

“Our Voices



Are NOT

Small!”



WE'RE HERE TO  **TRANSFORM**
THE LIVES OF YOUNG PEOPLE



School Closed

Please your child has been allocated a place for child
care provision as parents are key workers.

**HEAD
START**

NEWHAM



Stay connected




Space to chat

Your Time
Your Time
Your Time
Your Time
Your Time

Perspectives on feeling lonely

Source: Office for National
Statistics



*"Alone is like a short period of time you can feel alone, but then lonely is like a long period of time."
(aged 14 years)*

*"With loneliness, there's no one able to relate."
(aged 16 years)*

What the referral form told us



Known to:

- Children's Services
- Community Mental Health Services
- Council Housing
- Shelter

Medical conditions:

- OCD
- Depression
- Anxiety

Concerns about YP's mental health

YP disengaged from CAMHS

Conflict between YP and, Mum and siblings

Difficulty managing aggression, hits out and throws things

Poor living conditions

Historically exposed to regular Domestic Violence

Scared talking to professionals will lead to being taken into care

What would you do with this information?

PANIC

MOOD

SLEEP

APPETITE

FAMIL

Y

How I structure a phone-in session



→ How are you feeling?

Below are some statements about feelings and thoughts.

Please read each statement and choose the answer that best describes your experience of each, over the last 2 weeks.

	None of the time	Rarely	Some of the time	Often	All of the time
I've been feeling optimistic about the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling useful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been dealing with problems well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been thinking clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've been feeling close to other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

→ Coping with stress

In the last month, how often have you....

	Never	Almost never	Sometimes	Fairly often	Very often
..felt you have been unable to control the important things in your life?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..felt confident about your ability to handle your personal problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..how often have you felt that things were going your way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
..how often have you felt like your difficulties were piling up so high that you could not overcome them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

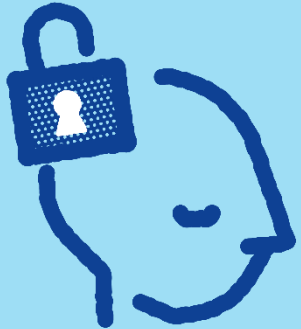
Short Warwick Edinburgh Mental Wellbeing Scale (SWEMWBS) © NHS Health Scotland, University of Warwick and University of Edinburgh, 2008, all rights reserved.

FRIENDS

HOBBIES

SCHOOL

Mum didn't speak English very well so I wasn't able to ask Mum what she thought was going on with the Young Person – and how that was affecting the family - , without the young person translating for her, so that was quickly ruled out as an option.



Touch base with parents and carers to unlock information you might not learn elsewhere

Relationships are key



Young Person had seen 3 different therapists at CAMHS due to staff turn over and the Young Person didn't like her third therapist. It was at this point they disengaged with CAMHS.

Young Person felt close to their Families First worker and was able to do valuable work with them.

Young Person told me they would touch things they thought were 'bad' 3 -9 times to self-sooth.

If they didn't complete these actions they felt confused and those feelings would lead to anger.

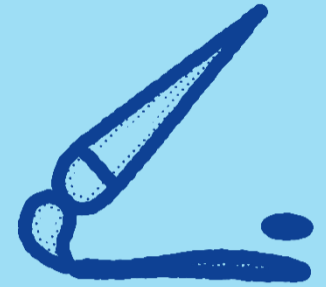
Because they didn't know how to manage their anger they would throw things or hit mum and siblings.



Create coping mechanisms that work for your Young Person

**HEAD
START**

NEWHAM



I learnt that the Young Person felt soothed by looking outside the window and counting cars, scribbling on paper and drawing and enjoyed photography so much they were doing Photography GCSE

What I learnt and what we did



“It’s good
to talk...”

~ Bob Hoskins

If in doubt get more information

As a result of exploring The Young Persons concerns around returning to school, I liaised with school to assess possible environmental triggers and suggest strategies to reduce their harm. I introduced the use of a time out card with staff to enable the Young Person to take a break from stressful situations without drawing attention to themselves. Having built good relationships with school staff over a long period of time meant that staff trusted me and were willing to implement my ideas.



The Young Person and I worked on tangible action plans around preparing for school. Although there were plenty of opportunities to think about the uncertainties that currently surround us, supporting them to focus on the things they could control helped mentally prepare them for their return. Mapping out their routines, and equipment needed allowed the Young Person to imagine that they could actually manage this extremely difficult transition.

Transitioning back into education

Young Person is calmer and happier



Speed of speech has slowed down.

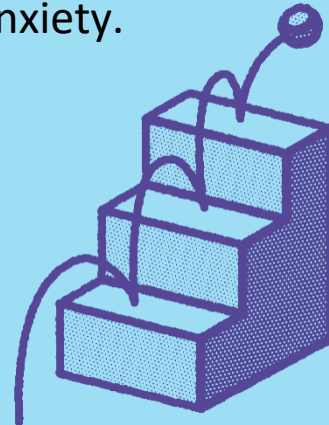
Able to see the positives.

We joke around now.

During our last phone call they asked me to call back in **2 weeks** as it was their siblings birthday they didn't need me to check in.

The Young Person now speaks to their CAMHS worker on the phone at school every other week.

The Young Person meets with the school counsellor every week to work on tools and techniques to manage their OCD and anxiety.



Enlisting others

Peer Parenting: Parent befriender for Mum, no translator needed.



The Young Person speaks to the DSL/SENCO or Pastoral Head of Year when they have an issue.

The Young Person now has a TA that does 1:1 work with her in most classes.



Advocating for self

So, what are the outcomes?

“You have helped me because I feel like I can’t speak to my teachers, like Miss, because I don’t feel comfortable with her, I don’t feel comfortable with them.

But you can talk for me because I’m really anxious. I feel like counselling to me is about my problems and I don’t want to talk about school and my problems with Miss or a teacher only my counsellor and I can talk to you about school and everything.”

Whatever our role, we can all make a positive impact on the lives of the young people we work with.

What can you takeaway from this session that is within your gift to implement in your setting. Small changes can make big differences. Use the chat feature to make a pledge to our youth that will make a positive difference in some way, shape or form, no matter how big or small.

Takeaway & Pledges

Identifying themes

School was unorganised

College was organised



It is taking a lot of Senior Leadership time ensuring everything is in place for staff and students

Bubbles bursting with Covid Cases causes stress and anxiety

people are following social distancing

Cannot do seminars, assemblies or laboratory work

TRANSITION

Many teachers have LOVED having young people back in

People with symptoms not quarantining

Great timetable

The content for a levels is a bit harder

Water fountains closed off

Not aloud to wear mask

Parent must wear mask when picking up children

food and cutlery in packaging

water fountains closed

staggered start and end time

Early start

No social distancing in class primary school

The goverment takes the virus fagranted in Primary schools

Not aloud to bring own school stationary

it feels the same. we sit in rows. cant wear a mask



HEADSTART'S

LET'S TALK ABOUT
MENTAL HEALTH
DISCRIMINATION
BLM
AND MUCH MORE



COME ALONG AND SHARE TO
ANOTHER YOUNG PERSON



YOUTH PANEL



PODCAST

RUN BY YOUNG PEOPLE
FOR YOUNG PEOPLE





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