Introduction

No health without mental health. No education without health education.

Welcome to the September 2019 edition of the School Health Education Directory.

Developed to support PSHE and health & well-being, this directory provides up-to-date information regarding external support available to schools with a clear outline of what each service can provide along with the details of the lead contacts.

The delivery models given are only suggestions of what each service can deliver. Offers can be tailored to suit the needs of individual schools.

RSE is changing – Contact Tara.Lewis@luton.gov.uk if you require support, as a school, to be RSE ready 2020.

Click here for more information on RSE in Luton.

If you would like to add your service please use the contact details below for consideration in future editions.

All providers within this directory are expected to support the 10 principles of Relationships and Sex Education displayed in our pledge (page i)

For further enquiries, or to source support for other services not yet listed in this directory, please use the details below.

Tara Lewis

Tara Lewis
School Health Education Specialist
Luton Council
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Tara Lewis  
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Pledge - Relationships and Sex Education

We are committed to delivering a quality RSE education to children and young people and support the 10 principles of the Sex Education Forum.

1. Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

2. Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;

3. Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

4. Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

5. Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

6. Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

7. Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

8. Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

9. Be delivered by competent and confident educators;

10. Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.
Active Education

Introduction – About us

We provide Specialist Sport & Physical Education Support by teachers, for teachers. There is a variety of ways that Active Education can work with you. Choose from our Partner Packages or select from the many PE Consultancy and CPD options, according to your school and staff needs. Active Education offers the opportunity to work with:

- Physical Education Teaching Specialists
- A team widely experienced delivering within Early Years and KS1 and 2
- Curriculum specialists
- Those with experience in developing and delivering health and wellbeing programmes

Services we provide

High quality training and support to help school staff deliver high quality physical education, school sport and health and well-being programmes for Early Years, Key Stage 1 and 2, all tailored to suit the needs of you and your school.

Programmes are flexible, supportive and designed to inspire, motivate and empower staff. We can:

- Advise on any aspect of physical education, school sport and health and wellbeing including the implementation of the new childhood obesity strategy
- Provide support to keep abreast of the ever changing physical education and health curriculum
- Develop an inclusive curriculum
- Target specific needs of individual teachers
- Provide bespoke and accredited CPD courses to develop knowledgeable and skilled staff
- Provide expertise in intra school competitions – engaging all children in physical activity

Target areas

- Engaging all children through PE, School Sport and daily physical activity
- CPD for school staff from 1 to 1 sessions to whole school insets
- Leadership programmes for children to engage their peers
- Intra school competitions

Example of a delivery model

Example 1 - Change for Life Clubs - These are designed to engage the least active. Innovative and engaging activities motivate and inspire children who, for a number of reasons, may be less active than some of their peers.
The team can offer:

- Specific training for school staff to lead clubs and activities
- Run clubs for children over a number of weeks.
- Run whole or half day sessions as part of health weeks, school sports weeks or as part of enrichment opportunities

**Example 2 – Team Teaching** - A member of Active Education will take the first lesson, with the class teacher supporting. Gradually, as the teacher’s confidence increases, the teacher will lead on aspects of the lesson with Active Education support. This pattern is developed over the course of the programme until the final week where the teacher takes the full lesson with minimal support from the Active Education lead.

<table>
<thead>
<tr>
<th>Lead contact</th>
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<tbody>
<tr>
<td>Karen Abell</td>
</tr>
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</tr>
</tbody>
</table>
Active Luton

Introduction – About us

Active Luton is about much more than just sport.

Our wide-ranging and far-reaching work as a charitable trust strives continually to improve the lives of Luton’s residents whatever their age, ability, way of life or culture.

We develop and promote affordable, accessible and inclusive opportunities to play sport, take part in physical activities, improve health and general wellbeing and enhance careers. Our work can be divided into three main areas.

Services we provide

- Fitness, Health and Wellbeing
  - We run programmes to encourage, motivate and help people from all backgrounds, ages and abilities to benefit from physical activity to improve their health and wellbeing. We work with medical professionals and health organisations to deliver personalised programmes for people with specific medical conditions.
- Education, training and development
  - We deliver high-quality training and development to further not only the careers of our own staff, but also those of teachers in Luton and the wider businesses community.
- Have Sports and Leisure Facilities across Luton
  - We manage a number of Luton’s sports and leisure facilities where healthy activity can take place. These are Inspire: Luton Sports Village, Lewsey Sports Park, Lea Manor Recreation Centre, High town Community Sports and Arts Centre, Stockwood Park Athletics Centre and Stockwood Park Golf Centre.
- We have an Active Education Team who deliver sport and wellbeing sessions in school during curriculum time and out of school hours for primary as well as secondary
- We have a Workforce Development and Training Team that deliver a range of courses

Target areas

- Young people
- Disability
- Women and Girls
- Inactive people
- Workforce Development & Training
**Lead contact**

Active Education for school work and coaching – Toni Chivers

Workforce Development & Training – Carol Trower

info@activeluton.co.uk

01582 400272
Alternative Learning and Progression Service

Introduction – About us

Local Authority service, formerly called Behaviour Support Service or the Behaviour And Tuition Service.

We work closely with Luton schools to support some of the most challenging students to access education. This includes students that are permanently excluded from Luton Schools, Pupils who move into Luton who cannot access mainstream education immediately, medical students, pupils at risk of permanent exclusion

Services we provide

- **Statutory** support for pupils who have been permanently excluded from school – this includes finding and coordinating alternative provision and associated services
- **Coordinating medical** tuition for pupils not able to attend school due to medical issues (must be supported by a Consultants letter)
- **Advisory Teacher support** for schools (primary and secondary) – Advise and support for pupils with challenging behaviour, PSP support and monitoring of students in alternative provisions
- **Training** – We are currently able to offer one day safeguarding training for schools, WRAP, CSE workshops, FGM workshop, behaviour training, Exclusion Training

Target areas

- Reduction in permanent exclusions
- Improve the Quality Assurance of the independent Alternative Provisions that are commissioned to provide education services

Example of a delivery model

Please contact the service to discuss the individual needs of your school.

Lead contact

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Introduction – About us

ACE is a KS3 and KS4 Pupil referral unit.

ACE KS3 is a revolving door provision working with pupils at risk of exclusion for part of the week. Pupils will attend ACE part time and will also continue to attend their mainstream school or if permanently excluded they may also attend an alternative provision.

ACE KS4 is an extended provision working with pupil’s long term through year 10 and 11 on a qualifications based curriculum. Students study towards a range of academic qualifications at GCSE, Functional Skills and BTEC levels and have the opportunity to supplement these with more creative, sporting and / or vocational based awards.

ACE@theHUB is a school facing service offering additional support to schools.

Services we provide

- Temporary educational placements for KS3 student at risk of exclusion on a part time basis
- Permanent educational placements for KS4 students
- Assessment of students at risk of exclusion
- Outreach support in school for pupils with challenging behaviour
- 1-1 mentoring for pupils
- Counselling for pupils
- Family support for pupils and families
- Group work in school
- Assessment of students displaying Harmful Sexualised Behaviour using the AIM 2 Assessment.

A full menu of services and costs is available from ACE directly

Target areas

- Reduction in permanent exclusions
- Support for schools with pupils displaying challenging behaviour and their families

Example of a delivery model

Please contact ACE to discuss the individual needs of your school.
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone Number</th>
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<tbody>
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</tr>
</tbody>
</table>
Bedfordshire Police

Introduction – About us

Bedfordshire Police is committed to supporting and working with schools and other educational establishments.

Our way of working in schools and other educational settings brings uniformity and consistency and allows us to participate in school by linking into community issues and our force priorities.

Our Schools Liaison Team offer a number of educational inputs and is down to individual schools to decide what inputs they would like to receive and we actively encourage schools and other educational establishments to develop a good working relationship with their Local Policing Teams as this has many benefits in terms of on-going police liaison and support as well as our Schools Team.

Finally we issue a guidance document to all schools and educational establishments giving additional information around when a police intervention may be appropriate, this document includes advice on a range of topics and encourages schools to liaise with their local policing team if they feel a police intervention may be required.

Services we provide

Digital Safeguarding - Internet Safety will continue to be one of Bedfordshire Polices main priorities when it comes to educating Children and Young People. To date over 96,000 children and young people across Bedfordshire have received this important input from Bedfordshire Police alongside 7212 parents, guardians and professionals. Our School Liaison Team have inputs on this topic for students of all year groups as follows:

Reception to year 2
Short 10min circle time story covering basic internet safety and speaking to a trusted adult

Years 3 & 4
30 min PowerPoint input covering unwanted contact and online gaming

Years 5 to 8
60 min PowerPoint input covering unwanted contact and cyberbullying

Years 7 to 11
60 min PowerPoint input covering unwanted contact, cyberbullying and self-generated indecent images
15 Min PowerPoint input covering SEXTING and how what you share/write on line can affect your future

A 60 min parent and guardian or professionals input is also available.

We offer 2 Knife Crime inputs, which last about 15 minutes one for year 5/6 and one for years 7 upwards both are age appropriate.
We offer a Gangs and Knife Crime input which is best delivered in small groups or a class setting and lasts about 45 minutes. This can be a targeted input to a group of students a school are worried about as an information/deterrent input.

We offer a One Punch 2 Lives input which uses an episode from our 24 Hours TV programme and lasts about 25 minutes.

Street Robbery- Reducing robbery is a priority for Bedfordshire Police but many young people don’t realise what constitutes an offence. This 10min ‘Assembly’ input aimed at year 6 upwards covers what street robbery is, what the consequences of committing a street robbery would be and how to stay safe from becoming a victim. The input also covers the ‘Joint Enterprise’ law.

Personal Safety - Although the risk of suffering from violence or aggression is very low young people do need to be aware, especially when they are in a new environment with new people. By taking some simple, basic precautions, they can easily reduce the risks and take control of their own safety

This 50 min input aimed at year 7 upwards looks at how to stay safe in a number of different situations and what to do if the worst does happen.  Youth on Youth Violence and weapons -Young males aged 16 to 24 are the population group most at risk of experiencing violent crime. In addition, young people may form urban street groups and then end up working for organised crime groups. The presence of and access to weapons throughout youth Gangs can escalate the effects on youth violence.

This 50 min input aimed at year 7’s and over looks at why someone might join a gang and the consequences this may have. It also looks at Bedfordshire Polices response to incidents involving weapons.

Being stopped and arrested by the police Stop and search- When used with the support and confidence of communities, is a valuable tool in tackling criminality. Yet many young people remain unsure of how it should be carried out and what their rights are. This 20 mins input is aimed at year 7 upwards and gives young people an understanding of the powers around Stop and Account and Stop and Search and what their rights are. The input also gives young people an understanding of what happens when someone is arrested and also looks at how to complain about poor treatment from the police.

Hate Crime- Hate crimes are any crimes that are targeted at a person because of hostility or prejudice towards that person’s: disability, race or ethnicity, religion or belief, sexual orientation, transgender identity and can be committed against a person or property. A victim does not have to be a member of the group at which the hostility is targeted. In fact, anyone could be a victim of a hate crime.

This 10min ‘Assembly’ input aimed at year 5 upwards covers what hate crime is, what the consequences of being involved in hate crime would be and what to do if you are a victim of a hate crime

Target areas

Our work covers all 363 schools and educational establishments across Bedfordshire.
Example of a delivery model

- Assemblies
- Workshops
- Parent information sessions

**Lead contact**

<table>
<thead>
<tr>
<th>Local Policing Team</th>
<th>To find out the contact details of your Local Policing Teams</th>
<th>Contact our call handling team on 101</th>
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<td><a href="http://www.police.uk">www.police.uk</a></td>
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*Follow on Twitter @YouthBedsPolice*
East London Foundation Trust CAMHS School Liaison Team (CSLT) - Supporting mental health in school

East London Foundation Trust CAMHS School Liaison Team (CSLT) - Supporting mental health in school
- Is clinically led by a senior CAMHS clinician

The team consist of
- Three clinicians.
- Assistant psychologist.

Services we provide

A named CAMHS practitioner for all schools.
- Targeted, brief interventions for children/young people where required.
- Access to a dedicated helpline telephone number for schools during school hours: 07500 835 460.
- A termly consultation/meeting with each nurseries and primary schools
- Secondary school CAMH practitioners will be based on the school site twice a month (with school agreement).
- Skill based mental health training to schools based on the individual needs of the school.
- Participation in the wider school network i.e. school nurses, SENCO, Inclusion Managers.
- Group based programs for children throughout the school year, i.e. exam stress, anxiety, self-harm.
- Evaluation by the use of validated outcome measures RCADS, SDQs, Current View and CGAS measures to inform a baseline assessment, monitor change and convey a therapeutic journey.

