS funding or donations from NHS sponsors at the Blue Skies team.

Even though the programme has ended, it has ongoing positive impacts. Support for young people needing counselling continues at YoutherapY, with all the Walk and Talk counsellors having been redeployed within the NHS in the same or similar roles. All Walk and Talk counsellors remain part of the YoutherapY team. Any young people who wish to walk and talk for some or all of their therapeutic interventions continue to be offered this choice at the time of assessment and during ongoing therapeutic work, using the Resilience Framework (Hart et al., 2007) if needed.

Practice Recommendations

This section outlines the recommendations made by the YoutherapY counsellors to practitioners who aspire to design and implement a counselling programme like Walk and Talk.

Person-centred approach

The YoutherapY counsellors recommended that any service targeting similar groups of young people should have a person-centred approach at the core of the programme. In the Walk and Talk programme, all staff were trained in the person-centred approach and then added different modalities and techniques such as cognitive behavioural techniques, solution-focused therapy, and Resilient Therapy (Hart et al., 2017). The counsellors reflected that the improvements that young people reported is a testimony of the person-centred approach, which allowed them to fully adapt the counselling on young person's needs.



Listening to young people's voice

Another approach adopted in the Walk and Talk programme was listening to young people's voice. In the programme, young people were given a lot of choice: where to be seen; by whom to be seen; how often to be seen, and so on. Autonomy to choose helped empower young people as well as balancing the power dynamics between the counsellor and the young people. It gave opportunity to young people to look at their strengths, and one of these strengths was that they could make decisions for themselves and have some control over their life, which many of them did not feel they had before. By giving the young people a choice in their sessions, they naturally took a

lead and the majority felt more comfortable opening up. Scheduling the sessions in school time meant their parents/carers did not have to be involved in dropping off or picking up the young person. This enabled greater autonomy for the young people.

Boundaries and confidentiality

Another recommendation from the YoutherapY counsellors was the benefit of establishing clear boundaries at the very beginning, while contracting with the young person. Special attention should be paid to issues around confidentiality on individual basis.

Self-referral

A critical aspect of this programme, which YoutherapY counsellors recommended be maintained, was self-referral. This was important as it meant young people could seek help on their own initiative, without professional involvement.

Target group

The YoutherapY counsellors highlighted that counselling is for anybody, and it is crucial to destigmatise mental health issues. They recommended, therefore, that a future programme should be open to any young people that felt they might benefit from counselling and not only those experiencing self-harm issues.

Building strong relationships with schools

In the Walk and Talk Programme, the sessions were in school time, and the counsellors were picking up and dropping off the young people. School appointments were chosen because the fact that young people were already at the school reduced the number of missed appointments.. In scheduling appointments, it was important to avoid young people missing the same lesson every week. The counsellors strongly recommended the building of good relationships with school staff, including receptionists and front of house staff, pastoral and safeguarding leads, and other school staff. This is important to ensure the functioning of scheduling of appointments as well as the picking up and dropping off of young people by the counsellors. , Ongoing communication with the staff, particularly teachers is important, and enables the counsellor to explain the importance of the service and that the young person is missing the lesson for positive reason. Having strong relationships with schools and getting school staff on board is key for the successful implementation of the programme. Otherwise, sessions can be shortened by delays in finding the young person or the young person having not been released from the classroom. The YoutherapY counsellors noted that different schools have different systems. For instance, some schools send appointments out to young people. Others have runners to go

out and collect young people when the counsellor arrives. Some schools expect the young person to go to a certain place at the school to meet with the counsellor. It is, therefore, essential to have an understanding how each specific school functions.

Strategic locations and scheduling

The YoutherapY counsellors recommended devising strategies to meet as many young people as possible in a given day. For instance, they used the strategy to divide Blackpool into three main geographical areas, which helped to keep travel time and expenses to a minimum. This practice has also been adopted by other services to reduce travel times.

The counsellors recommended having places mapped out in preparation, so that they had options to suggest to young people who may not venture outside of their home or school, thereby introducing them to the outside world.

Preparation and risk assessments

It is important to plan and test out walking routes before the sessions with particular regard to potential hazards. These might include busy roads which might prevent the counsellor and the young person hearing each other. Consideration should be given to the distance of the walking venue from the school. Being prepared is vital so the counsellor can feel confident to support the young person in the best way possible. Dynamic risk assessments should be done both before and during the sessions. The counsellors highlighted many practical recommendations to facilitate a positive experience. These range from having an emergency number that is easily accessible and a charged up mobile phone, to having enough fuel and a first-aid kit in the car. Counsellors also recommended that practitioners ensure that they anticipate needs such as the need for toilets or shelter from adverse weather and know where relevant facilities are and that they have appropriate protective clothing as necessary. Counsellors further recommended that there is always someone at the organisation/base for practitioners to check in with once they finish with a session or at the end of the day. This is important when a session or day has been particularly difficult or complex or urgent issues have arisen. This practice also helps to prevent the isolation that practitioners might feel. Finally, the counsellors recommended that a limit is placed on the amount of time driving, which takes away from the session time. Therapeutic interaction requires full attention, and it is impossible to pay full attention to the young person while driving. Practitioners, therefore, should focus on getting to the nearest suitable place for the session. The YoutherapY counsellors reflected that they would avoid using their car if possible, depending on the location of the school, and

walk around the local area to get to the nearest park or any green space. In line with the person-centred approach, it is also recommended that practitioners acknowledge that young people vary in terms of their physical abilities. A 10-minute walk might be enough for a young person, so the practitioner should consider places to rest while planning for the session.

Ending the support

Some young people have complex issues that short-term counselling cannot fully address. In this case, they should be referred to another service that offers long-term counselling. An alternative is that the programme be pro-actively designed to offer both short-term and long-term counselling. Ending of the counselling relationship should also be planned very carefully, particularly for those who had previous experiences of loss and bereavement.

Places of Calm

In the Walk and Talk programme, the aim was to help young people to create their own internal places of safety, as well as to create those external places of safety – which led to the list of Places of Calm.

Low or no cost “Places of Calm” in Blackpool were considered with young people so that they could return to these after the counselling had ended and could remember how to use the skills they had learnt during therapy, particularly around self-soothing. Favourite ideas were walking on the beach or on Blackpool Promenade, in woodland, Stanley Park, the 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, Kinncraig Park, Horse Sanctuary, Preston New Road, Solaris Centre, and Highfield Park. Other ideas for places of calm were sourced from www.fyidirectory.co.uk

The Walk and Talk counsellors recommended that practitioners develop a similar list of low or no cost places or venues in their local area so that when the counselling ends, young people can return themselves to these places and remember the skills they learned during their counselling and how to use them for self-soothing.

Conclusion

The current report describes the comprehensive evaluation of the impact of the Walk and Talk programme. This evaluation used quantitative (questionnaire) data which was completed before and after the programme, qualitative information such as reflective accounts and verbal feedback, and costing information. Taken together, this evaluation may enable decision makers to review the impact of the programme alongside the costs of the programme.

The findings suggest that the programme offered a successful blend of person-centred counselling with cognitive behavioural and other techniques such as expressive art therapy, solution-focused therapy and Resilient Therapy (Hart et al., 2007). The approach enables the embedding of the therapy into activities chosen by the young people in their preferred locations. Quantitative and qualitative findings provide robust evidence that the Walk and Talk programme helped young people to ease their negative emotions, develop alternative coping mechanisms and build resilience rather than self-harm. This is reflected in the young people's relationships with themselves as well as with peers and families.

Not being confined in a therapy room and having sessions outdoors had a positive impact on both young people and their counsellors, suggesting that the walking component of the programme as well as the resilient move 'fresh air and exercise' might have improved the effectiveness of the therapy. Embedding the Resilience Framework (Hart et al., 2007) within the walk and talk approach was found to be successful. The Resilient Moves addressed by young people and the counsellors during their sessions played an important role in young people's lives in terms of developing alternative coping strategies and building resilience. This learning provides critical directions for developing future practice strategies.

One of the strengths of the evaluation is the mixed-method approach, integrating quantitative and qualitative data collected from different stakeholders involved in the Walk and Talk programme, alongside a cost breakdown to help inform potential sustainability and future investment. This is enhanced by working with counsellors to develop practice recommendations to inform guidelines. On the other hand, using outcome measures before and after the programme posed some limitations. For example, it cannot be said with absolute certainty that the reported changes are direct outcomes of the programme. Therefore, the results whilst showing good outcomes should be interpreted with caution.

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Appendix I: Self Harm Support – Final Report



Self-Harm Support

Final Report

Blackpool Council



University of Brighton

This report has been co-produced by practitioners from the Resilience Revolution alongside the Research and Evaluation team.

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Introduction

‘Self-Harm Support’ was developed as part of Blackpool’s Resilience Revolution. The Resilience Revolution is a whole town approach to addressing the mental health needs of young people in Blackpool. It 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 social enterprise Boingboing. Supported and funded by the UK’s National Lottery Community Fund, this partnership collaborates with individuals, organisations and services across Blackpool, using Resilient Therapy (Hart, Blincow, & Thomas, 2007) to develop new ways of working to support young people’s mental health and wellbeing, with young people and their adult supporters involved as co-leaders.

Through embedding resilience-building approaches across the whole town, the Resilience Revolution aims to mobilise a social movement that unites collective action to ‘Overcome adversity, whilst also potentially changing, or even dramatically transforming, (aspects of) that adversity’ (Hart et al., 2016, p. 3) and to tackle structural inequality. In other words, the aim is to ‘beat the odds’ for individuals whilst also ‘changing the odds’ for the whole community.

Why did Self-Harm Support take place in Blackpool?

Blackpool is a seaside town on the Lancashire coast in North West England. Despite being famous as a holiday destination, Blackpool is also one of the most deprived towns in England, which makes life challenging for young people to reach their potential. In Blackpool, self-harm injuries and risks which resulted in a hospital visit were significantly higher than the national average for several years before the Resilience Revolution formed. Between 2015 and 2016, the overall rate of hospital visits attributed to self-harm was more than three times the national

average. In 2018, 19% of hospital visits for self-harm injuries and risks were from those under the age of 15. (Blackpool Joint Strategic Needs Assessment 2018).

A pilot project at Blackpool Victoria Hospital in 2016 was run where youth workers and play workers engaged with young people who had been admitted to the adolescent ward for reasons relating to self-harm at weekends and from feedback from young people who reported this type of activity was helpful, a new targeted programme was developed by HeadStart Blackpool.

What is the Self-Harm Support Programme?

Resilience Coaches from Blackpool's Resilience Revolution work individually with a young person and their family to offer short-term support. This is usually 8 weeks of support for young people who have self-harmed or are at risk of self-harming ensuring they have the help they need in the community. The Resilience Coach tailors their support to the individual and activities used are co-produced with the young person. Resilience Coaches are experts in co-production and understand that everyone has their own ways of coping, so the same coping strategies will not work for everyone. Through co-production with individuals, Resilience Coaches look at what the young person enjoys; gets to understand their hobbies, friends and distractions, so that a coach and young person can work together to foster healthy coping strategies.

The support consists of;

- Learning about resilience and resilient moves.
- Relationship building with a trusted adult.
- Gaining a comprehensive understanding of the young person's current situation.

- Co-producing activities to build resilience and coping mechanisms.
- Setting goals.
- Liaison with family, schools and services (if appropriate).
- Follow up assessment of young person's situation to help identify relevant future support (if needed).

Each young person discusses the benefits of a distraction box. A session takes place showing young people an example of a distraction box and a Resilience Coach explains what each item can do to help. Young people are offered time to make a box with their Resilience Coach and choose items to put in. This session includes a list of suggestions for young people to add to their box themselves.

What does the Self-Harm Support Programme aim to achieve?

The aim of the programme is to:

- Reduce self-harming thoughts and behaviours in 10-16 year olds by co-producing coping strategies and building resilience.
- Make initial contact and arrange support within 24 hours on weekdays, 72 hours on weekends.
- Support a reduction in young people presenting to Accident & Emergency to Child Adolescent Support and Help Enhanced Response Team (CASHER)
- Offer support and advice to family members and other professionals.
- Act as liaison point with school and other professionals– if appropriate.
- Support young people to engage with multiagency services after the support– as appropriate.

Who participated in the Self-Harm Support Programme? Between April 2017 and

February 2022, Resilience Coaches supported 154 young people. Up until December 2020, 105 visited the Accident and Emergency Department (A&E) at Blackpool Teaching Hospital between 5pm and 10pm weekdays or on weekends due to self-harming injuries and risks.

The young people were assessed and referred to the Resilience Coach team by the Child Adolescent Support and Help Enhanced Response Team (CASHER), who work out of hours at Blackpool's Victoria Hospital.

From Jan 2021 until Feb 2022 Resilience Coaches supported 49 young people who were referred directly to Resilience Coaches by school staff.

29% of attendees were male, 65% of attendees were female, and 6% reported other gender or preferred not to say. The average age at referral was 13 years and 11 months.

Further demographic information was available for 134 young people. 95% of the young people were White British (compared to the national average of 66.4% in 2020/2021; UK Government 2021a) and 90% spoke English as their first language (compared to the national average of 80.7% in 2020/2021; UK Government 2021a).

During the spring term of 2019, 39.6% of the students were receiving special educational needs (SEN) support (compared to the national average of 12.2% for in 2020-2021; UK Government 2021b), 1.5% were under an Education, Health and Care (EHC) plan (compared to the national average of 3.7% in 2020/21; UK Government 2021b). In addition, four young people (3%) had a history of being looked after, meaning they were under local authority care.

57% % of the supported young people were eligible for free school meals (compared to the national average of 20.8% in 2020/2021), which is an indicator of low family income. Another

measure, the Income Deprivation Affecting Children Index (IDACI), was used to assess the income deprivation based on the postcode where young people lived. Income deprivation means that people are either out-of-work or in work but have low earning. The IDACI shows the proportion of all children (aged 0-15) living in income-deprived families in a given area. Considering the postcode of the 134 young people, the IDACI ranged between 1 and 7 with the average of 2, where 1 represents the 10% most deprived areas. This means that on average young people supported in the self-harm support lived in areas where income deprivation rates were high.

What did the referral and support look like?

The busiest month for referrals when looking across this five-year period was May (24 out of 154). Most referrals were made during the periods of May-July (67 referrals out of the 154, which 43.5% of the referrals). The months with the least referrals were January, August and November (7 referrals for each month out of 154).

The reasons for referral vary. Practitioners working with the young people observed that males were reporting struggling to cope with relationships, ways to communicate their feelings and that they struggled to ask for support. Female referrals also varied, with reports of friendship problems, issues with body image and pressures of trying to 'fit in'. Another area reported by many young people was negative impacts of exam stress on their ability to cope.

On average young people were supported for a 110 days and during this period they took part in an average of 23 communications and meetings with the resilience coaches.

Evaluation of the Self-Harm Support Programme

In order to evaluate the Self-Harm Support Programme, information was collected from young people before and after support to identify changes in their emotional symptoms, conduct problems, hyperactivity, peer relationships, prosocial behaviour and impact of difficulties.

Young people were supported by Resilience Coaches to set and monitor progress towards their personally meaningful goals. These goals were set at the beginning of the support, using the Resilience Framework to guide discussion with the young people. Final scores were collected at the end of the intervention. They were also collected when the young person felt that they had reached a desired level of accomplishment when a decision was made to close that goal and develop a new one. In addition, young people and their families were asked to provide feedback about what they thought of the support sessions.

Analysis was also undertaken to explore whether young people re-presented at A&E or other hospital services with self-harming thoughts or actions.

