

# HARROW Mental Health and Well-being Programme

For young people aged 5-15



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# Executive summary

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The Young Harrow Foundation (YHF) is pleased to share the results and influence of our wellbeing support initiative. This pilot program aimed to facilitate early interventions and provide children (aged 5-15) with support in alternative settings, ultimately aiming to alleviate pressure on essential CAMHS teams and services.

One of the key priorities for children in Harrow is to ensure that we provide support as early as possible for children and families and to have an integrated, person-centred approach where children are supported by a network of organisations, in their home, school and social lives, who are both enabled and skilled to support them effectively.

## Funding overview:

**£274,198**

Grants awarded (£)

**248**

SEND YP supported

**425**

Black and Black British

**99**

Mixed

**61**

Identified as other

## Gender breakdown:

**1,238**

Male

**1,315**

Female

Non-binary - only very small numbers recorded/  
majority do not record/ask for this data.

**2,250**

Children and young people supported

**336**

Economically disadvantaged

**615**

White

**312**

Asian and Asian British

**21**

\*\*YP identify as LGBTQ+

## Age group breakdown:

**917**

5-10 year olds

**1,334**

11-15 year olds



# Executive summary

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## The three key areas of focus for this programme were:

- **Outreach Services** offering access to activities designed to support and enhance the mental health and well-being of children and young people (this is predominantly aimed at 'school refusers' and/or home educated).
- **Targeted Support Services** aimed specifically, but not exclusively, Children looked after, Black, Asian and LGBTQ+ children and young people.
- **Primary School Offer** – proven or adapted services that can be taken into primary schools (this is predominantly aimed at addressing challenging behaviour in primary school children).

## The outcomes we wanted to see from the pilots include one or more of the following:

- Reduction in referrals into core CAMHS teams.
- Additional support for those on core CAMHS teams waiting lists, potentially preventing children becoming more complex or presenting in crisis.
- Reduction in core CAMHS team's length of stay through additional support earlier than currently available.

The pilot funded eight projects in total from October 2022 to September 2023.

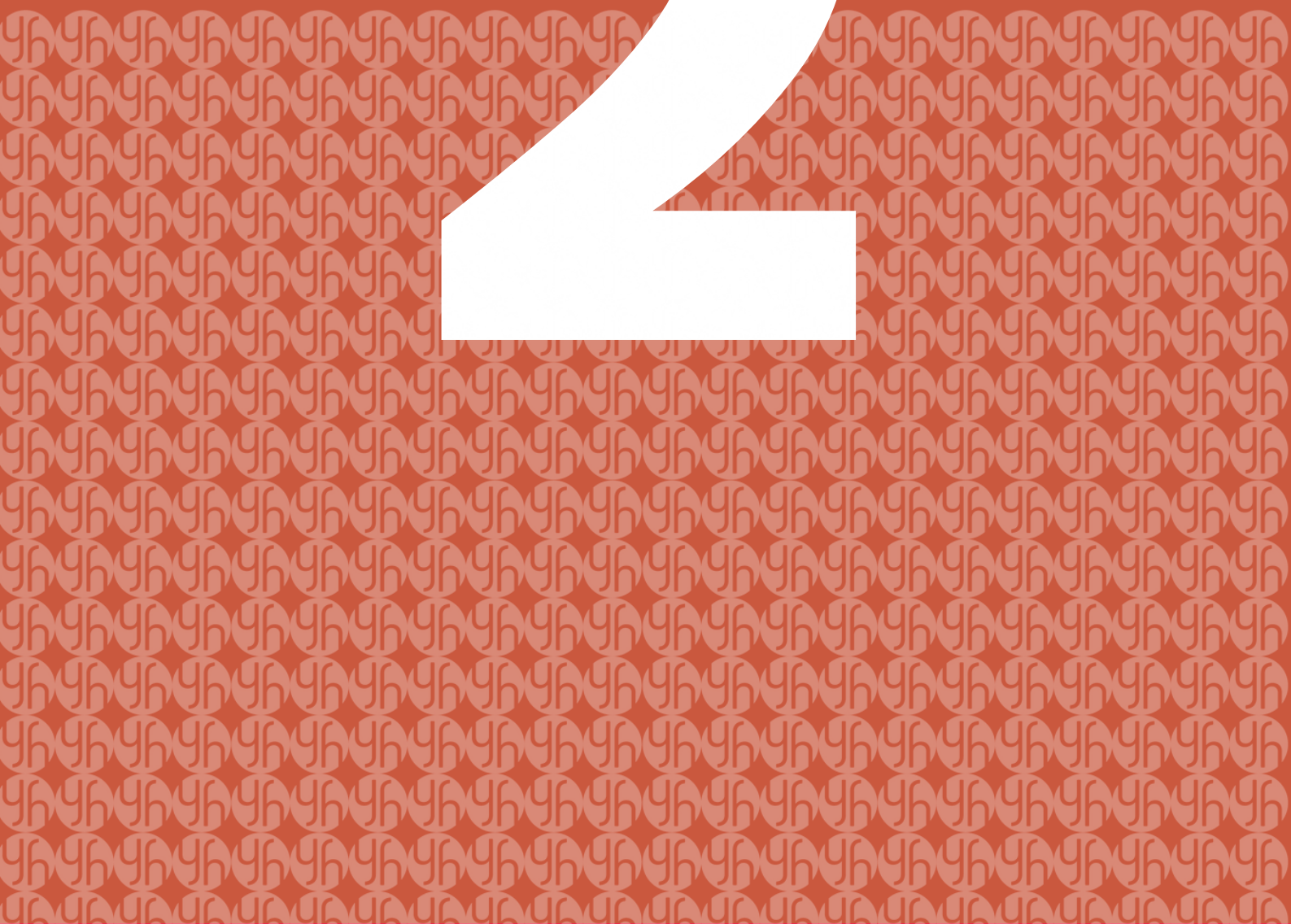
(There were several extensions resulting in two projects completing by December 2023 and one continuing into 2024 to target additional children and young people.)