Target areas

We cover all schools within the geography of the Luton Local Authority Borough, and other providers of services to children and families who would benefit from a partnership with our local child mental health service.

Example of a delivery model

The above packages give an illustration of the range of activities we offer. Key is the early intervention pathway into CAMHS for children experiencing mental health problems, and support for the school onsite in working with these children and their families. Examples are as follows:

Targeted Casework:
1. Parenting programmes, bespoke and standardised evidence-based. We can also support the running of and supervision for these groups.
2. Other specialist group therapeutic programmes.
3. Individualised specialist-parenting interventions for parents and children, and support for schools.
4. Specialist brief casework (child, family and/or a combination), to prevent mental health, emotional and behavioural problems worsening for children and young people, and affecting their schooling.

Consultation:

All schools will have a specific assigned CAMHS clinician.

1. Individual Phone consultation with a clinician - when required (specific case/child/situation)
2. Individual Face to face Consultation – when required or pre-arranged termly or half-termly consultations (specific child/case/situation)
3. Group consultation – pre-arranged for school staff and other professionals – for a specific child/situation or multiple children
4. Consultation - for parents and school together – for a specific child/situation

We provide the following training:

1. Mental health awareness training.
2. Exam stress (for Secondary Schools and Sixth Form colleges)
4. Working with children and families/caring systems – How developmental trauma impacts on children’s functioning - How can schools can develop healthy, resilient and supportive systems, and dealing with stress and stressful situations.
5. Training on prevalent risk factors in their communities (such as domestic abuse, parental mental ill health, amongst others) can impact on children’s mental health, and other specialist mental health training and workshops, and how schools can respond.
6. Reflective Practice Support Groups – for groups of staff, support for and learning to deal with challenging or difficult situations (within or across schools).
7. Workshops or twilight sessions on mental health topics – a full range of mental health issues, for the school to arrange with the service.

Lead contact

<table>
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<tr>
<th>CAMHS School Liaison Team (CSLT)</th>
<th>Senior Systemic Family Psychotherapist, 01582.708140</th>
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<tr>
<td>SuSan Khoshnevissan</td>
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</table>
CHUMS Charity

Introduction – About us

CHUMS are a social enterprise, offering a variety of services to children, young people and their families across Luton and Bedfordshire. CHUMS comprise a multi-disciplinary team of clinicians as well as support staff. Volunteers additionally support many of the services. CHUMS have a registered charity 'Friends of CHUMS' who help raise vital funds for services which are not commissioned by the NHS or Local Authority.

Services we provide

- Bereavement Service – supports children, young people and their parent or carer following the death of someone close to them, whoever that may be and however they have died, whether a recent death or some time ago. Support includes telephone support and advice for families and professionals, initial home visit for the whole family, individual support at home or in school, group support for the family as well as on-going support in a variety of ways.
- Baby Loss Bereavement Service – offers on-going support to adult and families where a baby has sadly died.
- Bedfordshire Suicide Bereavement Service – offers support to people of all ages who have been bereaved by suicide. The service is available in the first 8 weeks following a death.
- Trauma Service – offers additional specialist support where required to children/young people who have been bereaved by murder, suicide or other sudden death and/or where there are signs and symptoms of PTSD. The Trauma Service is also able to support other child based trauma including sexual abuse, witness to domestic violence or witness to another traumatic event.
- Young Carers – supports children and young people aged 5-18 (up to 25 where there is an additional need) who are caring for someone with a disability, chronic or serious illness or mental health condition. Support is offered across the year with support groups, social groups and activity days. Groups can be offered in schools. All young carers are able to access an individual mentor.
- Recreational Therapeutic Service – supports children and young people aged 9-18 who have found it hard to engage with traditional talking therapies and/or are finding it hard to engage in education. Support is offered using football and music as tools of engagement.
- CHUMS Friendship Scheme – a youth club provision for young people aged 11-25 with disabilities. The group meet at Kids in Action, Apex Business Centre, Dunstable, beds every Friday during term time from 7-9 pm. There are a number of activity days during the school holidays throughout the year.
Target areas

Bereavement support

Example of a delivery model

Schools are able to directly access services such as the Recreational Therapeutic Service or make referrals into other services. Families are also able to self-refer

CHUMS is also able to deliver training on a variety of mental health presenting issues to schools

Additionally schools can commission CHUMS to deliver a mental health service in their school

Lead contact

<table>
<thead>
<tr>
<th>Debbie Robson</th>
<th>Operational Director</th>
<th>01525 863924</th>
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</tr>
</thead>
</table>
Community Dental Services CiC

**Introduction – About us**

Community Dental Services is an employee owned social enterprise and Community Interest Company formed in 2011 delivering clinical and oral health Improvement services throughout Bedfordshire, Luton, Suffolk, Thetford, Oxfordshire, Leicestershire Lincolnshire and Essex. We are also fortunate to have a dietitian working within the oral health improvement team to enhance the service and ensure dietary messages are consistent with oral health messages.

We have 2 clinics in Luton - Marsh Farm and Liverpool Road.

Our oral health improvement team works closely with educational settings and professionals in Luton and aims to raise awareness of good oral health for all, mainly through training staff and educating families so that children especially are provided with the best oral health start in life.

**Services we provide**

- The Oral Health Promotion team is commissioned by Luton Borough Council, to provide a range of programmes to improve the oral health of the population.
- The team provide training, resources and support to boost people’s knowledge and confidence in improving their own and others’ oral health and diet.
- Award programmes developed and run by the team enable communities to adopt tooth friendly practices and cascade valuable oral health messages.
- Fluoride varnish programmes are also available in some areas which provide an opportunity for education as well as a clinical intervention.
- The team can support schools with:
  - Resources to support delivery
  - Snack planning and tuck shop menus
  - Healthier lunch boxes
  - Healthier eating on a budget
  - Sugar swap ideas
  - Creating tooth friendly environments
  - Staff training
  - Tooth brushing programmes
  - Effects of smoking and drinking on oral health
**Target areas**

- Teaching staff / support staff/ cooks
- Families / carers
- Children

**Example of a delivery model**

Oral Health Promotion Team can deliver sessions or train staff to support delivery of lessons in Science and PSHE. In addition, our Dietitian will work alongside the school nursing team, supporting and delivering primary school interventions to help reduce the incidence of childhood obesity in Luton.

**Lead contact**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selina Shah/ Nicola Fox</td>
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<td>Sue Jordan</td>
<td>Assistant Director – Public Health</td>
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</tr>
</tbody>
</table>
Food Hacks

Introduction – About us

Active Luton’s Food Hacks Project aims to provide young teens from deprived wards in Luton with community based workshops focusing on a holistic food education approach. The project will feature support from partners (LBC, Luton Food Plan, TOKKO and Groundworks) to deliver interactive cross-cultural cook and eat sessions and life skills, provide visits to sites of food productions (Dell Farm, Allotments, Farley hub, schools) and healthy eating educational workshops.

Follow us on social media:

@foodhacksluton

@foodhacksluton

Services we provide

- Delivery of a sustainable, community based education/communication workshops for early teens from deprived wards of Luton.
- To engage young teens to become more aware and educated around making healthier food choices and culinary skills.
- For teens to understand the use of seed to table, farm to fork.
- Workshops will be delivered across Luton and will run during school holidays. Workshops are a range of topical areas such as cook and eat sessions focusing on cultural cuisines such as Romanian, Polish and South Asian.
- Educational sessions will cover ‘growing your own food’, ‘where your food comes from’, ‘reducing food waste – what’s in your cupboard’ and ‘cooking healthily on a budget’.
- Partner organisations include; Dell Farm, Groundworks, Tokko Youth Centre, Centre for Youth & Community Development (CYCD) and The Roma Trust.

Target areas

- Young people aged 13-15
- Most deprived areas of Luton
- Schools
- Allotments and sites of food productions
These workshops are led by partner organisations and can be tailored to suit the needs of the young people attending. To find out more about what is offering during school holidays please contact us as this differs per term.

**Lead contact**

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Groundwork Luton & Bedfordshire

Introduction – About us

Groundwork Luton and Bedfordshire is a community charity with a green heart. We are committed to changing places and changing lives. Our professionally qualified Environmental Education Officers and Youth Workers run a range of stimulating activities in schools, children’s centres, youth clubs and other settings such as parks and open spaces.

Our educational work is strongly linked to our wider work in the community which seeks to:-

- Build people’s skills and improve job prospects.
- Redesign neglected spaces for twenty first century use.
- Help people to make their own decision about their local area.
- Promote greener ways of living and working.

Services we provide

- **School Grounds Improvement Service** – Helping schools to make the most of their grounds, this can include audits and consultation, design and implementation and assistance with finding funding. An example of this may be the creation of a school allotment.

- **Extra-curricular activities** including after school and lunch time clubs focused on growing food, wildlife, recycling or a combination of all 3.

- **Curriculum based learning** - includes the Nature Next Door project which gives pupils the opportunity to learn more about nature on their doorstep and encourages them to be more physically active; and SOTTO (Schools Switch On To Turning Off) allowing pupils to be involved in energy monitoring and energy saving in their school and at home.

- **Continuous Professional Development** – Assisting schools with staff development through CPD sessions focussed on learning outside the classroom.

- **Accredited Learning** - As a registered City & Guilds Provider we can offer accredited learning in your school grounds in land based studies and horticulture.

- **Family Learning** – working with parents and pupils together, topics include food growing, outdoor learning and play.

- **Alternative Provision** – a range of projects or 121 sessions working with pupils aged 11 -16 who need additional support in a one way or another. Delivered by youth workers the programmes address a range of issues including attendance, attainment, behaviour, low self-esteem, finances, sexual health, drugs, alcohol and citizenship. Projects can be tailored to suit the needs of the school and students.

Charges may apply for Groundwork’s activities please contact us for more information.
**Target areas**

- We work with schools and other settings across Luton but do particularly target those in area of deprivation.

**Example of a delivery model**

**Grow Global** – An after school club focusing on teaching pupils, and their parents if desired, how to grow their own food in an environmentally sensitive manner, and showing them how to include this in their own diet through hands-on practical sessions. Includes training for school staff so that they continue the club.

**Lead contact**

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Tara Lewis  
School Health Education Specialist  
Luton Council
Introduction – About us

At Luton All Women’s Centre we support women who are having a tough time, particularly if they have experienced or are experiencing domestic abuse, sexual abuse or other kinds of trauma. They may just not know who to turn to, so we can signpost them in the right direction. Whatever is going on for a woman that’s hard to deal with, other women will have experienced something similar. They needn’t feel alone.

We are committed to supporting women by providing advice and information in a friendly and safe women only environment. We support the needs of women from diverse communities and backgrounds in Luton and the surrounding areas.

Services we provide

- We have a number of support groups at the centre and our services include:
  - Domestic Abuse Service
  - Harmful Practices Service - Forced Marriage, Honour Based Violence and Female Genital Mutilation (FGM)
  - Wellbeing Service (mental health)
  - Counselling Service
  - Mimosa – therapeutic group for women who have experienced childhood sexual abuse

We provide workshops/training for professionals, including ‘introduction to Luton All Women’s Centre’ sessions, and ‘understanding the Freedom Programme (domestic abuse support) for professionals’.

Domestic abuse service – includes 1:1 support, 3 domestic abuse support groups – Freedom, Freedom Forever and Our Lives. Our Lives is for South Asian women and is delivered in Bengali and Urdu, initial solicitor appointments.

Harmful Practices Service – offers confidential support and information to anyone affected by or at risk from forced marriage, honour based abuse or FGM. Support to professionals working with a girl or woman affected by these issues.
Our Parenting Co-coordinator is accredited to deliver the ‘Triple P’ Positive Parenting Programme for parents who want to learn effective tools and techniques to manage their children’s behaviour more effectively. We also deliver parenting sessions to groups within the centre or in schools and Children’s Centre.

**Young Women’s Service**

Our Young Women’s ‘Respect’ service provides one to one support to vulnerable young women to reduce their risk of harm, exploitation and develop healthy relationships. We run a young women’s group on Tuesdays from 1-3pm covering a range of topics to support women in their lives.

