

## The Middlesbrough Achievement Partnership Priority Action Plan: *Priority 1*

<b>Strategic priority</b>	<b>To remove barriers to learning</b>
<b>Aim</b>	<p>To improve the physical and mental wellbeing of young people in the area.</p> <p>To address poverty issues and the impact on learning</p> <p>To raise the aspirations of children, young people and parents/carers</p> <p>To enable children and young people to achieve their full potential</p>
<b>Diagnosis and position statement</b>	<p>Middlesbrough 2025: The Mayor’s Vision, prioritises a fairer and safer Middlesbrough: Fairness and reduced inequalities in income and health; fair access to well-paid jobs and meaningful training; safer and independent lives ensuring that our children and vulnerable adults are protected.</p> <p>Middlesbrough’s Joint Health and Wellbeing Board’s vision is to improve the health and wellbeing of our local population and reduce the number of health inequalities by 2022.</p> <p>There has been an increase in risk to health and wellbeing in Middlesbrough due to the economic downturn and welfare reforms leading to levels of educational attainment which are generally poor. Homelessness is a major challenge in the area with unemployment rates above the national average with high levels of youth unemployment.</p> <p>Aspects of children’s health are poor in comparison to national averages. Childhood obesity rates more than double between reception and year 6. Middlesbrough has very high teenage pregnancy rates. Chaotic and dysfunctional families are placing excessive pressure on health, care and children’s services. Many children in the area are living in unemployed/low income families and this is increasing. Levels of educational attainment are generally poor particularly around language and literacy. The number of NEETs is above average. Unhealthy lifestyle choices are having a profound impact on physical and mental health and wellbeing.</p> <p>Action is required through prevention, education and improved health care. There is a need for high quality, sustained and joined up health, social care and wellbeing services. High deprivation must not be used as an excuse for low attainment, it is significantly high in the area. We need to engage children, young people and adults in lifelong learning which is the key to good employment prospects, good health and wellbeing.</p> <p>The barriers to learning must be addressed by reducing the physical and mental health needs of Middlesbrough children through targeted intervention and by listening to the needs of children, parents and schools and tailoring support accordingly. A one-stop shop approach will foster a co-ordinated approach for service provision. This central resource hub should provide accessibility as a point of</p>

	contact for schools. This win-win approach will also be cost and time effective for all schools, providers, agencies, other departments and VCS. Duplication of provision will also be minimised.
<b>Links to other MAP groups</b>	<ul style="list-style-type: none"> <li>• Transition</li> <li>• Careers and Employability</li> <li>• Parental and family engagement</li> </ul>
<b>Key Performance Indicators (Year 1)</b>	<p>100% of schools have effective emotional wellbeing strategies in place</p> <p>30% of Middlesbrough schools implement restorative practice approaches</p> <p>Effective training packages delivered to Middlesbrough schools</p>
<b>Resources</b>	<p>Funding:</p> <p>Year 1 - £40,000 available</p> <p>Year 2 - £30,000 available</p> <p>Year 3 - £25,000 available</p> <p>Budget available to schools for bespoke/commissioned support where services are costed.</p>
<b>Evaluation Methods</b>	<p>A range of evaluation methods will be used to measure impact of Map intervention. These include:</p> <ul style="list-style-type: none"> <li>• Data</li> <li>• Evaluation Forms</li> <li>• Case Studies</li> <li>• Parent/Child Voice</li> <li>• Partner Feedback</li> </ul>