Finally, a sample of reflective accounts and feedback forms was collected from the Resilience Coaches. These accounts have been independently analysed by the Research and Evaluation team at the Resilience Revolution Blackpool to identify themes and patterns across young people's journeys throughout their support.

The above sources have been collated in order to measure the impact of the programme, identify areas of good practice and provide recommendations for improvement.

Quantitative Findings

Strength and Difficulties Questionnaire

The Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001) was administered to young people before and after taking part in the Self-Harm Support Programme, to evidence whether the support has helped young people to build their strengths and reduce the difficulties they experience.

The SDQ is a short questionnaire, validated for young people aged between 11 and 17. It incorporates five subscales assessed on 25 items (5 items per subscale), evaluating difficulties on four subscales (i.e., Emotional Symptoms, Conduct Problems, Hyperactivity/Inattention, Peer Relationship Problems) and one strength subscale (i.e., Prosocial Behaviour). The difficulties subscales can also be combined to produce a Total Difficulty score. The questionnaire also includes an impact supplement to evaluate the impact of these difficulties on various areas of the young people's life, e.g. home or school environments.

63 young people completed the questionnaire before and after taking part in the programme since January 2019. They were supported on an individual basis by their Resilience Coach to complete it. Completion time took approximately 20 minutes. This additional measure was added in January 2019 and so not all those who have been part of the self-harm support since April 2017 can be included in the SDQ section of the quantitative analysis.

Paired *t*-test analysis was used to explore if there was a statistically significant difference in young people's scores before and after taking part in the programme. If the change is statistically significant, it means that any changes that are seen are unlikely to be simply down to chance. Table 1 below presents descriptive statistics for the subscales, as well as the statistical analysis results

Table 1. Strengths and Difficulties Questionnaire (SDQ) Statistical Analysis

	Before support		After support		<i>t</i>	<i>df</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
SDQ Subscales							
Emotional Symptoms	6.30	2.11	4.90	2.18	6.04	62	<.001
Conduct Problems	3.57	1.83	3.02	2.01	2.61	62	.011
Hyperactivity	6.52	1.94	5.68	2.38	3.25	62	.002
Peer Problems	3.94	1.99	3.11	2.16	4.41	62	<.001
Prosocial Behaviour	7.49	1.76	7.51	1.84	-0.09	62	.93
Total Difficulties	20.33	4.85	16.71	6.43	5.77	62	<.001
Impact	3.65	2.64	1.98	2.08	5.48	59	<.001

M = Mean. *SD* = Standard deviation. *t* = *t*-value obtained from paired *t*-test analysis. *df* = Degrees of freedom. *p* = Probability value, where *p* < .05 indicates statistically significant results.

Paired *t*-test analysis revealed statistically significant improvements in the following areas:

- Emotional Symptoms: 67% of young people reported improvement in their Emotional Symptoms, and the average decrease in reported difficulties was 22%
- Conduct problems: 44% of young people reported improvement in the Conduct Problems, and the average decrease in reported problem scores was 15%.
- Hyperactivity: 59% of young people reported improvement in their hyperactivity, and the average decrease in reported difficulty scores was 13%.

- Peer Relationship problems: 57% of young people reported improvement in their Peer Relationships, and the average decrease in reported problem scores was 21%
- Total Difficulties: 63.5% of young people reported improvement in their total difficulties, with an average decrease of 18% across all the areas of difficulty
- Impact: 63% of young people reported that the impact their difficulties have on their lives has reduced, with an average decrease of 46%

The graph below shows the scale of improvement young people reported between the beginning and at the end of their support.

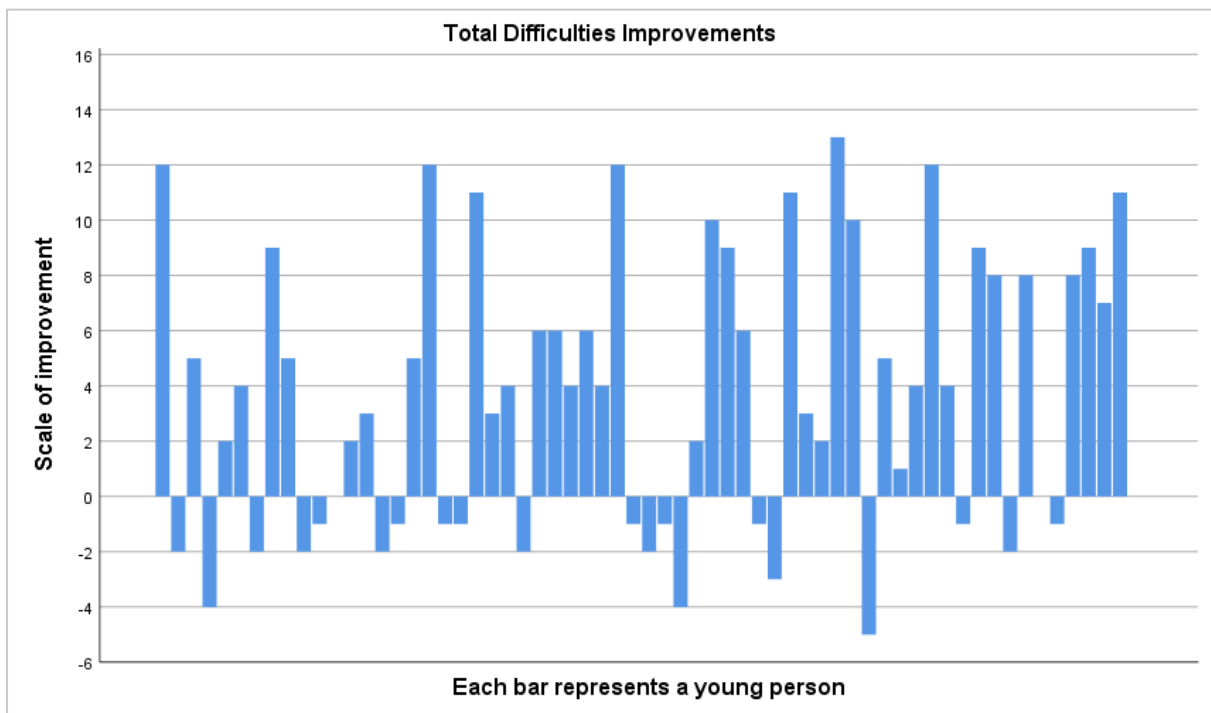


Figure 1. Strengths and Difficulties Questionnaire (SDQ) Individual Survey Raw Scores

The graph shows that 40 young people improved during their support and some of these improvements are large. The graph also highlights that 20 young people scored themselves as slightly deteriorating during their support period. By measuring this and pinpointing in which

areas the young person felt the most difficulty, it has helped young people and coaches to identify and access further community support options available to the young person.

The Strengths and Difficulties Questionnaire is used widely across the world and so the scores are grouped into four categories: normal, slightly elevated, high and very high.

These validated cut-off scores were used to identify young people who reported above threshold (slightly elevated to very high) levels in the reported difficulties. Table 3 below shows the percentages of young people who reported higher than ‘normal’ rates of difficulties, or below the ‘normal’ score range on the strength subscale, before and after taking part in the Self-Harm Support Programme.

Table 2. Young people scoring outside the ‘normal’ thresholds on SDQ

SDQ Subscales	Before support	After support
Emotional Symptoms	62.5%	42.9%
Conduct Problems	51.6%	34.9%
Hyperactivity	67.2%	54%
Peer Problems	56.2%	39.7%
Prosocial Behaviour	20.3%	11.1%
Total Difficulties	89.1%	58.7%
Impact	88.9%	68.9%

Difficulties - Overall, there was a decrease in the proportion of young people who reported above the ‘normal’ threshold levels of difficulties on all subscales, including Emotional Difficulties, Conduct Problems, Hyperactivity, Peer Problems, as well as the combination of these scales (Total Difficulties). This suggests that the difficulties facing young people in their relationships and their emotional turbulence reduced. Moreover, fewer young people reported that these difficulties had serious (above threshold level) impact on their lives; so

whilst in 8 weeks it is not possible to remove the difficulties completely, young people reported an ability to manage the impact of these more effectively.

Strengths - The number of young people who reported that their prosocial behaviour was outside the 'normal' threshold reduced from 20% to 11%. However, change on this subscale was not statistically significant; therefore, this could be down to chance.

Visiting A&E

77% of young people have not been back to A&E with self-harm injuries or risks. This is a percentage taken from 72 out of 94. There have been no follow up records found for 60 young people, so these 60 have been excluded from the calculation.

Some of the young people have accessed community support rather than presenting to A&E as an emergency. In most of these cases, the resilience coach has helped build this relationship with agencies and services with the young person and families

The trend suggests that after working with a Resilience Coach the majority of young people who need additional support are proactively seeking support from local community services, rather than presenting at hospital in an emergency.

It is also important to note the speed at which the holistic support is put into place. One of the aims of this support is to offer support in a timely manner and all 154 young people were contacted by the Resilience Coach within 72 hours of attending A&E to discuss the type of support available. The majority are contacted within 24 to 36 hours.

Goal based outcomes

Following referral, the Resilience Coaches contacted the YP and the parents/carers/legal guardians of the young people. They discussed the 'resilient moves' from the Resilience Framework and identified up to three realistic and achievable goals, using the Goal Based Outcome measure (Law & Jacob, 2015). Goals were agreed upon after one or more conversations (first or second session) about what the young person and family/carers felt it was important to work on and try to achieve through the support.

A rating from zero (no progress towards goal) to ten (goal achieved) was then assigned to each goal. Changes in YP's lives occur on a regular basis, therefore, whilst most goals were set at the beginning of the support, the Resilience Coaches and young people remained 'flexible and were willing to re-orientate sessions' if new concerns or new goals emerged. Goal progress was revisited and scored every two or three sessions. Regular goal monitoring enabled Resilience Coaches and the supported young person to consider how far they had moved towards reaching that particular goal compared to where they were at the beginning of support. Final scores were collected at the end of the support or when the young people felt that they had reached a desired level of accomplishment and hence decision was made to close that goal and move towards making a new one.

71 out of the 154 young people had at least one goal with a follow-up rating. For the remaining young people either no goals were recorded or the recorded goals were not followed-up and therefore were not included in the analysis. The 71 young people set 191 goals in total, which is an average of 3 goals per young person ($M = 2.7$).

Each goal was linked to the most relevant resilient domain outlined in the Resilience Framework (Hart et al. 2007). Figure 3. Shows the distribution of in each domain of the

Resilience Framework. Most goals were related to the 'resilient moves' in the coping domain ($n = 91$; 48%), followed by the core-self domain ($n = 35$; 24%) and the lowest numbers of goals were related to resilient moves in the Basics ($n = 17$; 9%) and Learning ($n = 17$; 9%) domains.

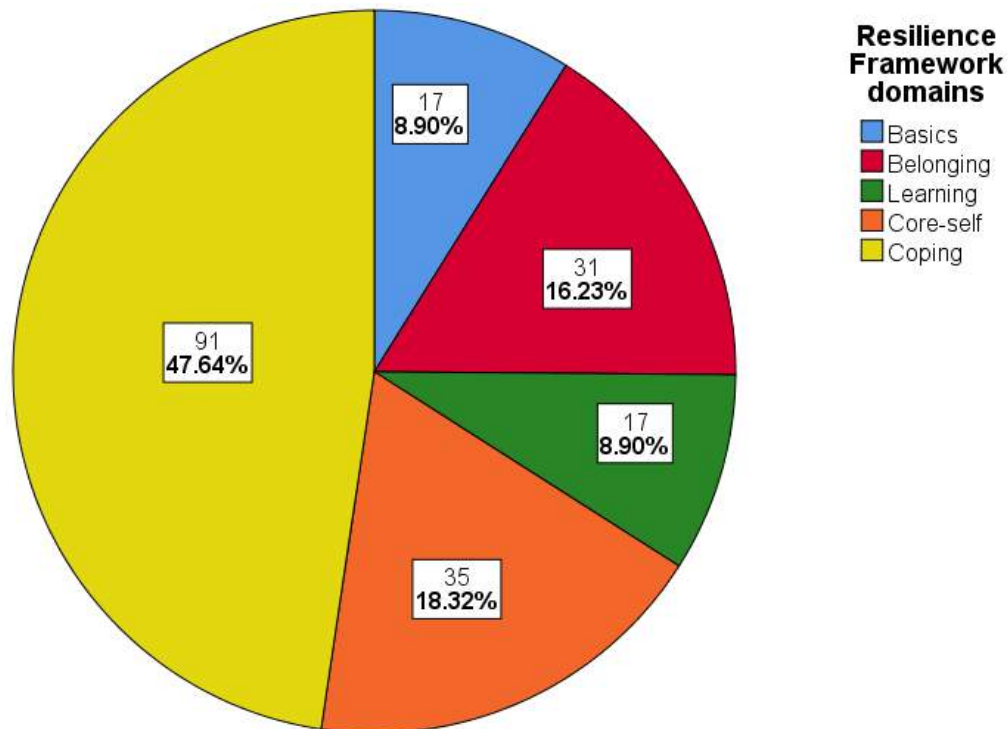


Figure 2. Distribution of goals across the Recovery Framework domains

Below, a sample goal from each domain is presented.

- **Coping:** "To learn strategies to help me feel calmer/ reduce self-harming thoughts."
- **Learning:** "I want to do better in maths"
- **Belonging:** "To make more friends at school."
- **Core-self:** "To understand my feelings better."
- **Basics:** "Spend more time outdoors."

Changes in the Goal Based Outcomes were analysed by comparing the ratings young people reported when the goal was first set and when it was last rated. On average there was 59 days

(approximately 2 months) between the first and the last goal rating (ranging between 5 day and 163 days).

Considering the 191 goals, the average change score between the first and final rating was 4.25 (ranging from -5 to 10). 75% of the goals changed positively by more than the reliable change index of 2.45 or the meaningful change value of 3; a value above these is considered not to be due to random fluctuation or due to measurement error and to represent a quality change in young people’s progress.

Results showed that, at the end of their support, young people rated themselves significantly closer to reaching their goals.