Young people can also experience abuse within peer relationships. Teen relationship abuse was acknowledged formally in 2013 when the Home Office definition of Domestic Violence was extended to include young people aged 16 and over and awareness of the issue has increased in part due to the Home Office’s targeted campaign “This Is Abuse”. Recent research by the NSPCC discovered the following shocking statistics:

- 25% of girls and 18% of boys reported some form of physical violence.
- 72% of girls and 51% of boys reported some form of emotional partner violence.
- 31% of girls and 16% of boys reported some form of sexual partner violence.
- The majority of young people either told a friend or told no one about the violence; only a minority informed an adult.

Schools play a vital role in helping young people develop healthy relationships based on equality and respect. This is why as part of the “This Is Abuse” campaign we deliver the ‘Expect Respect’ toolkit within schools to give young people an understanding of what a healthy relationship looks like and what an abusive relationship may look like. We explore the differences in both and engage young people to offer their opinions, so we can educate and support them not to have gender stereotypical views of one another.

We also deliver the DAY programme which is a unique because it uses multimedia platforms such as short films, advertisements and chart music to raise awareness, and provide education about domestic abuse and child sexual exploitation in a relevant and exciting way. It is based on the Freedom programme and is designed to be used with young people over the age 14, although can be adapted for use with young people over 11 years.

It challenges detrimental mind-sets about abuse, explores how beliefs inform behaviour, and looks at the role of the media in reinforcing unhealthy beliefs. Day was developed to meet the growing need to provide education and awareness for young people about domestic abuse and exploitation.
**Target areas**

Luton and surrounding areas for most of our work. Our Harmful Practices service is available to women and professionals from across Bedfordshire.

We offer workshops for young people in:
1. Domestic abuse
2. Harmful practices - forced marriage, honour based abuse and female genital mutilation

For staff in schools we can offer the above, plus for example ‘signs to look for in women and children that may indicate there is domestic abuse happening, and how to respond’.

**Example of a delivery model**

Interactive group work sessions with young people to give them information, advice, support on issues facing young people around:
1. domestic abuse
2. harmful practices – Also awareness raising sessions for staff around the above issues.

**Lead contact**

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www.lutonallwomenscentre.org.uk
support@lawc.org.uk
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Introduction – About us

The Luton Child and Educational Psychology Service are trained to work with children and young people between the ages of 0 – 25. We work at the individual level, the group level and at systems levels to improve outcomes for children and young people.

Educational psychologists (EPs) apply their knowledge and understanding of child development, psychological theory and research to promote the learning, social and behavioural development, and emotional well being of all children and young people and the effectiveness and emotional well being of the adults who care for and work with those children and young people. EPs’ support can help all pupils, and particularly those with special educational needs, to achieve more and develop good psychological health.

The work of EPs promotes inclusion and good relationships with parents/carers and other professionals. EPs also help the development of school staff knowledge and understanding, and their capacity for reflective practice, thus improving the quality of teaching and pupil support.

Services we provide

‘Core’ Services provided:

Educational psychologists use their core time to ensure that the local authority meets its statutory duties and responsibilities in relation to all its most vulnerable children and young people.

Luton maintained schools will receive the following services free at the point of delivery:

- Preparation of psychological advice in accordance with the Children and Families Act (2014) for children undergoing statutory assessment of their special educational needs.

- A range of Educational Psychology services (e.g. consultation and advice, liaison with parents/carers, assessment of pupils and gathering pupils’ views, provision of written feedback, and attendance at reviews) for pupils with statements of special educational needs or Education, Health and Care (EHC) Plans, where there are specific concerns that the school is no longer able to meet a child or young person’s needs and there is consensus from school/ setting, parent(s) and LA representatives(s) that a change of provision or placement is being considered.

- Assessment and advice for school aged pupils who have recently arrived in a school, where there is evidence from outside agency professionals of highly significant barriers to learning and who do not have a statement or EHC plan but who seem very likely to need to go forward for a statutory assessment of their needs.
Academies, free schools, independent schools and other local authority maintained schools, will receive the following services free at the point of delivery:

- Preparation of psychological advice in accordance with the Children and Families Act (2014) for children undergoing statutory assessment of their special educational needs.
- A range of Educational Psychology services (e.g. consultation and advice, liaison with parents/carers, assessment of pupils and gathering pupils’ views, provision of written feedback, and attendance at reviews) for pupils with statements of special educational needs or Education, Health and Care (EHC) Plans, where there are specific concerns that the school is no longer able to meet a child or young person’s needs and where there is consensus from school/setting, parent(s) and LA representatives(s) that a change of provision or placement is being considered.

To qualify for the core service pupils must be resident in Luton and their EHC plans maintained by Luton.

Traded Services provided:

All schools may purchase as much additional time as they wish. How this time is used is negotiated with the school’s educational psychologist (EP) and will reflect the individual needs of pupils and schools. Schools are charged for the time EPs spend doing on-site visits. The cost generally includes all preparation for visits, written feedback, telephone calls and other administration tasks. However if a school requests work where associated off-site tasks will take longer than usual, for example, a lengthy written feedback or regular telephone consultations, this may incur additional cost. This will be negotiated with the EP. Services provided by the Educational Psychology Service include:

- Work with individual pupils with complex needs and their parents/carers, including consultation, assessment, advice and intervention (e.g. Cognitive Behaviour Therapy (CBT), play therapy, work with parents, e.g. Video Interaction Guidance).
- Work with groups of pupils (e.g. social skills, anxiety, stress and anger management)
- Work with staff groups (e.g. staff surgeries, support for SENCos, NQTs, TAs, staff supervision groups/individuals)
- Training: EPs will develop training to meet schools’ individual needs. Recently delivered training sessions include topics such as motivation, attachment and resilience, bereavement and loss, cognitive development, behaviour management, managing stress, self-esteem, working with parents, bullying, learning to read, advice on specific learning difficulties, e.g. Down’s Syndrome, ADHD, etc.
- Work at the whole school level. EPs have considerable training in research and evaluation and can support schools with change management, needs analysis and evaluation of interventions and provision and with developing and managing specific projects.
- School Liaison Meetings (SLMs) held with other support services to act as a forum for consultation and discussion and to plan work to be done in the school.
Support packages available

Platinum          8 days
Gold                  4 days
Silver                 2 days

The costs of the three levels of resources are available on the Luton Support Services website, which is available for all schools and provisions in Luton. The cost is for on-site time; costs include all preparation and subsequent report writing.

Additional days over and above yearly package (schools may add days to packages at the beginning of the year if they wish, so, for example buying 6 or 10 days) or ad hoc services may be requested during the year (we will do our best to meet ad hoc requests, however this will depend on staff availability and so cannot be guaranteed).

Target areas

- We cover all Luton schools and maintained nurseries including academies. All of these settings have a link Educational Psychologist who carries out statutory work and traded work in their attached schools.
- We have a specialist Educational Psychologist who provides specific support to looked-after children and their carers, teachers and social workers and for those children with social care involvement.

Example of a delivery model

All Luton schools / maintained nursery settings have a link EP. The link EP delivers both core and traded work in their attached school. EPs work very closely with schools’ Special Educational Needs Co-ordinators (SENCO). Children and young people are referred to an EP via the SENCO in schools and settings.

Traded work is decided on by schools based on their needs and negotiated with their link EP. Some schools hold termly (or twice yearly) School Liaison Meetings (SLMs) or planning meetings where work for the term is planned and previous work is reviewed. Consultation can also take place in SLMs or planning meetings after which no further EP involvement is required at that time for a child or young person. Examples of the kinds of work carried out by EPs are described above.

Lead contact

Dr Linda Delmar          01582 548150          Linda.delmar@luton.gov.uk
Principal Educational Psychologist
Educational Psychology Service, Futures House, The Moakes, Marsh Farm, Luton, LU3 3QB

Tara Lewis  School Health Education Specialist  Luton Council
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<th>Phone</th>
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Luton Roma Trust

Introduction – About us

Luton Roma Trust is an established Charity in Luton, which aims to help the local Roma community in all areas of life. We meet with our 500 clients in the centre of town as well as in their homes, schools and in church. We work closely with all the agencies in Luton to help the Roma access services and integrate into the wider life of the town.

Services we provide

Luton Roma Trust is an established Charity in Luton which aims to help the Roma community in all areas of life. We are developing a specialism in helping families with children at our Luton schools and have set up a number of partnerships with the schools. We have a growing team of professionals who are able to speak Romani and Romanian. We are available for interventions in schools as and when requested. We also help with helping families get their children into schools in Luton and when they need to change school.

We run a flourishing weekly music programme for our Roma children in partnership.

We also provide English Language teaching for parents.

- We support the work of Luton Roma Church (Rugul Aprins) where many of our clients worship.

Target areas

- Education
- Access to welfare
- Translation services
- Access to employment
- Crisis needs

Example of a delivery model

A Luton school contacts us to help with a particular student and their parents when help is needed because of the language barrier and to help cross-cultural understanding. These interventions are often followed up by further meetings to ensure that good progress is being made.
## Lead contact

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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</tbody>
</table>
Introduction – About us

Luton Sexual Health is an all age integrated sexual health service for Luton. The clinic is based on the 1st Floor of Arndale House, The Mall, Luton, LU1 2L. The service is open Monday – Saturday. For an up to date timetable and opening times, please go to www.lutonsexualhealth.org.uk

Walk –In and Wait and Screen & Go sessions available in addition to Booked Appointments
All services are Free and Confidential

Services we provide:

Clinical Service: All ages can drop in or make an appointment for any of the following services:

- STI Testing - Assessment, Diagnosis and Treatment of Genital Symptoms
- HIV Testing, treatment and care
- Condoms, dental dams, femidoms and lube
- Sign up to condom card scheme
- Impartial pregnancy options advice
- Contraception including emergency contraception
- Information, advice and guidance on any issue related to sexual health
- Sexual Assault/Exploitation support
- PESPE and PreP
- Hepatitis B and HPV Vaccination

There are two 24 an Under clinics available – Wednesday 16:00 – 19:00 and Saturday 13:30 -15:00

Education and training services:

Our Outreach Workers have more than 10 years’ experience of working with vulnerable groups in Luton. We offer:

- Sexual health information to the whole community during events to promote the service.
- 121 and sessional targeted intervention to target groups listed below
- Multiagency training to professionals on all aspects of sexual health including FGM; Risky Behaviours; CSE; Sexuality and Gender; Sexual Health and Contraception; Working with Young Men.
- We co-ordinate Sexual Health Initiatives: Chlamydia Screening and the Condom Card Scheme for all outreach sites providing these services in Luton
- A fast track referral pathway into clinic/site visit for vulnerable young people
- Support for young people experiencing CSE/Sexual Exploitation

Target areas

- Vulnerable young people (11-25)
- Areas of high deprivation in Luton
- BME Community
- Mental Health Service Users
- Young people and adults with learning disabilities and/or difficulties

Example of a delivery model – specific to schools

We can offer you:

- School assemblies on all aspects of sexual Health
- Support individuals through the 121 targeted intervention programme
- Deliver protective behaviours workshops to small groups
- Support to deliver education during Health and Wellbeing Days
- Staff training on RSE, Sexual health and relationships
- Health and Wellbeing events in schools during busy periods such as lunchtime to offer all ages advice, information and education on all aspects of sex and relationships
- Condom card scheme and chlamydia screening in school and train you to deliver this

Lead contact

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<tr>
<th>Name</th>
<th>Phone Numbers</th>
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<tr>
<td>Luton Sexual Health Services</td>
<td>01582 497070</td>
<td><a href="http://www.lutonsexualhealth.org.uk">www.lutonsexualhealth.org.uk</a></td>
</tr>
</tbody>
</table>
Mental Health First Aid England Youth

Introduction – About us

Mental Health First Aid is an educational course which teaches people how to identify, understand and help a person who may be developing a mental health issue. In the same way as we learn physical first aid, Mental Health First Aid teaches you how to recognise those crucial warning signs of mental ill health. These courses are relevant for people who teach, work, live with and care for 8 to 18 year olds.

Services we provide

- **MHFA Youth** - Youth MHFA course enables delegates to become Mental Health First Aiders. This two-day course covers the following:
  - Spot the early signs of a mental health issue in young people
  - Feel confident helping a young person experiencing mental ill health
  - Provide help on a first aid basis
  - Help protect a young person who might be at risk of harm
  - Help prevent a mental health issue from getting worse
  - Help a young person recover faster
  - Guide a young person towards the right support
  - Reduce the stigma of mental health issues.

