

Health and Wellbeing Board

1 September 2021

Health and Wellbeing Framework for schools/education setting - Update



Report of Amanda Healy, Director of Public Health, Durham County Council

Electoral division(s) affected:

Countywide

Purpose of the Report

- 1 This report is to update the Health and Wellbeing Board on the progress of the County Durham Health and Wellbeing Framework for schools and education settings.

Executive summary

- 2 Public Health (PH) has worked collaboratively with colleagues in Durham County Council (DCC) Education and Early Help, Inclusion and Vulnerable Children (EHIVC) Services and schools to develop a healthy settings framework for schools and education settings.
- 3 Between May and July 2020 PH engaged with 30 education settings, who took part in a pilot phase for the Health and Wellbeing Framework. Feedback from the pilot helped develop and refine the framework.
- 4 Branding for the Health and Wellbeing Framework has been developed by schools and agreed, including a colour theme and logo.
- 5 To help support the introduction of the framework and ensure it is easily accessible for settings, PH and DCC's web team have developed a web-based version of the framework and associated information for schools and education settings. This has been developed based on input from across the wider Children and Young People Mental Health (CYPMH) system such as the Mental Health Lessons Learned Group and the CYPMH Forums.
- 6 Due to Covid-19 and the current pressures facing education settings the launch of the framework has been delayed. Initial plans were to launch the framework within the Autumn term of 2020 however, there has been

a soft launch of the framework in early 2021 which will be followed by a larger launch in September 2021.

- 7 The soft launch began in February 2021 by re-engaging with the 30 pilot schools and encouraging them to pledge via the new website. At present 35 education settings have pledged to the framework.
- 8 PH will use the data and intelligence tool to target key priority schools and encourage sign up to the framework. There is now a process through PH Intelligence to monitor sites within the top 30% overall deprivation (15 sites have pledged).

Recommendation

- 9 The Health and Wellbeing Board is recommended to:
 - (a) Note the progress made in the development of the Health and Wellbeing Framework for education settings.

Background

- 10 Child health is a critical area to improve the overall health of the population. Extensive evidence from Marmot demonstrates the impact on health, education and social outcomes if the health inequalities faced in childhood are addressed.
- 11 Education settings play an important role in supporting young people with their mental health by providing stability, routine and consistency. They also offer protective factors for young people through a connection to trusted adults such as teachers or pastoral support. Covid-19 is having a negative impact on young people's mental health with many not having access to resources that will lead to a detrimental impact on academic attainment and wellbeing. This particularly has an impact on those that are already disadvantaged and will widen existing inequalities as well as increase the mental health support required longer term. The Covid-19 Marmot review highlighted lessons to be learnt around inequalities within education systems to Build Back Fairer.
- 12 Increasing evidence exists demonstrating the close association between the wellbeing of pupils and their educational outcomes. Positive emotional health and wellbeing and the opportunity to be physically active are important to children and young people's development.
- 13 PH has worked collaboratively with colleagues in DCC Education, EHIVC Services, with leads from local education settings and with representatives from Harrogate and District NHS Foundation Trust (HDFT) to develop a healthy settings framework for schools and education settings which addresses both emotional and physical wellbeing. A multi-disciplinary steering group was put together to develop this piece of work.
- 14 The multi-disciplinary steering group has developed the framework to support the needs of education settings and to seek to improve health and wellbeing of children and young people and staff at a setting population level. This has been undertaken using a co-production approach, ensuring a mutualistic development between education settings, local authority partners and HDFT colleagues.
- 15 This steering group has become a reference group for the framework as the work has progressed.
- 16 The development of the health and wellbeing framework is aligned to the wider DCC Public Health 'Healthy Settings Approach' which has previously been agreed.

- 17 The Health and Wellbeing Framework and associated documentation, such as the self-assessment framework, has previously been agreed and endorsed by the Integrated Steering Group for Children, Education Senior Management Team (SMT) and EHVC SMT at their meetings in July 2019.
- 18 The framework follows the County Durham Approach to Wellbeing (A2W) principles by supporting positive developments within education settings, empowering wellbeing leads to find supportive and collaborative solutions to addressing the needs of their setting. By adopting the self-assessment tool education settings can reflect upon current practice that will inform future decisions to support the wellbeing of children, young people, staff and communities based on their individual requirements. This approach will embed wellbeing at the heart of the education setting, allow us to benchmark performance and correspond to the three main components of the A2W to reduce health inequalities.

