



Bath and North East Somerset

**Director of Public Health
Award**

**Intervention
Directory**



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About the Interventions Directory

The aim of the Interventions Directory is help you choose interventions which will bring about healthier behaviour and help you meet your Whole School Outcome and Children in Challenging Circumstances Outcome.

Your Whole School Outcome will have been chosen from the lists given, depending on your identified health needs. Your Children in Challenging Circumstances (ChiCCs) Outcome will have been developed in consultation with the Director of Public Health Award Coordinator. This Outcome may be based on one of the Whole School Outcomes, or may be something different, according to the needs of the ChiCCs group you wish to address.

In order to avoid stigmatization, it may be that you will not want to make your choice of ChiCCs group widely known, and you may even decide that it is not possible for the children themselves to know they are in the chosen ChiCCs group.

The interventions fall under one of six priorities: Healthy weight, Substance misuse, Sexual health, Emotional health and well-being, Dental health and Sun safety. Schools will choose which intervention to use after they have decided on which Whole School Outcome and Children in Challenging Circumstances Outcome they will work on. All of the Outcomes are in line with the National Institute for Health and Clinical Excellence (NICE) guidelines. This means that if you achieve your chosen outcome using an appropriate intervention, you will have clear, quantitative evidence that you are successful.

Some of the interventions are well-known, national or local programmes that have been evaluated. These interventions can be relied upon to make a positive difference if implemented correctly. They may involve a cost in addition to the amount you paid to join the Director of Public Health Award.

Where no evaluated interventions exist, examples of other evidence based activities are provided. These are all based on previous work that schools have done in Bath and North East Somerset which have been shown to be effective. You may wish to try one or more of these examples, or develop your own – it will be up to you to decide.



Involving Children and Young People

At the heart of the Director of Public Health Award is the belief that sustained behaviour change cannot be imposed. If children and young people (C & YP) are going to adopt healthy behaviours which remain with them when they grow into adulthood they have to believe in them. In order to do this they need to be engaged as fully as possible taking into account their age, maturity and ability.

The active participation of C&YP in both decision making and taking positive action, enhances the sense in which they feel engaged in the life of the school.

- **Equalities Group**

A good example of active participation is engaging children and young people in an equalities group or 'E Team'.

An E-Team is a group of young people supported by adults that works to promote equality within their setting and acts as an effective mechanism for increasing participation and pupil action.

In a primary school this may be finding ways to promote friendships and celebrate difference. In secondary schools or youth settings the teams can work towards addressing equalities issues, such as racism, sexism or HBT (Homophobic, Biphobic and Transphobic) issues. The teams can work towards issues within their school, local area or be leaders within health promotion campaigns and help make decisions and provide ideas around Healthy outcomes work.

We have produced a guide to setting up [E Teams](#) and demonstrate ways in which E Teams have worked within other schools. For further information please contact Kate Murphy (PSHE & Drug Education Co-ordinator) Kate.Murphy@bathnes.gov.uk

- **Learning to lead**

Learning to Lead is a model used in schools which enables C&YP to feel more positive about themselves and their school, to grow in confidence and to develop more effective relationships with staff and peers.

If you are a Learning to Lead school, you will have already put in place an effective mechanism for increasing participation and pupil action. The Learning to Lead programme provides schools with manageable stages of activity, training, resources and support to enable C&YP to be the change-makers. Through this they experience ownership and teamwork and develop positive life skills for their future.

If you are not currently a Learning to Lead school, there are alternative ways to increase participation and meaningfully involve your C&YP.