Target areas

- Depression
- Anxiety
- Suicide
- Self-harm
- Eating disorders
- Psychosis

Examples of delivery models

MHFA youth is a 2-day course for a maximum of 16 delegates. All attendees receive a MHFA England manual. These courses are free to Luton schools. Course dates can be found here [http://schoolsupport.luton.gov.uk/Search/MHFA](http://schoolsupport.luton.gov.uk/Search/MHFA)
<table>
<thead>
<tr>
<th>Tara Lewis</th>
<th>School Health Education Specialist</th>
<th>LBC</th>
<th><a href="mailto:Tara.Lewis@luton.gov.uk">Tara.Lewis@luton.gov.uk</a></th>
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Tara Lewis  
School Health Education Specialist  
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Tara.Lewis@luton.gov.uk
Relate

Introduction – About us

Relate in Bedfordshire and Luton is a charity entirely devoted to building stronger relationships. Our mission is to promote health, respect and justice in couple and family relationships, in order to achieve its vision of a future in which these benefits form the heart of a thriving society.

We have over 60 years of experience delivering services to the local community. Our services can support relationships through all the stages of life; from being a child, through to teenage years, becoming a couple, a parent, a grandparent and retiring into old age.

We aim to build and strengthen your relationships, not just provide a crisis service.

Our professionally trained counsellors will support you in a non-judgmental way whether you are older, younger, straight, lesbian, bisexual, transgender, black, white…. Our counsellors will always give the respect deserved.

Services we provide

- Children and young people’s counselling (10 - 21 years old) – in schools and community venues;
- Family counselling;
- Adult relationship counselling for couples or individuals;
- Adult sex therapy for couples or individuals;
- Staff Supervision – individual and group;
- Employee Assist Service

Target areas

The evidence is clear that relationships are central to the wellbeing of adults and children. Couple, family and social relationships hold the keys to parenting, children’s educational attainment, child and adult mental health and wellbeing, quality of life for people in later life and even preventing crime and anti-social behaviour.

At Relate we are all about promoting the importance of relationships and providing services that support people to make the most of their relationships, at all ages and stages of their life.

Example of a delivery model

1:1 Counselling:

We deliver a confidential counselling service in schools that provides a non-judgmental, face-to-face service for children and young people who are finding life difficult.
Professionally qualified young people counsellors can help children and young people to talk honestly and openly and support them with problems such as:

- Parental divorce and separation
- New step-parents / siblings
- Difficulties and conflict in relationships at school, with peers, siblings or your parents
- Bullying
- Pregnancy
- Sexual identity
- New relationships
- Loss and bereavement
- School transition
- Witnessing domestic violence in the family home

**Lead contact**

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</thead>
</table>
ResoLUTiONs

Introduction – About us

Drugs and alcohol often play a significant role in the lives of young people, whether that be curiosity, experimentation, recreational or problematic use and very infrequently, dependent use. At ResoLUTiONs we offer a tailored young people service for those under 25. This includes support around substance misuse treatment, early intervention, wellbeing, offending, advocacy and parental drug or alcohol use.

*If we support young people now it may stop them making decisions they may later regret. That’s why we focus on providing friendly, non-judgemental advice and support so that young people can make better informed lifestyle choices.*

Services we provide

So, you want to know how we can help you? Whether the young person wants confidential and judgement-free help or advice, our trained, friendly staff is on hand to listen to them and understand their individual needs. In no way will we judge our young people or tell them what to do.

We view all young people as individuals, and recognise they have their own strengths, aims and ambitions. The support we offer is therefore centred on the different needs of each young person and taking into account their interests, culture, faith and beliefs. Ultimately, we focus on their needs and not our expectations.

If they can’t get to the service, we can come to you whether this was at home, school, in a youth centre, or any other venue where the young person feels comfortable.

- Pharmacological – Substitute prescribing
- Psychosocial – 1:1 sessions
- Group work
- Clinical Psychologist
- Motivational Work
- Health and wellbeing
- Hidden Harm
- Screening for Blood Borne Viruses
- Sexual Health Support (C-Card Scheme and Chlamydia testing)
- Family and Carer support
- Workshops/Training for young people and professionals (including Screening and Advice, Drugs, Alcohol, Cannabis, Energy Drinks, Steroids, Hidden Harm, Tobacco and Shisha. The YP Team can develop any training package where needs are identified.)
**Target areas**

- Schools and Education Providers
- Youth Offending
- County lines and Gangs
- Mental Health
- LAC
- CSE

**Example of a delivery model**

The service is primarily delivered through assertive outreach. Clinical Interventions are facilitated throughout venues in Luton.

**Lead contact**

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Tara Lewis  
School Health Education Specialist  
Luton Council
School Health & Well-being Award

Introduction – About us

The School Health and Well-Being award is a locally accredited programme which involves the whole school. It seeks to actively support children, young people, school staff, governors, parents, carers and families to help improve the health and wellbeing of children and young people enabling them to make the most out of life and learning.

The award encourages schools to use local and public health data to raise awareness and target key health priorities affecting children and young people within Luton. It acknowledges the good practice currently within Luton schools and the commitment to supporting the health and well-being of the children and young people in their care.

Services we provide

Bronze Award
The school uses the Health and Well-Being – Luton Review Tool to record current school provision. Outcomes from this are used along with the School Health Profile to identify health and well-being key priorities. A next steps action plan is completed. The School Health Education Specialist then accredits the bronze award following a successful quality assurance visit.

Silver Award
Once a school has successfully completed the bronze award they can begin to work towards the silver award. The school uses outcomes from the bronze award to identify one unique school health and well-being priority to be developed. They also select one local priority to work on that they feel would benefit their pupils. The school develops an action plan for each of the two health and well-being priorities. They monitor the implementation of the plan and evaluate its impact. They collect evidence to show that the schools action has made a real difference to pupils. The silver award is then accredited following submission of a school portfolio, scrutiny of the portfolio by a quality assurance panel and a successful accreditation visit by the School Health Education Specialist.

Gold Award
Schools who achieve the silver award can begin to work towards the gold award in the next academic year. The gold award works in a similar way to the silver award. Schools are able to select either a local priority or a national priority in addition to a new school health and well-being priority. The gold award is then accredited following the submission of a school portfolio, scrutiny of the portfolio by a quality assurance panel and a successful accreditation visit by the School Health Education Specialist.

Target areas

- Drug education
- RSE
- Mental health and emotional well-being
- Physical activity
- Healthy eating

**Example of a delivery model**
Support through curriculum audits, staff training, curriculum resources and well-being days.

**Lead contact**

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Tara Lewis
School Health Education Specialist
Luton Council
School Nurses

**Introduction – About us**

School Nurses are qualified registered nurses with a Specialist Community Public Health (SCPHN) qualification. This additional training in public health assists us to support children and young people in making healthy lifestyle choices, enabling them to reach their full potential and enjoy life.

The School Nurse Service work across education and health, providing a link between school, home and the community.

Our aim is to improve the health and wellbeing of children and young people. We are key professionals in the delivery of the Healthy Child Programme and work with families and young people from 5-19 and are linked to a cluster of schools; this includes Faith schools and Pupil Referral Units.

The School Nurse Service contribute to the health education programme in schools particularly on issues such as Oral Health, Healthy Lifestyle choices, teenage pregnancy, promoting sexual health, contraceptive services, sexual exploitation and healthy relationships.

The School Nurse Service is provided by Cambridgeshire Community Services NHS Trust, commissioned by Local Authority Public Health Commissioners.

**Services we provide**

We provide services on a group basis for many national health programmes:
- National Child Measurement Programme (NCMP) – Growth measurements, referring students and families for advice and support
- Integrated Screening Programme: Growth measurements, hearing and vision screening- referring students and families for advice and support
- We contribute to the health education programme in schools particularly on issues such as Oral health, Health Lifestyle choices, teenage pregnancy, promoting sexual health, contraceptive services, sexual exploitation and healthy relationships

On a one to one basis we will:
- Offer Chat Health, a new health advice service for 11-19 year olds (launched early 2019). Chat Health is a secure and confidential text messaging service, allowing students to easily and anonymously get in touch with us for advice and support.
- Support children/parents to manage health and wellbeing issues such as enuresis (Involuntary urination), weight management, behaviour; and emotional concerns.
- Provide health education advice, and signpost to other sources of information and support.
- Provide emotional health and well-being support, including education and support.
- Support and manage any safeguarding concerns.
Complete health assessments or parenting assessments such as Graded Care Profiles
We aim to improve the health of the school population by:
Supporting the delivery of an annual school health profile based on demography; health needs to inform an annual school nurse delivery programme.
Monitoring changes in health need and support the school to address any issues that affect their school.

Target areas

- Responding to health needs in school at population and individual level.
- Coordinating and working with different specialist health agencies to support the school to improve health and well-being of students

Example of a delivery model

Each school has a Named School Nurse who is responsible for working with the school to provide services. The School Nurse Service is supported by a team of nurses and partner health professionals.

Lead contact

<table>
<thead>
<tr>
<th>School Nurse Office: Contact</th>
<th>0333 405 0087/90</th>
<th><a href="mailto:ccs-tr.0-19Luton@nhs.net">ccs-tr.0-19Luton@nhs.net</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Williams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead School Nurse</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The OLLIE Foundation

Introduction – About us

We are a suicide prevention charity with a focus on youth suicide. We were set up by three parents who all lost their sons to suicide and wanted to do something to stop other parents losing their children to suicide. We sponsor a significant part of the cost of the training and run open, as well as in-house training. For more information please visit www.theolliefoundation.org

Services we provide

We deliver a range of suicide prevention and intervention training to those with high levels of interaction with children and young people. Our courses range from suicide awareness, alertness, first aid, and recovery after an attempt.

- SuicideTALK is a 90-minute presentation that invites participants to become more aware of suicide prevention opportunities in their community. Dealing openly with the stigma around suicide, this exploration focuses upon the question “Should we talk about suicide?”.
- SafeTALK is a 3.5-hour workshop that prepares anyone 15 or older, regardless of prior experience or training, to become a suicide-alert helper. Most people with thoughts of suicide don’t truly want to die but are struggling with the pain in their lives. Through their words and actions, they invite help to stay alive. safeTALK-trained helpers can recognize these invitations and take action by connecting them with life-saving intervention resources, such as caregivers trained in ASIST.
- ASIST is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety.
- Suicide To Hope is a one day workshop with a goal of encouraging and enabling participants to apply a recovery and growth oriented approach to working with persons previously at risk and currently safe from suicide.

Target areas

- Any groups or individuals working closely or supporting young people

Example of a delivery model

Services offered as above to meet individual needs.
## Lead contact

<table>
<thead>
<tr>
<th>Verity Bramwell</th>
<th>Coordinator</th>
<th>07412898959</th>
<th><a href="mailto:verity@theolliefoundation.org">verity@theolliefoundation.org</a></th>
</tr>
</thead>
</table>
Introduction – About us

We're the UK's leading HIV and sexual health charity.

The aims we've set out in our Bold Ambitions strategy are to:

- contribute to the end of HIV transmissions and improve sexual health
- support people living with and affected by HIV and poor sexual health
- ensure that the voices of people affected by HIV are heard.

We do this by supporting people living with HIV and ensure their voices are heard, providing testing services for HIV and other sexually transmitted infections, and helping the people using our services to achieve good sexual health.

As well as provide services, we campaign on issues from relationships and sex education in schools to the proper funding of HIV services.

We also run community projects such as Positive Voices, which supports people living with HIV to tell their own stories, and Work Positive, which helps people living with HIV into employment. And on behalf of Public Health England, we lead It Starts With Me, the national HIV prevention programme.

Services we provide

We provide a range of services available to anyone who lives in the Luton area.

HIV testing, Sexual health information and advice and free condoms

We provide rapid testing for HIV by appointment. We also offer walk-in testing. Your test results will be available in 20 minutes. We offer a range of sexual health information, including about:

- contraception
- safer sex
- sexually transmitted infections.

Support for people living with HIV

We can offer one-to-one support on topics including:

- living with HIV and supporting someone living with HIV
- starting or switching treatment
- sex and relationships
discrimination
family life
telling people about your HIV status.

We offer a range of practical support including counselling, hardship fund, advocacy and access to other referral pathways.

**Groups**

Education, health and wellbeing workshops run throughout the year alongside support groups. Sessions are facilitated by trained professionals and HIV positive peer mentors. Please contact us to find out what's going on.

**Training**

We offer free training for professionals and people living with or affected by HIV.

We also offer free learning/training to young people and vulnerable groups to support understanding of HIV, HIV prevention and management. THT Luton can also offer professionals training for teachers and people who work with young people to incorporate the learning into practice. This does include referral, signposting and information pathways to support professionals with the issue arising. Additionally, we have scope to provide Positive speakers to speak about their experiences to help better understanding and reduce stigma and discrimination of the condition.