Table 3. Goal based outcomes statistical analysis (scored 0-10)

	First rating			Last rating		<i>t</i>	<i>df</i>	<i>p</i>
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Goal based outcomes								
All Goals	191	2.79	1.87	7.04	2.44	-22.06	190	<.001
Basics goals	17	2.59	1.80	6.53	2.94	-7.14	16	<.001
Belonging goals	31	2.52	1.69	6.80	2.30	-9.91	30	<.001
Learning goals	17	2.82	1.59	5.76	2.59	-3.59	16	.002
Core-self goals	35	2.20	1.39	6.34	3.16	-8.824	34	<.001
Coping goals	91	3.13	2.09	7.71	2.02	-16.87	90	<.001

Mean change in GBO scores in the different Resilience Framework Domains (Hart et al., 2007)

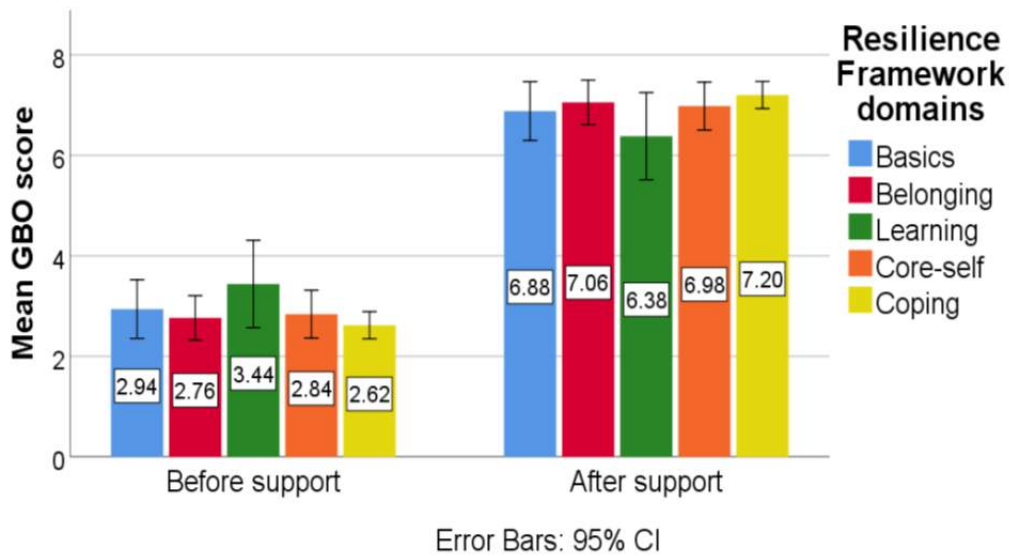


Figure 3. Mean change in GBO scores across the Resilience Framework domains

Qualitative Findings

Resilience Coaches prepared reflective accounts after finishing working with individuals to record their perspective of the young person’s journey throughout the support. Nine reflective accounts were accessed and analysed by Blackpool HeadStart’s Research and Evaluation Team. This analysis gives some explanatory insight into how the Resilience Coach Self-Harm Support may have contributed to the positive outcomes reported in the quantitative findings. Below is a summary of key themes evident from this analysis. These include the reasons for referral, types of goals young people set for themselves, as well as the outcomes from the Self-Harm Support Programme such as; changes in safe behaviours, better relationships, new coping strategies and positive outlook on the future.

Reasons for referral

105 Young people were referred for Self-Harm Support with a Resilience Coach after presenting at A&E to the Child & Adolescent Support & Help Enhanced Response (CASHER) team. CASHER assessed the young people and found that they were expressing suicidal

thoughts, experiencing distressing symptoms such as hearing voices or recurring nightmares, or self-harming. Therefore, a referral to the Resilience Coach team was appropriate. Resilience Coaches then worked with the young people and identified a range of different factors that led up to the young person attending A&E. These triggers included bullying, break down in friendships, and previous abuse.

49 Young people were referred for Self-Harm Support with a Resilience Coach by staff at their school. Schools referred young people for support because of the risk of self harming, such as becoming withdrawn in class or disruptive behaviour.

Outcomes seen

The reflective accounts summarised the work young people completed with their Resilience Coaches and the subsequent outcomes. This work reached across all areas of the Resilience Framework (Hart et al, 2007), looking at young people's basic needs, sense of belonging, learning and future aspirations, coping strategies, and sense of core self. Resilience Coaches noticed improvements in many of these areas. They reported young people to have achieved the following outcomes:

- **Coping better** – evaluation of the reflective accounts implied that young people were better prepared to cope when times get tough. Resilience Coaches supported young people to identify and use coping strategies to calm down and self soothe– this ranged from individualised distraction boxes, to activities such as art, gaming and music. Young people were reported to continue using these techniques as support ended.

“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.”

- **Safer** – following work around coping strategies, 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. Work focused on helping young people to understand their triggers and planning what to do if they experience urges to self-harm – for example who they can call, distraction techniques, etc. Resilience Coaches also had conversations with young people about different types of risks, from online safety discussions to understanding healthy relationships and boundaries. Methods noted include safety plans, ‘cycle of change’ work sheets, distraction boxes personal to the individual young person, and liaising with other services.
- **Improved family relationships** – evaluation of the reflective accounts suggested that some young people saw improved relationships with their family members following Resilience Coach support, including getting along better and opening up more to parents about how they are feeling. Work completed with Resilience Coaches involved discussing relationships that were strained, talking about how to build better relationships, identifying methods for sharing feelings, highlighting progress made and helping young people to view their family members more positively.

“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.”

- **Made new friends** – one of the selected reflective accounts showed that a young person benefitted from making a new friend. This was achieved after their Resilience Coach supported them to attend groups where they could mix with new people, accompanying them until they felt comfortable to attend sessions independently.
- **More hopeful and prepared for the future** – evaluation of the reflective accounts indicated that some young people were better prepared for their future goals following Resilience Coach support. Work involved helping young people to find out steps necessary for careers they were interested in, supporting them to produce C.Vs, and linking young people with opportunities to gain experience and develop their aspirations.

“[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 school life** – the accounts suggested that young people were happier in their schooling at the end of Resilience Coach support. While this may have been partly due to other factors (for example the opportunity to study chosen subjects in Year 10, moving to a Pupil Referral Unit, etc.), Resilience Coaches supported this through work such as liaising with other services, ensuring parents were accessing appropriate academic books to support home education, and helping young people to identify staff at school that they could speak to.

- **More positive outlook** – there was evidence of an increase in young people’s optimism as support went on, with young people growing in their ability to see the positives of situations rather than focusing on negatives. Resilience Coaches supported this process through encouraging conversations, praising young people’s achievements, and also through specific activities such as gratitude diaries.

“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 their emotions** – evaluation of the reflective accounts indicated that Resilience Coach support may have helped some young people to better understand the emotions they were feeling and the reasons for this. Examples of this varied, from keeping journals, letter writing, revisiting a 1-10 scale of how the young person is feeling, to directing young people’s attention to body clues linked to emotions.
- **Expressing feelings more** – some young people initially struggled with opening-up to others, sometimes due to a lack of trust or because of a fear of ‘pestering’. Following Resilience Coach support, these young people grew in their confidence to lean on others and let them know how they are feeling. This was achieved through work around how to approach people with their feelings,

discussing the importance of not letting things build up, and also through the use of creative methods such as artwork or the 'feelings letterbox'.

"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."

Discussion

What has worked well?

Timely support

The speed of contacting young people to discuss support and setting up the first home visit exceeds the target set nationally for Child and Adolescent Mental Health Services (CAMHS). All young people were contacted in less than 72 hours after attending A&E and many young people met their Resilience Coach within a week.

Engaging young males

The majority of young people supported were female (65%). This is a trend that is seen nationally where the majority of self-harm risks and injuries that lead to a hospital admission are from females. (Morgan 2017). It is difficult to make a direct comparison with other gendered breakdowns for two reasons. Firstly, the age range for the Self-Harm Support Programme was for those aged 10-16 years and many other agencies include young people up to the age of 18- this complicates any direct comparisons. Secondly, not all those young people who self-harm visit A&E, some young people seek community based support in an emergency. However, in order to understand local trends, data was observed in Blackpool hospital presentation over a three-year period for self-harm. This trend shows that between 12% and 19% of the hospital admissions from those under the age of 18 are male. Therefore the Self-Harm Support Programme is engaging a higher proportion of young males for early support compared to those who have had self-harm related hospital admissions. The difference may be because less males are admitted to wards after being assessed at A&E because young people are referred for Resilience Coach support whether or not their injury has resulted in an

admission to a hospital ward, so more data collection is needed to understand gendered breakdowns of presentations at A&E that did not result in a ward admission.

Practitioners have reported a difference in the types of factors that young males wish to discuss in sessions compared to their female peers. Young males have discussed concerns with being able to communicate feelings and ask for help whereas females have discussed issues with body image and friendships. Both genders have also discussed exam stress as an area of large concern.

Peaks in demand

The month in which most referrals are received is May. There is also fall observed in August and this may be linked to the school academic calendar and reflect the specific milestones that fall within school life. For example exam stress is reported in May and a drop in friendship breakdowns are reported during school holidays.

Reduced difficulties and goal progression

Overall, the programme has seen statistically significant improvements in young people's ability to increase their strength, reduce difficulties and reach their goals (as measured by the SDQ and GBO scores). Improvements were seen in how young people manage emotions and the results also show that peer difficulties such as friendship and bullying-related issues have decreased. These changes suggest that the programme is meeting many of its key aims, targeting and impacting these key factors that young people have raised.

Young people set goals that align with the Resilient Moves within the Resilience Framework (Hart et al. 2007 *see appendix 1*). The framework sets out 42 moves that

people can make to help boost their resilience and wellbeing. Most young people have set goals that fall within the 'Coping', 'Core Self' and 'Belonging' sections of the Framework. Expressing emotions, talking to friends and family and being able to see their future in a more positive light have been goals that young people have set, tracked and seen positive gains within over the 8-week programme. There was reports of increased volunteering, but no specific examples given about greater kindness or sharing outcomes.

Feedback from young people and families

A random sample of feedback from young people and families almost entirely rated the support as excellent, scoring their experience as either a '9' or '10' out of 10. One coach was rated 20 out of 10 by one of their young people, which showcases the high level of satisfaction and support for the programme. Parents have observed young people to be more optimistic and confident. Parents have also sent feedback to explain how the support has helped the whole family communicate more effectively.

New School Referral Pathway

Referrals to Resilience Coaches have been extended to come directly from schools. Resilience Coaches offer early intervention support, preventing the young person needing to present at A&E in the first instance.

What could be improved?

Feedback from those who have been part of the support programme suggests a small number of young people and families would like more sessions. This has been raised because the young person has enjoyed the sessions and built a relationship with their coach, it is not necessarily linked to the young person's outcomes or progress.

Young people have suggested that they would like to split their sessions across a few months, for example having 1 session a month throughout the school year instead of 8 consecutive weeks.

Costing Self-Harm Support Programme

The role of the Resilience Coach is to offer support to the whole family and be a trusted adult. This innovative approach ensures that young people and their families are equal partners in developing appropriate support and developing solutions to potential barriers that may prevent them from achieving their own self-identified goals. Following this, the support is what the young people and families identify. Empowering families to make positive change and taking responsibility for their own change process enables them to embed lasting impacts.

Sustaining levels of support to meet demand is a key consideration for this support programme. On average there has been 3 referrals per month and so this report has translated this demand into a workload model for one Resilience Coach for the Blackpool area. This has been planned by using Choice and Partnership Approach CAPA (York and Kingsbury 2013) and has been based upon average referral numbers into the Self-Harm Support Programme. The CAPA calculations show this workload to be a 0.6 FTE post.

To buy in this package of support from a trained Resilience Coach, the cost is £355 per young person. This includes materials, 8 hours face to face support and additional liaison work with family to offer holistic support and advice in a community setting. This costing assumes a maximum of 5 young people being worked with each month.

Future Delivery Models

Based upon the experiences of practitioners who have developed this programme, several options for the future delivery of early support for Self-Harm Support Programme have been suggested.

Supported transition into CAMHS

Where necessary, support could be extended to 12 weeks to offer continuity until the young person has had their follow up assessment within CAMHS. Support for the family from a Resilience Coach during the transition into a new support environment can help ensure that this appointment is attended. This could reduce the overall rate of non-attended and missed appointments at CAMHS.

Integration into REACH out groups

Local REACH out groups, which are community based group sessions for young people who have self-harmed or are at risk of self harm can meet to talk about their coping strategies and receive professional and peer support and advice. The CASHER team and run Reach Out groups in different community locations. Resilience Coaches could be employed to support these groups and offer additional expertise to building young people's resilience and working co-productively. Continuity of following the young person into support may increase the numbers of young people attending support groups in the community, which then adds to young people having ongoing support alongside peers, rather than just practitioners.

School-Based Support

Individual

Resilience Coaches could offer drop-in sessions for individuals in secondary schools weekly. Schools are working to their full capacity and staff report the pressures of not

being able to stop and speak to young people when they really need it. Having someone to turn to, talk to and offer support immediately when needed could prevent any further need for support. Our evidence suggests that Resilience Coaches can build relationships with young people at their school and direct them into positive activities. Coaches should also signpost to REACH groups in the community, in addition to sharing resilience-based coping strategies and online resources and, with consent from the young person, feedback to a trusted adult in school to join up support plans.

Groups

Resilience Coaches could offer a range of group activities for a period of 6 weeks. Sessions will fit into exciting school timetable slots, either 45 minutes or an hour. Schools can identify which topics to cover but generally topics such as self-esteem, confidence, relationships, and friendships have been successful.

Suitable age range

All the above recommendations would be available for young people age 10 –18 years old within Blackpool, Fylde and Wyre. This with a border of St Anne’s, Poulton Le Fylde and Fleetwood. This enables more local young people to access the support and also brings the support eligibility criterion in line with the REACH groups, which are currently available across these areas. The age group widening to include those who are up to the age of 18 brings this Self-Harm Support Programme in line with recent changes within CAMHS who, since February 2020, accept referrals up to the young person’s 18th birthday

Conclusion

As a part of Blackpool HeadStart’s Resilience Revolution, the Self-Harm Support Programme aimed to reduce self-harming behaviours and thoughts in 10-16 year olds by co-producing coping strategies and building resilience. The programme aimed to make contact and arrange

support within 24 hours on weekdays, 72 hours on weekends. This was intended to support a reduction in young people presenting to A&E CASHER team and to support young people to attend multiagency support after 8 weeks, as appropriate.

The current report presents evidence that the Self-Harm Support Programme is fulfilling its aims, as young people are reporting that the difficulties they are facing are impacting their lives less. This is found in their SDQ scores as well as the reflective accounts prepared by Resilience Coaches; understanding emotions, communicating them and finding coping strategies are all likely to mean that difficulties young people are experiencing are becoming more manageable. All 154 young people were engaged in support in a timely fashion. The majority were supported within a week and had contact with a coach in 72 hours or.

77% of those who are still aged under 17 have not gone back to A&E with self-harming thoughts or injuries.

This evaluation report was co-produced by practitioners, who contributed to the introduction and sustainability sections of the report, and by a separate research and evaluation team who analysed and reported the outcomes as well as presented points for discussion.

A cost breakdown has been provided to inform potential sustainability and future investment. The Self-Harm Support programme has been costed at £355 per young person but alternative delivery models have also been presented.