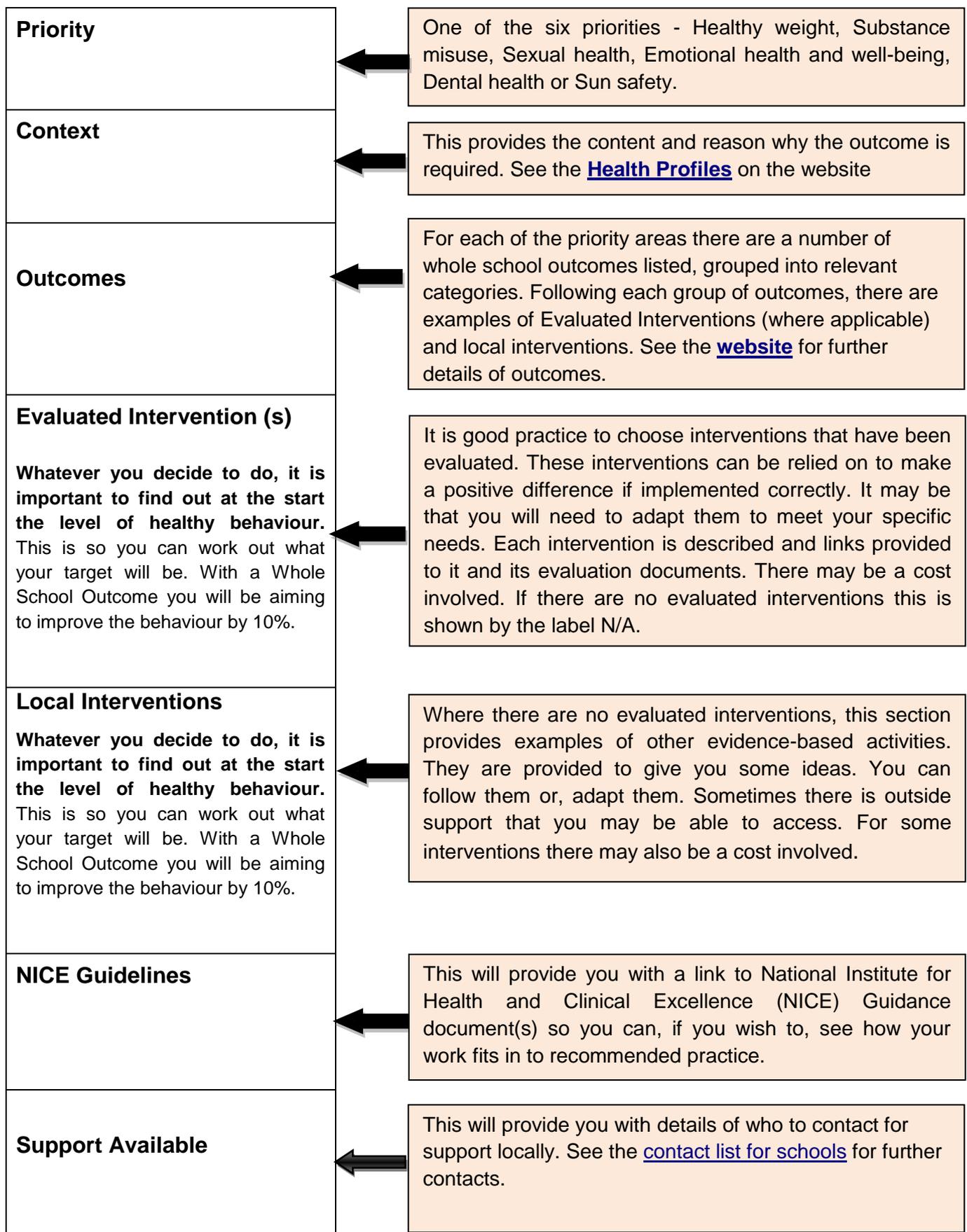
For more information about Learning to Lead visit the website:

<http://www.learningtolead.org.uk/>

Please note that there is a cost implication to enrol into the Learning to Lead model for schools. The cost will depend on the needs and requirements of the individual schools.

Structure of the Directory

The Intervention Directory is structured in the following way:-





Healthy Weight Priority – School Food Culture Focus

Need

The prevalence of overweight (including obese) figures are above the England average in B&NES at Reception year. See the B&NES [Health Profile](#).

Healthy eating is one of the key areas that will help Children and Young People attain a healthy weight. Using the ethos of the School Food Plan and creating a whole school approach to food and healthy eating has proven to create a positive school food culture and encourage children and families to establish healthy habits and attitudes towards food.

The School Food Plan recommends increasing school meal take up, as research has found that only 1% of packed lunches meet the standards of school meals. However, there are many children who will choose to bring a packed lunch instead and so interventions may focus on improving the quality of packed lunches using our local balanced packed lunch programme.

We know that hungry children will find it difficult to concentrate at school so you may choose to run a breakfast club or review your snack provision at break time to ensure children have the required energy to keep them going until lunch.

Outcomes

- Increase the number of children and young people (C&YP) eating a school meal.
- Increase the number of C&YP eating 2 pieces of fruit and/or vegetables a day in school.
- Increase the number of C&YP reporting they enjoy the lunchtime experience
- Increase the number of children and young people (C&YP) having wholegrain bread sandwiches in their lunchbox.
- Decrease the number of C&YP bringing salty snacks or confectionary in their lunchbox.
- Increase the number of children and young people (C&YP) reporting they eat breakfast

Evaluated intervention:

Food for Life Schools Award: A whole school approach to food.

Website: www.foodforlife.org.uk/schools

We recommend this intervention as it addresses a broad range of issues associated with healthy eating. There are 3 levels of award, bronze, silver and gold. Schools within Bath and North East Somerset who have used this intervention have shown increased uptake in hot school dinners. Numbers of children and young people cooking and growing food in school have also increased.

The evaluation demonstrated that a unique, whole school approach makes a positive contribution to pupil health and wellbeing with many schools reporting a clear impact on their Ofsted report in terms of pupils' personal development and wellbeing.

[Food for Life Evaluation Report](#) - [A Healthier place](#) (2016)

To sign up to the Food for Life Schools Award, schools choose to become a member and then select an [Awards Package](#) which works best for them. Schools pay £50 (+VAT) annually to become a member. To achieve an award the cost associated for schools with external catering is £780 (+VAT) for a three year subscription or £780 (+VAT) for a two year subscription for schools with internal catering.

**Local interventions:**

With all of the suggested interventions below, it is recommended that you form a task group to oversee the work done.

- A **SNAG (School Nutrition Action Group)** is made up of representatives of staff, parents, children, a Governor and the School Cook and should seek to understand barriers to increasing school meal uptake. The SNAG group should review your School Food Policy, have input on the School catering decisions including reviewing the dining environment and decide on 'food themes' for whole school events and activities.