We have lots going on throughout the year. Contact us to find out the most up-to-date information.

**Target areas**

We are working with people from the Luton area to better understand HIV, prevent onward transmission of HIV and living well with HIV and reducing HIV stigma and discrimination.

**Example of a delivery model**

Training can be a lesson time or a workshop. It can include a person living with HIV speaking about their experiences and the educational part also included. THT Luton would work with the professional in charge to get the best outcome for the organisation and/or

One to one support is holistic and person lead and group work is beneficiary led.

**Lead contact**

| Kirstin Dear | Service Lead - Luton | 01582 349373 | Kirstin.dear@tth.org.uk |
Introduction – About us

TOKKO is a youth charity that is inclusive in its provision, welcoming all young people in Luton and the surrounding area aged primarily between 13 and 19 for our core activities and supporting bespoke programmes for young people aged up to 25 to improve their life chances at key transition points. The organisation is client led, we have a client board that takes responsibility for setting the vision for TOKKO and ensuring activities are relevant to the needs and interests of young people and responding to the needs also of the wider community. We match apprentices to each full-time paid member of staff to provide learning opportunities and to look to a future management structure where clients remain the heart and engine room of the organisation.

The objects are:
To advance in life and help young people through:
(a) The provision of recreational and leisure time activities focused in the interest of social welfare, designed to improve their conditions of life;
(b) Providing support activities which develop their skills, capacities and capabilities to enable them to participate in society as mature and responsible individuals.

We work with many disadvantaged groups across Luton and the surrounding area: young people (up to 25) with disabilities who have confidence and self-esteem issues and often feel unable to mix well; we provide a safe place for young people who are the victims of domestic violence in their homes or experience abuse within their families or relationships, experiencing emotional and physical harm. Without help, some go on to repeat unhealthy relationships in their later lives. Our counselling services have waiting lists of people presenting with issues of homelessness, bullying, family breakdowns, body-image problems and relationship issues, all can lead to self-harming, feelings of isolation, anxiety, and for some, attempted suicides. Some clients are carers within their families, and don’t have time to enjoy life for themselves, which can leave feelings of resentment, isolation and guilt. Our Lesbian, Gay, Bisexual and Transgender (LGBT) clients suffer with issues in relation to bullying, identity, sexual health, self-esteem and confidence, which can lead to a breakdown in family relationships, anxiety and mental health issues. Our young parents project bridges the gap that would otherwise result when our youngest parents becomes fathers/mothers of our youngest families with little or no parenting skill. Our Fairbridge programme supports young people who are not in education, employment or training to address barriers and identify and achieve manageable goals to achieve positive steps and outcomes.
In addition to this bespoke support we provide a range of positive activities and youth sessions for all young people 13-19 (up to 24 with a disability) who wish to become members of TOKKO – full details available on our website: [www.tokko.co.uk](http://www.tokko.co.uk)

### Services we provide

<table>
<thead>
<tr>
<th>Project</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOKKO Youth Counselling.</strong> (Partnership with Relate Bedfordshire &amp; Luton and Sorted.)</td>
<td>Supports young people aged 10-21 with tier 2 counselling for a 4-6 week intervention period. Young people must live or go to school in Luton for this project. Referrals from all sources accepted including self-referrals.</td>
</tr>
<tr>
<td><strong>TOKKO Disability Project</strong></td>
<td>Supports young people aged 13 –24 with mild-moderate disabilities to develop social skills in a safe and fun environment with other young people. Meet Tuesday evenings in term-time with trips and bespoke activities arranged during school holiday periods.</td>
</tr>
<tr>
<td><strong>Fairbridge Programme TOKKO &amp; Prince’s Trust Partnership</strong></td>
<td>Targeting NEET young people with chaotic lifestyles aged 13-25 including educational underachievers, homeless, care leavers, and those with disabilities, mental health concerns, drug / alcohol addiction and needing support to develop personal and social skills to enable them to achieve positive outcomes of education, training, employment or volunteering. Project involves a compulsory 5-day access course which includes a 3-day residential element.</td>
</tr>
<tr>
<td><strong>Hate Crime Ambassadors Project (Beds Police Partnership)</strong></td>
<td>Bedfordshire Police Cadets and TOKKO are working together to recruit young people to be Hate Crime Ambassadors (15-20 young people). Once selected from across Luton the Hate Crime Ambassadors will be trained and work in groups under the guidance of a professional youth worker from TOKKO and the Hate Crime tactical lead for Bedfordshire. We hope for an increased knowledge of what hate crime is, how to report it and the different partner agencies across Bedfordshire that will support in the reporting of this, in addition to this we hope for a peer modelled approach to tolerance and inclusiveness of different characteristics towards the diverse community within Luton.</td>
</tr>
<tr>
<td><strong>TOKKO Young Fathers Project. (Funded by Public Health.)</strong></td>
<td>Supporting and being an advocate for young fathers aged up to 24 years with their individual needs to enable them to develop good parenting skills and a more stable home environment. Assisting some of our youngest fathers in the transition into adulthood providing independent support, advice &amp; guidance.</td>
</tr>
<tr>
<td>Programme</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>TOKKO Young Mothers Project. (Funded by Public Health, hosted at TOKKO.)</td>
<td>Supporting and being an advocate for young mothers aged up to 24 years with their individual needs to enable them to develop good parenting skills and a more stable home environment. Assisting some of our youngest mothers in the transition into adulthood providing independent support, advice &amp; guidance.</td>
</tr>
<tr>
<td>TOKKO Volunteering Project</td>
<td>Providing volunteering opportunities for suitable candidates to develop skills in customer service, youth support and projects in line with our business and fundraising. All volunteers will undergo relevant vetting and training and are expected to show an excellent work ethic. Placements can also be provided where there is availability.</td>
</tr>
<tr>
<td>TOKKO Youth Freedom Programme—(Funded by Victims Crime Commission)</td>
<td>The Freedom programme is designed to engage and support victims of domestic abuse enabling them to recognise the signs of potential perpetrators, to change their own behaviour and to recognise when they are being controlled. This youth specific 12 week programme aims to help young victims make sense of and understand what has happened to them, instead of the whole experience just feeling like a horrible mess. Self-referrals and professional referrals accepted.</td>
</tr>
<tr>
<td>TOKKO CLIP (Care Leavers Information Panel) Project—funded by LBC 16+ team</td>
<td>Provides a voice for young care leavers to ensure that the service designed for them meets their needs and is accessible. Members meet regularly to discuss issues and come up with practical and affordable solutions which are then presented back to Luton Borough Council.</td>
</tr>
<tr>
<td>TOKKO OK2B - LGBT Project</td>
<td>Supporting young people in the LGBT community with information, advice and guidance. Providing bespoke 1-2-1 support to assist with gender and/or sexuality identity issues. Provide a peer support community with social activities to inform learning and wider understanding.</td>
</tr>
<tr>
<td>TOKKO—Youth Membership &amp; Activities</td>
<td>Young people 13-19 (up to 24 with a disability) are able to become a member of TOKKO for £15 a year—less than 30p a week. The membership allows young people to join in all recreational activities which are designed at times where there is no or limited provision for young people. We run drop-in sessions every Thurs and Friday evening as well as on Saturdays &amp; Sundays During these sessions at least 2 floors of the building are open for recreation and leisure for example: gaming, climbing, cooking, open mic as well as informal learning activities.</td>
</tr>
<tr>
<td>TOKKO—Holiday provision</td>
<td>TOKKO create a varied range of informal learning, activities and trips over the school / college holiday period. All programmes are finalised by our youth board (10-12 young people from a range of projects, areas and educational establishments) who represent the voice of our members and users. Some trips off site may incur additional costs although subsidised.</td>
</tr>
<tr>
<td>Project</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>TOKKO Outreach Project</strong></td>
<td>Engaging with young people 13-19 out on the streets. Ensuring their safety and providing information, advice and guidance. Aiming to support those to access TOKKO as a safe space and to reduce risk of harm, sexual exploitation and isolation.</td>
</tr>
<tr>
<td><strong>TOKKO GiGS (Girls in Gangs)</strong></td>
<td>Supporting girls in and at risk of gang affiliation from 14-19. This project is designed to raise their aspirations and reduce the possibilities of child sexual exploitation and domestic violence. Providing positive activities in a safe space away from the gang environment and culture.</td>
</tr>
<tr>
<td><strong>TOKKO Totz</strong></td>
<td>Parent, baby and toddler group run on a Wednesday lunchtime to support young parents up to 24 with small children. Opportunity for children and young parents to learn through play and develop a stronger bond in a safe and supportive environment. Advice is on hand through professionals; embedding the ‘Five to Thrive’ Flying Start strategy.</td>
</tr>
<tr>
<td><strong>TOKKO Traineeship/Work Experience placements</strong></td>
<td>TOKKO has agreed to offer a minimum of 6 school work experience placements of 1-2 weeks a year to suitable young people. In addition TOKKO can support traineeship placements where there is availability to provide a reception service to the building developing a range of transferable skills.</td>
</tr>
</tbody>
</table>

**Target areas**

- Young People
- Disability
- Volunteering
- Young Parents
- Support for young victims of domestic abuse
- Outreach
- Hate Crime
- LGBT youth support
- Work Experience
- Support for NEET young People
- Recreational youth activities

**Lead contacts**

<table>
<thead>
<tr>
<th>Project</th>
<th>Lead Worker(s)</th>
<th>Job Role</th>
<th>E-mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOKKO Youth Counselling</td>
<td>Hannah Outlaw</td>
<td>Business Support</td>
<td><a href="mailto:Hannah.outlaw@tokko.co.uk">Hannah.outlaw@tokko.co.uk</a></td>
</tr>
<tr>
<td></td>
<td>Hazel Mellon</td>
<td>Business Manager</td>
<td><a href="mailto:Hazel.mellon@tokko.co.uk">Hazel.mellon@tokko.co.uk</a></td>
</tr>
<tr>
<td>TOKKO Disability Project</td>
<td>Nikki Bennett</td>
<td>Youth Worker</td>
<td><a href="mailto:Nicola.bennett@tokko.co.uk">Nicola.bennett@tokko.co.uk</a></td>
</tr>
</tbody>
</table>