Reflecting on the evaluation strategy, it is acknowledged that there are inevitable weaknesses. For instance, using outcome measures before and after the programme and not being able to compare the results to a control group. These poses limitations, including difficulties to attribute with certainty the change in outcome to the programme. Identifying a suitable control group was especially challenging as young people in SHS were on waiting lists for mental health services (often serving as control groups). However, the triangulation of

quantitative and qualitative findings increases this report's firm conclusion that the Self-Harm Support provided by the Resilience Coaches has made significant and meaningful positive impacts on many vulnerable young peoples' lives

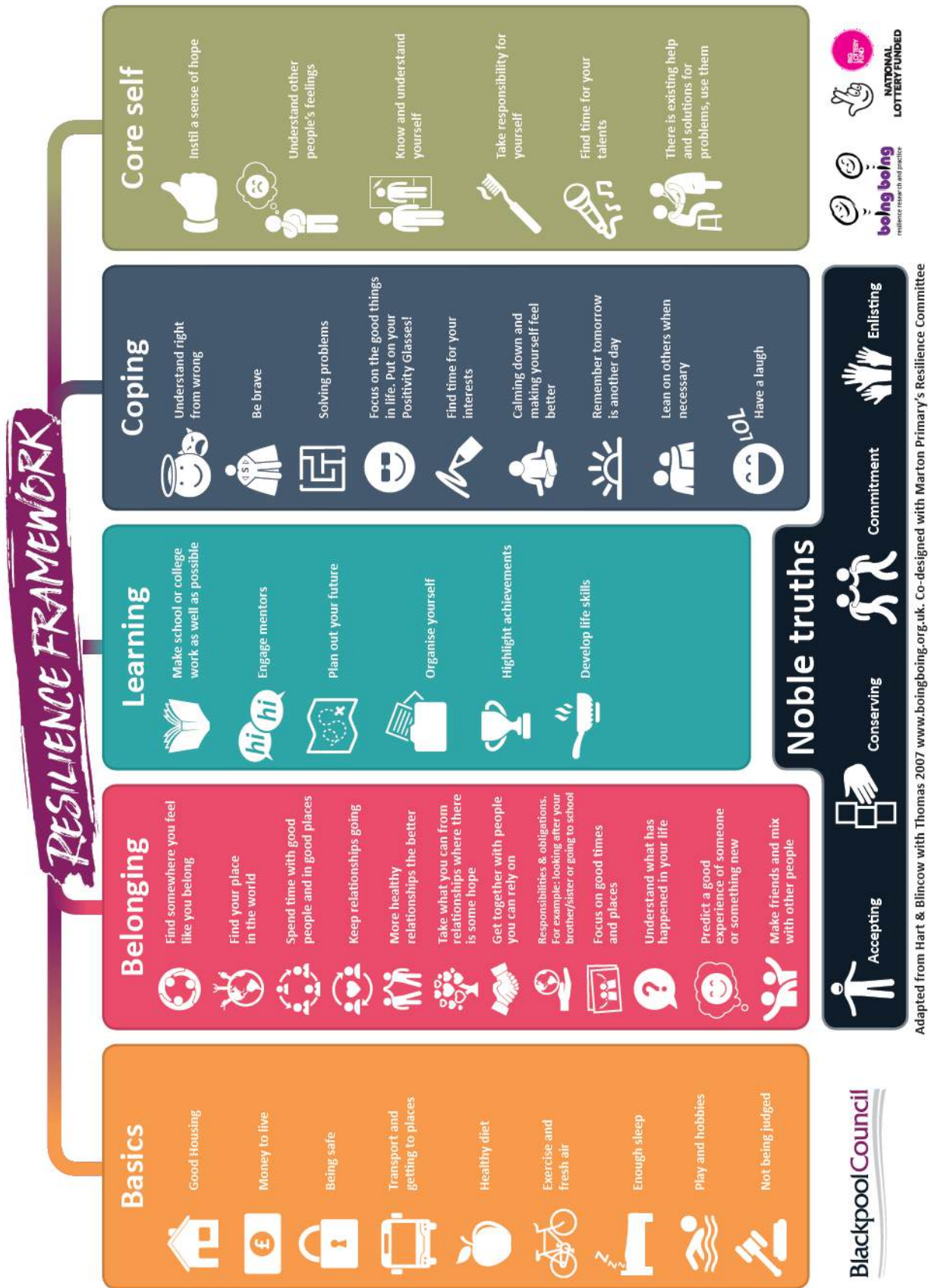
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**Appendix J: Moving on Up Support – 1-2-1 and Group Support Final
Reports**

Appendix J.a.

Moving on Up 1-2-1 – Final Report



Moving on Up - 1-2-1
Project Evaluation and Final Report

Blackpool Council



University of Brighton

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Introduction

Why did Moving on Up - 1-2-1 take place in Blackpool?

Moving on Up was a project implemented as part of Blackpool's 'Resilience Revolution'. The Resilience Revolution is a whole town approach to addressing the mental health needs of young people in Blackpool. It 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 and their adult supporters involved as co-leaders. By embedding resilience-building approaches across the whole town, the Resilience Revolution aims to mobilise a social movement of collective action to '*overcome adversity, whilst also potentially changing, or even dramatically transforming, (aspects of) that adversity*' (Hart et al., 2016, p. 3) and to tackle structural inequality. In other words, the aim is to '*beat the odds*' for individuals whilst also '*changing the odds*' for the whole community.

What is Moving on Up - 1-2-1?

Transition from primary to secondary school is a particularly critical period for young people (Zeedky et al., 2003), and successful transition is a crucial predictor of later wellbeing and academic outcomes (West, Sweeting, & Young, 2010). Aiming to support young people with their transition from primary school to secondary school, the Moving on Up - 1-2-1 project was co-developed by the Resilience Coaches of Blackpool HeadStart, young people, and schools with an early prevention approach. It was delivered between June 2017 and May 2021 as a part of the Resilience Revolution.

The project offered one to one support to Year 6 pupils, along with their parent/carers and schools. Using the Resilience Framework (Hart et al., 2007) as its conceptual basis, the support provided was focused on areas of transition, which young people struggle with: coping strategies; healthy relationships; relying on others; physical connections; managing emotions; taking responsibility, and setting new ambitions and goals.

Through problem-solving activities and guided self-imagery exercises, pupils were introduced a different component of the Resilient Framework to build their resilience.



What did Moving on Up - 1-2-1 aim to achieve?

The aim of the project was to enable young people to feel more equipped and prepared to leave primary school and start secondary school. Through co-producing coping strategies, the project sought to help young people find ways to deal with the potential difficulties of transition and as a result adapt quickly and easily within their new secondary school.

How was Moving on Up - 1-2-1 practised?

The Moving on Up - 1-2-1 project was developed as a follow-up to Bounce Forward (Blackpool HeadStart, 2020), which was a universal implementation as a part of Resilience Revolution to improve resilience knowledge and skills in all Year 5 students in Blackpool schools.

Evaluation

Moving on Up - 1-2-1 targeted young people in Year 6 who might benefit from some additional support in their transition to secondary school.

Since the beginning of the project, **378 young people** were identified through the Student Resilience Survey (Lereya et al., 2016) as eligible for Moving on Up - 1-2-1 support because they reported less than average resilience scores on this scale. The project provided additional targeted support, which aimed to help young people feel more equipped to manage the challenges related to the transition to secondary school.

In order to evaluate the Moving on Up - 1-2-1 project, information was collected from young people regarding their resilience and mental health. During data collection, the young people completed the measures on their own, while a Resilience Coach was available to assist young people. Surveys were completed at the beginning of the project, and the same surveys were administered again at the end of the project. The reason for this was to see if a young person's survey scores changed during the time they received support. In addition to changes in resilience and mental health, the project was evaluated based on the achievement of goals identified by young people, parent/carers and practitioners before or during the intervention.

Measures

The Student Resilience Survey (SRS; Lereya et al., 2016) was used to measure young people's perceptions of their individual characteristics and protective factors embedded in the environment, which are relevant to their resilience. The survey includes 47 items comprising 12 subscales: communication and cooperation; self-esteem; empathy; problem-solving; goals and aspirations; family connection; school connection; community connection; participation in home and school life; participation in community life, and peer support. Completion time took approximately 20 minutes.

The Me & My Feelings (M&MF; Deighton et al., 2013) was used to assess young people's mental health in two broad domains, emotional difficulties and behavioural difficulties. It is a brief questionnaire comprising of 16 items. Young people completed it approximately in 10 minutes.

To monitor the progress of the intervention, the Goal Based Outcomes tool (GBOS; Law & Jacob, 2015) was used. GBOs are often used in a therapeutic setting, allowing practitioners and young people to identify goals for the areas in which they wanted to see improvement, and monitor their progress towards reaching that goal. In the current project, the GBOs were completed on a one-to-one basis with young people, setting multiple goals and checking progress regularly on a 0-to-10 scale, where 0 means the goal has not been met in any way, and 10 means the goal has been met completely.

Feedback from young people and parent carers was collected at the end of the support by Resilience Coaches.

Findings

Paired *t*-test analysis was used to explore if there was a statistically significant change in young people's resilience and mental health scores before and after taking part in the Moving on Up - 1-2-1 project. Changes in the GBOs were also analysed using paired *t*-tests by comparing the ratings reported when the goal was first set and when it was completed. If the scores are statistically significant, it means that any changes that are seen are unlikely to be simply down to chance.

Table 1 below presents descriptive statistics for the analysed quantitative variables and analysis results.

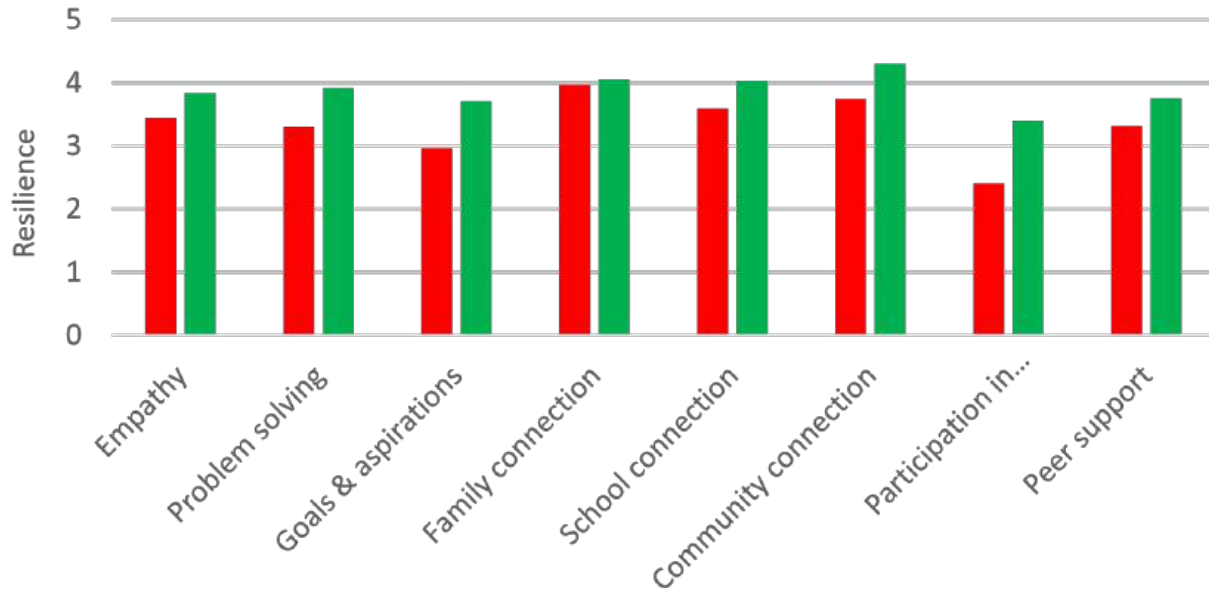
Table 1. Descriptive statistics and analysis results

	Before		After		<i>t</i>	<i>df</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Resilience (SRS)							
Overall resilience	3.38	0.73	3.84	0.64	-8.66	208	<.001
<i>Empathy</i>	3.45	1.10	3.92	1.00	-5.22	208	<.001
<i>Problem solving</i>	3.31	1.11	3.71	1.00	-4.36	208	<.001
<i>Goals & aspirations</i>	2.96	1.04	4.06	1.00	-12.78	208	<.001
<i>Family connection</i>	3.97	0.85	4.35	0.60	-5.94	208	<.001
Participation in home life	3.32	1.09	3.38	1.04	-0.64	208	.52
School connection	3.59	0.95	4.03	0.79	-6.09	208	<.001
Participation in school life	2.80	1.13	2.86	1.12	-0.71	208	.48
Community connection	3.75	1.01	4.31	0.88	-6.61	208	<.001
Participation in community	2.41	1.43	3.40	1.37	-7.79	208	<.001
<i>Peer support</i>	3.32	1.01	3.76	0.85	-5.72	208	<.001
Mental Health (Me & My Feelings)							
<i>Emotional difficulties</i>	1.00	0.41	0.65	0.41	8.10	143	<.001
<i>Behavioural difficulties</i>	1.42	0.47	0.60	0.45	16.64	143	<.001

M = Mean. *SD* = Standard deviation. *t* = *t*-value obtained from paired *t*-test analysis. *df* = Degrees of freedom. *p* = Probability value, where *p* < .05 indicates statistically significant results, which are presented in bold and italic font.

Resilience

Figure1. Young people’s individual characteristics and protective factors before and after taking part in Moving on Up – 1-2-1



209 young people completed the SRS before and after taking part in the project. Analyses revealed statistically significant improvements in overall resilience of the young people, as well as in various areas of individual characteristics and protective factors of resilience after taking part in the project. As seen in Figure 1 on the right, the changes were mainly in almost all areas, except for participation in home and school life.

Mental Health

144 young people completed the SRS before and after taking part in the project. Paired *t*-test results revealed statistically significant improvements in both emotional and behavioural difficulties after taking part in the Moving on Up – 1-2-1 project (see Figure 2).

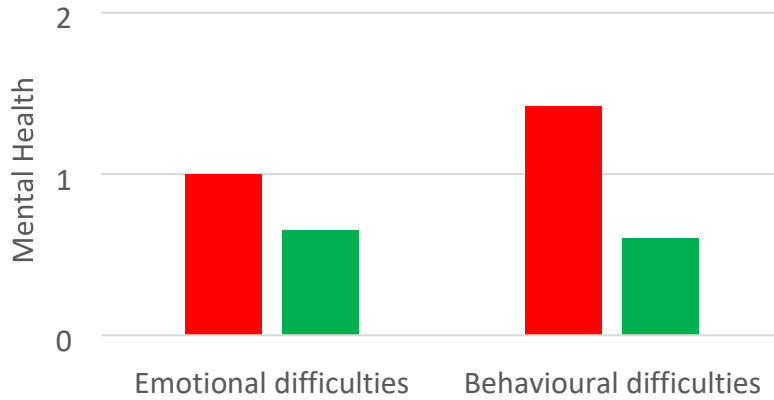


Figure 2. Emotional and behavioural difficulties that young people reported before and after taking part in Moving on Up – 1-2-1.

Goal Based Outcomes

As part of the Moving on Up - 1-2-1 targeted support, 288 young people set goals soon after starting their work with the resilience coaches. However, not all of the goals were followed up in the sessions. Out of 288 young people, 242 (84%) had at least one goal with a follow-up rating and were therefore included in the Goal Based Outcomes (GBO) analysis outlined here. Young people spent on average 47 sessions (ranging between 3 and 176) lasting on average 20 hours (ranging from 1.2 to 324 hours) with their resilience coaches. The average session length was 25 minutes.

242 young people reported their progress on a total of 647 goals were followed-up, which is on average close to 3 goals per young person ($M = 2.67$). Each goal was linked to the most relevant resilient domain outlined in the Resilience Framework (Hart et al. 2007) (see Figure 3 below). A closer look at the data showed that 186 goals were referred to the resilient moves in *coping*, 150 goals were referred to *learning*, 136 were referred to *belonging*, 138 were referred to *core-self*, and 37 were referred to *basic* aspects of the framework.