Key Actions		Responsible	Timeline			RAG rated progress			Progress/Review Comments
			Year 1	Year 2	Year 3	Yr 1	Yr 2	Yr 3	
<b>1.1</b>	<b>Physical and Mental Wellbeing</b>								
<b>1.1a</b>	Development of a bespoke, pro-active health programme (physical and emotional) to schools to support access to health provision through a central hub.	<b>Public Health Team</b>		√					
<b>1.1b</b>	Collation and evaluation of School Health Education Unit (SHEU). Following audit and evaluation of surveys development of health Programme/pilot health initiatives in areas of most need.	<b>Public Health Team</b>	√	√					
<b>1.1c</b>	Ensure emotional wellbeing and mental health issues are addressed through key links to Head Start Board and direct links to schools.	<b>Headstart Team</b>	√	√	√				
<b>1.1d</b>	Headstarters to support youth engagement regarding voice of the child.	<b>Headstart Team</b>	√	√	√				
<b>1.1e</b>	Support ASDAN accreditation of Headstarters Programme	<b>Headstart/MAP</b>	√						
<b>1.1f</b>	Support schools in their work towards Head Start school standards/pastoral leadership.	<b>Headstart Team</b>	√	√	√				
<b>1.1g</b>	Promote CAMHS Transformation Programme in schools.	<b>Headstart Team</b>	√	√	√				

<b>1.1h</b>	Directory of CPD offer to school staff through a co-ordinated approach, e.g. TSA, CAMHS, SEN team, SEMH and a bespoke offer where required	<b>Agencies/MAP Early Help Hub/MAST</b>	√	√	√				
<b>1.1i</b>	Development of a directory of offer of a PSHE programme in relation to sex education, teenage pregnancy, homelessness, toxic trio, parenting, family values, finance, religion, current affairs, British Values and Prevent, careers and employability.	<b>Acklam Grange School/MAP</b>		√					
<b>1.1j</b>	Support CPD for staff – staff audit to gauge confidence in delivery of the above PSHE areas. Pilot one teacher per theme to be trained to deliver specific themes rather than all themes. Broker training for staff following audit.	<b>Acklam Grange School/MAP</b>		√					
<b>1.1k</b>	PSHE – development of an ‘attach an expert data base’. Experts from a range of themes, e.g. Knife crime, drug rehab worker, CEOs for financial advice.  Links to social media, police, safeguarding.	<b>Acklam Grange School/MAP Troubled Families</b>		√					
<b>1.1l</b>	Development of a bank of recorded videos to use if people cannot attend – e.g. hacking– commissioning of videos – potential to develop this as a PSHE PBL activity – schools and experts to develop materials.	<b>Acklam Grange School/MAP</b>			√				
<b>1.1m</b>	Develop a directory of CPD programmes aimed at developing community cohesion to support school staff with families who are/have EAL,BME, etc.	<b>EMAT Team</b>	√						

<b>1.1n</b>	Deliver a Restorative Practice conference	<b>MAP</b>	√						
<b>1.1o</b>	Support a Restorative Practice approach roll-out to schools.	<b>MAP</b>	Pilot √	Roll-out √	Roll-out √				
<b>1.2</b>	<b>Poverty</b>								
<b>1.2a</b>	Review impact of Poverty Proofing audit.  Re-share Poverty Proofing Toolkit.  Organisation of an event with the 3 pilot schools on impact of Poverty Proofing audit.	<b>MAP/ Schools</b>	√  √	  √					
<b>1.2b</b>	Bespoke support to address poverty within schools, using a range of audit data.	<b>MAP</b>	√	√	√				
<b>1.2c</b>	Share information regarding benefits campaigns. Share campaign details with schools through PSAs.	<b>FIG Team/ DWP</b>	√	√	√				
<b>1.2d</b>	Promotion of 'Care to Learn' scheme and other support to continue in education such as accessing bursaries, etc.		√	√	√				
<b>1.3</b>	<b>Aspirations</b>								
<b>1.3a</b>	Development of a Middlesbrough Aspiration campaign by promoting a positive alumni of Middlesbrough residents. #boromancan – positive role models.	<b>All</b>		√					

<b>1.3b</b>	Commissioning of a campaign – social media/posters/mobile phones, etc.	<b>All</b>		√	√				
<b>1.3c</b>	Research best practice in area and national/internationally, and share on MAP website and in weekly updates.	<b>MAP/All</b>	√	√	√				