Tara Lewis  
School Health Education Specialist  
Luton Council
<table>
<thead>
<tr>
<th>Programme</th>
<th>Contact Person(s)</th>
<th>Role</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairbridge Programme</td>
<td>Joff Talbot</td>
<td>Youth Worker</td>
<td><a href="mailto:Jonathon.talbot@tokko.co.uk">Jonathon.talbot@tokko.co.uk</a></td>
</tr>
<tr>
<td>Hate Crime Ambassadors Project</td>
<td>Andy Calvert</td>
<td>Executive Manager</td>
<td><a href="mailto:Andy.calvert@tokko.co.uk">Andy.calvert@tokko.co.uk</a></td>
</tr>
<tr>
<td>TOKKO Young Fathers Project</td>
<td>Neil Hannah</td>
<td>Young Father's Worker</td>
<td><a href="mailto:Neil.hannah@tokko.co.uk">Neil.hannah@tokko.co.uk</a></td>
</tr>
<tr>
<td>TOKKO Young Mothers Project</td>
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<td>Youth Worker</td>
<td><a href="mailto:Nicola.bennett@tokko.co.uk">Nicola.bennett@tokko.co.uk</a></td>
</tr>
<tr>
<td>TOKKO Volunteering Project</td>
<td>Hannah Outlaw, Andy Calvert</td>
<td>Business Support Executive Manager</td>
<td><a href="mailto:Hannah.outlaw@tokko.co.uk">Hannah.outlaw@tokko.co.uk</a>, <a href="mailto:Andy.calvert@tokko.co.uk">Andy.calvert@tokko.co.uk</a></td>
</tr>
<tr>
<td>TOKKO Youth Freedom Programme</td>
<td>Nikki Bennett</td>
<td>Youth Worker</td>
<td><a href="mailto:Nicola.bennett@tokko.co.uk">Nicola.bennett@tokko.co.uk</a></td>
</tr>
<tr>
<td>TOKKO CLIP (Care Leavers Information Panel) Project</td>
<td>Anna Butterworth</td>
<td>Youth Worker</td>
<td><a href="mailto:Anna.butterworth@tokko.co.uk">Anna.butterworth@tokko.co.uk</a></td>
</tr>
<tr>
<td>TOKKO OK2B - LGBT Project</td>
<td>Andy Calvert</td>
<td>Executive Manager</td>
<td><a href="mailto:Andy.calvert@tokko.co.uk">Andy.calvert@tokko.co.uk</a></td>
</tr>
<tr>
<td>TOKKO—Youth Membership &amp; Activities</td>
<td>Andy Calvert, Nikki Bennett, Anna Butterworth, Joff Talbot</td>
<td>Executive Manager Youth Worker Youth Worker Youth Worker</td>
<td><a href="mailto:Andy.calvert@tokko.co.uk">Andy.calvert@tokko.co.uk</a>, <a href="mailto:Nicola.bennett@tokko.co.uk">Nicola.bennett@tokko.co.uk</a>, <a href="mailto:Anna.butterworth@tokko.co.uk">Anna.butterworth@tokko.co.uk</a>, <a href="mailto:Jonathon.talbot@tokko.co.uk">Jonathon.talbot@tokko.co.uk</a></td>
</tr>
<tr>
<td>TOKKO—Holiday provision</td>
<td>Andy Calvert, Nikki Bennett, Anna Butterworth, Joff Talbot</td>
<td>Executive Manager Youth Worker Youth Worker Youth Worker</td>
<td><a href="mailto:Andy.calvert@tokko.co.uk">Andy.calvert@tokko.co.uk</a>, <a href="mailto:Nicola.bennett@tokko.co.uk">Nicola.bennett@tokko.co.uk</a>, <a href="mailto:Anna.butterworth@tokko.co.uk">Anna.butterworth@tokko.co.uk</a>, <a href="mailto:Jonathon.talbot@tokko.co.uk">Jonathon.talbot@tokko.co.uk</a></td>
</tr>
<tr>
<td>TOKKO Outreach Project</td>
<td>Nikki Bennett</td>
<td>Youth Worker</td>
<td><a href="mailto:Nicola.bennett@tokko.co.uk">Nicola.bennett@tokko.co.uk</a></td>
</tr>
<tr>
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<td>Nikki Bennett</td>
<td>Youth Worker</td>
<td><a href="mailto:Nicola.bennett@tokko.co.uk">Nicola.bennett@tokko.co.uk</a></td>
</tr>
<tr>
<td>TOKKO Totz</td>
<td>Danielle Kavanagh, Nikki Bennett</td>
<td>Project Support Worker Youth Worker</td>
<td><a href="mailto:Danielle.kavanagh@tokko.co.uk">Danielle.kavanagh@tokko.co.uk</a>, <a href="mailto:Nicola.bennett@tokko.co.uk">Nicola.bennett@tokko.co.uk</a></td>
</tr>
<tr>
<td>TOKKO Traineeship /Work Experience placements</td>
<td>Hazel Mellon</td>
<td>Business Manager</td>
<td><a href="mailto:Hazel.mellon@tokko.co.uk">Hazel.mellon@tokko.co.uk</a></td>
</tr>
</tbody>
</table>
Total Wellbeing

Introduction – About us

Total Wellbeing supports people living in Luton who want to improve their physical and emotional health. The service is commissioned by Luton Borough Councils Public Health department. We offer Adult and Child Weight Management, Physical Activity, Stop Smoking support, Talking Therapies, Health Checks and support for those with an existing health condition. All Total Wellbeing services are accessible to anyone who lives in Luton.

Services we provide

- Adult Weight Management – A 10 week weight management programme incorporating nutrition and exercise to support weight loss in a healthy and sustainable way. Sessions run weekly for 1.5 hours across Luton. Sessions include mornings and evenings currently at Active Luton sites. The Adult Weight Management programme is designed for people with a Body Mass Index (BMI) 30 and 45, or a BMI of 27-28, if you have a long term health condition such as diabetes.

- Child Weight Management – A 10 week programme for families with children aged 5-15 years. The programme aims to help the family become more active, eat more healthily and improve their general health and wellbeing. The programme is designed to be fun and engaging, with sessions that will keep them interested and motivated. The Child Weight Management programme is designed for children with a Body Mass Index (BMI) on or above 91th centile on the child’s BMI growth chart.

- Stop Smoking Support – One of our specialist advisors will support and encourage clients to find a strategy that works for them to achieve a smoke-free. Clinics are across Luton and can be offered on school site/at workplace for pupils, staff and/or parents.
- **Health Checks** – NHS health check offered to clients aged 40 to 74 years old. As part of the health check we measure height, weight, blood pressure and cholesterol levels. Clinics run across Luton but can be delivered as part of school health and wellbeing days to staff and parents.

- **Emotional health** – Clients suffering from emotional health issues such as stress, anxiety, fear and depression can access the free Talking Therapies service. A client will receive a screening assessment which can be conducted over the telephone or face-to-face. After this screening assessment the clinician will discuss with you which options they feel would best meet their needs. The service is available to those over 16 years of age.

### Target areas

**Child Weight Management**

- Healthy eating assemblies on a range of topics such as sugary drinks, packed lunches, the eatwell guide and physical activity
- Resources can be provided on healthy living topics – consequences of sugar, healthy packed lunches checklist, Eatwell guide, healthy snacking.
- National Child Measurement Programme (NCMP) data can be provided for a focus point

**Adult Weight Management**

- BMI checks at schools events for parents and staff – eligible individuals will be refer to our lifestyle programmes or sign posted to other suitable services.
- School based programmes for parents and/or staff

**Healthy Schools pilot**

School site programme – A 6-10 session (split over school terms/year) programme for primary aged children that present low levels of physical activity and would benefit from nutrition support. Sessions will be tailored to the group and school. Session topics include; cook and eat, eatwell guide activity, savvy sugar, takeaways to fakeaways, snack attack, get active, healthy lunches, energy balance, reading food labels and the 5 ways to wellbeing.

Schools can tailor the programme to suit their schools and family needs – we can offer child only sessions, joint parent and child sessions and/or a mix of both options. The programme/sessions can be delivered AM, afternoon or PM. We can also provide teachers with further training and resources to continue this in-house and as part of the school curriculum and learning.
Example of a delivery model

All services can be amended and tailored to suit the needs of your school free of charge. We accept referrals for all services from school staff for the above criteria.

Lead contact

<table>
<thead>
<tr>
<th>Total Wellbeing Luton</th>
<th>0300 555 4152</th>
<th>Referrals – <a href="mailto:total.wellbeing@nhs.net">total.wellbeing@nhs.net</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Layla Ravey</td>
<td>07850938849</td>
<td><a href="mailto:Layla.ravey@activeluton.co.uk">Layla.ravey@activeluton.co.uk</a></td>
</tr>
</tbody>
</table>
# Introduction – About us

The IDVA service in Luton is managed by Victim Support. We support male and female victims of domestic abuse aged 16+ who have been assessed as using the DASH Risk assessment scoring 14+ or who have assessed as high risk on professional judgement. Guidance on completing the DASH RIC can be provided by the IDVA service.

The aim of the service is to reduce risk of further harm by creating an individual support plan with the client. Including working in partnership with relevant key agencies. Following guidelines provided by Safe Lives (Formerly CAADA)

## Services we provide

- Representing the client at the Multi Agency Risk Assessment Conference
- Housing support
- Welfare benefits support
- Advocating with key agencies including, Police, Social care, Mental health, Education, Safeguarding, Housing,
- Providing support and advice around Civil and Legal options
- Regular Risk reviews
- Sign posting for ongoing support including emotional support

## Target areas

- Any person aged 16 or over who has been identified as being at high risk of domestic abuse from a current or previous intimate partner or family member.
- Client should reside within the Luton area, other areas in Bedfordshire are covered by the Bedford IDVA service.

## Lead contact

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sue Frazer-Nixon</td>
<td>Senior IDVA</td>
<td>01582 488777 <a href="mailto:Sue.frazer-nixon@victimsupport.org.uk">Sue.frazer-nixon@victimsupport.org.uk</a></td>
</tr>
<tr>
<td>Kayleigh Dalton</td>
<td>Senior IDVA</td>
<td>01582 488777 <a href="mailto:Kayleigh.dalton@victimsupport.org.uk">Kayleigh.dalton@victimsupport.org.uk</a></td>
</tr>
</tbody>
</table>
Youth Service

Introduction – About us

Youth Work supports the social and personal development of young people through informal yet structured learning using a range of vehicles and including the use of recreational activities outside of core school hours, evenings & weekends. The Council’s Youth Service has undergone a radical redesign which moves away from a universal provision to a service that works with Luton’s most vulnerable children, young people (10-18 years old) and their families via social care, Early Help & Single Agency referral pathways. Situated within the Youth Offending Service, Workers work with the families, other professionals and agencies to support the often difficult journey through adolescence, to raise aspirations and to help young people meet their potential.

The Amber Unit is a collaboration between Bedfordshire Police and Luton Youth offending Service that sees the co-location of PCSO’s with Youth Workers. The unit is based at the YOS which enables access to specialist resources and staff from a range of agencies. Ultimately it is aimed at reducing the exploitation of young people; both criminally and sexually through the delivery of interventions both 1:1 and through group work in schools and other community provisions.

Services we provide

1. Detached
   This involves engaging with young people in their community, either on the streets or at a community venue. Youth workers can respond to hot spot areas for anti-social behaviour (ASB) and child sexual exploitation (CSE) and will work with partners to target specific young people areas of need.

2. High schools
   This work includes the delivery of workshops, group work programmes and assemblies addressing topical subjects. The availability and subject areas are agreed with each school.

3. 1:1 work
   Referrals can come from a range of professionals or young people can self-refer. The three main priority areas for 1:1 work are:
   • CSE
   • ASB/offending
   • Gangs/weapons
Youth workers will work on a 1:1 basis with a young person (aged 10-18), around an identified subject area. This work can include young people across all levels of need. An assessment will be conducted with the young person in order for them to ascertain what support they need and a plan agreed.

**Target areas**
- CSE
- ASB/offending
- Gangs/weapons

**Lead contact**

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<th>Verity Gomes</th>
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**Walk to Freedom**

**Introduction – About us**

The Walk to Freedom believes in its services and we challenge some of the more dated approaches to drug and/or alcohol dependency, training and adolescent antisocial behaviour in relation to serious youth violence, gang exploitation, knife crime, adolescent drug abuse and adolescent personal and interpersonal development.

By thinking differently with our newly designed and innovative programmes, workshops and mentoring, The Walk To Freedom is in a class of its own delivering a quality service to the local community and nationwide based on the needs of its clients, not on what we think they need.

Referrals are received from the Children in Care, Virtual Schools, Adult and Children Social Services Youth Offender, Probation Services, Education Authorities, Corporate Employers and self-referrals.

Founded in 2011, we are run from the foundation up by an ex service user peer led team of highly trained and qualified staff and volunteers, many of whom are able to draw upon personal experiences of conquering dependency and antisocial behaviour. Indeed, our team’s capacity to directly empathise with the complex challenges facing users provides our programmes with a unique perspective that over 7 years has seen many lives freed from addiction and adolescent antisocial behaviour.

**Services we provide**

**DRUG & ALCOHOL AWARENESS TRAINING COURSES**

A series of newly designed accredited and non-accredited training offering insight into the life of the user and ideas for how to help – designed for professionals and the families of users.

**I AM POSSIBLE: YOUNG PEOPLE’S CHALLENGE**

A series of workshops designed to help young people and those who are vulnerable and at risk develop a stronger sense of identity and purpose – for ages 11 to 18.

**MENTORING PROGRAMME FOR YOUNG PEOPLE**

A one-to-one mentoring service that will help young people and for those who are potentially vulnerable and at risk establish their identity, develop friendships and meet personal goals – for ages 11 to 18

**MOTIVATIONAL TALKS FOR YOUNG PEOPLE**

Dynamic, thought provoking motivational talks for young people about how to use their interpersonal skills to navigate your way to success

**Drug & Alcohol Awareness Talks**

Drug and Alcohol Awareness talks that take on the challenge of raising awareness in its thought provoking and challenging delivery. With real life stories and startling statistics this presentation already has young people coming away thinking about their own situations and the situations of other people they may know

**Target areas**

Male and Female Young people between the ages of 11 -18

On the borders of exclusion
At risk and vulnerable to youth violence and gang exploitation
Lack of personal awareness, confidence and identity
Substance abuse/ misuse
Emotional and behavioural challenges
Drug and alcohol training for Staff

Example of a delivery model:
Please contact the Walk to Freedom to discuss your individual needs

Lead contact

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Appendices
KOOTH

Changing schools can be exciting and stressful

24/7 access to self-help materials and daily online counselling available over the summer holiday

Visit kooth.com to sign up for free today
ChatHealth

You're 11-19 years old
07520 TEXT 616070

We support young people with all kinds of things like...