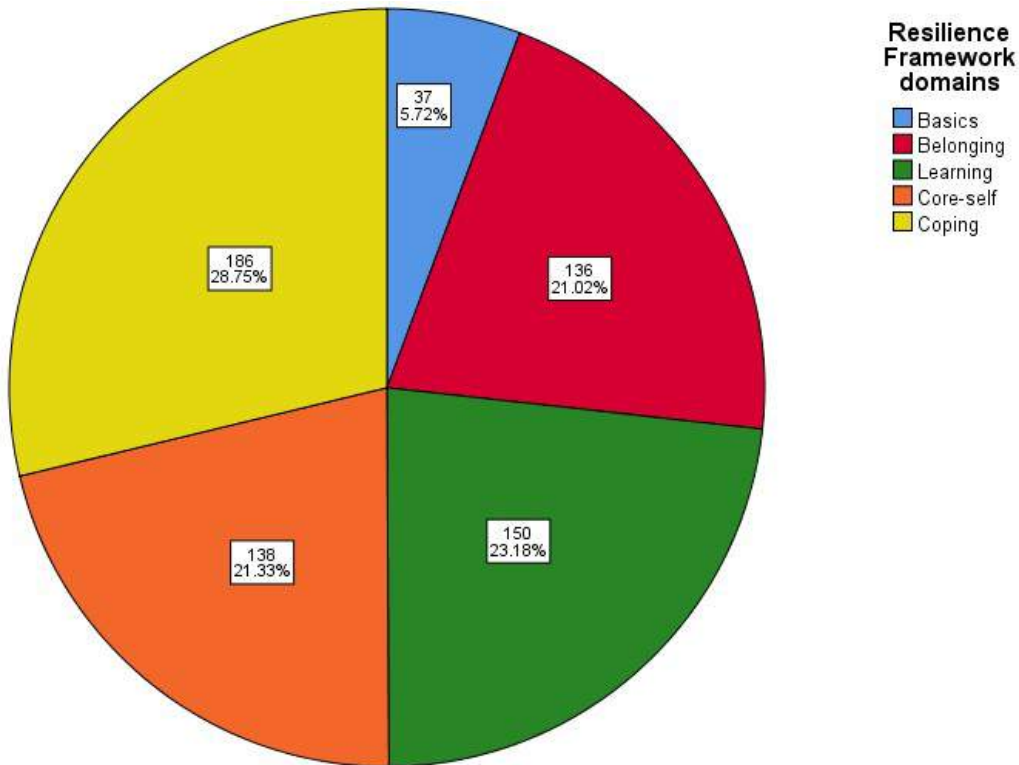


Figure 3. Proportion of goals linked to each Resilience Framework domain

Below, a sample goal from each domain is presented:

- **Coping:** *“To learn strategies to help me feel calmer.”*
- **Learning:** *“I want to get better at science because it teaches you how to be safe and smart.”*
- **Belonging:** *“To make friends at high school.”*
- **Core-self:** *“To take responsibility for myself.”*
- **Basics:** *“I would like to do more sport activities over summer.”*

Changes in the GBOs were analysed by comparing the ratings young people reported when the goal was first set and when it was last rated. On average there was 149 days (approximately 5 months) between the first and the last goal rating (ranging between 1 day and 495 days). Considering the 647 goals, the average change score between baseline and follow-up was 3.89 (ranging from -6 to 10). 70% of the goals changed above the reliable change index of 2.45 or the meaningful change value of 3; a value above these is considered not to be due to random fluctuation or due to measurement error and to represent a quality change in young people’s progress.

Results showed that, at the end of their support, young people rated themselves significantly closer to reaching their goals (see Table 2 below).

Table 2. Descriptive statistics and analysis results for goal based outcomes

Goal based outcomes	First rating			Last rating			t	df	p
	N	M	SD	M	SD				
<i>All Goals</i>	647	3.85	2.33	7.74	2.22	-38.17	646	<.001	
<i>Basics goals</i>	37	3.84	2.01	6.95	2.32	-7.21	36	<.001	
<i>Belonging goals</i>	136	3.58	2.31	7.58	2.65	-15.82	135	<.001	
<i>Learning goals</i>	150	4.43	2.36	8.17	1.88	-19.49	149	<.001	
<i>Core-self goals</i>	138	3.65	2.30	8.22	1.98	-19.6	137	<.001	
<i>Coping goals</i>	186	3.73	2.36	7.32	2.16	-21.42	185	<.001	

N = Number. M = Mean. SD = Standard deviation. t = t-value obtained from paired t-test analysis. df = Degrees of freedom. p = Probability value, where $p < .05$ indicates statistically significant results, which are presented in bold and italic font.

Young People’s Feedback

Young people reported that they felt more confident about themselves and about moving to the secondary school at the end of their support. A particular highlight of the support for young people was having someone that they can talk to about their worries or if they needed help.

“Helped me feel more confident. Supported me to feel better about my panic attacks. Liked the 1:1 time to talk about my worries. Helped me settle into high school quicker than I would have thought.”

“Having someone to talk too and knowing that someone is there if I needed help.”

“Like how you spoke about school and broke it down like everything works and making it feel easy and achievable.”

“It’s been really great having someone to talk to about my worries of going to high school.”

“I gained a lot more confidence and (I know you like this word) resilience. The support also helped a lot with the anxiety of travelling, even just simple things like knowing what the map looked like and equipment needed helped me.”

Parent/Carer Feedback

Parents/carers expressed that their children gained more confidence in themselves and settled into the secondary school quickly.

“My son has grown in confidence after using the laptop to access group chats. He has enjoyed speaking to other students which has helped him settle into school. Normally he struggles socially so this took away a little stress for him. The regular chats also helped him to speak about any worries he had.”

“Helped our daughter to settle in really quickly at high school.”

“It’s been brilliant for our son. He seems so much more confident and pleased with himself. School is going brilliantly. Thank you. I don’t think you could have done anymore.”

“It’s been great for our daughter and great that she had someone neutral to talk to”.

Costing and Legacy

The Moving on Up - 1-2-1 project was delivered by the Resilience Coaches, where the total cost of 12-month support per young person was **£1,800**. This included the Resilience Coaches’ time for planning and preparation, delivery of one to one sessions with young people, facilitation communication between home and school, and evaluation at the end of the project, as well as the costs for travel and resources.

Options for offering a traded service to schools are being considered. This would entail delivery with the support of a Resilience Coach offered to the young person at school, home and in their community. The Resilience Coach would provide the young person and family with a consistent, trusted adult, for up to 12 months. The support would be there throughout the year, including the school holidays.

Conclusion

The Moving on Up – 1 to 1 project aimed to help young people to feel more equipped and prepared for their transition to secondary school, but it also helped young people find ways to manage their challenging feelings. The findings revealed that the project fulfilled its aims because improvements have been seen in areas that are related to young people’s resilience, as well as their mental health. Additionally, at the end of their support, young people considered themselves closer to reaching their goals, that is they showed advances in the areas related to their resilience that they wanted to improve. Overall, these findings suggest an easier transition to secondary school, with higher likelihood of settling in and less likelihood of dropping out. Furthermore, grounded in the Resilience Framework (Hart et al. 2007), the project young people to resilient moves to young people, which can help them to overcome negative aspects of other stressful life experiences. Therefore, the impact of the project may well not be limited to an easier transition from primary school to secondary school but might also support young people to become more resilient going forward in other areas of their personal skills, school and home life, and relationships.

In conclusion, the findings demonstrated strong evidence that the Moving on Up - 1-2-1 project was successful in achieving its aims. However, as with any research that has limitations, it is acknowledged

that we cannot be certain that the change in outcome was a direct result of the project. Therefore, the results should be interpreted with caution.

This current report was co-produced by practitioners, who contributed to the Introduction section of the report, and by an independent Research and Evaluation team, who prepared the evaluation section. The report included research findings along with costing information to receive support from a trained Resilience Coach. These costings may enable decision-makers to review the impact of the project alongside the costs of it.

The Moving on Up - 1-2-1 project is sustainable, and schools can deliver the project in group settings using the free teacher guide and work booklets for the young people (Donnelly et al., 2020).

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Appendix J.b.

Moving On Up Group Work - Final Report



Moving on Up - Group Work Programme Evaluation and Final Report

Blackpool Council



University of Brighton

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This report has been co-produced by practitioners from the Resilience Revolution and the Research and Evaluation team.

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If you have any questions or feedback about this report, please get in touch by emailing us at headstart@blackpool.gov.uk

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Introduction

Why did Moving on Up - Group Work take place in Blackpool?

Moving on Up was a programme implemented as part of Blackpool's Resilience Revolution. The Resilience Revolution is a whole town approach to addressing the mental health needs of young people in Blackpool. It 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, Blicow, &

Thomas, 2007) to develop new ways of working to support young people's mental health and wellbeing, with young people and their adult supporters involved as co-leaders. By embedding resilience building approaches across the whole town, the Resilience Revolution aims to mobilise a social movement of collective action to 'overcome adversity, whilst also potentially changing, or even dramatically transforming, (aspects of) that adversity.' (Hart et al., 2016, p. 3) and to tackle structural inequality. In other words, the aim is to 'beat the odds' for individuals whilst also 'changing the odds' for the whole community.

What is Moving on Up - Group Work?

Transition from primary to secondary school is a particularly critical period for young people (Zeedky et al., 2003), and successful transition is a crucial predictor of later wellbeing and academic outcomes (West, Sweeting, & Young, 2010). Aiming to support young people with their transition from primary school to secondary school, the Moving on Up - Group Work programme was co-developed by the Resilience Coaches of Blackpool HeadStart, young people, and schools in 2016 with an early prevention approach. It was delivered between 2017 and 2019 as a part of the Resilience Revolution.



The programme included six group sessions for Year 6s, each lasting approximately one hour. Using the Resilience Framework (Hart et al., 2007) as its conceptual basis, each session focused on areas of transition which young people struggle with: coping strategies; healthy relationships; relying on others; physical connections; managing emotions; taking responsibility, and setting new ambitions and goals.

Through group discussions, problem solving activities and guided self-imagery exercises, each session introduced a different component of the Resilient Framework.



What does Moving on Up - Group Work aim to achieve?

The aim of the programme is to enable young people to feel more equipped and prepared to leave primary school and start secondary school. Through group discussions and activities, the programme seeks to help young people find ways to deal with the potential difficulties of transition and as a result adapt quickly and easily within their new secondary school.

How was Moving on Up - Group Work delivered?

The Moving on Up - Group Work programme was developed as a follow-up to Bounce Forward (Blackpool HeadStart, 2020), which is a universal programme implemented as a part of Resilience Revolution to improve wellbeing and resilience in all Year 5 students in Blackpool schools.

Moving on Up- Group Work targeted young people in Year 6 who might benefit from some additional support in their transition to secondary school. Since the beginning of the programme, **520 young people** were identified through the Student Resilience Survey (Lereya et al., 2016) as eligible for Moving on Up - Group Work because they reported less than average resilience scores on this scale. The programme provided additional targeted support which aimed to help young people feel more equipped to manage the challenges of transition to secondary school.

Evaluation

In order to evaluate the Moving on Up- Group Work programme, information was collected from young people regarding their readiness for secondary school, their wellbeing and their thoughts about the group work sessions. During data collection the young people completed the measures on their own, while a Resilience Coach was available to assist young people completing the questionnaires.

Surveys were completed at the beginning of the programme, and the same surveys were administered again at the end of the programme. The reason for this was to see if a young person's survey scores changed during the time they received support.

In addition, education data in academic years from Summer term 2013 to Summer term 2019 were obtained to explore changes across young people's school attendance between Year 6 and Year 7 as well as rates of school exclusions.

Measures

Co-produced by Resilience Coaches and young people, a questionnaire was developed to measure **readiness of young people for secondary school** before and after taking part in the Moving on Up - Group Work programme. The questionnaire included four scaled questions (rated from 0 to 10) about confidence towards moving up to secondary school. Completion time was approximately 5 minutes.

The **Short Warwick–Edinburgh Mental Well-Being Scale** (SWEMWBS; Stewart-Brown et al., 2011) was used to measure wellbeing of young people before and after taking part in the programme. The SWEMWBS is a short and validated questionnaire, where young people responded to 7 items related to aspects of their wellbeing such as feeling optimistic and relaxed. Completion time took approximately 5 minutes.

After the final group session, the **Child Session Rating Scale** (CSRS) was administered to assess young people's perceptions of the group work. The CSRS is a 4-item tool validated for young people aged between 6 and 12 (Duncan et al. 2003) and asks if young people feel understood and respected within a session. It takes approximately 5 minutes to complete.

Findings

Paired *t*-test analysis was used to explore if there was a statistically significant change in young people’s scores before and after taking part in the Moving on Up- Group Work programme. If the scores are statistically significant it means that any changes that are seen are unlikely to be simply down to chance.

Table 1 below presents descriptive statistics for the analysed quantitative variables and analysis results.

Table 1. Descriptive statistics and analysis results

	Before		After		<i>t</i>	<i>df</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Readiness for secondary school							
Overall readiness	6.13	2.54	6.84	2.42	-3.98	182	.00
Feeling prepared about transition	5.95	2.94	6.96	2.72	-4.31	182	.00
Feeling confident about transition	6.03	3.14	6.93	2.84	-3.95	181	.00
Feeling confident to make friends	6.25	3.35	6.80	2.90	-2.21	181	.03
Feeling confident to ask for help	6.24	3.20	6.64	3.19	-1.35	181	.18
Wellbeing (SWEMWBS)	25.02	5.26	26.55	5.66	-4.91	263	.00
Education data							
School attendance	.96	.03	.97	.03	-5.48	360	.00

M = Mean. *SD* = Standard deviation. *t* = *t*-value obtained from paired *t*-test analysis. *df* = Degrees of freedom. *p* = Probability value, where *p* < .05 indicates statistically significant results, which are presented in bold and italic font.

Readiness for secondary school

Comparison analysis was conducted based on the reports of 183 young people who completed the secondary school readiness questionnaire both before and after the programme.

Paired *t*-test analysis showed significantly higher levels of readiness for the secondary school after taking part in the programme in comparison to scores before the programme. Overall, 56.8% of the young people reported higher levels of readiness for secondary school. On average, their readiness for secondary school increased 12% (see Figure 1).

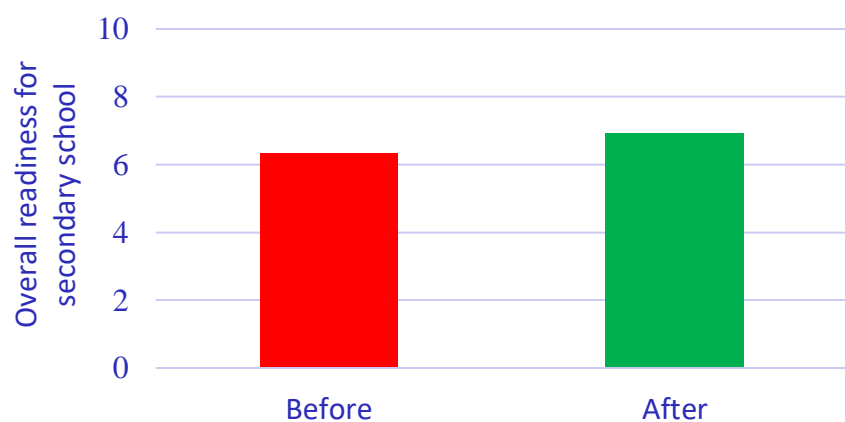


Figure 1. Young people’s overall readiness for secondary school before and after taking part in the programme.

Separate exploration of the questionnaire items showed that:

- **54% of the young people** reported that they felt **more prepared about their transition** to secondary school after the group sessions. The average increase in young people’s feeling of preparedness was 17%.
- **50% of the young people** reported higher levels of **confidence about going to secondary school** after the sessions. The average increase in young people’s confidence was 15%.
- **44% of the young people** reported higher levels of **confidence about making friends** at secondary school. On average, confidence of young people about making friends increased 9%.
- Young people reported similar levels of confidence to ask for help about secondary school before and after taking part in the programme.

Wellbeing

In total, 264 young people completed the SWEMWBS before and after taking part in the programme. Paired *t*-test analysis revealed that the young people reported significantly higher rates of wellbeing after the group sessions. 60% of the young people reported higher wellbeing after the sessions. The average increase in young people's wellbeing was 6% (see Figure 2).

