



Schools & Education Settings Health & Wellbeing Framework

Durham Health and Wellbeing Framework for Schools and Education Settings

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Overview

- Background
- Purpose
- Structure
- Self-assessment and core offer
- How you can support



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Background

- The Health and Wellbeing Framework has been developed through collaboration between Schools, Public Health, Send and inclusion and Education.
- Developed to support schools/education settings in County Durham to improve the overall health and wellbeing of children and young people, and staff.
- The framework is underpinned by a resilience-based approach and aims to support schools/education settings to look holistically at the mental, physical and emotional health and wellbeing of the whole setting population.
- To provide structure and guidance for schools and education settings to promote and develop good health and wellbeing.

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How it has been developed

- Co-produced with local schools
- School staff have participated in a steering group
- Based on good practice examples from other areas
- Built on learning from local delivery such as the Durham Resilience Project
- A prototype self-assessment tool has been developed and trialled

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C&YP to experience a positive and supportive environment

Identify strengths and needs and highlight appropriate priorities and actions

Education settings having access to a range of support, interventions and training

Health and wellbeing as a key element of their provision

What do we want to achieve?

Good health and wellbeing is closely associated with positive education outcomes

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Process

- Is based on the plan, do, review model
- The process is structured around three key questions:
 1. What do you know?
 2. What do you want to achieve?
 3. What do you need to do?

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Whole School / Settings Approach

Commitment to undertake change and development in themed areas

Mental Health

Emotional Health & Wellbeing

Physical Development and Physical Health

Inclusion

1. What do you know?

Use the self-assessment tool to review your provision and identify need.

You may also want to consider:

- Children & young people's participation
- Information and data e.g. attendance, exclusions, school/ setting health assessments
- School Health Profile
- Staff health and wellbeing
- Current provision, leadership and governance

1. What do you know?

2. What do you want to achieve?

3. What do you need to do?

2. What do you want to achieve?

Based on your self-assessment.....

- What are your priorities for action?
- What outcomes do you want to achieve, e.g. improved relationships and reduced bullying, improved provision, increased awareness and understanding of the impact of health and wellbeing on education achievement

3. What do you need to do?

Have you considered....

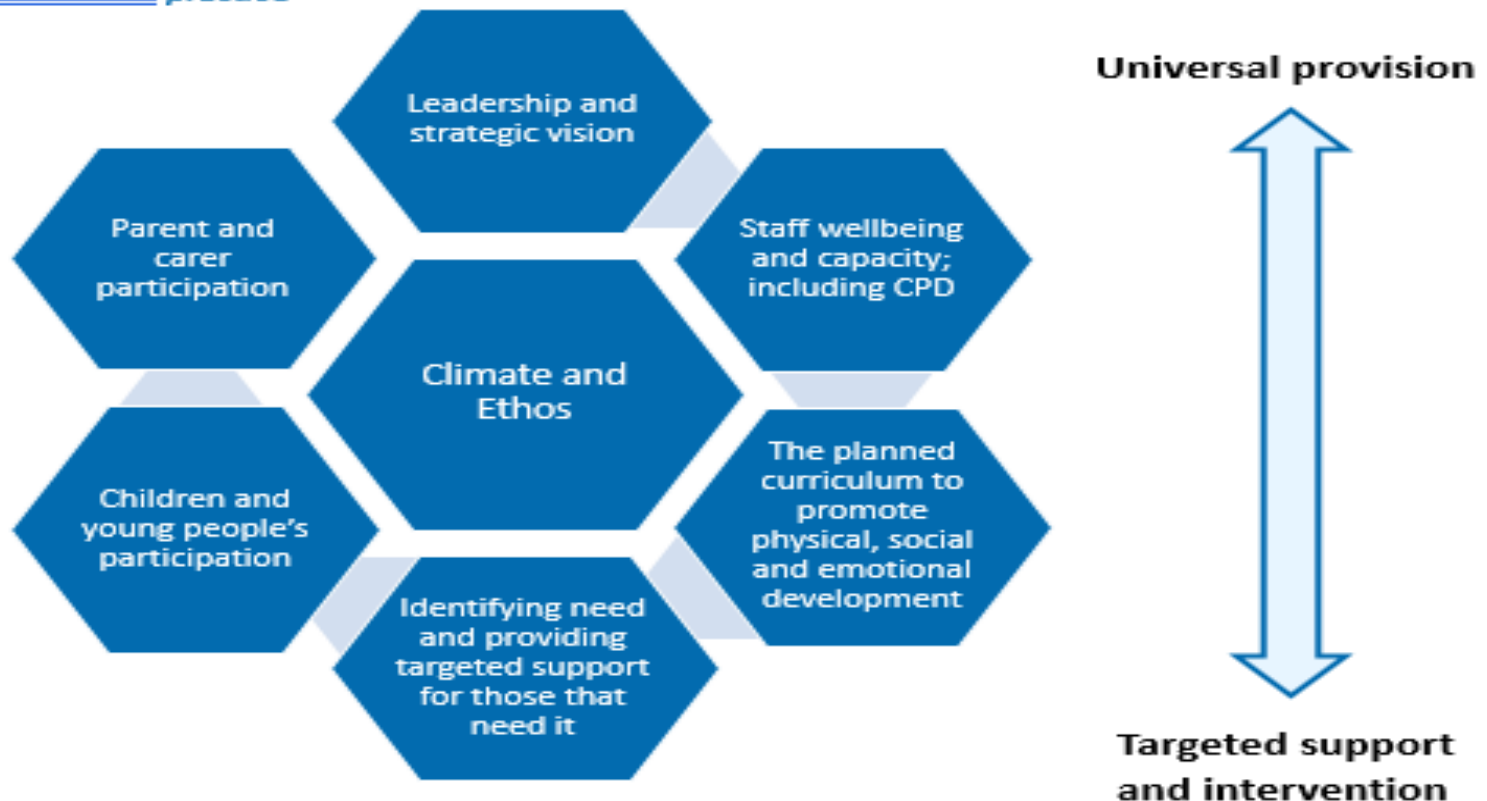
- How you will plan for change and establish improvement goals
- What support you will need
- Accessing evidence-based interventions
- How you continue to identify priorities, and how you will monitor and evaluate their impact
- How you celebrate success