\*Four organisations did not ask/record economic disadvantage.

\*\*Young people known to the organisation otherwise this is not recorded/asked by most of the organisations.



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# Fresh Arts C.I.C

Fresh Arts is committed to widening participation into arts and work in partnership with schools, artists, and communities to produce projects aiming to make the arts more accessible for children and young people from all backgrounds.

**£42,031**

Grant awarded (£)

**312**

CYP supported, aged 7-10yrs\*

**8**

Number of CYP supported that were already on CAMHS waiting list and potentially prevented issues becoming more complex or presenting in crisis

**32**

Number of CYP supported and not escalated to CAMHS

## Brief project overview

The Bounce Drama Project was delivered in school or in community centres by Fresh Arts' highly trained team over the course of 20 weeks. The in-school sessions involved whole class groups and targeted groups of children who were selected by the school. The aim of the project was to deliver mental wellbeing sessions using drama and the arts to year 2, 3 and 4 children. Children participated in weekly drama workshops with arts practitioners and through the project we aim to build children's vocabulary around wellbeing and ability to express themselves; including improving their confidence, self-esteem, resilience and problem-solving skills. Through the project children were given opportunities to build a toolbox of skills which will support their wellbeing.

## Grant impact summary

This grant helped us make a difference to the children as they participated in a comprehensive health and wellbeing drama-based support programme with units of learning including 'All About Me and My Relationships', and 'All about Emotions and Healthy, Happy Habits'.

The project used a character Freddie the Frog who had problems at school and home that the children took on the role of the expert to assist with. Schools reported that our general intervention project made significant impact, observed in the reduction of referrals into core Child and Adolescent Mental Health Services (CAMHS) teams through a general intervention implemented for all children in a class group.

The project also addressed the waiting lists for core CAMHS teams, providing additional support to children awaiting services. This specific adaptation involved small group sessions tailored to support the emotional health and well-being of children on waiting lists. Due to GDPR restrictions, the specific needs of individual children were not disclosed, emphasising the project's commitment to privacy and confidentiality. The aim was to prevent children from developing more complex issues or reaching crisis points by offering targeted support during the waiting period for core CAMHS services.



# Fresh Arts C.I.C

## Achieved outcomes

Fresh Arts were able to reach a range of primary school-aged children aged between 7-10, both in school and community settings. We engaged three Harrow primary schools and ran whole group sessions in all of them and a targeted small group session in one of them. We also delivered sessions to 60 children in the Harrow community over the school holidays. The children were from a range of socio-economic backgrounds, and we had several children who were home-schooled attending our workshops and 43 children who were identified by teachers as either known to CAMHS or at risk of needing to be referred due to social and emotional difficulties.

## Building partnerships

Through this funding we were able to develop a new partnership with a primary school in Central Harrow called St Jerome Bilingual School. We were able to form strong links with the school SENCO and wellbeing lead.

We strengthened our already strong partnerships with Pinner Wood School and West Lodge Primary School. We also formed a new connection with colleagues at an organisation called London Arts and Health who are evaluating the project.

"At home I have been more caring to my stuff and others".  
Child aged 8

"I can't sleep, I do mountain breathing and when I am angry, I count to ten".  
Child aged 9

## Case study

During this project we interview staff and students to find out their views on the Bounce Drama Project. Facilitators also followed key children in each group. This is the story of **Child D**.

On several occasions, **Child D** has demonstrated that she gets overwhelmed by noise levels in the classroom getting too loud. Earlier in the programme, she would get overwhelmed and cry sitting in her space on the carpet. However, as the programme explains the importance of communication, I noticed that she began to let an adult know her discomfort.



# Fresh Arts C.I.C

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"Once I was feeling a bit sick and emotional, I went to my bed and started to cry a bit, and I remembered in PSHE we learned how to calm down and take some breaths. I took some breaths and did some drawing and made a stained-glass window"

Child aged 8

"Now every time I am in a zone, I can tell people how I feel, and they can help me get out of that zone."

Child aged 8

I have seen a huge improvement in her self-regulation and have observed her applying the Bounce Project lessons to real life experiences and emotions.

As well as this, if she sees someone left out, she will now ask if she can include them. An example: whilst I was getting the children into pairs, she realised that one of the children in particular – who is selectively mute, was disassociating himself from the class.

She came over and asked if this little boy could come into her pair. I challenged them to be creative as this was a task meant for two.

**Child D** managed to solve this problem quickly. Instead of speaking, she helped the other child show his emotions through his face and physical actions. In this lesson it was made obvious that she is clearly very conscious of the people around her and wanted to make sure everyone was involved.