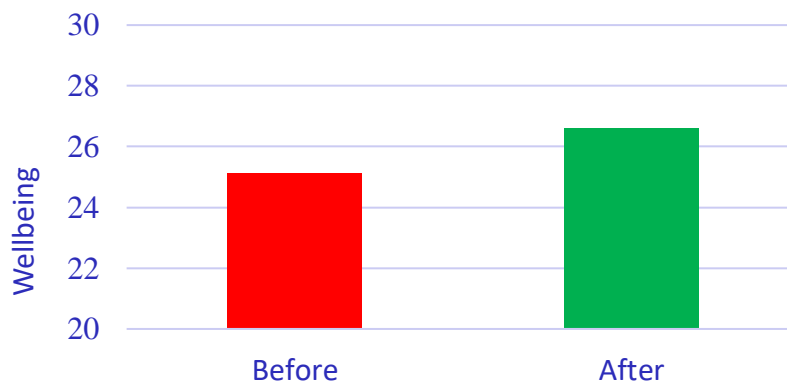


Figure 2. Wellbeing scores of young people before and after participating in the programme.

Session ratings

The CSRS was completed by 183 young people to evaluate the group sessions. Accordingly:

- **85% of the young people** reported that **they felt understood, respected and/or accepted** by the leader and/or the group.
- **83%** reported that **they worked on or talked about what they wanted** to work on and talk about.
- **83%** reported that **the leader and/or the group's approach was a good fit**.
- **85%** reported that, overall, **the group was right for them, and they felt a part of the group**.

School attendance and exclusion

Changes were explored in relation to young people's school attendance before and after their transition to secondary school.

Nationally, school attendance rates show a decrease from Year 6 to Year 7. Indeed, national pupil absence rates were reported as 4.2% for Year 6 pupils and 4.6% for Year 7 pupils in 2017-2018 academic year (Department for Education, 2019) and as 4% for Year 6 and 4.4% for Year 7 pupils in 2018-2019 academic year (Department for Education, 2020).

In contrast, based on the data obtained for 361 young people who participated in the Moving on Up - Group Work programme, the average **school attendance significantly increased** from 96% in Year 6 to 97% in Year 7. This is because 24% of the young people who participated in Moving on Up Group work reported higher rates of attendance in Year 7. The average increase in young people's attendance was 1%, indicating an average additional 3.8 days of attendance per academic year.

Furthermore, school exclusions were explored in academic years from Summer term 2013 to Summer term 2019. Within this time range, no permanent exclusions were recorded for any young people that took part in Moving on Up - Group Work. In terms of fixed term exclusions, data showed that nine young people from the Moving on Up – Group Work population were excluded at least once across those six years from 2013 to 2019. Among them, two young people were excluded at a time point after taking part in the programme, whereas seven young people who had previous history of exclusion, and in some cases multiple exclusions, had no further incidences of exclusion after taking part in the programme.

Costing and Legacy

The Moving on Up - Group Work programme was delivered by two Resilience Coaches, where the total cost of 6 x 1-hour group sessions for 8 to 10 young people was **£570**. This included the Resilience Coaches' time for planning and preparation, travel, delivery of sessions, supervision and evaluation at the end of the programme, as well as the costs for travel and resources.

Accordingly, the total cost of the programme **per young person** ranged from **£57 to £71.25**, depending on the group size.

Options for offering a traded service to schools are being considered. This could entail delivery with the support of one Resilience Coach, where the total cost for the programme of 6 x 1-hour group sessions for 8 to 10 young people would be **£325**. The school would provide a designated member of staff to work with the Resilience Coach and a room to deliver the group sessions.

Alternatively, schools may choose to self-deliver the programme, and a free teacher user guide and pack has been developed for this purpose.

Practice Recommendations

Liaison with multiple schools

A recommendation is that specific points of contact are identified to create a clear communication channel between the school and group work support provider. Moving on Up - Group Work was delivered in 32 primary schools in Blackpool across three academic years. Co-ordinating sessions when the programme is being delivered to many schools in the same academic term is a large planning and communication task that, with too many communication lines open, could lead to delays in booking in sessions. The delivery of this support was rolled out in stages. In the first year, 9 primary schools were part of the support. In year 2 a further 12 joined, and in the final year the remaining 11 primary schools in the town joined the programme. The target group was Year 6 pupils, so the practitioners recommended that the Year 6 teacher is the named contact to help keep communication lines as clear as possible and reduce risks of overlap and miscommunication.

Links with Year 7 staff

The practitioners recommended that group work providers form key relationships with Year 7 tutors, so that emerging trends across Year 6 groups that they support are shared. Liaising with Year 7 tutors can help to inform the preparations that secondary schools make ahead of transition. An introductory session to what secondary school support might look like may have more impact if delivered in partnership with the secondary school transition leads. Having a member of the delivery team that is the point of contact for each secondary school would help to ensure sessions contain detailed examples. The report found that young people reported similar levels of confidence to ask for help about secondary school before and after taking part in the programme. Therefore, in order to minimise barriers in asking for help, the delivery team should work closely with the secondary school staff and keep up to date with changes in school policies and practices.

Sharing expertise

The practitioners recommended that schools and group work support providers consider using the knowledge base and observed outcomes that the Moving on Up - Group Work programme has harnessed. Resilience Coaches supported all primary schools in the town over a three-year period, measured changes during the support, and analysed the benefits this had on young people's school attendance, wellbeing, and confidence. Resilience Coaches can offer consultancy services for schools that are designing transition strategies or are preparing evidence of meeting health and wellbeing needs. Costings for different levels of consultancy have not been included in the costings of this report but can be requested by contacting headstart@blackpool.gov.uk.

Target group

More transition preparation is likely to be beneficial for many young people. The Moving on Up - Group Work programme is designed to offer short-term support to young people in a small group setting to help them to boost their confidence about moving to their new secondary school. Whilst confidence increased for most of the young people, the report also found that 40% of young people either maintained their levels of wellbeing or saw a slight decrease in wellbeing scores over the six weeks. The recommendation is that the right screening tool is used so that those who need support to increase their confidence about going to secondary school are referred into the group. Pupils exhibiting other concerns such as conduct behaviour or emotional problems may benefit more from a longer-term individualised support such as the Moving on Up - 1 to 1 programme.



Ideal group size

The practitioners recommended that group sizes are kept small. Group sizes evaluated in this report ranged between 8 and 12 young people. It is likely that the group size played a key role in supporting the positive outcomes indicated as an average of 6% increase in young people's wellbeing. The delivery team reported that on occasions where group sizes were larger, there was an increased risk that not all members of the group had enough time to discuss their concerns or practice coping strategies within the 45 minutes scheduled. Notably, 17% of young people reported they did not talk about what they wanted to. This shows the importance of planning the sessions to include enough time for discussions and questions to be raised and answered. Smaller group sizes helped sessions keep to time more smoothly, providing a better experience for young people whilst still fitting within the existing school timetable.

Teachers joining in with the sessions

The report found that 83% of young people felt that the leader's approach was a good fit for them. In order to make sure the approaches used by facilitators is even more tailored to the individual groups' needs, the recommendation is that a member of school staff attends and supports the sessions. This would enable them to experience and learn from the activities and discussions and also support safeguarding by managing disclosures or challenging situations. Furthermore, this would help with continuity of learning and would support conversations to continue beyond the sessions.

Resources

The practitioners highly recommended that schools make use of the Moving on Up - Group Work resources and activities (see Donnelly et al., 2020). Adaptable and suitable for Year 6, this resource pack has been co-produced with young people in Blackpool and may be used in other areas across England. The pack includes a teacher booklet and a young person booklet. The exercises within the resources have been successfully used in the delivery of this programme in Blackpool. It also includes a toolkit to support challenging topics such as bullying.

Whole class support

Teachers are recommended to scale up activities in the resource pack to suit delivery within a whole class setting. Some young people were referred into the Moving on Up - Group Work programme by teachers for extra support, yet they started their sessions reporting strong wellbeing and confidence for secondary school. One example is that the Rucksack activity Hope's Story and Rucksack on page 21 of the Teacher resource booklet is a favourite of Blackpool's young people (Donnelly et al., 2020).

Ending the group sessions positively

It is important to end the support sessions in a manner that reinforces the skills young people have developed to help them with their positive transition into secondary school. The report found that most young people had increased their confidence about making friends and an activity where this is discussed is friendship stones on page 11 of the young person's resource booklet (Donnelly et al., 2020). In this exercise, every member of the group is invited to offer a compliment to their peers. An adaptation to this activity is recommended for whole class settings. For example, young people could write their positive comments about each other onto physical stones, decorate them and these decorative stones can then be gifted to the school in their gardens, playgrounds, and in displays in the school and for a whole school celebration event at the end of Year 6.

Pooled funding

This report found improved wellbeing for young people after taking part in the support. Therefore, there are immediate benefits for primary schools who could use the support to enhance their current wellbeing provision. This evaluation observed a slight but statistically significant increase in the average number of days attended from Year 6 to Year 7, whereas the national trend is a decrease in attendance. The evaluation also found a reduction in the number of fixed term exclusions. It is clear, then, that, secondary schools are key beneficiaries of transition support. The recommendation is that secondary schools consider contributing towards the costs of the Moving on Up - Group Work support.

Conclusion

The Moving on Up - Group Work programme aimed to help young people to feel more equipped and prepared for their start to secondary school, but it also helped young people find ways to manage their challenging feelings. The findings revealed that the programme fulfilled its aims because improvements have been seen in both readiness for secondary school as well as young people's wellbeing. Moreover, group session ratings indicated high levels of satisfaction. School attendance rates significantly increased from Year 6 to Year 7, in contrast to the national trend. Overall, these findings suggest an easier transition to secondary school, with higher likelihood of settling in and less likelihood of dropping out.

Furthermore, grounded in the Resilience Framework (Hart et al. 2007), the programme introduced Resilient Moves to young people, which can help them to overcome negative aspects of other stressful life experiences. Therefore, the impact of the programme may well not be limited to an easier transition from primary school to secondary school but might also support young people to become more resilient going forward in other areas of their school and home life.

In conclusion, the findings demonstrated strong evidence that the Moving on Up - Group Work programme was successful in achieving its aims. However, as with any research that has limitations, it is acknowledged that we cannot be certain that the change in outcome was a direct result of the programme. Therefore, the results should be interpreted with caution.

This current report was co-produced by practitioners, who contributed to the Introduction and Practice Recommendations sections of the report, and by an independent Research and Evaluation team, who prepared the evaluation section. The report included research findings along with practice recommendations to provide guidelines for future practice, as well as costing information for small groups to receive support from a trained Resilience Coach. These costings may enable decision makers to review the impact of the programme alongside the costs of it.

The Moving on Up - Group Work programme is sustainable, and schools can deliver the programme using the free teacher guide and work booklets for the young people (Donnelly et al., 2020).

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Appendix K: Saddle Up Programme Evaluation and Final Report



Saddle Up Programme Evaluation and Final Report

Blackpool Council



University of Brighton

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If you have any questions or feedback about this report, please get in touch by emailing us at headstart@blackpool.gov.uk

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Introduction

Why did Saddle Up take place in Blackpool?

Saddle Up was a programme implemented as part of Blackpool's 'Resilience Revolution'. The Resilience Revolution is a whole town approach to addressing the mental health needs of young people in Blackpool. It 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, Bincow, & Thomas, 2007) to develop new ways of working to support young people's mental health and wellbeing, with young people and their adult supporters involved as co-leaders. By embedding resilience building approaches across the whole town, the Resilience Revolution aims to mobilise a social movement of collective action to 'overcome adversity, whilst also potentially changing, or even dramatically transforming, (aspects of) that adversity.' (Hart et al., 2016, p. 3) and to tackle structural inequality. In other words, the aim is to help individuals to 'beat the odds' whilst also 'changing the odds' for the whole community.



What is Saddle Up?

As part of the Resilience Revolution, HeadStart teamed up with Wrea Green Equitation Centre to develop Saddle Up that offers both Equine and Art Therapy in a 10-week programme accredited by ASDAN (<https://www.asdan.org.uk>).

Between 2016 and 2019, Saddle Up was delivered by a Senior Resilience Coach and Qualified Art Psychotherapist, Emily Kirby, along with a Resilience Coach Trainee and an Equine Instructor.

What does Saddle Up aim to achieve?

Saddle Up added Art Therapy and Equine Therapy to the overarching resilience building approach.

Equine Therapy approaches aim to help young people to explore their feelings and how they relate to the world through interacting with horses. Like humans, horses are social animals. They have distinct personalities, attitudes and moods. Engagement with horses provide opportunities for learning, notably for young people that struggle in areas such as self-regulation and mental health (Earles, Vernon, & Yetz, 2015; Lentini & Knox, 2015; Shultz, Remick-Barlow, & Robbins, 2007; Trotter, Chandler, Goodwin-Bond, & Casey, 2008). Horses mirror human body language so any changes that young people will show will be immediately reflected in the horses' responses. This creates an opportunity to receive immediate feedback for young people in the process of change.

Art Therapy approaches (Edwards, 2013) were also used to give young people time and space to reflect creatively and to process the learning that takes place with the horses. When young people are provided with a therapeutic space that offers safety, consistency, and acceptance they are then thought to be more likely to connect with their feelings through art making, because they feel secure enough to do so. Consequently, this can help young people to expand their understanding of themselves and their emotional literacy. Young people and staff have commented on an improvement in young people's communication, interpersonal skills, self-esteem, stress reduction and problem-solving skills, linking it to the provision of this therapeutic environment. All of these are skills related to resilience building.

How was Saddle Up delivered?

This targeted programme was delivered to **63 young people** aged between 10 and 15. Young people were identified for Saddle Up through a process of discussion between supporting teaching staff and the senior resilience coach/art therapist. Challenges that these young people had previously struggled with included anger management, emotional regulation, emotional literacy, building relationships, trust, and communication. The young people were then asked whether they wanted to take part in the programme. It was stressed that involvement was voluntary.

Evaluation

Saddle Up has constituted a new and innovative combination of equine therapy and art therapy within the overarching resilience building approach. The evaluation, therefore, was important to understand whether the programme has achieved its aims and supported young people to overcome their difficulties. Quantitative data was collected to monitor the impact of Saddle Up in terms of changes in outcomes. Qualitative data was also collected, which included accounts from practitioners and young people. These enabled insight into young people's experiences and what may have driven any changes in the outcomes.

Measures

Quantitative Data

Young people were asked to complete the **Strengths and Difficulties Questionnaire** (SDQ; Goodman, 2001) before and after taking part in Saddle Up, to evidence whether or not the programme has helped young people to build their strengths and reduce the difficulties they experience. The SDQ is a short questionnaire, validated for young people aged between 11 and 17. The tool has three different versions (all were used here) capturing the perspectives of young people, parents and teachers.

The tool incorporates five subscales assessed on 25 items (5 items per subscale), evaluating difficulties on four and strengths on one subscale. The difficulties subscales can also be combined to produce a total difficulty scale. These subscales are:

- Emotional Symptoms
- Conduct Problems
- Hyperactivity/Inattention
- Peer Relationships Problem
- Prosocial Behaviour

The questionnaire also includes an impact supplement to evaluate the impact of these difficulties on various areas of the young people's life, e.g. home or school environments.

Young people, their parents and an involved professional from the school completed the corresponding version of SDQ on paper. Completion time took approximately 20 minutes, and each young person was supported to complete it on an individual, needs led basis by the senior resilience coach.

Another tool used was the **ASDAN customised accreditation**, which was developed by young people and practitioners who delivered the Saddle Up programme for the specific purpose of evaluating this programme. This is underpinned by key concepts from the Resilience Framework. It is not a validated tool, so results are informative only. It aims to capture the young people's thoughts and perceptions about their own progression.