Relationships
Mental bullying
Self-harm
Health and alcohol harm
Healthy eating
Drugs and smoking

Text us for confidential advice & support

We do not usually inform your parents, teachers or anyone else if you contact the school nurse. We might inform someone if we were concerned about your safety, but we would usually speak to you first. Your messages are stored and can be seen by other healthcare staff who follow the same confidentiality rules. We aim to reply to you within one working day and you should get an immediate bounce-back to confirm we received your text. Normal working hours are 0800-1800 Monday – Friday (except bank holidays), texts will not be seen outside of this time. If you need help before you hear back from us, contact a member of school staff, your GP or NHS 111 or Children’s 111. For an emergency, dial 999 or 112. Our text numbers can now receive voice calls as a MMS file. We support messaging from UK mobile numbers only (which does not include messages sent from landlines, international mobile numbers and some mobile messaging apps). To view our full privacy notice please visit our website: NHS 111 privacy notice or use the link in this privacy notice. Prevent the school nurse from sending messages to you by taking steps like calling 111 or our number. Please respect your school’s mobile phone policy. Messages are deleted at your usual rate.

Tara Lewis
School Health Education Specialist

Luton Council
Parental support
Solihull Online Parenting Course

FREE online learning for parents
launched in Luton

UNDERSTANDING YOUR CHILD

FREE online learning for ALL parents, carers and grandparents living in Luton who care for children and teenagers

Designed to help you recognise emotions in yourself and your child that bring changes in behaviour

This FREE online learning can be accessed via:
www.inourplace.co.uk

HATTERS
(Access Code)

Audio options available in English and Urdu

Further information can also be found on our website:
www.cambscommunityservices.nhs.uk/solihullapproach

Luton Children and Adult Services are part of Cambridgeshire Community Services NHS Trust
Case Studies - Submissions from Luton schools
Improving Engagement in Sport at Wigmore Primary

**Case Study Child A**

As a school we decided we needed to focus on healthy eating and improving engagement in sport for targeted groups of children, in particular those who did not engage regularly with sport. These were some of the areas we worked on from September ’15 - to July’16 as a part of our work towards the Silver Award for School Health and Wellbeing. From our own monitoring we knew that obesity, deprivation and disengagement with sport were real issues for several children.

**Child A**

- Child A is a girl in year 6. She had a traumatic start in life and was placed in the care of her grandmother from the age of two. She has low academic attainment, low cognitive ability and some speech and language issues. She has needed CAMH intervention in the past and doesn’t cope well with new situations or new people. She has high levels of anxiety.

**What we did over the course of the year**

- Healthy eating was linked to engaging in sport, we had two focused weeks in the year with fun events happening.

- Children stayed after school with their parents to sports fun sessions to try out new sports and to try to beat the teachers.

- Focused sports sessions in addition to the curriculum for targeted groups of children were delivered. Those at risk of obesity, those showing disengagement with sport and those who were identified as high performing in sports were targeted.

- The Sports Coach organised and delivered fun based activities for the children within the disengagement targeted group, with no competitive elements. These sessions were delivered twice per half term.
The children had the chance to access brand new sports like fencing and curling. The reason for this was so that all the children in the group were at the same start point, it was new to everyone.

Children within the focused groups were sometimes given separate or different tasks in their mainstream PE lessons.

Child interviews were carried out in July.

**So what changed for this child?**

Child A did not engage in PE lessons at all to begin with; she never has during her time here. She was apprehensive and nervous the first few times she accessed the additional groups, ran by the Sports Coach. She has gradually gained in confidence over the course of the year. She enjoyed the different sports and began to engage more. She is comfortable with paired work or a small group of three. Other members of staff have noticed how she is more willing to participate in school events: she took part in the Year 6 residential trip this term - this is somethings she never would have accessed before. Child A was confident enough to attempt the rock climbing activity. She has also ‘found her voice’ and will express her wishes more often to trusted adults in school. She was able to explain to me that she had enjoyed the sessions because: “We did it together, not in teams.” She also answered “Yes,” when I asked if she felt more confident to speak up. It seems the focused small group tasks in PE have had a major impact on her self-esteem and confidence in general.

**Conclusions**
• Child A still finds it hard to access mainstream team type games, where a larger group of children have to work together; this is to be expected and she will need more support into the future at high school, but the small steps identified above are vast achievements for her.
• The completely new sports of curling and fencing meant no one had any experience and it was a fair starting point for all.
• Taking out the competitive element drew Child A in and helped her to access the sports; she also gained a sense of self-worth and confidence.
• Having a dedicated sports coach in school who endeavours to plan and deliver excellent lessons for all groups of pupils, both in and outside of the school day has made a difference to childrens’ lives.

Simon Marshall & Tara Chavda
Sports Coach        Deputy Head

Wigmore Primary School
Improving the quality of packed lunches at Wigmore Primary

Case Study Children A, B, C

The Luton Health profile shows Luton to be deprived, deprivation links with poor health. National Child Measurement Programme - children at our school in year 6 2013-14 -30.5% overweight and 17.3% obese. The local Luton value for this this year is 23.7% we do not have a school figure for this year, but as it is a Luton priority and as we were higher than the Luton figure in the past, this is a priority for us. Our own monitoring of the Food Policy showed packed lunches have become unhealthy. This was one area we chose to focus on, whilst working towards our Silver Health and Wellbeing Award.

Three children in particular stood out to me:

- Child A is a girl in year 2. She has family worker involvement and there have been some safeguarding issues in the past, her packed lunches were not at all healthy.
- Chid B is a boy in year 3, who would only ever eat jam sandwiches.
- Child C is a boy in year 5 who did not realise how unhealthy his packed lunches were.

What we did over the course of the year

- A new Food Policy was written.
- There was a whole school understanding of what was in the food policy and what we intended to do. The SLT, governors, teachers, teaching assistants, sports coach, mid-day supervisors, children, parents, and family workers were all involved.
- Healthy eating was linked to engaging in sport, we had two focused weeks in the year with fun events happening.
- An assembly was delivered by Live Well Luton - 17.11.15
- Packed lunch monitoring with rewards was carried out formally at three points in the year. More informal monitoring was carried out frequently by members of MDS team.
• CPD session for staff and Mid-day supervisors March 2016.

• The policy was put on our website and sent home, it was given to all staff and governors.

• Focused Sports & Healthy Eating week WB 14.03.16, involving whole school community: The week began with an assembly on the Live Well plate, different fruits and vegetables, and a red peppers, green peppers game. There was a staff meeting on the Monday, the new food policy was distributed and explained.

• A sugar display was put up in a prominent position in the hall.

• The family workers ran a ‘design a healthy plate’ activity on the Friday of the first focused week and supported during the week with related displays in the family room.

• Children stayed after school with their parents to a sports fun session to try out new sports and to try to beat the teachers.

• Letters were sent home to advertise the focused events and parents were kept informed via the website and by letter.

• The website was updated to include the food policy and visuals of what a healthy lunch looks like, this is bearing in mind over 40% of our parents have English as a second language; they needed the visual input.

• Questionnaires about the impact of the sugar display were carried out in March/ April.

• Child interviews were carried out in July.

**So what changed for these children?**

**Child A**

Child A would bring a brioche bun, sugary juice and a packet of crisps for a typical packed lunch. She also displayed some concentration issues and was attaining below her year group. The family worker was involved with this child’s parent and had already tried to show mum what a healthy meal needed to contain. I kept a check on child A frequently during the monitoring cycles, because of this knowledge. Child A now brings a cheese roll, crisps, a piece of fruit and a yoghurt with water to drink- on most days, there are times when she doesn’t and the family worker will keep an eye on the situation into the future. However child A is aware of the sugar display and can explain why too much sugar is not good and through her own learning this year I am hopeful that she will help mum at home with choices about food. Her teacher also noticed better concentration in the afternoons towards the end of the year; this could be her showing more maturity, but it could also
be because she is consuming less sugar at lunch time. Her academic attainment has picked up towards the end of the year also.

**Child B**
Child B would only eat jam sandwiches, chocolate bars and crisps for lunch. He also displayed some concentration issues. He is often late for school and forgets to take letters, home learning and reading books home frequently. During the packed lunch monitoring a MDS noticed how he always had the same lunch and tried to talk to him about it. His mother phoned up the following day, initially quite cross and wanting to know why her son wasn’t given a healthy lunch box sticker when his friends received one. I explained about the work we were doing in school, she said she hadn’t received any letters, I advised her look on the website and I said I would send some more information home with her son. I realised during the call that she just didn’t understand why jam was a poor sandwich filling. I decided to keep in touch and work with Child B more frequently. I sat and had lunch a few times with him and we talked about trying different foods like wraps and fruit and vegetables. He said he would ask his mum to buy some wraps. He discovered he liked salad wraps and different fruits. Mum was surprised, but I’m pleased to say she has been supportive and generally buys child B the items he requests for his lunch box.

**Child C**
Child C was fairly typical of many of the year 5 and 6 boys. Through our monitoring we found the older boys had some unhealthy choices and these habits were quite challenging to change. A typical packed lunch for child C at the start of the academic year was: chocolate spread or peanut butter sandwich, juice and crisps. In January he had only changed the sandwich fillings. When I checked in July he said he had learned how to check food and drink labels for sugar, understood about eating 5 a day and he buys less juice. A typical packed lunch for child C is now: a salad pot, fruit, crisp bread, yoghurt with no added sugar and water to drink. He also revealed: “I tell my brother who is 21 not to eat MacDonald’s anymore, because it is not good for him.” This child surprised me with the amount of knowledge he had- that had not been overtly taught. He had found things out for himself from displays and his own research.

**Conclusions**

- The older the child the harder it is to change engrained eating and drinking habits. KS1 children and lower KS2 were very open to trying new fruit and vegetables and changing
their lunch boxes. They also responded well to having stickers as incentives. The older children responded more to finding out for themselves; the sugar display was very effective, in this respect.

- The sugar display is very visual, the sugar being measured and put on display alongside the drink bottle. This inspired some of them to find out more about food labels in general. 100% of the children questioned had all seen the display and they could all explain which information surprised them the most and as a result they will be rethinking their drinks. The younger children also fed the information back to their families.

- An initiative like this works effectively when it is a focused whole school drive, supported and understood by all. Family workers have worked in isolation before to try and drive healthy eating or a member of the SLT may have carried out an assembly, or a year group might have had a one week focus, this might have a short term impact, it isn’t sustainable though. The drive we pushed through all year worked well, because all stakeholders were involved and the focus continued over the course of the year. Everyone felt like their part was important: the MDS involvement in the monitoring for example.

- Making it fun and linking it to being active and all the sports activities also worked really well.
• Keeping parents involved and informed was essential, full use was made of the website, letters went home and pictures of events were on display around the school.

Tara Chavda
Deputy Head Wigmore Primary School
Dear Tara Lewis

Re: Relationships and Sex Education’ (RSE) in a faith school.

Introduction
In 2015, St Martin’s de Porres Primary School (SMdP) achieved the Healthy Schools Bronze Award which was awarded by Tara Lewis. During the process of gaining this award the Science team identified, that more needed to be done to support the national curriculum statutory requirements in particular, “Students should be taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function”. We also identified that the Ofsted inspectors framework states that pupils “Understand, respond and calculate risk effectively” whilst “Developing a very good understanding of how to keep themselves safe and manage risks and challenges”. As a school we needed to develop this through the curriculum.

The Department recommends that all primary schools should have a relationship and sex education programme tailored to the age and the physical and emotional maturity of the children. It should ensure that both boys and girls know about puberty and how a baby is born.

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

Staff Training on RSE
RSE was taught through RE and Science. Every year group had embedded the ‘Animals including humans’ topic in Science, which covered elements of the RSE, but to meet the DfES framework to stay safe, identifying risks and physical changes needed to be taught from Early
Years to Year 6. The Christopher Winters Project (CWP) Sex and Relationship Education and the Real Love Rocks Child Exploitation programmes would develop children’s awareness and understanding of RSE and meet our faith school’s needs. The programme is planned in a way so that children will develop the skills and understanding they need to live confident, healthy and independent lives.

In September 2015 Tara Lewis delivered three staff meetings on these programmes. Staff found them very informative especially knowing the statistics of the local area. We found that the programme was relevant for all our pupils, as many come from areas affected by drugs and sexual exploitation. All of our pupils could be exposed to disturbing on-line images, gaming and social media. Teaching staff looked very carefully at the lesson plans and the resources at these staff training evenings and were keen to deliver the programme throughout the year.