The impact of the Health and Wellbeing Framework

- 19 The Health and Wellbeing Framework is aimed at improving outcomes for both children, young people (CYP), staff and the education setting. These intended outcomes will include:
 - (a) Settings will understand the importance of health and wellbeing and the close association with progression, engagement and attainment.
 - (b) Improved health and wellbeing for both staff and CYP through a whole settings approach, promoting inclusion and reducing inequalities.
 - (c) Allow settings to target the most significant priorities. It will also help to assess impact and, consequently, to judge where to invest in activities and, conversely, where to disinvest.
 - (d) Provide quality assurance for programs and interventions delivered in schools from the 'core offer' with clear guidance and quality standards when commissioning outside the core offer e.g. Relationships and Sex Education (RSE) and Counselling services etc.
 - (e) Enable settings to make appropriate and informed choices according to their needs and evaluate impact and value for money.
 - (f) Facilitate peer review and feedback, staff accountability and local benchmarking where settings choose to work collaboratively.

- (g) Ensure children and young people are included throughout the process, so pupil voice is central to demonstrating success and celebrating good practice.

Addressing inequalities: The Taylors

- 20 The development of the Health and Wellbeing Framework for schools and education settings is in line with the County Durham Public Health priorities to create a number of healthy settings (early years, education, workplace, leisure centres etc) with the intention of providing a quality assured and standardised approach to improving health and wellbeing and reducing inequalities.
- 21 By developing health and wellbeing quality standards for schools and further education settings, Olivia and Callum and the Taylor's baby, will move through an education system focused equally on their health and wellbeing as well as their attainment achievements.

Health and Wellbeing Framework structure and components

- 22 The framework is made up of three component parts:
 - (a) The framework process which supports schools/settings to identify need and develop an improvement plan by working through three questions: 'what do you know; what do you want to achieve; what do you need to do'.
 - (b) A self-assessment tool for schools/settings to work through to provide an opportunity for reflection and consideration of key areas in relation to health and wellbeing.
 - (c) A core offer document which provides a directory of evidence-based resources and interventions that are available for schools/settings to access.
- 23 Schools and education settings will pledge to be part of the framework and will then work through the three component parts described above on an annual, cyclical basis.
- 24 The core offer has been influenced by County Durham Sport and Food Durham with both contributing to the development. This includes promoting aspects such as Active 30, Ready Set Go, Sugar Smart and Veg Cities initiatives. This will contribute to supporting Durham to achieve the Sustainable Food Places award and support the 'Removing the Barriers to Moving' strategy from County Durham Sport.

Progress on the Health and Wellbeing Framework

Pilot Phase

- 25 Between May and July 2020, PH engaged with 30 education settings, who took part in a pilot phase for the Health and Wellbeing Framework. To gain feedback, PH held teams' meetings with these settings and shared framework documents including: the self-assessment tool, core offer and branding.
- 26 Out of the 30 who took part in the pilot there was representation from several different settings, including:
- (a) Primary Schools
 - (b) Secondary Schools
 - (c) Special Schools
 - (d) Further Education
 - (e) Alternative provision

Developments from Pilot Feedback

- 27 Following feedback from the pilot phase the below changes were made:
- (a) A quick guide/checklist was developed to complement the self-assessment form
 - (b) Re-branding of framework logos/design
 - (c) A pledge certificate was designed for settings to display
 - (d) The core offer was expanded to include physical activity, healthy eating, staff wellbeing and training
 - (e) The core offer's format is now in the form of a searchable engine, enabling settings to find resources quickly and meeting individual needs
 - (f) Development of a peer support process
- 28 The changes highlighted above helped develop and refine the framework. These were then presented to the working group for comments and approval.