# Family Action

## Harrow SENDIAS Service

Family Action's Harrow SENDIAS Service (SEND Information, Advice and Support Service) offers free, confidential, accurate and impartial advice and support to families living in Harrow with a child up to the age of 25 who has special educational needs or a disability.

**£28,510**

Grant awarded (£)

**56**

CYP supported, aged 5-25yrs\*

**56**

Referrals directly through schools

**56**

Number of CYP supported and not escalated to CAMHS

### Brief project overview

This project focused on early intervention for primary school-aged children, using the Protective Behaviours model to address behaviour problems and mitigate referrals to CAMHS by intervening before children reach a crisis point. The core objectives included; increased self-awareness of their feelings, increased ability to manage difficult feelings and situations, and building local support networks – particularly through our expertise in accessing SEN support early on through partnership working with schools, colleges, and partner organisations across the borough.

The project was a term-time programme comprising six-week group sessions, each rooted in the Protective Behaviours based intervention. Two additional groups were run in the summer holidays, known as the 'Masterclass' sessions, to build on learning from the six-week course through creative, practical and peer-support activities.

### Grant impact summary

The sessions facilitated a meaningful dialogue among children, enabling them to articulate their experiences and develop emotional language, including empathy and understanding. The programme covered a range of age, gender, ethnicity and different levels of difficulties and challenges. We also had a mixture of non-school attenders who accessed the community sessions and some school attenders who were identified by the school. We found that mixed gender groups worked best as boys learnt a lot how the girls managed their emotions. The funding provided a unique opportunity for children and young people to identify their needs and express them safely. Feedback consistently indicated a desire for more participation time, highlighting the positive effect of the sessions.

\*vs. 70 CYP planned (out of 56 CYP actual only 1 YP was aged 16+)



# Family Action

## Harrow SENDIAS Service

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Additionally, we offered tailored interventions to young people facing challenges attending school due to Social, Emotional, and Mental Health ('SEMH') concerns. Seven children participated in community sessions, and two received follow-up one-to-one support (one child was on the CAMHS waiting list). The involvement of parents in these sessions enhanced the overall impact, fostering a collaborative approach. Our Wellbeing Officer's support extended beyond emotional assistance to practical guidance, empowering young people to navigate challenges, build confidence, and improve their current situations.

This funding further enabled us to cultivate relationships and expand our network of contacts within local schools. We also raised awareness of our SENDIAS project with schools and provided information on different ways of working with children who have SEMH.

### **Achieved outcomes**

Family Action originally planned to target 70 children and young people, but the actual total number of beneficiaries was 56. We successfully achieved the outcome of reducing referrals into core CAMHS teams for all 56 participants. As far as we are aware, all children we worked with in schools, were not referred to CAMHS prior or post our intervention. No children who were referred for SEMH were on the waiting list for CAMHS.

\*Due to an underspend they agreed to carry out additional sessions with up to 72 children and young people in 2024.

Unfortunately, secondary schools did not perceive a role for our offered intervention in supporting their students. Our Wellbeing Officer couldn't establish contact and in some instances was told that they had their own programmes and support for children with SEMH.

### **Building partnerships**

We successfully built strong relationships with school staff and Special Educational Needs Coordinators (SENCOs), particularly finding Key Stage 2 (children aged 7-11) schools to be responsive and collaborative. These schools actively identified children who could benefit from our programme and expressed interest in discussing the outcomes.

Harrow College was also interested in running this programme, however due to restricted funding timeframe and school terms it fell outside of the scope of this project. In the future, we will continue to reach out to youth centres and colleges, and welcome more opportunities to work one-to-one with some young people, as some don't like to work in a group.



# Family Action

## Harrow SENDIAS Service

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### **Case study – Empowering Change: An intervention's Impact on a neurodiverse student's school attendance and Mental Health**

Family Action met **Child N** when she attended a community session with her parent. After having a conversation with her parent, it was identified that N was having problems at school and refusing to attend and she was on the CAMHS waiting list. The parent expressed that she had been waiting a while and wanted some support for her daughter as she had very poor school attendance. Prior to the family attending the community session, our Information Advice and Support service supported the parent to complete an Education, Health and Care Plan (EHCP) request. She was still waiting for a response from the Local Authority.

**Child N** is neurodiverse struggles to go out and is suffering with her mental health. **Child N** was offered a one-to-one session, where she visited the office with her stepfather. The session suggested a few things that N could try to help with her mental health issues, for example, breathing exercises, talking therapy and mentoring. The Wellbeing Officer also set some SMART targets and N stated that she would try to go into school for half a day. Unfortunately, due to time constraints further work in the session wasn't possible.

Following the session we were informed by N's mum, that N attended school for half a day. This indicates the value of this intervention, although it was brief and further opportunities would have benefited **Child N**. We hope N gets the support she needs this term at school and following the support of the EHCP, which we will continue to support the family to access.



# Harrow Carers

Harrow Carers supports unpaid carers to reduce the burden of care and increase life chances. They have over 400 young carers registered in Harrow.

**£33,000**

Grant awarded (£)

**76**

CYP supported (48 secondary and 28 primary aged)

**69**

schools, 4 social service, 3 x self

**76**

Number of CYP supported and not escalated to CAMHS

## Brief project overview

This programme was designed to equip Young carers with tools and techniques that will reduce the need for CHAMS intervention and increase engagement in Education. This was through the delivery of two intervention based programmes across three groups of young carers delivering the DNA-V intervention and Nurture Talk programmes.