The idea of creating a customised accreditation was to capture the specific progress that other validated tools are not designed for. Young people and practitioners co-produced the ASDAN accreditation to include 6 areas/subscales include Horse Riding, Horse Care, Relationships, Aspirations, Core Self, and Self-Regulation. The accreditation was purposely designed to give young people access to an accreditation that is not based on traditional achievement 'thresholds' but is instead a reflection of individual progression, personalized learning, motivation and achievement.

Table 1 presents descriptive statistics for the measured quantitative variables.

Qualitative Data

In order to investigate further the experiences of young people related to Saddle Up and to compliment the quantitative data, **Vignettes** (short stories) were collected. These outlined real life experiences. A selection of these have been included in this report to contextualise some of the learning and developments for these young people.

Feedback forms were also used to explore what kind of change (if any) teachers noticed in young people's behaviour. Teachers completed the questions after the programme. The completion time took 10 minutes.

Table 1. Descriptive statistics for the measured variables

	Before Saddle Up		After Saddle Up		<i>t</i>	<i>df</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
SDQ - Self-report							
Emotional difficulties	3.91	2.56	3.11	2.10	2.00	34	.05
<i>Conduct problems</i>	2.66	1.97	1.77	1.57	2.68	34	.01
<i>Hyperactivity</i>	5.03	1.90	4.20	1.86	2.52	34	.02
Peer problems	3.20	1.51	3.17	1.79	0.09	34	.93
Prosocial behaviour	8.11	1.71	7.77	2.13	1.03	34	.31
<i>Total difficulties</i>	14.80	5.37	12.26	5.31	2.54	34	.02
Impact	1.60	1.89	0.88	1.83	1.77	24	.09
SDQ - Teacher report							
Emotional difficulties	4.05	2.66	4.10	2.44	-0.13	38	.90
Conduct problems	2.28	2.22	2.49	2.32	-0.65	38	.52
Hyperactivity	4.90	2.61	5.56	2.54	-1.79	38	.08
Peer problems	4.05	2.47	3.59	1.83	1.33	38	.19
Prosocial behaviour	6.28	2.53	6.21	2.23	0.17	38	.87
Total difficulties	15.28	6.50	15.74	6.39	-0.48	38	.64
<i>Impact</i>	1.31	1.49	0.77	1.25	2.42	38	.02
ASDAN Customised Accreditation							
<i>Horse Riding</i>	20.94	7.35	44.84	5.98	-17.94	31	.00
<i>Horse care</i>	16.36	9.55	45.24	4.54	-13.25	24	.00
<i>Relationships</i>	23.20	5.51	32.76	5.08	-9.88	24	.00
<i>Aspiration</i>	12.28	4.25	15.96	3.79	-6.85	24	.00
<i>Core-self</i>	17.76	6.55	26.88	7.32	-7.97	24	.00
<i>Self-regulation</i>	12.36	4.46	18.12	5.23	-7.37	24	.00

M = Mean. *SD* = Standard deviation. *t* = *t*-value obtained from paired *t*-test analysis. *df* = Degrees of freedom. *p* = Probability value, where *p* < .05 indicates statistically significant results, which are presented in bold and italic font.

Findings - Quantitative Data

Paired *t*-tests were used to explore if there was a significant change in young people's scores before and after taking part in Saddle Up. If the scores are statistically significant, it means that any changes that are seen are unlikely to be simply down to chance. .

Strengths and Difficulties

The SDQ survey was completed by 35 young people before and after the programme. Young people reported statistically significant improvements on the following subscales:

- **Conduct problems: 60%** of young people reported improvement in their conduct problems, and the average decrease in reported difficulties was **33%**
- **Hyperactivity: 51%** of young people reported improvement in their hyperactivity and the average decrease in reported hyperactivity scores was **16.5%**
- **Total difficulties: 71%** of young people reported improvement in their total difficulties score and the average decrease in the reported difficulties score was **17%**

Additionally, 39 teachers completed the survey before and after the young person took part in the Saddle Up programme. Teachers did not report significant differences on any of the subscales, except for the Impact subscale. In relation to this subscale, teachers reported that after the programme **young people's difficulties had significantly less impact on their peer relationships and classroom learning**. Decrease in the impact score was reported by teachers for 41% of young people, and the average decrease reported was 41%.

Only 4 parents completed both pre and post surveys. These numbers are very low. No significant difference has been reported by parents on any of the subscales, which might be because of the low completion rate.

Next, validated cut-off scores were used to identify young people who reported above threshold (borderline or abnormal) levels in the reported difficulties. Table 2 on the next page shows the percentages of young people (self-report and teacher-reports), who reported higher than 'normal' rates of difficulties or below the 'normal' score range on the strength subscale.

Table 2. Young people reporting abnormal scores on SDQ

Self-report	Percentage of young people reporting abnormal/serious difficulties	
	Before Saddle Up	After Saddle Up
Emotional difficulties	34%	17%
Conduct problems	39%	23%
Hyperactivity	37%	23%
Peer problems	42%	37%
Prosocial behaviour	10%	17%
Total difficulties	51%	23%
Impact	50%	40%
Teacher report	Percentage of young people reporting abnormal/serious difficulties	
	Before Saddle Up	After Saddle Up
Emotional difficulties	43%	41%
Conduct problems	43%	44%
Hyperactivity	34%	46%
Peer problems	51%	46%
Prosocial behaviour	38%	39%
Total difficulties	70%	72%
Impact	45%	41%

Overall, there was a decrease by the end of the programme in the proportion of young people who reported above threshold levels of difficulties on all subscales, including emotional difficulties, conduct problems, hyperactivity, peer problems, as well as the combination of these scales (total difficulties). Moreover, less young people reported that these difficulties had serious (above threshold level) impact on their lives by the end of the programme. However, a higher proportion of young people reported problems with their prosocial behaviour. The teacher reports regarding the difficulties of young people were less conclusive. They reported that a smaller proportion of young people experienced above threshold levels of emotional difficulties and peer problems after the programme. However, the proportion of young people experiencing above threshold levels of conduct problems and hyperactivity were higher after the programme.

ASDAN customised accreditation

Young people completed a questionnaire at mid-point and after the programme to evaluate their progress on key outcome areas. These scores were available for 25 young people (32 young people for horse riding subscale). The results showed statistically significant improvement in all six areas:

- **Horse riding**- improvement for **all young people**, with the average increase of **114%**
- **Horse care**- improvement for **all young people**, with the average increase of **177%**
- **Relationships**- improvement for **all young people**, with the average increase of **41%**
- **Aspiration**- improvement for **92% of the young people**, with the average increase of **30%**
- **Core-Self** - improvement for **96% of the young people**, with the average increase of **51%**
- **Self-regulation**- improvement for **96% of the young people**, with the average increase of **47%**

Quantitative Data Discussion

In general, young people reported improvement in their difficulties (e.g., hyperactivity and conduct problems), assessed by SDQ. They also reported less resulting impact of these difficulties on different areas of their lives, i.e. school or home environment. Improvements were also reported by young people and their practitioners in key target areas of the programme, i.e. self-regulation, as evaluated by the ASDAN tool.

Whilst young people's reports were positive, some of the results were less conclusive and would require further investigation, i.e. teacher SDQ reports. There may have been some situations where different teachers completed the survey before/ after the programme, and had different views/understandings of the same young person. Moreover, there is a well-evidenced discrepancy between self-reports and observer reports (Achenbach, McConaughy, & Howell, 1987; De Los Reyes & Kazdin, 2009; Johnson & Wang, 2008; Perrin, Lewkowicz, & Young, 2000), which could explain the differences.

The ASDAN customised accreditation tool was rated by professionals and young people. Whilst it has limitations, i.e. it is not a validated tool, it shows that young people improve in areas that are not captured using the Strengths and Difficulties survey, for example self-regulation. Improvement in these areas have also been observed by teachers, however, this was not evaluated.

Findings - Qualitative Data

Vignettes

In this section, vignettes about four young people are presented which outline the real-life experiences and understand some of their learning and development. These have been written retrospectively by Emily Kirby (Senior Resilience Coach and Qualified Art Psychotherapist) or teaching staff. All names have been changed to protect young people's identities.

On starting Saddle Up, Lilly had selective mutism. She attended a special school and was invited to join Saddle Up to try and improve her confidence, self-esteem and to build trusting positive relationships that would encourage communication. As the weeks went by, the gentle nature of the programme, the consistency, the lack of expectation in terms of academic attainment for this activity and the encouragement for self-reflective learning all allowed Lilly to engage in a way that was different from her experience at school. She started to verbally communicate very quietly with specific individuals. The art therapy sessions in particular became a space for communication and, as her confidence grew in feeling accepted, so did her use of words. Riding was also a key area for overcoming fear and realising her own potential. On leaving Saddle Up, her school continued with support for the areas we identified. She has come on leaps and bounds, now communicating freely with friends, answering questions in class and generally seeming a much happier child in school.

Johnny was in Year 8 at the time of attending Saddle Up. He attended a school which provides Special Educational Needs support. He was really struggling with his anger, with communicating with people in a positive way and with building positive relationships. He participated in Saddle Up and achieved his ASDAN accreditation. He developed a deep attachment to the horses, and they became a powerful tool for helping him regulate his emotions. Wrea Green were so impressed with the transformation in him that he was invited to stay on as a working pupil and continued to do this over the next few years. This arrangement was agreed by his school who provided the opportunity to extend his learning environment. He ended up being at the stables 5 days a week and has now started college, where it is hoped by Wrea Green have that he will develop even more.

James is one of Our Children (in Blackpool, we refer to children Looked After by the Local Authority as 'Our Children'). He attended a school which provides Special Educational Needs support and was invited to participate in Saddle Up. He had been excluded from mainstream education at the age of 10. Underlying causes of his anger outbursts were explored in Saddle Up and linked to issues with trust, poor sense of belonging and a struggle with emotional literacy. His relationship with the horses really allowed him to explore trust on different levels and the art therapy enabled him to express some of his suppressed feelings of anger in a safe way. The work with James predominantly focused on him reflecting on his images and vocalizing feelings in an understandable way. There was also a big emphasis on aspirations and changing the narrative that he had been given since being excluded. Work in the stable yard supported his love of animals and his desire to be a farmer. Following Saddle Up, James was able to transition to high school successfully and is now settled, with teachers commenting on his improved ability to express himself in a positive way. He has a very supportive foster placement and more recently was nominated by his school for an outstanding award at the award evening for Our Children. He won.

Kevin was a Year 6 pupil who was diagnosed with autism at an early age. He participated in Saddle Up to support his understanding of boundaries and self-regulating emotions. Despite him attending a mainstream primary school and being extremely intelligent, there had been some discussions about whether he should attend a special secondary school. There were fears that in mainstream education he would get 'overlooked in the crowd' or be misinterpreted as a 'naughty child' and that his emotional needs might not be met. Saddle Up specifically helped him with his independence and awareness of boundaries. It gave him the opportunity of looking after a horse, learning about the needs of others and consequently the impact of his own response. His ability to socialise with others improved and the therapeutic boundaries of the art therapy helped him to feel safe and explore how these peer interactions worked best. Since leaving Saddle Up he has transitioned successfully into mainstream high school and his mum is working closely with the SEND team in order for his specific learning needs to be met.

Feedback from teachers

The feedback form was administered to teachers after the programme. Their feedback was positive as they reported the following improvements in young people:

- **A greater sense of their own identity**
- **Greater knowledge in recognising their own emotions as well as others.**
- **Improved emotional literacy and how to acknowledge and express their feelings.**
- **Increased confidence and self-esteem**
- **Increased sense of hope**
- **Sense of bravery**
- **Improved independence**
- **Improved self-awareness**

“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)

“They started to do more problem solving and were more confident to speak out in lessons” (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)

Costing

The cost breakdown outlined below is based on rates of Wrea Green Equitation Centre and HeadStart staff as of 13/06/2019:

Wrea Green: Per 12-week course £5,333 for eight students at £666.60 each.

HeadStart: Per 12-week course £2,807 for Senior Resilience Coach and Apprentice to support.

Includes:

- **Pre-planning (12 hours)** - This covers staff time for completing SDQ's with eight students, meetings in school, inputting data, completing paperwork, RA's, resources and liaising with families.
- **During the programme (78 hours)** - This is for 6.5 hours every Wednesday for two members of HeadStart staff to support. Includes travel time, preparation of room, delivery, tidying up, inputting any data and resource preparation.
- **End (7 hours)** - This to input SDQ data, complete final reports and feedback to school.
- **Supervision** - 1.5 hours for a 12-week programme.

ASDAN

- Certificates **£64.40** for 8 printed certificates.
- Cost of ASDAN accredited centre fee customised accreditation – £1,300 per annum divided by 3 (termly) = **£433** per course.

Total cost of 12-week programme: £8,637.40

Total cost per young person: £1,079.60

Practice

Recommendations

This section provides recommendations to practitioners who aspire to design and implement a programme like Saddle Up. The recommendations were co-produced with young people who took part in the programme, the practitioners who designed and delivered Saddle Up and teachers from SEND (special educational needs and disability) schools whose pupils participated in the programme.

Planning

The design of the Saddle Up programme was carefully planned in advance of delivery to ensure that each facet of the programme (i.e., horse care, riding, and art therapy sessions) were differentiated for distinct levels of learning needs. Thus, the variety of activities offered as part of the programme encouraged young people to progress at their own level. The findings of this report indicated that this differentiated and individual-needs-based design was successful. Therefore, one recommendation is that the programme should be designed in anticipation of individual differences and learning needs. This could include a two-sided planning and reflexive method. Firstly, the session activities and adaptations should be planned ahead of delivery. For example, activities can be adapted to support different speeds of writing and drawing. Secondly, feedback and input from young people and school staff should be invited after each session. This can help build in adaptations for future sessions in a timely manner. This two-sided planning and reflexive method can help ensure the individual needs of each learner are met throughout the programme.

S.E.N.D.

According to the teachers from SEND schools, equine therapy provided many benefits to their pupils. The teachers highlighted that the teaching of emotional awareness through horse care offered a unique and inclusive gateway into helping young people develop understanding of emotions and self-regulation. Young people learned to understand a horses' needs and behaviours and how to respond effectively to those needs. Moreover, they were able to translate this learning to their own emotional needs and behaviours. The teachers felt that the equine therapy aspect of the programme was particularly useful for learners with SEND.

Teachers expressed that, months after the end of the programme, Saddle Up remains a cherished memory for the young people and contributes significantly to their wellbeing and engagement in education. This is because being a part of Saddle Up helped the young people develop a wider sense of what learning entails, beyond pen and paper.

Equine therapy is an alternative model of targeted support that helps young people to foster new peer relationships and engage in conversations about emotions with adults. Consistently, teachers highlighted that Saddle Up helped develop conversations and humour as a result of the shared

experience of caring for and valuing horses. Based on these observations, the teachers recommend that similar combinations of equine therapy and art therapy should be considered in other SEND settings, such as community groups, respite charities and residential support providers.

Therapeutic Environment

The Saddle Up programme aimed to support young people to develop confidence to try new experiences. Throughout the programme, young people were presented with tasks and opportunities to continue improving their skills. The Saddle Up practitioners reflected that the combination of equine therapy and art therapy provided a space for this. Equine therapy promotes looking outwards to build relationships and connections, whereas art therapy promotes looking inwards to understand the self. It is important to create an environment that feels safe and supportive but also challenging. Teachers reported that young people may need reassurance when developing new skills. This reassurance needs to promote challenge and a wider understanding of success and failures in learning simultaneously. This has been highlighted as fundamental when working with learners from educational diversity settings, who may link their moving out of mainstream education to failures of academic performance or a failure to fit in and conform in mainstream settings. The Saddle Up delivery model used an approach of unconditional positive regard. The increased confidence, self-esteem, sense of hope, bravery and improved independence observed by both teachers and the young people who were part of the programme suggest this approach worked effectively. The Saddle Up practitioners recommended replication of this approach to create a safe, supportive, and challenging environment for young people in which their vulnerabilities are accepted by the whole group. This is seen as crucial to maintain therapeutic benefits for young people.