Increasing School meal Uptake:

- Explore, via the School Council/E team and SNAG group what stops C&YP from having school meals. It might be something like queuing or not being able to sit with friends who are having packed lunches - things which might be possible to change.
- Improve the dining area so it is more attractive (tablecloths, better cutlery, and more attractive décor) – further ideas feature on our [Successful School Meals film](#)
- Provide 'taster' sessions so C&YP can experiment with new flavours and foods.
- Have 'themed food' days (French Day, Chinese Day, Easter, Jungle Day) and link these to curriculum topics.
- Invite parents and carers in to share a meal with their child regularly and remove stigma around school meals.

Increase fruit and/or vegetables consumption:

- Review your School food policy and include a fruit and vegetable only snack policy.
- Communicate to parents and carers that the school is encouraging C&YP to bring fruit and vegetables as snacks or that they can buy them from the Healthy Tuck Shop.
- Ask your school council/E team to set up a tuck shop and allow children and young people to buy fruit and vegetables each day.

Improving the balance of packed lunches:

- Use the **Balanced Packed Lunch Programme** to review your packed lunch policy and communicate with families the benefits of a having a balanced lunch. Use the lessons plans including weekly class topics, resources and helpful messages to go home to families to encourage more balanced packed lunch being brought into school.
- Increase curriculum messages around the advantages of wholegrain bread and hold bread-making sessions for children and parents.

Encourage breakfast consumption:

- Start a breakfast club in the school – you may be eligible for funding through [Magic Breakfast](#)
- Hold a family breakfast as part of a walk/cycle to school week/day
- Include advantages of eating breakfast as part of the curriculum in science/DT/PSHE

Change 4 Life- Use the [School Zone](#) for ideas and practical resources and ideas linked to encouraging children to eat a healthy and balanced diet; including Key Stage 1 and 2 Food Detectives toolkits, sugar-smart resources and teacher training ideas.



Outcomes

- Increase the number of children and young people (C&YP) cooking in school.
- Increase the number of C&YP growing/gardening in school.
- Increase the number of C&YP reporting they cook at home.

Evaluated interventions:

Let's Get Cooking

Website: www.childrensfoodtrust.org.uk/lets-get-cooking/about/

Contact details: Jo.Ross@childrensfoodtrust.org.uk

Let's Get Cooking is a national network of cooking clubs for children, families and their communities across England, providing training, support and resources for anyone wanting to set up and run healthy cooking activities. Their ethos is to inspire children to learn to cook and enjoy good food, giving them the confidence and skills they need to get hands-on in the kitchen and make healthier food choices throughout their lives

Click here to see the [Evaluation Report](#):

Let's Get Cooking have linked with The Tesco Eat Happy Project where schools can take part in free Farm to Fork Trails, Online Field Trips, Let's Cook courses and cook along recipes at home. More details can be found at www.eathappyproject.com/

Local interventions:

Increasing cooking/ Gardening skills:

- Develop a [cookery bags project](#). These bags can be taken home by children in KS1. They contain a book and recipe for the children to cook at home with their parents. They record their experience in a notebook and return it to school. For a 'how to' guide contact Claire Riggs as below.
- Review your provision of cooking and growing linked to the DT curriculum, science and topic based work. See [National Curriculum](#) or borrow a [Cookery Resource box](#)
- Enter the B&NES competitions to encourage family cookery – look out for details on the website – www.directorofpublichealthaward.org.uk
- Have a school Health Week and include cooking and growing activities
- Invite parents/carers/grandparents in to cook and grow
- Run a 'Ready, Steady, Cook' fun activity for a charity day or other school event. Put two members of staff up against each other for fun and get the children to vote on the winning dish
- Start a lunchtime or after-school cooking or growing club. The produce you grow could be sold to families to generate profit for new equipment or seeds, or use the produce within your school meals.

Cook-It courses

A targeted, community focused intervention, working with families across B&NES to improve the diet of children and young people aged 17 and below.

- Courses run between 5/6 weeks in schools and community settings. Sessions involve preparing healthy family friendly meals from scratch, learning about healthy eating and encouraging families to eat healthily at home. Cook-it is delivered in schools by trained Health Improvement practitioners and is funded by Sirona care and health, Health Improvement. Contact Lucy Hanney – details below



Local Support available

Our Healthy Eating lead for the Director of Public Health Award is **Claire Riggs**. Claire is a Health Improvement Officer at Bath and North East Somerset Council and can help with further ideas and advice. Contact Claire on Claire.Riggs@bathnes.gov.uk or 01225 834448. Schools can access direct support or borrow a [resource box](#).

Cook it Programme –Lucy Hanney, Food and Weight Management Lead
[Sirona care and health, Healthy Lifestyle Service](#) –
Contact details: Lucy.Hanney@sirona-cic.org.uk

NICE Guidelines

Weight management: lifestyle services for overweight or obese children and young people (*NICE clinical guideline 47*). For guidance click here: [Obesity](#)

Obesity: guidance on the prevention, identification, assessment and management of overweight and obesity in adults and children' (*NICE clinical guideline 43*). For guidance click here: [Obesity](#)

**Healthy weight Priority – Physical Activity Focus****Need**

The overweight and obesity figures are high. See the B&NES [Health Profile](#). Increasing physical activity is one of the key areas that will help C&YP attain a healthy weight.