The work carried out through this programme has focused upon the needs of young carers in schools with varying, yet not uncommon issues presented for the individual and group.

Issues presented by the young carers supported through this programme includes: behavioural, sadness, inability to understand and communicate feelings, ability to make friends, falling behind on schoolwork, understanding how the caring role impacts wellbeing and school life.

## Grant impact summary

Numbers targeted were lower than expected, due in part to the time and effort that goes into securing a school to partner with alongside conflicting curriculum requirements. The total number anticipated was 122 with an actual reduction in referrals to CAMHS totalling 76.

The training programmes were well received and better links and connections have formed with secondary schools, although this was a challenge at times. The case studies provided showed very in-depth support and results for individual young carers with positive outcomes. Harrow Carers agreed to continue to seek partnerships with new schools and deliver some sessions to increase uptake.



# Harrow Carers

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## **Achieved outcomes**

Additional, longer term support resulting from this programme include:

- Harrow Carers further reached out to secondary schools inviting them to a Young Carers Action Day where they provided activities, archery, assault course and a BBQ along with a talk about young carers and about how the schools and Young Carers could access their service for support.
- They invited all children and young people who engaged in their DNAV training and Nurture talk programmes to attend their Wednesday evening blended club and Friday club evenings for further support from staff and to engage in positive activities with their peers. They now attend regularly.

## **Building partnerships**

Partnerships with schools, both primary and secondary across the borough have assisted us to deliver our nurture and DNAV training programme. Primary schools have shown the greatest commitment and interest to the programme, and we are carrying out further work with them in partnership.

Senior school timetables and pressures related to study, mock exams and exams seem to be the most pressing need for senior schools. The identification of young carers in Harrow senior schools has been poor with some senior schools reporting that there are no young carers in their schools. The senior schools who we do have engagement with are much more progressive in their identification and support of young carers. This is usually down to the dedication of individual teachers who push the young carer agenda forward in their schools on top of their current workloads.



## **Case study: Female, Age 15, Mixed White British / Asian**

**YC** was referred to us by Children Social Services in 2023 for us to provide 1-2-1 support to improve confidence, self-esteem, and social skills. The 1-2-1 support was to be accessed at our premises (normally this would happen during school but the **YC** is a school refuser/NEET therefore we needed to adapt this to support her needs).

### **Presenting need**

The **YC** was living in a family home with both grandmother and mother, she was caring for her grandmother regularly and refusing to go to school, if she was told she would be attending school even for a short visit this would lead to her mental health deteriorating.

In the past, she has been admitted to the hospital due to taking medication which isn't prescribed to her along with self-harm which was particularly a risk if the school was mentioned by a social worker or the grandmother.

Social services were concerned about the family home, the condition she was living in, along the refusal to go to school. The homeschooling she was receiving was not deemed as effective or monitored correctly which was a concern as she would not be meeting expected milestones.

This led to a decision being made in court to be removed from the family home and placed into foster care. This was implemented to focus on the improvement of her health and well-being due to concerns about her mental age matching her actual age. The **YC** continues to have regular meetings with the grandmother where she continues her caring role.

### **Actions**

Social services contacted our Young Carers Team to see if we could provide extra support for **YC** as an additional attempt and opportunity to improve her health and wellbeing. If this was not successful a final decision would need to be implemented by the court where she would be removed from the family home and placed into foster care.



A home visit was arranged with the grandmother as YC did not feel comfortable attending clubs or a Young Carers assessment due to not having built a relationship or having knowledge of our services.

During the visit, our service was explained to **YC** and grandmother so they had the correct knowledge of what we could do support **YC** and how this would be beneficial. This was a good opportunity as this allowed **YC** to feel at ease and start to build trust, which would enable her to want to engage with our service.

We decided to take action to support **YC** by completing 1-2-1 sessions once a week. This would look at art-based therapy to focus on the improvement of her confidence, self-esteem, and communication of emotions. After a few sessions, an agreement was made to book a **YC** assessment to look at her caring role and look at what we could do after the 1-2-1 sessions had been completed.





Due to YC being placed into foster care, she stopped engaging in our sessions as she was very stressed and struggled to understand why this had happened. This had a major impact on her mental health and resulted in her feeling very upset and she decided to distance herself until things were better.

Before the summer holidays contact was made with a foster carer to see how YC was doing and what we had to offer during the holidays, she informed me she would like to sign up to activities but would inform me if there were any chances. She attended one of the trips where she built a friendship with another YC from the same school.

### **Outcome**

Since the engagement we have seen an increase in young people's confidence/communication skills this is due to the positive impact of the 1-2-1 sessions. This allowed her to build trust and self-esteem to be in big groups of people, along with socialising to make new friends.

**YC** started by attending school part-time but has progressed into attending full time which she was worried about. Due to the improvement of her mental health, there have been positive outcomes from building healthy relationships with new people.

Support for **YC** is still ongoing and we are looking to follow up with school engagement, along with update from social services to see other steps we can take to increase life skills.



# Heads Up Partnership

HeadsUp offers a selection of support including one-to-one and group support sessions, depending on the needs of the young person. Across our partners, our areas of expertise are LGBT+, refugees and asylum seekers, ADHD and autistic young people and support for self-harm.