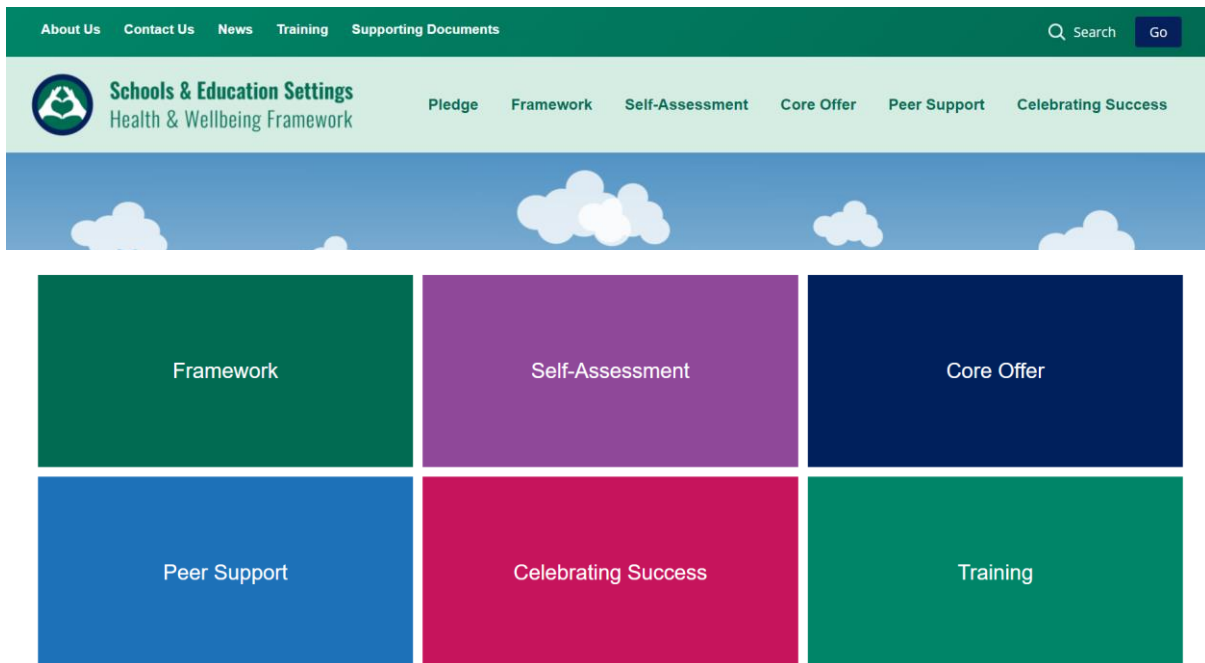
Branding and Design

- 29 The healthy settings overarching branding has been previously agreed by PH SMT. This will be the umbrella brand that the Health and Wellbeing Framework for schools/education settings branding sits under.
- 30 This overarching approach ensures that the healthy setting becomes the dominant identified brand for the healthy setting approach, with sub brands available for each individual setting and scheme. This ensures that each scheme retains a level of quality and governance, whilst still being bespoke and tailored to the needs of that setting.
- 31 Numerous options of branding for the Health and Wellbeing Framework for schools/education settings have been designed by Durham County Council's design team. These options were shared with the working group and feedback has informed its final development.
- 32 Following this, the working group agreed a brand, colour theme and logo. This branding and logo will be used on all documentation relating to the schools/education settings Health and Wellbeing Framework including; the website, case study templates and pledge certificates.



Website Development

- 33 To help support the introduction of the framework and ensure it is easily accessible for settings, PH and DCC's web team have developed a web-based version of the framework and associated information for schools and education settings. A screenshot of the website can be seen below. Initial feedback from settings on the availability of a website to host this information has been extremely positive.



- 34 The website will provide a core offer/directory of evidence-based resources and interventions that are available for settings to access. The website has functionality to gain access to the core offer through a searchable engine. This function will enable settings to access the most appropriate resources quickly, whilst meeting their needs identified through the self-assessment process.
- 35 The website also has the functionality for settings to sign up/pledge to work towards becoming a healthy setting. Once settings have pledged, they will receive an automated email with all the information needed to take part, including a pledge certificate.

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MHFA England

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- 36 The website will host all information and templates which will be readily available for all settings to access and download.
- 37 The website will be monitored and reviewed quarterly to ensure all content is relevant and up to date.
- 38 PH have introduced an additional question through the portal to monitor how sites are pledging to support with marketing and development around messaging.

Communication and engagement plan

- 39 A communication and engagement plan has been developed and is now in place to ensure key partners and professionals are aware of the framework.
- 40 PH has worked closely with both internal and external colleagues to raise awareness of the framework and encourage partners to support education settings to pledge towards becoming a healthy setting. The below engagement has taken place:
 - (a) Presentations to partners during their team meetings i.e. 0-25 service
 - (b) Bespoke bitesize information sessions via teams
 - (c) Hosting workshops at local events i.e. Physical Education, School Sport & Physical Activity (PESSPA) conference
 - (d) Attending local mental health locality forums and networks
 - (e) Meetings with local schools/settings
 - (f) Promotional information shared via partner newsletters and websites i.e. Active 30, Emotional Wellbeing Locality Forums