The 2015 SHEU primary aged headline survey results showed that 63% boys and 54% of girls responded that they were active for at least 60 minutes on five days or more in the week before the survey. The 2015 Secondary headline results showed 79% said they were active for at least 60 minutes on 3 or more days in the week before the survey

Furthermore, the 2015 SHEU headline survey results showed that 52% of primary pupils walked to school on the day of the survey, 43% of pupils travelled to school by car / van on the day of the survey. The 2015 Secondary headline results showed that 35% of the Secondary ages pupils surveyed walked to school on the day of the survey, while 33% travelled by car.

Outcomes

- Increase the number of children and young people (C&YP) walking or scooting to school.
- Increase the number of C&YP cycling to school.
- Decrease the number of C&YP coming to school by car.
- Increase the number of children and young people (C&YP) attending physical activity clubs before or after school.
- Increase the number of C&YP participating in three hours of physical activity each week in school

Evaluated intervention:**Bikeability Training**

Bikeability is cycling proficiency for the 21st Century. It is fun cycle training which gives children the skills and confidence to cycle in modern road conditions. There are different packages available depending on the age of the C&YP and all training is FREE for all schools in B&NES. Training available is:

- Level 1 training is aimed at years 3 & 4 - off-road training, providing the skills to cycle with excellent control
- Level 2 training is aimed at Years 5 and 6 – preparing for on-road cycling through tuition on single lane roads and junctions
- Level three training is aimed at Years 7 and 8– training for busier and more challenging journeys.

The provider of Bikeability in B&NES is Cycling Instructor Ltd.

Bikeability is the only government – recognised cycle training scheme, underpinned by national standards

Website: www.cyclinginstructor.com

Contact details: Rita Maestri – 07788494244

rita.maestri@cyclinginstructor.com



Modeshift STARS – School Travel Plan

Modeshift STARS is the national schools awards scheme that has been established to recognise schools that have demonstrated excellence in supporting cycling, walking and other forms of sustainable travel.

The scheme encourages schools across the country to join in a major effort to increase levels of sustainable and active travel in order to improve the health and well-being of children and young people

Every school in B&NES can participate in Modeshift STARS for free. On completion of an application for Modeshift STARS, schools will automatically have a brand new national standard School Travel Plan. There are three levels of accreditation that schools can achieve; Bronze, Silver and Gold.

The Modeshift STARS year 1 delivery report can be found [here](https://modeshiftstars.org/).
<https://modeshiftstars.org/>

Contact details: B&NES Council are currently recruiting a school travel plan officer for schools, based in the Sustainable transport team. As soon as we have their details, we will update this document.

Local interventions:

Interventions could include any of the following:

TRYActive Cycling Sessions

Schools can book to have coaching either at the Odd Down Cycling circuit or at their school (provided that they have ample space). Schools can sign up to a one-off taster day and/or to a 5-6 week block/ school term of coaching. This involves a group of up to 20 children being taught cycling skills and completing technical challenges and games. Classes of more than 20 can be split into two groups. Bikes and helmets can be arranged to be borrowed (supply is limited) at no additional cost.

The cost of these sessions are:

At Odd Down: £30 per hour

At School site: £40 per hour

Please contact Felix Young (TRYactive Cycling Activator) – see contact details below.

Campaigns:

- In May 2016 we launched **Move a Mile** to get children moving a mile or more extra at least once a week. You can Move a Mile on foot by running, dancing, or walking; or on wheels by scooting, cycling, skateboarding - whatever gets them going. For more ideas, see the **'Move a Mile' flyer**. Schools can choose to carry out the mile before, during or after school on a weekly basis, building up to daily if they can.
- **Change 4 Life- Use the [School Zone](#)** for ideas and practical resources linked to physical activity including the 10 minute shake up campaign and resources for play leaders.

**Other ideas:**

- Review your provision of physical activity using **Sophie's Day** and **What works in schools and colleges to increase physical activity?**
- Introduce Huff and Puff, structured play activities, active zones at lunchtime including developing adult or child play leaders
- Use low cost activities such as a Wii fitness class and invite parents to join in!
- Introduce regular, timetabled sessions of Wake and Shake, Take Ten or similar – get the children to devise the routines and demonstrate to the rest of the school.
- Introduce a 'Golden Boot' or 'Golden Lock' Award/certificates/prize draw for those walking/scooting/cycling to school.
- Hold a class challenge to walk /scoot/cycle to China/Timbuctu/ the moon! – ask the children to choose and link your challenges to a charity
- Introduce a Scooter Friday – get spare scooters for those that don't have them.
- Hold a mufti day and walk to school in fancy dress.
- Have a breakfast to start the day at the beginning of any of these challenges.
- Engage with local community sports coaches and clubs to increase breadth of out-of-hours sports programmes - Survey the children to find out which clubs they want to have.
- Access resources for schools to support **Safe Active Travel**

NICE Guidelines

Promoting physical activity for children and young people 2009 (*NICE public health guidance 17*). For guidance click [here](#) or for an evidence update review (March 2015) click [here](#)

Weight management: lifestyle services for overweight or obese children and young people (*NICE clinical guideline 47*). For guidance click here: [Obesity](#)

Local Support:

Dave Burston dburston@sspbathnes.org

Contact Dave Burston at the B&NES Schools Sport Partnership for further support and advice.

Schools can access direct support or borrow a Physical Activity [resource box](#).