**£69,471**

Grant awarded (£)

**227**

CYP supported, aged 11-15yrs

**94**

received 1-1 support for their wellbeing

**100%**

Number of CYP supported and not escalated to CAMHS

**34**

(of those accessing 1-1) were referred by CAMHS – majority of these known to CAMHS for ADHD/autism diagnosis

## Brief project overview

The HeadsUp Partners (Wish Centre, Paiwand, Mosaic Trust & CAAS) delivered therapeutic support for 11-15-year olds who self-harm, are from refugees/asylum-seeking background, identify as LGBT+ or have ADHD/Autism diagnosis. This grant is funding a youth counsellor/therapist at each organisation to provide 1-1 support to CYP who are facing mental health challenges. The project is coordinated, marketed and a single point of access facilitated through Mind in Harrow.

## Grant impact summary

This funding enabled the HeadsUp consortium to support marginalised children and young people aged 11-15 to find and access the best wellbeing support service for their needs. We focused on providing 1-1 support for young persons who:

- Have ADHD / autism and related wellbeing needs
- Are LGBT+ or questioning their gender or sexual identity (of which 73% are BAME, 36% have a disability)
- Are engaging in self-harm (of which 77% are BAME, 62% questioning/non-binary/trans, 39% have a disability)
- Are from a refugee or asylum-seeking background, the majority being Afghani refugees or unaccompanied minors, Paiwand also supported young persons from Iran, Kuwait and Sudan.



# Heads Up Partnership

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## Achieved outcomes

Mind in Harrow planned to run 11 workshops and at the time of this monitoring submission we have delivered 10 workshops with one planned. We aimed for at least a 75% achievement rate among workshop participants for the below outcomes, but the feedback reveals that we surpassed this target:

- 93% of participants have an increased understanding of specific issues that young people face.
- 86% of participants are better equipped to identify when a young person has specific needs.
- 91% of participants are better equipped to communicate and engage effectively with young people.
- 87% of participants have increased awareness/understanding of HeadsUp offer and more likely to refer further.

## Building partnerships

Thanks to this programme we continue to establish a good working relationship with Harrow CAMHS. Recently we have jointly initiated a regular meeting between CAMHS and HeadsUp practitioners. The purpose of the forum is to better understand referral criteria, appropriate support plans for young persons who have complex needs, and develop a more streamlined approach to referring between services. Harrow Horizons, EMHPs and some other VCS organisations are also involved in this work. Referrals came from a range of sources.

<b>Referral sources to HeadsUp SPA (MiH)</b>	
CAMHS Psychotherapist*	11%
Educational Psychologist	5%
Health	26%
Social care	11%
Parent/Carer	16%
Self	11%
Statutory/Voluntary	11%
Unknown / Other	10%



# The Josh Hanson Trust

The Josh Hanson Trust aims to break the cycle of violent crime by providing trauma-informed support services borne of lived experiences which inspire educate and build resilience through creativity.

**£23,500**

Grant awarded (£)

**48**

CYP supported (age 5-11)

**48**

Referrals directly through schools

**5**

Supported on CAMHS waiting list.

## Brief Programme Overview

A programme working with school partners to deliver a specialist art therapy programme to children who have been identified by the SENCO and who are highly likely to be referred to CAHMS, resulting in SENCO's referring those children to the programme.

Sessions include:

1. Identifying physical and psychological trauma responses and trauma recovery practices
2. Overcoming barriers that prevent self-expression i.e. anxiety and panic attacks.
3. Identifying strategies to manage thoughts and feelings.
4. How to develop intrapersonal skills i.e. overcoming fears, managing emotions, building self-confidence.
5. Helping to develop communication skills.
6. Identify ways to cope with trauma recognising own strengths and weaknesses.

## Grant impact summary

The funding supported 48 children presenting with a range of needs \*see table below working in Whitefriars and Norbury school. The positive impact on those taking part in the Fine Arts programme include, feeling calmer, less anxious, managing anger and being able to talk about how they are feeling whilst enjoying the creativity of the sessions. A baseline survey was taken with each participant and the improvement in skills and feelings was significantly improved by the end of the course.

## Building partnerships

Through this funding we have established connections and partnerships with CNWL, CAMHS (Ash Tree Clinic) and charities such as St Alban's North Harrow and Harrow Young Carers. We have further grown our links with various departments within Harrow Council.

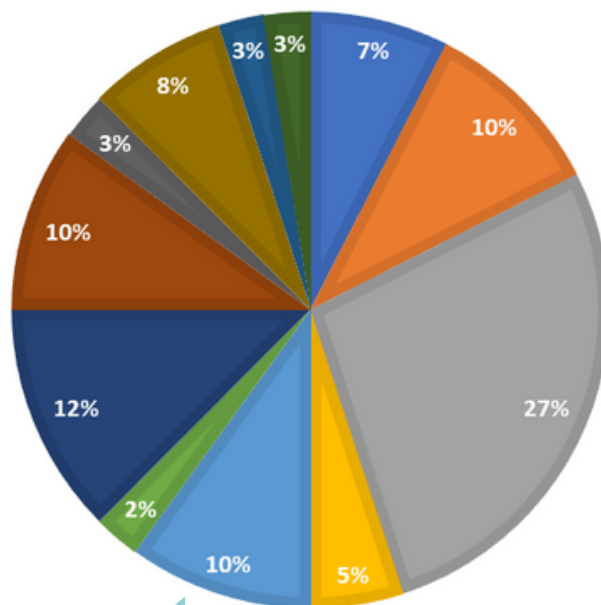


# The Josh Hanson Trust

The children attended Norbury and Whitefriars primary schools and were identified as needing a CAMHS referral or extra support through an art intervention while waiting for a referral. The children presented various Issues as see in the chart below.