- 41 PH have developed strong links with the Mental Health Support Teams (MHST) across the county. As part of MHST's role they currently complete a self-assessment form for each individual setting, this identifies the specific needs with regards to mental health and emotional wellbeing. The MHST's have agreed to adapt their self-assessment form to also include the Health and Wellbeing Framework questions. This will enable all settings who receive support from the MHST to automatically become part of the Health and Wellbeing Framework. This co-productive piece of work will increase the number of settings aware of the framework and increase the number signing up across the county. In September 2021 an update will be provided to MHST with current pledged sites to develop a targeted approach to supporting the framework in the new academic year.
- 42 PH has linked with PH intelligence to develop a data and intelligence tool which identifies schools across the county most in need. These schools have been segregated via deprivation i.e. 0-10%, 10-20%, 20-30%. This intelligence and data will be used to target and recruit schools and settings.
- 43 Next steps for the communication and engagement plan will involve continuing bitesize teams' sessions, attendance at CYP management meetings, Virtual Head Teacher briefings and presentations to the Durham Association of Primary, Secondary and Special School Heads (DASH / DAPH, DASSH).

Monitoring and assessment of the Framework

- 44 As mentioned above settings will be asked to make a pledge to commit to take part in the Health and Wellbeing Framework. Their pledge will require them to implement quality standards for both mental health and emotional wellbeing and physical wellbeing. This will form part of a continual improvement process in the longer term with oversight from the Public Health Team, Education Team and the working group who will provide support from a quality standard perspective.
- 45 Once settings have pledged through the website, their pledge information will be captured and will be linked to a monitoring spreadsheet. This will be held by PH. The spreadsheet will be used to capture the number of settings pledging to become a 'Health Setting'.
- 46 Settings will also receive a case study template which they will be required to complete to demonstrate how they have embedded the health and wellbeing framework in their setting.
- 47 PH will organise an annual celebratory event for schools and settings to attend. During the event, settings will have the opportunity to network

with other settings, share best practice and showcase their case study examples.

Next Steps

- 48 Once the website is developed, PH will attend training sessions to understand how content should be uploaded on the website.
- 49 PH will upload all information onto the website ensuring it is ready before it goes live.
- 50 PH will continue to monitor and upload evidence-based resources to the website to ensure information is always current and up to date.
- 51 PH is planning a bigger launch in September 2021 by engaging with all partners to increase number of pledges.
- 52 PH will work with the MHST's to ensure any settings they are supporting are encouraged to sign up to the framework. This piece of work is to ensure schools and settings are targeted who are most in need.
- 53 PH will start to collect and collate case study examples from pilot schools and upload onto the website. This learning will support other settings who sign up in the future.
- 54 PH will use the data and intelligence tool to target key priority schools and encourage sign up to the framework.
- 55 PH will continue to work with partners such as County Durham Sport and Food Durham to promote the framework and engage pledged schools within specific aspects of the core offer. This will include building upon major sporting events to promote engagement within the School Games with targeted education settings alongside county wide provision. There will also be the opportunity to promote the framework through the School Games Organisers and their delivery increasing the number of settings involved.
- 56 PH will work with Education Durham for a launch event in September. It will be a joint event with Durham Resilience Programme (DRP) schools to raise awareness and further pledges. Education sites will be provided with a wellbeing pack to use in their setting and promote staff wellbeing. Evergreen Primary will present their Framework best practice during 2020/21 to those attending with a view to identifying "Health and Wellbeing Framework Champions" for 2021/22.

Conclusion

- 57 Due to Covid-19 and the current pressures facing education settings, the launch of the framework has been delayed. Therefore, there has been a soft launch of the framework, followed by a larger launch in September 2021.
- 58 The soft launch began in February 2021. This has involved re-engaging with the 30 pilot schools and encouraging them to pledge via the new website. A larger launch will take place in September 2021.
- 59 As we recover from Covid-19 the importance of this work has been highlighted due to the severity of the pandemic and the impact on education. Settings have introduced social distancing, school closures, digital classrooms, and many other features to enable children to continue learning and support their wellbeing during the pandemic. Education settings will never be the same after being enlightened by e-learning and for some a newfound awareness of disadvantaged pupils which provides an excellent opportunity to build on this knowledge, skills and behaviours through the Health and Wellbeing Framework.

Background papers

- Previous PH SMT paper

Other useful documents

- None

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Appendix 1: Implications

Legal Implications

None

Finance

There will be a small budgetary requirement to host the annual celebration day. The planning for this has been impacted due to Covid-19.

Consultation

The HWF has been circulated to schools and other education settings over the previous 12 months. Findings from the consultation have led to improvements to the HWF over this period.

Equality and Diversity / Public Sector Equality Duty

Reduction in health inequalities

Climate Change

None

Human Rights

None

Crime and Disorder

None

Staffing

None

Accommodation

None

Risk

None

Procurement

None