Felix Young Felix_Young@bathnes.gov.uk

TRYActive Cycling Activator

07530 263552



Substance Misuse Priority

Context

Drug and alcohol use by C&YP is greater than the national average see the [B&NES Health Profile](#).

The 2015 SHEU headline Primary results reported 2% of Year 6 pupils in the survey said they had tried smoking in the past or smoke now.

The 2015 SHEU headline Secondary results reported, 4% of pupils said they smoke 'at least one cigarette a week, 13% had an alcoholic drink in the last week and 9% said they have taken some form of illegal drug themselves.

Outcomes

- Increase the number of C&YP reporting they have improved knowledge and awareness of the effects of tobacco.
- Decrease the number of C&YP reporting they have smoked in the last 7 days.

Local Interventions:

- Ensure key staff are up-to-date with regard to drug education. Having a member of staff qualified through the National PSHE CPD programme is a good way to ensure this. Contact the B&NES PSHE and Drug Education consultant Kate Murphy for details – contact details below.
- Ensure staff feel confident to teach drugs education by providing other drug CPD from Kate Murphy.
- Review the drug education curriculum, including feedback from C&YP.
- Introduce an assessment activity around smoking and tobacco to measure impact.
- Ensure drug education curriculum in all years is focused on bringing about an increase in knowledge, skills and attitudes.
- Ensure drug education curriculum links with increased self-esteem activities.
- Provide drug education sessions for parents/carers.
- Review the part outside speakers can play in supporting and enriching the drug education curriculum in assemblies/one-off sessions.
- Involve the school nurse in consultation around the content and delivery of PSHE lessons and ensure contact details for the school nurse are widely available.
- Contact Smoking Cessation Service to see if they can provide any help in supporting young people to make informed decisions around smoking.

Outcomes

- Increase the number of children and young people (C&YP) reporting they understand the risks of using drugs.
- Increase the number of C&YP reporting they have improved knowledge and awareness of the effects of alcohol.
- Decrease the number of C&YP reporting they have had an alcoholic drink in the last 7 days.

Evaluated Interventions:

Alcohol Education Trust (AET) - <http://www.alcoholeducationtrust.org/>

- The Teacher area of the Alcohol Education Trust provides materials and lesson plans by subject area including Alcohol and its effects, Alcohol and the law, staying safe and units and guidelines. There are different levels of resources for different age groups and abilities, together with short film clips and hand out sheets.

**Local Interventions:**

- Ensure key staff are up-to-date with regard to drug education (the CPD programme – see below- is a good way to ensure this).
- Ensure staff feel confident to teach drug education by providing other drug CPD from the B&NES drug education lead.
- Review the drug education curriculum, including feedback from C&YP.
- Review resources used to ensure they are up-to-date and relevant.
- Ensure drug education curriculum in all years is focused on bring about an increase in knowledge.
- Ensure drug education curriculum links with increased self-esteem activities.
- Provide drug education sessions for parents/carers.
- Review the part outside speakers can play in supporting and enriching the drug education curriculum in assemblies/one-off sessions.
- Involve the school nurse in consultation around the content and delivery of PSHE lessons and ensure contact details for the school nurse are widely available.

Outcomes

- Increase the number of children and young people (C&YP) who can identify a person they can talk to confidentially in school about drug and alcohol issues.
- Increase the number of C&YP accessing support services with drug, alcohol or tobacco issues at school.

Local Interventions:

- Highlight the names and contact details of those able to offer support and advice in the school – school planner, posters, cards.
- Invite the school nurse to speak in assembly on issues and their role in the school.
- Work with the school nurse to gather data regarding numbers of C&YP accessing the drop-in service.

NICE Guidelines

School-based interventions on alcohol 2007. (*NICE public health guidance 7*). For guidance click here

[School-based interventions on alcohol](#)

Preventing the uptake of smoking by children and young people 2008. (*NICE public health guidance 14*). For guidance click here

[Preventing uptake of smoking](#)

School-based interventions to prevent smoking, (*NICE public health guidance 23*). For guidance click here

[School-based interventions to prevent smoking](#)

Interventions to reduce substance misuse among vulnerable young people 2007. *NICE public health guidance 4*). For guidance click here

[Reduce substance misuse among vulnerable young people](#)

Local Support:

B&NES LA run a PSHE CPD Programme for teachers who want to improve their practice. Schools can also access bespoke support.

Kate Murphy (PSHE & Drug Education Consultant)

Kate_murphy@bathnes.gov.uk - 01225 395108

Julie Harrington (Smoking Cessation lead)

Sirona care and health, Healthy Lifestyle Service

Julie.Harrington@sirona-cic.org.uk, 01225 831852



Sexual Health Priority

Need

Compared to many areas in the country the rate of unplanned teenage pregnancies in B&NES is low but the UK rate is high when compared with other European countries see the B&NES [Health Profile](#).

The 2015 Secondary Headline results reported 43% of pupils said they know where they can get condoms free of charge and 50% of pupils responded that they know how to prevent HIV/AIDS; 36% said the same about chlamydia.

Outcomes

- Increase the number of children and young people (C&YP) reporting the school's SRE (Sex and Relationships Education) programme meets their needs.
- Increase the number of C&YP reporting they understand the common causes of STI's and how to avoid them.
- Increase the number of C&YP reporting they know where to get condoms free of charge.