## REFERRAL PRESENTATING ISSUES

- young carer
- trauma
- domestic abuse
- risk of exclusion
- refugee /asylum
- lac
- cin/cp
- bereavement
- parental mental health
- undiagnosed ADHD/ autism
- school refuse
- temporary housing



"I use my stress ball to help me. I would like more sessions of art".  
Child with anxiety

"I love to do more art and it helps me when I am angry".  
Child with trauma

"Fine lines are the best me and my friends are doing more art and not computer games. I improved my art skills with their help. I'm now into art a lot and when I am sad, I just paint or draw".  
Vulnerable child, undiagnosed Autism

"I feel proud of myself I want to do it again".  
Child lacking In confidence and who uses stimming to cope



# The Josh Hanson Trust

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"I use my stress ball to help me.  
I would like more sessions of art"  
Child with anxiety

I love to do more art and it  
helps me when I am angry  
(Child with trauma).

" I enjoy the sessions and it is very fun. I would like to draw using posca  
markers. I have learnt a lot and thank you".  
Autistic child and school refuser

"Thank you for teaching us how to  
calm down when we are mad".  
Child with anger and trauma

"Thank you for teaching us  
how to calm down when  
we are mad".  
Child with anger and trauma

"It was calming and nice. It was good for me, and I really enjoyed it.  
I was able to express my feelings".  
Child experiencing DV

"I enjoy the sessions and it is very  
fun. I would like to draw using  
posca markers. I have learnt a lot  
and thank you".  
Autistic child and school refuser.

"I enjoyed it because they  
asked about my feelings. I  
was able to talk to someone  
about how I felt".  
Child bereaved and anxious

"I feel proud of myself I want  
to do it again".  
Child lacking In confidence and  
who uses stimming to cope



# MIND in Harrow

Mind in Harrow (MiH) is a leading mental health charity that helps over 1,000 people each year in Harrow. By providing support in many ways: through its helpline; counselling; befriending; social groups; and education projects.

## £40,000

Grant awarded (£)

## 1,673

CYP supported, 630 primary and 1,043 Secondary

### Grant impact summary

Mind in Harrow delivered 24 workshops to 1,673 (target 1,200) CYP in untargeted/universal sessions at 9 schools and youth settings.

Seven of their young volunteers were involved in co-designing and co-delivering the workshops. The volunteers are representative of the diverse population in Harrow. Of the 7 in this project: 5 are from global majority backgrounds, including 2 young men; 2 self-report as LGBT+/queer; 2 self-report having a disability; and all have experience of mental health challenges.

They also delivered 3x training sessions to a total of 54 CYP professionals and volunteers, plus 3x workshops with 30 parents and carers. Professionals and volunteers came from across the voluntary and community sectors in Harrow, education, the local authority, and the Council.

### Achieved outcomes

Mind in Harrow exceeded their planned target numbers with 1,322 (79% of 1,673) knowing more about where to go if they need help with their mental health.

1,253 (75%) agree that due to the workshops, they:

- believe it's important to look after their mental health
- know more coping strategies
- feel confident to use a coping strategy/5 way to wellbeing
- know more about how to support a friend in need

### Building partnerships

Through this funded programme they started working with primary schools in Harrow for the first time and delivered workshops with students across all year groups at St John Fishers Primary School. They also worked for the first time with teams at St Peter's Church and St Albans Church who hosted groups of young people at risk or experiencing deprivation in out-of-school clubs.

They have also established a stronger relationship with Sacred Heart Language College, and through this funding are beginning to trial a new way of supporting students at a more targeted level – piloting small group workshops with year 10 students selected by their head of year.



# MIND in Harrow

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<b>Training.</b> % of parents, carers, professionals, and volunteers attending our workshops /training who:	
know more about the challenges that young people face accessing support for their mental health	91%
feel better equipped to support a young person with their specific needs	87%
Are more confident to talk to young people about mental health	93%
Could help a young person find the right support for them, and refer them to services if needed	95%

We were pleased to receive overwhelmingly positive feedback from those CYP who completed our evaluation form. Three themes stood out in our analysis of the comments they left us:

- The workshops were accessible and engaging (though more interaction was also the main point of action for improvement! What did you like the most?
  - "it was easy to follow along"
  - "The people talking to us explained everything clearly and thoroughly."
  - "I loved the diagrams used as it gave me a visual representation"
  - "It was presented in an interesting way"
  - "How interactive it was."
- Attendees took away practical tools to help them care for their mental health: What was the most useful thing you learnt?
  - "Coping methods other people use"
  - "Techniques for handling anxiety or anger"
  - "There are many ways to manage stress, everyone is different for example eating healthy, taking deep breathes and more"
  - "How to cope with triggers and panic attacks"





# MIND in Harrow

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- Attendees felt more connected and prepared to help their peers - What was the most useful thing you learnt?
  - "How to check in with family and friends (Be ACTIVE)"
  - "that other people have had similar experiences to me, and had overcome them."
  - "That looking out for others is so important"
  - "We are not alone and have many organisations and people to talk to if we need to."