Self-assessment tool

- Used assess need and identify priorities within the education setting
- Gathering of evidence around six key themes:

Health and Wellbeing - a whole school / education setting approach

Building evidence based practice



1. Leadership and Strategic Vision

Senior leadership teams and governors are committed to promoting health and wellbeing for all. There is an organisational structure that supports health and wellbeing; and roles and responsibilities are clearly defined.

1.1 The setting's vision for health and wellbeing is evident in strategy documents

Prompt questions	Comments / evidence	Future Actions
<ul style="list-style-type: none"> What is the setting's vision for health and wellbeing, who decides this and how is the setting's community made aware of what this is? In which documents is the setting's vision for health and wellbeing evident? 		

2. Staff wellbeing and capacity; including continuing professional development (CPD)

All staff receive regular training and CPD opportunities to further develop their understanding of health and wellbeing. Staff feel confident and able to support their own health and wellbeing; that of their colleagues and children and young people.

2.1 There is a shared understanding of the importance of physical development and mental health and emotional health and wellbeing, and the impact on achievement and education outcomes

Prompt questions	Comments / evidence	Future Actions
<ul style="list-style-type: none"> How informed are leading staff on current research, government policy and practice? How and what information is disseminated to ALL? 		

2.2 A CPD programme is in place and is appropriate to the roles and responsibilities of staff members

Prompt questions	Comments / evidence	Future Actions
<ul style="list-style-type: none"> How do you identify staff needs in order to provide appropriate CPD? 		

Core offer

- Supports the priorities and actions identified through the self-assessment process.
- Highlights evidence based support, resources, interventions and training that education settings can access. i.e Mental Health, physical activity, healthy eating, staff wellbeing and training.
- Core offer is aligned to the THRIVE model for children and young people's mental health services (Anna Freud 2019).



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How do schools/settings sign up?

- Go to the website and pledge
- Complete self-assessment form
- Identify priorities and key actions
- Access the core offer
- Complete case studies
- Attend celebration event

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Website

<https://healthandwellbeingframework.net/wp-admin>

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Next Steps

- Website Live- March 22nd
- Soft launch- pilot schools and locality forum members
- Continue engagement with wider workforce
- Large launch of the framework- April 21

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Interested in getting involved?

Contact: PublicHealth@durham.gov.uk

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Questions?

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