Evaluated interventions:

The Sex Education Forum is the acknowledged centre for information in the country. Visit the website <http://www.ncb.org.uk/sef/evidence/research> for the evidence base of what has been proven to work. In addition, research by the University of the West of England found that young people are more likely to use sexual health services if they can access them at schools, see: [School health clinics](#)

There is also a very useful resources section here: www.ncb.org.uk/sef/resources

Local interventions:

B&NES LA run a PSHE CPD Programme for teachers who want to improve their practice. Schools can also access bespoke support on SRE – contact Kate Murphy – details below.

Interventions could include any of the following:

- Ensure key staff are up-to-date with regard to SRE education. The CPD programme is a good way to achieve this or alternatively, the Sexual Health Training programme offers one day courses – these can be accessed through [the HUB](#).
- Ensure staff feel confident to teach SRE by providing other CPD from Kate Murphy, the school nurse team or staff who have PSHE CPD accreditation.
- Review the SRE education curriculum, including feedback from C&YP.
- Ensure SRE education curriculum in all years is focused on bringing about an increase in knowledge.
- Ensure SRE curriculum links with self-esteem development activities.
- Provide SRE sessions for parents/carers.
- Review the part outside speakers can play in supporting and enriching the SRE curriculum in assemblies/one-off sessions.
- Involve the school nurse in consultation around the content and delivery of PSHE lessons and ensure contact details for the school nurse are widely available.

**Outcomes**

- Increase the number of children and young people (C&YP) reporting they are confident to access sexual health services outside of school.
- Increase the number of C&YP reporting they are confident to talk about sexual health matters with others.
- Increase the number of C&YP accessing support services with SRE (Sex and Relationships Education) issues at school.

Local interventions:

- Ensure key staff (especially senior pastoral staff) are up-to-date with regard to SRE education.
- Ensure staff feel confident to provide advice on SRE in general and sexual health issues in particular and know who to refer C&YP to in the school where appropriate, following best practice on consent, child protection and confidentiality.
- Ensure staff, (especially senior pastoral staff) are aware of community and other support services.
- Review confidentiality issues in the school fully involving the school nurse.
- Ensure that all C&YP know the boundaries regarding confidentiality and encourage them to access school nurse on sexual health issues and on-site sexual health clinics where they exist (currently five secondary schools in B&NES).
- Ensure that all C&YP know how to access emergency contraception through Clinic in a Box (currently available in 10 secondary schools in B&NES).
- Consider setting up a confidential service within the school staffed by appropriate personnel where it currently does not exist.
- Review the SRE curriculum, including feedback from C&YP, with particular reference to how C&YP can help themselves and help their friends.
- Ensure SRE education curriculum in all years is focused on bringing about an increase in knowledge regarding the importance of getting support, what support exists and how they can access the support. Use the [Positive Metal Health](#), Getting Help lesson plans.

NICE Guidelines

Work on specific guidance on Personal, social, health and economic education focusing on sex and relationships and alcohol education has been suspended.

The List of Registered Stakeholders as of November 2011 can be viewed here <http://www.nice.org.uk/nicemedia/live/11673/34591/34591.pdf>

It includes Bath and North East Somerset council.

Prevention of sexually transmitted infections and under 18 conceptions 2007. (*NICE public health guidance 4*). For guidance click here

[Prevention of sexually transmitted infections and under 18 conceptions](#)

Local Support Available

Kate Murphy (PSHE & Drug Education Consultant)

For specific support on PSHE or details of the PSHE CPD programme.

Kate_murphy@bathnes.gov.uk

01225 395108



Emotional health and well-being Priority

Need

The Education Committee of the House of Commons reported in 2011, “Persistent poor behaviour in schools can have far-reaching and damaging consequences for children and can limit their horizons: this is not a problem to be ignored.” Click the link: [Behaviour and discipline in schools](#) for further details.

Pupils who are persistently absent (more than 20%) from school are often those unlikely to attain at school and stay in education after the age of 16 years and are significantly more likely to engage in anti-social behaviour and youth crime and are more at risk of other negative outcomes. It follows that schools and local authorities that focus on this high-risk group will be in a strong position to make progress in the range of outcomes for children and young people for which they are accountable. ‘Improving attendance and reducing persistent absence’ [DfE website](#).

The 2015 SHEU survey headline results showed that 31% of Primary aged pupils and 25% of Secondary aged pupils in B&NES, reported they feel afraid to go to school because of bullying at least ‘sometimes’.

The 2015 SHEU survey headline results showed that 18% of Primary aged children and 22% of Secondary aged young people had a medium-low self-esteem score

Outcomes

- Decrease the number of C&YP reporting they are afraid to go to school, at least sometimes.
- Increase the number of children and young people who seek help if they are bullied.
- Increase the number of C&YP reporting that the school takes bullying seriously.
- Increase the number of C&YP involved in anti-bullying work by 10%.

Evaluated intervention:

Learning to Lead.

Website: <http://www.learningtolead.org.uk/>

Learning to Lead has been introduced into 7 Secondary schools, 15 Primary schools and 2 Special schools in Bath and North East Somerset. It is a model of meaningful participation and the evaluation shows what a profound impact the programme has in all sorts of ways – from increasing participation to improving feelings of self-worth, confidence and enjoyment of school.