# Khulisa

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Khulisa's wellbeing programmes were first delivered in London in 2007 and were originally designed for prisoners with long histories of reoffending and violent offences. In 2011, they began to work with younger cohorts, specifically children in schools who were demonstrating challenging or disruptive behaviour. Today, all of their work happens in schools which serve the most deprived communities, providing intensive wellbeing support to the country's most vulnerable children.

**£21,686**

Grant awarded (£)

**33**

CYP supported, aged 10-15 years old.

**33**

Referrals directly through schools

## Project Overview

This programme worked with young people aged 10-15 who are struggling to stay in the classroom due to the impact of unprocessed trauma and unmet needs. On average 70% of our participants are global majority and 50% are receiving Pupil Premium. Khulisa use these as guides for eligibility for referral to their programme, and then needs and risk assess each young person before they participate to ensure they will benefit from their support - this is to ensure that they refer young people in need of more emergency support for active issues on to the appropriate services, and also allows us to accept young people who may be just above the Pupil Premium threshold but struggling with significant trauma. This was delivered in partnership with Rooks Heath School.

## Achieved outcomes

They were anticipating working with 45 young people but worked with fewer young people than expected, 33 in total, due to the higher need of the second year cohort. This meant they delivered a 5-day core programme instead of a 3-day core programme.

The young people they work with are referred to them because they are struggling to stay in the classroom and engage with their education, and they are rapidly approaching the point of exclusion (and in some cases have already been excluded). They work with participants in 1:1 and group settings to rebuild trust-based relationships, develop peer to peer relationships and safely unpack the trauma behind this behaviour.



# Khulisa

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For therapeutic programmes, they track four core outcomes: In 2022/23, on average we saw:

- 56% improved emotional wellbeing
- 80% improved social skills
- 61% increased resilience
- 57% improved emotional regulation

We also saw 90% of participants saying their coping skills had improved, and that they had used these skills in the classroom following the programme. In each of these measures, we took our participants from below the national average to above it (except in Resilience where we took them to -0.03 below it).

## **CASE STUDY**

### Safiya's Story (anonymised)

Despite facing lots of challenges in her childhood before she joined secondary school, Safiya seemed to settle in well. However, she had recently been getting into arguments and physical altercations with other pupils, affecting both her wellbeing and ability to learn.

At the start of each Khulisa programme, each young person completes a 1-1 assessment with our experienced programme managers to understand if they are ready for creative therapeutic group work. When our Programme Manager, Briony and Safiya met for her pre-1-1, Safiya was quiet and withdrawn but spoke about adversities that she had faced and the impact that this had on her and her family. Safiya's arguments at school made Briony wonder if she was struggling mentally. It seemed like her behaviour might be a way of expressing her internal struggles.

Over the next three days, Safiya began to take on a natural leadership role within the group. She volunteered to read some of the poetry and made thoughtful reflections around the content the programme covered, as well as suggested games for the group when encouraged to do so.



# Khulisa

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The group valued Safiya's contributions and Briony noticed that this helped others to share their thoughts too. As part of day two, the group participated in an art activity that creatively explored their coping strategies and ways to represent this through 8 Voluntary Action Harrow Co-operative is a trading name for Voluntary Action Harrow Limited, a company limited by guarantee (no. 7554530). art materials and objects.

Safiya created a visual representation using symbols to show where she felt safe and calm in her life. She included symbols for coping strategies, such as grounding techniques like taking deep breaths, to regulate her emotions. After the programme, it was time for Safiya's post-1-1 session to reflect on her time on the Face It programme.

She shared that during the programme, she had connected to the 'Iceberg' model exploration. This psychoeducation model looks at how our behaviour is often the only aspect of us that is visible to others when underneath there can be deeper-rooted unmet needs present and in need of acknowledgement.

Safiya shared that being introduced to this made her more aware of what other people were experiencing, as well as starting to recognise how her own experiences connected to this model specifically. Safiya shared that she had found the artwork particularly helpful and that since the programme, she had been using drawing and poetry to express how she was feeling. She said using these forms of expression made her feel 'alive and free.'



# Sweet Science

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SweetScience we have been working in partnership with hundreds of schools across the country since 2005. In that time they have inspired, educated and motivated thousands of young people. Their coaches use boxing training to get the students attention and respect, then direct them to use the discipline required in the class room and their lives with our responsible non-contact programme.

**£16,000**

Grant awarded (£)

**125**

Referrals directly through schools

**125**

CYP supported, 105 secondary and 18 primary.

**100%**

Number of CYP supported and not escalated to CAMHS

## **Brief Programme Overview**

Sweet Science offered their services to schools directly to enable them to engage with children and young people as a part of the school curriculum. This approach helped overcome the challenges around attendance and reaching the target numbers. Based on the findings from previous projects they feel that those who are most in needs of their services are often reluctant to attend any after school, evening or weekend activities. This can be due to many different reason i.e. lack of motivation, lack of confidence etc.