Parent Evening on RSE
Parents have the right to withdraw their children from all or part of the RSE provided by their school. SMdP wanted to inform parents of RSE and the lessons that our staff would be delivering. Therefore, a Parent Evening was arranged on the 7.10.2015. On this evening, teachers from Early years to Year 6 displayed the resources and lesson plans that would be used when teaching RSE. Teaching staff were confident to display the images, use the correct vocabulary and talk about what the lessons would involve. They were able to answer concerned parents questions.

Over 100 parents attended the two meetings. From this evening, the feedback from the Parents Forum was that, parents were very positive about RSE and fully understood the need for this aspect of the children’s education, both in terms of their understanding and enabling them to keep themselves safe.

Teaching RSE

Teachers began teaching RSE using the CWP and Real Love Rocks for Year 6 from February 2016. All lessons were delivered and all year groups were observed by the Headteacher Mr John Carroll and Deputy Headteacher Mrs Nicola Morgan. (See the four attached anonymous observations out of sixteen and one overall feedback for the whole school).

“What really stood out for us was the confidence of most teachers and the mature attitude of nearly all pupils. If they are exposed to this every year then it will become second nature and they will be in a strong position to speak up if concerned within a relationship. Other Catholic schools have visited us to find out about our approach”. (Mr John Carroll, Head teacher, SMdP, 2016)
Overall teachers in SMdP can teach RSE with confidence. The knowledge and understanding of all staff is very good. All staff were clear and articulate with their explanations and cleared up any misunderstandings with confidence. Almost all teachers demonstrated a great deal of confidence during their delivery. This led to growing confidence amongst the children to discuss the issues and use appropriate vocabulary. All staff were sensitive to the nature of the contents and dealt well with the many ambiguities found in relationships. This was possible because the teaching staff looked very carefully at the CWP. The lessons were clearly organised and the guidance for teachers to correct misconceptions were age appropriate for their year group.

Children’s view on the RSE lessons

The following quotes are from Year 5 pupils.

- “When I first saw the pictures I thought they were disgusting but after the lesson I know I needed to know this”. (Girl)
- “At first it was disgusting but then I got used to the pictures and the words and it was ok”. (Girl)
- “I thought the images were disturbing but when I started to label the body parts I was ok”. (Boy)
- “First I was embarrassed after a while I understood and was fine”. (Girl)
- “First I thought why we doing this now and was confused, then I thought why didn’t we do this before” (Boy)
- “I didn’t like the first lesson and I cried but when I spoke to my dad, he said I have to do the lesson because I need to know the stuff”. (Girl)
- “I cried as well and I told my mum I don’t what to do it, she said I should do it and she wished she was taught it at school”. (Girl)
- “I was shy when I had to use the words but then I got used to saying them and it was ok”. (Boy)

In general children were happy with the RSE lessons and knew the importance of knowing about puberty, reproduction, hygiene and naming body parts. Upper KS2 pupils are becoming more aware of issues such as sexual exploitation, grooming, forced marriage and how to keep themselves safe in a relationship. These lessons contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils. It has prepared our pupils for the opportunities, responsibilities and experiences of adult life. RSE in this school, has developed the
pupils attitudes and values, personal and social skills and now have the correct knowledge and understanding of emotional and physical development.

Conclusion

The objective of relationship and sex education was to help and support our children through their physical, emotional and moral development. The CWP, has helped pupils learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Children from Early Years to Year 6 have participated CWP RSE lessons. We are confident that as the pupils move onto the following year, their knowledge and understanding of RSE would be better than the previous years. Teachers in this school ensure that all children, develop confidence in talking, listening and thinking about feelings and relationships, are able to name parts of the body and describe how their bodies work, can protect themselves and ask for help and support and are prepared for puberty.

The age appropriate programme that we delivered not only developed pupil’s knowledge of physical development but teachers taught RSE with confidence. This was possible because teachers had the opportunity to discuss the content of the programme in the training sessions. The support and training enabled the teachers to deliver the programme sensitively and effectively.

Yours sincerely

Asha Gherra
Improving outcomes for children through Family Learning at Wigmore Primary School

Context and why we selected Family Learning as an area to develop

‘To further develop parent and community links’ is on our school development plan and our SEF states: “Over the last eight years, the percentage of pupils from more socially deprived homes and social priority housing has increased.” Deprivation can link with poor literacy and numeracy and this does need to be improved for many of our parents; many do not have access to laptops/computers or the internet. Mental health is becoming a high school priority, with our family workers being involved with thirty families, where mental health issues affect one or both parents - for us as a school this is significant because each family is more than likely to have more than one child who these issues affect both at school and at home. The school Health profile for Luton also states: ‘To improve emotional wellbeing of parents and children’ as a priority. We decided to work on developing a bespoke family learning package for targeted groups of children as a part of our work towards the Silver Award for School Health and Wellbeing.

Case Studies Child X & Child Y

Child X
- Child X is a girl in year 3. The child was identified early in the year as being behind where she should be, she was on a monitor for SEND type difficulties, and she has low CAT scores. Her parent was targeted to come to all eight sessions on maths.

Child Y
- Child Y is a boy in year 2. He is on a CP register, receives pupil premium funding and is below in his attainment. He also lacks confidence. His parent was targeted to attend the recount sessions.

What we did over the course of the year

- Each year group ran at least one session of family learning over the course of the year, lasting for at least four sessions over a four week period.
• Some year groups have taken a slightly different approach, based on prior evaluations and knowledge of what the parents have asked for.

• **Foundation:** During the Spring Term a seven week course covering the seven areas of learning was delivered. Parents shared the teaching in the classroom with their child, then a follow up session with school staff to help them consolidate and extend the children’s learning at home was delivered. This was offered to everybody and they had a choice about whether they attended every session or chose their session. ‘Impact in Learning’ was delivered in the summer term. Refreshments were offered to parents to make them feel welcome on arrival.

• **Year 1:** During the Spring Term ‘Impact in Learning’ (a programme to improve reading and writing skills), was delivered over a six week period. This was for targeted parents, those whose children needed support with reading and writing. 22 parents were invited, 16 parents attended the sessions.

• **Yr 2:** During the Spring Term a six week programme about maths was offered to targeted parents. Recount workshops were offered in the Autumn Term.

• **Yr 3:** In Spring 1, a four week course on the 4 operations in maths and the way to carry out the calculations according to the school calculation policy was delivered. Parents attended a session of teacher taught input first and then joined their child in class, where a similar lesson was taking place. This was offered to every parent. In Spring 2 targeted parents were selected to continue to come to the sessions on harder concepts such as time and problem solving.

• **Yr 4:** In the Summer Term, maths and literacy workshops were carried out in a similar way as year 3.

• **Yr 5:** During the Spring Term, maths was carried out for targeted parents in the same way as year 3.

• **Yr 6:** They took a different approach because of SATs and didn’t carry out family learning as the rest of the school did.

**So what changed for the case study children?**

Child X’s parent attended all eight sessions on maths. She also took extra work home, which has been completed. Child X also takes a vocabulary pot home now and her vocabulary is improving. She is now more focused, her work has improved and by the end of Yr 4 she should catch up to the expected year group standard. Her parent said: “It is a godsend, I never realised how to do the methods for multiplication and division. It’s really helped at home, I can really help her with her homework and she really does need that help.” This parent has improved her own knowledge and
is feeling much more able to help her child at home; this has decreased the stresses around homework. Child X’s teacher noticed improved focus and concentration for this child. She has been removed from the SEND monitor list; most of her issues seemed to be around concentration and focus and having the parental support has made an impact for this child who no longer displays these types of concerns in class.

Child Y’s parent attended the recount sessions. The mother feels more confident on supporting their child with literacy activities at home. The family workers can also note the effect of the sessions; this parent then went on to do a nurturing parent course with family workers supporting her. She would not have attempted to engage with school at all, if it were not for the family learning. She now engages with school and her anxiety has been helped because of the support she has received. Child Y has shown more focus in class and fewer instances of poor behaviour. His self-esteem and confidence have grown. He is still a little behind his peer group academically, but with continued effort we hope to close this gap over the next year.

Conclusions

- The teachers were given a questionnaire to fill in to see if the targeted children improved their behaviour, progress or attainment. The results are very positive. Teachers agreed that the children had improved behaviour and concentration and put this down to the school, having closer links with the parents and the child wishing to impress their parents when they came in.
- Parents completed an evaluation, these were overwhelmingly positive.
- Academically we are starting to see impact with these children. We believe we are on track to sustain our current ‘good’ data outcomes (4th highest performing school in Luton, when measuring KS2 outcomes last summer). This year internal progress measures are on track.
- The quality of the sessions has been monitored; we are pleased with how our teachers have delivered the sessions and then how they accommodate the parents within their classrooms. They often also send booklets home as a follow up to the learning.
- Attendance at school events has improved in general, parents evening in the Spring Term was 83%, for example, this is the highest ever turnout.
- **The most impact is made the younger the child, we feel.** Early intervention makes a big difference, if parents feel more confident in their own learning their stress will be reduced at home when trying to support with home learning tasks. They will also feel more relaxed about coming in to school more frequently and supporting at various events. Children are better supported when they know their parents are in close contact with school.
Tara Chavda & Helen Russell
Deputy Head Family Learning Coordinator
Wigmore Primary School
| Time   | Key Note Speaker               | Class | 10A                  | 10B                  | 10C                  | 10D                  | 10E                  | 10F                  |
|--------|-------------------------------|-------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 8:45 - 9:10 | Tara Lewis                    | 10A   | Ace Healthy Relationships | LSE Grooming/CSE | Tokko LGBT | LSE Sex and the Law | AWC Luton Forced Marriage and HBV | Good2Talk |
| P1 9:10 – 10:00 | LSE: SEX                      | 10B   | Ace Healthy Relationships | LSE Grooming/CSE | Tokko LGBT | LSE Sex and the Law | AWC Luton Forced Marriage and HBV | Good2Talk |
| P2 10:00 – 10:50 | Ace Healthy Relationships   | 10C   | Tokko LGBT | LSE Grooming/CSE | AWC Luton Forced Marriage and HBV | LSE Sex and the Law | Good2Talk |
| BREAK             | MORNING BREAK                 | 10D   | LSE Sex and the Law | Ace Healthy Relationships | LSE Grooming/CSE | AWC Luton Forced Marriage and HBV | Good2Talk |
| P3 11:10 – 12:00 | LSE Sex and the Law         | 10E   | LSE Sex and the Law | Ace Healthy Relationships | LSE Grooming/CSE | AWC Luton Forced Marriage and HBV | Good2Talk |
| P4 12:00 – 12:50 | AWC Luton Forced Marriage and HBV | 10F   | LSE Sex and the Law | Ace Healthy Relationships | LSE Grooming/CSE | AWC Luton Forced Marriage and HBV | Good2Talk |
| LUNCH              | LUNCHTIME                     |       | LSE Grooming/CSE | AWC Luton Forced Marriage and HBV | LSE SEX and the Law | Ace Healthy Relationships | LSE Sex | Tokko LGBT | Good2Talk |
| P5 13:40 – 14:30 | LSE Grooming/CSE            |       | AWC Luton Forced Marriage and HBV | LSE SEX and the Law | Ace Healthy Relationships | LSE Sex | Tokko LGBT | Good2Talk |
| P6 14:30 – 15:30 | Tokko LGBT                   |       | LSE Grooming/CSE | AWC Luton Forced Marriage and HBV | LSE SEX and the Law | Ace Healthy Relationships | LSE Sex | Good2Talk |

Example of a healthy relationship well-being day – Courtesy of Challney High School For Boys
Example of a PSHE well-being day – Courtesy of Stopsley High School

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:40-8:50am</td>
<td><strong>Key Note speaker – Rosin Fulton. Focus: Well being</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Class</strong></td>
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<tr>
<td>8:50-9:40am</td>
<td>RF MACK East Hall</td>
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<tr>
<td>9:40-10:40am</td>
<td>CSE/PEER to PEER</td>
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<tr>
<td>10:40-11:25am</td>
<td><strong>REGISTRATION/BREAK</strong></td>
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<tr>
<td>11:25am-12:25pm</td>
<td>LSH Service</td>
</tr>
<tr>
<td>12:25-1:25pm</td>
<td>Community Safety</td>
</tr>
<tr>
<td>1:25-2:10</td>
<td><strong>LUNCH – WEST HALL – WELL BEING FARE</strong></td>
</tr>
<tr>
<td>2.10-3.10pm</td>
<td>SAFE</td>
</tr>
</tbody>
</table>
Thank you to all the schools and services who contributed to this directory.

Updates will be available periodically.