The model is one of self -election and involves large numbers of the school community forming into teams. These teams consist of like- minded individuals with a common aim or interest. Facilitation by adults is minimal once training has occurred and students are encouraged to take the initiative and problem solve wherever possible.

Frost and Macbeath (Cambridge University 2010) produced an evaluation of Learning to Lead. Click on the link to find out more.

www.learningtolead.org.uk/pdfs/LtoLfinal_report.pdf

**Local interventions:****B&NES Positive Mental Health Resources for KS3, 4 and 6th form.**

Launched in March 2016 and developed by young people from the Bath and North East Somerset CAMHS participation Team. This pack contains a range of activities suitable for students in secondary school to promote and support positive mental health and reduce stigma. These can be used in PSHE lessons, tutor time, small group and individual sessions. Resources include:

- Introduction to Mental Health and Challenging Stigma
- Anxiety Disorders
- Eating Disorders and Body Image
- Mood Disorders
- Self Harm
- Looking after yourself
- Getting help

You can find the complete resources [here](#), or for the listed activities on specific mental health issues visit the [resources section](#) on the Director of Public Health Award website.

Interventions could include any of the following:

- Set up an **Equalities or 'E Team'**. We have produced a guide to setting up [E Teams](#) and demonstrate ways in which E Teams have worked within other schools.
- Sign up to the B&NES Anti-bullying charter.
- Ensure training for staff is up to date
- Ensure the school Anti-bullying Policy is refreshed and includes the views of C&YP.
- Ensure that areas where C&YP feel less safe are identified and measures put into place to make them safer.
- Ensure the PSHE curriculum links with self-esteem/ anti-bullying activities.
- Run activities during Anti-bullying week in November.
- Review resources used in school to make sure they cover all types of bullying including racist, sexist, homophobic and disablist.
- Ensure that the school has systems in place to record, report and take action on bullying and serious equalities incidents.

Outcomes

- Increase the number of children and young people reporting they enjoy school.
- Increase the number of C&YP reporting they feel confident in school.
- Increase the number of children and young people reporting they can better manage their feelings.

Local interventions:

- Introduce Massage in schools programme (the [IMPACT](#) programme or similar)
- Train staff in techniques for stress management with their classes such as stilling
- Introduce Yoga or other meditative techniques as a school club
- Staff training on anxiety and anger issues – offered through the CAMHS service in B&NES. This training can be accessed through [the HUB](#).
- Provide extra curriculum enrichment activities to increase participation and self-esteem. Ideas include; Physical activity, gardening, cooking, play, other extra-curricular enrichment.

Programmes available to support extra-curricular enrichment include:

- **Sing-Up**

Sing-Up is the Music Manifesto's National Singing Programme aiming to put singing at the heart of every primary school child's life.

Website: www.singup.org

Notes: This is a whole school intervention which can be used to develop EHWB. Research shows that interpersonal communication, individual identity and confidence can be developed through singing.

The website provides a wealth of resources including a song bank where you can download themed songs.

- **Wider Opportunities music tuition.** A recent study in B&NES amongst 4 schools showed that introducing weekly instrumental lessons to a whole class improved self-esteem, confidence and enjoyment of school, particularly amongst individuals who previously had been lacking in these attributes.

- **Let's Get Cooking (see Healthy Weight Section)**

A national programme of cooking clubs and activities which help children and young people gain confidence and self-esteem. Cooking activities in schools have helped children develop self-esteem and gain confidence through practical activities.

- **Food for Life Partnership (see Healthy Weight Section)**

Growing food and then cooking it or taking it to the school kitchen to be cooked can also enhance confidence and self-esteem.

Outcomes

- Increase the number of children and young people accessing support services with EHWB issues at school.

Local interventions:

- Increasing availability of school nurse drop-in sessions, with the nurse monitoring the focus of each drop-in.
- Increasing awareness through PSHE lessons or assemblies of specific groups that may suffer bullying/discrimination such as Lesbian/Gay/Bisexual/Transgender (LGBT), Young Carers, Looked After C&YP, BME groups. Use the [positive mental health resources](#) produced by young people and CAMHS
- Ask your Equalities or 'E Team' to explore barriers to accessing services.
- Increased signposting to support services for these groups such as the YP LGBT Group or Young Carers groups at the Carers Centre.
- Offering support within school to specific groups such as a lunch club for Young Carers
- Training for staff on these issues

Outcomes

- Increase the number of children and young people reporting they have been told how to stay safe on the internet by the school.

Children are avid users of technology both as consumers and creators. We want our children to engage with technology responsibly and to be aware not only of its potential to support learning and enrich lives but also of its limitations, dangers and risks. A meaningful strategy must include the views of children and be focused around education and behavior



rather than just technology, filtering and blocking.

Local interventions:

- Including e-safety in PSHE lessons and assemblies
- Complete the [360 degree safe self-review tool](#) for E Safety
- Join the Somerset [BYTE Award scheme](#) which validates the e-safety work that pupils complete throughout their time at school.

Outcomes

- Decrease the number of children and young people involved in poor behaviour incidents at break/lunchtimes.