By offering these services during the school day they were able to reach out to the children and young people in an environment that they already know, and therefore were much more likely to positively engage in the activity. Also providing services during the school hours helped to motivate children and young people to make extra effort when it comes to school work as the condition for them to attend is that they would need to ensure they catch up on the learning from the lessons they are to be taken out of.

## **Grant impact summary**

This programme helped Sweet Science to work with children and young people suffering from variety of mental health problems including but not limited to anxiety, depression, and ASD as well as those school refusers and/or home educated.

We were also able to offer our support to children and young people presenting with range of behavioural issues like ADHD, Oppositional Defiant Disorder or Conduct Disorder and a small number of children that were recovering from major trauma.



# Sweet Science

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## Building partnerships

Partnered with 9 schools in Harrow, including Jubilee Academy and built better working relationships with Harrow's Fostering and Adoption Team, CIN Team and the youth Offending Team. They also worked with another member integral to this programme, the Josh Hanson Trust.

### Parent Feedback 1:

As a parent of a child with severe ADHD and mild ASD, I have immediately seen the benefits of my son working with Leroy (Sweet Science). He not only has been able to engage openly about his daily struggles, including severe bullying, but has also started to understand with Leroy's help how to control his behavioural outbursts at home. Leroy/SweetScience has given my son a clear focus, allowing him to vent openly through boxing, but has shown him how to be committed to a more disciplined outlook. The mentoring 1:1 sessions Leroy has given so far has impacted positively on my son, giving him some understanding on how there are different ways to tackle a problem rather than getting angry and lashing out both verbally and physically. I definitely hope we receive the funding so that Leroy/Sweet Science can continue to have this positive effect on my son, as we have run out of options for his mental and physical wellbeing"

### Parent feedback 2

"Since starting with Sweet Science boxing I have seen a complete turnaround in my daughter she had anger issues and PTSD and nowhere to channel her emotions working with Sweet Science boxing has been life changing for my daughter she has more confidence has learnt to channel her anger in a positive way and has got her zest back for life and is thriving at school my daughter has tried many different therapies etc none have been as impactful and helpful as the work Sweet Science has done and continue to do with her."



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# Challenges

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## **School Engagement**

It's positive to see more voluntary sector organisations developing working relationships with local schools. From general feedback, there are logistical and procedural challenges for both which include:

- Longer lead times required and last-minute changes can result in delivery delays.
- Logistical barriers in schools, where staff time, space and time off-timetable are all under immense pressure.
- Restrictions to data sharing and identifying children and young people on the CAMHS list.
- Secondary schools are cited as more complicated to partner with.
- Lack of senior management support for delivery.
- The timeline for delivery of this funded programme did not always work with the schools.
- Teacher strikes (and transport strikes) were prolific during the delivery period.

## **Connecting with CAMHS**

For some groups, this did not work as effectively as hoped. YHF facilitated several joint meetings to help the voluntary and statutory sectors to work together but the reality was not ideal. One provider felt that CAMHS/Statutory Sector still do not recognise the professional status of charities or understand the work they deliver.

Many of the partners involved have seen a marked improvement in their links to CAMHS and Social work teams in Harrow.

## **Additional challenges include:**

- Staff turnover and loss of in-house expertise.
- Proposal assumed in-house delivery but issues raised/needs presented were such that external recruitment was necessary to ensure the right person was in post to deliver.
- Training team members to deliver courses then losing them and having to spend time to train other team members.
- Moving to on-line support due to the nature of the work and less young people willing to engage in either group work or face to face.
- Reaching out and engaging with charity partners to increase referrals and work together to support the same young people, meeting an array of needs.



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# Shared Learning

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## Highlights from providers and partners' meeting

The service providers gave updates, shared learning and discussed potential collaboration opportunities in joint meetings and as part of the update and monitoring process highlighting the following:

- Increased need for one-to-one support as opposed to/in addition to -group sessions.
- New topics being raised for training include self-image and confidence building.
- A need to engage more with parents, and offer support especially when children/young people go home and want to talk about the session/their needs.
- Both bereavement and pandemic concerns/fallout have increasingly been raised by CYP.
- IAPT (Harrow Talking Therapies) are no longer taking self-harm referrals which may/will have a knock-on effect.
- Age range was restrictive in some cases and showed an ongoing need to support the higher end of the 5-15 cohort.

## Quality and range of work delivered

From the feedback and stats, it is apparent that this funding enabled 8 local charities to support a phenomenal number of children and young people, offering a wide range of therapies, art and training interventions all designed to enhance good mental health and well-being.

Challenges within partnership working is long-standing and does take time and energy to work effectively, this was a pilot so lead in time and relationship building was perhaps not given the time needed. That said - working relationships have become more effective for several organisations.

Delivery partners have highlighted in reports that with further funding more schools are now open to partnering with them in the future and have seen first hand the difference this work has made on the their pupils.



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# Acknowledgement

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On behalf of all delivery organisations, we would like to express our gratitude to Central and North West London NHS Foundation Trust (CNWL) and Harrow Council for their generous support in piloting this Health and Mental Wellbeing Programme for young people aged 5-15.

Thank you again for being at the heart of this funding and providing better, sustainable, high quality support services for children and young people in Harrow.

## Delivery organisations funded through this partnership 2023



**youngharrowfoundation.org**



@youngharrowf



@theyoungharrowfoundation



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Charity No. 1163589