Staff Training

The Saddle Up practitioners recommended that teams that are planning to implement the Saddle Up approach should be trained in unconditional positive regard strategies and in reflecting and reviewing progress of young people's therapeutic needs. Staff training and reflection time, before and throughout the delivery, should be included into the delivery model.

School Staff

In the Saddle Up programme, school staff participated in art activities during the delivery of the support and presented their work to the group. This enabled them to experience the benefits of the activities and understand the therapeutic space. With regard to the findings of the current report, it can be speculated that the active participation of teachers helped young people to develop relationships. Therefore, the recommendation is that school staff take an active part in the programme to increase their knowledge of the therapeutic set up.

School Sites

Another recommendation is that schools and delivery teams discuss the risks and suitability for a delivery model of equine therapy at school sites as this may help to widen the offer to larger numbers of learners. Schools could speak directly to local equestrian centres to inform their school's risk assessment. It is not expected that the full equine therapy experience could be replicated in a school environment. However, teaching the principles and basics of horse care, as well as learning how to moderate emotions to successfully and calmly approach a horse, could be delivered in school grounds alongside art therapy reflection exercises to help further embed knowledge of horse care and regulating emotions.

Assessments

Assessment of the changes in young people's learning, feelings or behaviour is crucial to determine the effectiveness of a given intervention as well as to assess the quality of the programme. For this, outcome measures should be carefully chosen. In the current programme, various measurement tools were used to track existence and extent of any changes in young people, in order to evaluate the effectiveness of the programme. These included validated measurement tools, such as the Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001), a customised version of ASDAN accreditation, and feedback from young people and their teachers. Given that the Saddle Up support was designed to meet individual needs, it was unlikely that one outcome measure would fully capture the impact of the support on young people. A recommendation, therefore, is to use multiple and various types of measurement tools to understand better the impact of the programme on young people. Another recommendation is that the same member of teaching staff should complete the questionnaire before and after the support. This would help in gaining understanding as to whether, and to what extent, changes in young people are carried over into the classroom.

Classroom Activities

Some of the activities used in the delivery of Saddle Up have been used by teachers and support staff of in Blackpool schools following the programme. Teachers reported that the 'How are you feeling?' symbols activity, used during the introduction to and conclusion of the Saddle Up sessions, have been carried for young people to use when accessing unfamiliar activities and events within school. A school continued using the 'check in and outs' activity as a way to establish a grounding for the day. This activity enables young people to come into school, share what was on their mind, and feel more settled about moving into learning. It also enables staff to be better informed about the needs of young people and to offer holistic and relevant support for individual learners.

Recognising that there appear to be both immediate and long-term influences of the programme, a recommendation is to develop a 'Saddle Up: Follow Up' resource pack. The pack should include therapeutic art and equine therapy activities that could be used in the classroom to help sustain the benefits of the programme. The cost of the resource pack and consultancy in therapeutic reflection practices could be costed into a future delivery model.

Conclusion

The evaluation of the Saddle Up programme was comprehensive. It included both qualitative information in the form of case studies and verbal feedback, quantitative (questionnaire) data completed before and after the programme by young people, feedback from teachers, parents and involved professionals and also costing information. This is presented in this report with a view to enabling decision makers to review the impact alongside the costs of the programme.

The results in general were positive. Young people reported significant improvement in relation to their overall difficulties, including specific areas such as conduct problems and hyperactivity. Moreover, the qualitative case studies/young people stories showed the transformative impact the programme had on individual young people's lives, future aspirations and skills. The ASDAN scores also showed that Saddle Up was successful in achieving its targets and helping young people to develop practical skills relevant to horse care, as well as improving, amongst other things, young people's relationships, aspirations and self-regulation.

There are multiple issues raised in this report to help practitioners think about how to support young people around their emotional mental health and well-being. As described in the Resilience Framework (Hart et al, 2007), resilience moves can be broken down further into more defined areas: Basics / Belonging / Learning / Coping and Core-Self. Saddle Up, taken as a whole, and the specific ASDAN outcomes, designed to capture learning, are linked directly to the Framework. As improvement in areas such as self-regulation, core-self and a person's ability to aspire are observed, it can be surmised that these areas also contribute to building of resilience in young people.

In their reports, teachers reported significantly less impact of difficulties on young people. They gave positive verbal feedback identifying key areas of improvement, such as increased self-esteem and hope. This shows that teachers noticed and reported improvement in young people, but not in the areas of difficulties measured by the SDQ. Moreover, teachers' SDQ questionnaire data contradicted the self-report questionnaire results from young people, as well as other evidence collected during the evaluation of the Saddle Up programme (i.e. case studies and ASDAN data). Therefore, in addition to the potential weaknesses of the teacher SDQ data discussed above (e.g. that it is unknown if same teacher completed pre and post SDQ), it is possible that differences between teacher qualitative feedback and quantitative reports may be due to the different types of evidence. Feedback forms show the unique experience of a teacher related to one young person, which can be life changing to that individual young person, while the survey combines the experiences of all teachers, which may overlook individual improvements.

The therapeutic nature of the programme, which includes features like commitment, consistency, clear boundaries and a sense of unconditional positive regard can provide learning for lots of environments, particularly schools and homes. Schools have implemented elements of Saddle Up into their own practice. Teachers have clearly been able to identify new perspectives on engaging young people, particularly around how to support them with their emotional health and well-being.

"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)

"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)

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

This evaluation report was co-produced by practitioners, who contributed to the Introduction and Practice Recommendations parts of the report, and by an independent Research and Evaluation team who prepared the evaluation part. The key strength of the evaluation strategy was that quantitative and qualitative data collected from a wide range of stakeholders were integrated and a cost breakdown was provided to inform potential sustainability and future investment. Practice recommendations were also included to provide guidelines for future practice. It is acknowledged that evaluation strategy has weaknesses. For instance, using outcome measures before and after the intervention poses limitations, i.e. difficulties to attribute with certainty the change in outcome to the intervention. As with any collected data that has limitations, the results should be interpreted with caution.

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Appendix L The Value Creation Framework

Our approach to learning from our Resilience Revolution – Using the Value Creation Framework

We want to make sure that we learn and share with others what the Resilience Revolution achieved. That is why we are collecting and presenting a very wide range of information – in words, numbers, statistics, charts and images. We want to be able to use this information to build on successes and make improvements in other areas. We want other people to be able to learn from this too. To do this we need to understand *how* the outcomes we report have been produced. To help us do this we have been using the Value Creation Framework (Wenger; Trayner and de Laat 2011) with the support of one of the key developers of the approach: Etienne Wenger-Trayner. The Value Creation Framework (VCF) is designed to explain how a project (including a social movement like ours) produces its outcomes. But it is not simply a traditional ‘evaluation tool’ – it is designed to help people succeed in what they are trying to do by providing guidance and ideas of how they can achieve their aims. So, across the different strands of our Revolution people have been using the VCF to learn from and improve on what we have been doing.

The VCF works by helping us identify different types of value in what people do when they work together. The types of value are:

Orienting Value: The value linked to how we see ourselves related to the wider world. Eg shared beliefs and values that inform what we decide to do.

Immediate Value: Things that people do or share that have immediate value in and of themselves. Eg feeling listened to by others.

Potential Value: Values that has a potential to make an impact on the world. Eg being told about an idea that you think might help your community address an important problem.

Applied Value: This value is seen when people try and put something (like a new idea or approach) into practice.

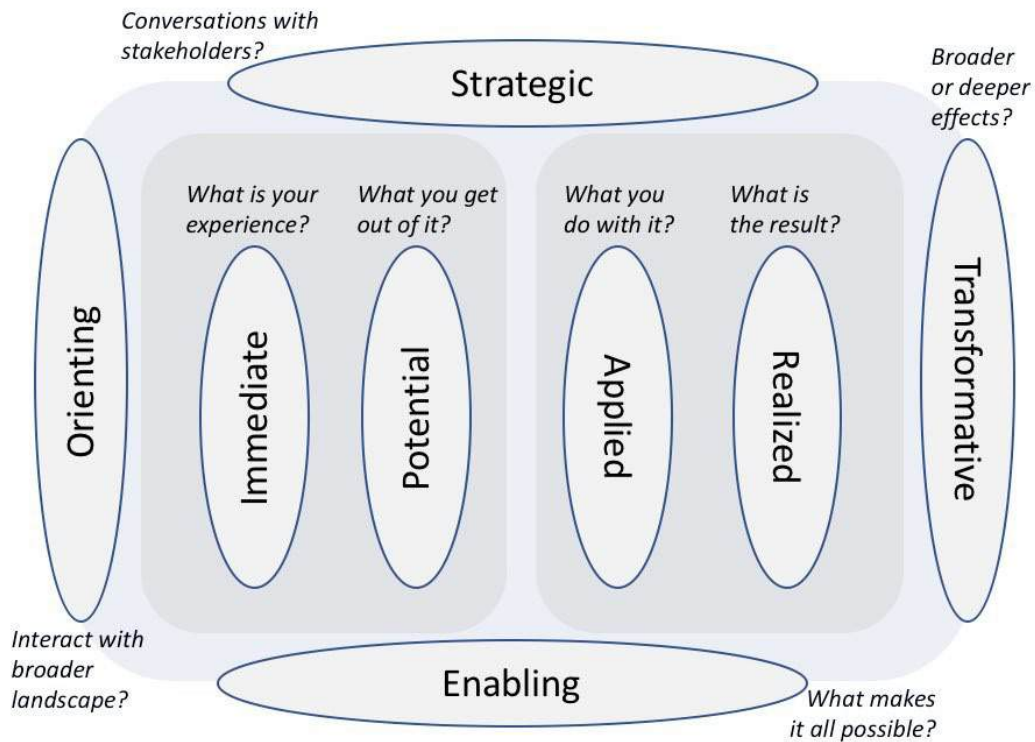
Realised Value: This value is seen when real difference has been made to the world around us. Eg reduced school exclusions.

Transformative Value: The value that we see when what we do has dramatic and broad or deep effects on people and their world. Eg a dramatic change in social attitudes to people with disabilities – or an individual transforming their life by overcoming adversity.

Enabling Value: This describes the approaches that people take or things that they do to try and achieve their aims. Eg the Resilience Revolution uses co-produced approaches to help enable our activities to be successful and meaningful.

Strategic Value: This value arises when we take notice of and engage with people who have a stake in what we are doing – stakeholders. These may be people in official positions like elected officials but are also people with informal roles like carers.

Figure II-1. Value-creation cycles in the framework



These different types of value often combine in to produce the impacts in realised value and transformative value that make a difference to the world. For instance: a group of young people and teachers come up with an idea about how to reduce school exclusions (*potential value*) which they try out in their school (*applied value*) and six months later they find out that exclusions have reduced (*realised value*). Other schools in the area then successfully adopt the same approach (*transformative value*). Key to their success was holding accessible young person friendly regular meetings (*enabling value*) and engaging parents/carers and school governors (*strategic value*). These combinations of value are *Value Creation Stories*. Such Value Creation Stories can explain the processes involved in complex social learning movements like the Resilience Revolution enabling us and others to learn from and improve our achievements.

Appendix M: Glossary

The following list of terms was prepared by Ben Hall and Adam Williams following review of this report. Some definitions draw from BoingBoing's Jargon Busting Sheet for Resilience Forums (see: [Jargon-buster Resilience-Forum.pdf \(boingboing.org.uk\)](#))*

1. Accreditation – recognising someone as having status or being qualified
2. *Adversity - a state or instance of serious or continued difficulty or misfortune. Societally disadvantaged groups face greater and more complex adversity contexts than others. Examples include: living with a physical or mental disability, having a mental health issue/s, economic disadvantage, suffering a family breakdown or experiencing a bereavement
3. Bureaucratic- relating to the system of controlling an organisation
4. *CAMHS – Child & Adolescent Mental Health Service – a service that specialises in providing help and treatment for children and young people with emotional, behavioural and mental health difficulties
5. Capacity building - a process of improving effectiveness, skills and levels of resilience in an individual, team, organisation or a whole system
6. Civic engagement – individuals and groups addressing issues of public concern
7. Co-production – a range of people with different expertise working together as equals towards shared goals.
8. Distributed leadership – belief that leadership activities and decision making is a social process that takes place at different levels in an organisation and system, not just the responsibility of the person at the top
9. Equine therapy – Therapy treatments involving the use of horses to promote physical and mental health
10. Fluctuations – irregular falling and rising
11. Holistic – characterised by interconnectedness
12. Implementation – Putting into practice
13. Inception – the establishment of an organisation or activity
14. Intergenerational – occurring between generations
15. Longitudinal- information about people and events that has been tracked over a period of time.
16. NIHR- National Institute for Health and care Research
17. Operationalization – scientific practice of operational definition (basic concepts being described through operations used to measure them)

18. *Practitioner – broad term for a person engaged in the ‘practice’ of a profession or occupation, often used to refer to youth workers, community workers, social workers, nurses, teachers etc.
19. Qualitative data- stories and words of people from interviews and feedback forms
20. Quantitative data – numbers and statistics
21. Proportionate – distributed evenly
22. Prosocial – positive or helpful behaviour aiding in social acceptance/ friendship
23. Protective Factors- like a bank account from people’s individual and social experiences that have built up over time to help someone to cope with tricky times.
24. PSHE – Personal, Social, Health & Economic education
25. Remuneration – money paid for work or a service
26. Research - the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.
27. Resilience – “positive adaptation to adversity despite serious threats to adaptation or development” (Masten, 1994), “Doing better than you'd think given the circumstances” or “Beating the odds whilst also changing the odds”(Hart et al., 2007).
28. SATS – Standard Assessment Tests, national curriculum tests conducted at years 2 & 6 of primary school education
29. SEND- Special Educational Needs and Disabilities
30. Self-efficacy – the belief in one's own ability to complete a task
31. Self-regulation – The fact of something or someone in regulating itself without intervention from external bodies
32. Socioecological – the interconnected relationship between society & ecosystems
33. Socioeconomic- concerning social and economic factors
34. Structural Inequality – Embedded biases in institutions, governments and social networks providing either advantages or marginalization for individuals
35. Triangulation – method of data analysis to improve credibility and validity
36. T-test – statistical test comparing the means of two samples
37. Young professionals- the collective term chosen by workers in the Resilience Revolution to identify people in co-production spaces who were employed as peer supporters, apprentices, advisors or trainees.

Appendix N: Resilience Framework

Resilience Framework (Children & Young People) Oct 2012 – adapted from Hart & Blincow with Thomas 2007					
	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Help child/YP understand their place in the world		Engage mentors for children/YP	
		Tap into good influences	Solving problems		Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know themselves
	Access & transport	The more healthy relationships the better		Fostering their interests	
		Take what you can from relationships where there is some hope		Help the child/YP take responsibility for themselves	
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise themselves	Calming down & self-soothing	Foster their talents
	Exercise and fresh air	Responsibilities & obligations	Highlight achievements	Remember tomorrow is another day	
		Focus on good times and places		Lean on others when necessary	
	Enough sleep Play & leisure	Make sense of where child/YP has come from	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them
	Being free from prejudice & discrimination	Predict a good experience of someone or something new			
		Make friends and mix with other children/YPs			
NOBLE TRUTHS					
	ACCEPTING	CONSERVING	COMMITMENT	ENLISTING	

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