Local interventions:

- Training for TA's responsible for supervising play and lunch times.
- Review rewards system used.
- Review celebration and rewards policy.
- Introduction of new activities at lunchtimes, chosen by the C&YP.
- Review the recording of disruptive behaviours to ensure consistency across the school and the staff.

Outcomes

- Decrease the number of children and young people (C&YP) who are persistently absent.
- Decrease the number of C&YP who are persistently late.

Local interventions:

- Review staff recording of lateness to ensure consistency of measurement.
- Review rewards and celebrations policy.
- Introduce an award for the most punctual class.
- Introduce new activities to engage children at the start of the day – in the playground and/or classroom. Get C&YP to choose what these activities might be.
- Use PSA or similar to work with parents who are persistently late.

NICE Guidelines:

Social and emotional wellbeing in primary education 2008. (*NICE public health guidance 12*). For guidance click here

[Social and emotional wellbeing - primary](#)

Social and emotional wellbeing in secondary education 2009. (*NICE public health guidance 20*). For guidance click here

[Social and emotional wellbeing - secondary](#)

Local Support Available:

Schools can also access bespoke support

Contact details: Kate Murphy Kate_murphy@bathnes.gov.uk



Dental health Priority

Need

Preventing dental decay is crucial in children as untreated dental decay can affect a child's general health and wellbeing and pain and discomfort linked to oral disease can lead to difficulties in eating and sleeping.

Poor oral health in children is associated with a failure to thrive as well as affecting a child's confidence to socialise with other children.

Children suffering poor oral health may not gain full benefit of their education as poor oral health contributes to 'school readiness'. Increased absenteeism due to poor oral health has been linked to decreased educational performance .

The SHEU 2015 headline results showed that 2% of primary and 1% of secondary aged children did not brush their teeth on the day before the survey and 5% of primary and 4% of Secondary children responded that they last visited a dentist more than a year ago.

Outcomes

- Increase the number of children and young people (C&YP) reporting they clean their teeth at least twice a day.
- Decrease the number of C&YP who report they clean their teeth once a day or less.
- Increase the number of C&YP reporting they know the importance of cleaning your teeth.

Evaluated intervention:

- **[Child Smile Programme, Scotland:](#)**

All nurseries and 20% of primary schools participate in the toothbrushing programme where children are provided with an opportunity to brush their teeth daily during the day at the setting.

All tooth brushing supervisors receive training in effective tooth brushing and infection control procedures. The model for tooth brushing varies depending on the facilities at the setting using a wet or dry area; and can found [here](#).

Evaluation of the programme can be found here: [Child Smile Evaluation](#)

- **[Designed to smile, Wales](#)**

This involves the delivery of School/Nursery based tooth brushing where children are encouraged to brush their teeth once a day at nursery or school. Evidence shows regular use of a 'family' fluoride-containing toothpaste helps reduce the need for fillings and extraction. Evaluation of the programme can be found here: [Designed to smile](#)

Local interventions:

Interventions could include any of the following:

- Introduce a daily tooth brushing opportunity for children – See Wales or Scotland Programme examples above.
- Review dental health resources available to families
- Introduce dental health into PSHE/hygiene lessons in KS1 and 2.
- Invite a dentist in to talk to the children.
- Include dental health in lessons about healthy eating and food education

**Local Support Available:**

A dental health resource box is available for settings to loan and includes a tooth brushing demonstration set and story books linked to dentists. To loan, contact Judy Allies [Judy Allies@bathnes.gov.uk](mailto:Judy_Allies@bathnes.gov.uk)

NICE Guidelines:

National Institute for Health and Care Excellence (2014) *Oral Health: local authorities and partners*.

Public health guidance: approaches for local authorities and their partners to improve the oral health of their communities (PH55). For guidance click here:

<https://www.nice.org.uk/guidance/ph55>



Sun safety Priority

Need

The South West has a higher incidence of skin cancer than the national average (see [B&NES Health Profile](#)). Skin cancer is also increasing.

The 2015 SHEU survey headline results should 10% of primary aged children and 21% of Secondary aged pupils surveyed 'never' do anything to avoid sunburn.

Outcomes

- Increase the number of children and young people (C&YP) wearing hats during sunny weather.
- Increase the number of C&YP who report they try something to avoid sunburn 'usually' or 'whenever possible'.
- Increase the number of C&YP reporting they know how to be safe in the sun.

Evaluated intervention(s):

Whilst there is no single recommended school intervention there has been considerable research regarding sun safety. The following websites provide information about the growing evidence base

[Cancer Research UK](#)

[Skin Cancer Hub](#)

Other intervention(s)

Interventions could include any of the following:

- Ensure all staff are up-to-date with regard to sun safety.
- Ensure staff feel confident to teach about sun safety
- Review the sun safety procedures in place, including feedback from C&YP.
- Ensure that the sun safety taught curriculum in all years is focused on bringing about an increase in knowledge as to how C&YP can enjoy the sun yet keep themselves safe.
- Provide sun safety information in newsletters for parents/carers to ensure that all know about the school's policy/procedures in this area.
- Involve school nurse in delivering sun safety messages.
- Ensure that shady areas are provided on the school playgrounds and fields.

NICE Guidelines:

Skin cancer prevention: information, resources and environmental changes 2011 (*NICE public health guidance 12*). For guidance click here

[Skin cancer prevention](#)