

Promoting the health and wellbeing  
of children and young people  
*The Role of Schools*

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# Learning outcomes

- ▶ Understand the current national context with regards to legislation and guidance for schools - *What does this mean with regards my own role/job?*
- ▶ Share good practice ideas for supporting schools to deliver improved health and wellbeing outcomes for children and young people
- ▶ Consider approaches and pathways for positive engagement and collaboration with schools

# Data headlines

- ▶ Key Data on Adolescence 2015 [AYPH: Association of Young People's health] [www.ayph.org.uk/key-data-on-adolescence](http://www.ayph.org.uk/key-data-on-adolescence)
  - ▶ 13% of 0-19 year olds live in households with low income deprivation
  - ▶ Around 20% pupils aged 11-15 are obese
  - ▶ 25% of secondary school pupils say they do not get enough sleep [contribution of managing media and communication]
  - ▶ Almost 50% prefer sources of information about sex prefer 'Lessons at school'
  - ▶ 75% mental ill health start before early 20's
  - ▶ 13% of boys, 105 of girls have mental health problems:
    - ▶ Anxiety/Depression/Eating disorders/Attention deficit
  - ▶ 32% of 15 year olds girls report self-harming [11% Boys]
  - ▶ 13-17 year olds presenting at A and E - 72% 'Injury'
  - ▶ 23% 11-15 year olds report they have a long term illness

# Role of Schools

Hands up.....

- ▶ Who works in/with a school setting?
  - ▶ Of those of you with hands up, raise second hand if your work is around supporting the health, safety and wellbeing of children and young people
- ▶ Do you think schools are doing enough to promote the
  - ▶ health
  - ▶ safety
  - ▶ physical wellbeing
  - ▶ emotional/mental wellbeing
  - ▶ all of the above

..... of children and young people?

# National expectations

- ▶ DfE: National curriculum
  - ▶ promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- ▶ All schools should make provision for personal, social, health and economic education (PSHEe)
- ▶ Remains non-statutory: Nicky Morgan  
*“Immediate focus on improving the quality of PSHE teaching in our schools”* Feb 2016
  - ▶ Disappointment expressed NCB, SEF, PSHE Association

# *High quality* PSHE education?

- ▶ PSHE Association Programme of Study - **3 Interdependent Core Themes:**
  - ▶ Health and Wellbeing
  - ▶ Relationships
  - ▶ Living in a Wider World
- ▶ **Overarching Concepts:**
  - ▶ Healthy balanced lifestyle
  - ▶ Identity
  - ▶ Relationships
  - ▶ Risk
  - ▶ Diversity & Equality
  - ▶ Rights
  - ▶ Change
  - ▶ Power
  - ▶ Career
- ▶ **Needs led planning and delivery**
  - ▶ Knowledge and understanding
  - ▶ Skills development
  - ▶ Exploration of Values and Attitudes

# Ofsted: Sept 2015

## Personal Development and Welfare

The school's open culture actively promotes all aspects of pupils' welfare... promoting and supporting

- ▶ Knowledge of how to **keep themselves healthy** both emotionally and physically
- ▶ **Make informed choices** about healthy eating, fitness and their emotional well-being
- ▶ **Self-confidence and self-assurance**
- ▶ Following of any guidelines for behaviour and conduct, including **management of their own feelings and behaviour** and how they relate to others
- ▶ **Understanding of how to keep themselves safe** from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- ▶ Have an excellent understanding of how to stay safe online, the **dangers of inappropriate use of mobile technology** and social networking sites
- ▶ Have **age appropriate understanding** of healthy relationships
- ▶ **No groups of pupils are disadvantaged** by low attendance
- ▶ Pupils' SMSC development equips them to be **thoughtful, caring and active citizens** in school and in wider society

# Safeguarding: School responsibilities

- ▶ Bullying including cyber bullying and prejudice-based racist, disability, homophobic or transphobic abuse
- ▶ Sexual exploitation
- ▶ Sexting
- ▶ Substance misuse
- ▶ Domestic violence
- ▶ FGM
- ▶ Forced marriage
- ▶ Radicalisation and extremist behaviour
- ▶ Any local area specific issues e.g. youth violence



# Children and families Act 2014

## ▶ SEND reforms

- ▶ Responsibility of ALL

- ▶ SEND children and families at the *heart*

  - ▶ School provision published/accessible

  - ▶ Links/signpost to LA local offer

## ▶ Pupil Premium

- ▶ Deployment of funds

- ▶ Accountability of impact of spending on interventions and improving outcomes for 'FSM ever' vulnerable pupils

- ▶ Focus on Closing the Gap [Progress and Attainment = Achievement]

# Positive impact contribution: Your role?

Reflect and share with partner

What do you do now?

What else could you do?

- ▶ Positive shifts in pupil knowledge
- ▶ Positive shifts in pupil confidence in terms of how to experience good health, safety and wellbeing.
- ▶ Positive shifts in pupil attitudes and values with regards to healthy behaviours and lifestyle choices

In terms of....

- ▶ Provision
  - ▶ Universal, whole school
  - ▶ Targeted interventions and approaches for vulnerable pupils

# Whole school approaches

Multiple ways to positive contribution

## ▶ **Leadership and Management**

- ▶ Senior leaders, School Governors, SEN, Inclusion, Pastoral, PSHEe leads
- ▶ Policy development
- ▶ School development planning

## ▶ **Teaching and Learning**

- ▶ Curriculum planning and resourcing
- ▶ Curriculum co-delivery
  - ▶ Universal
  - ▶ Targeted
- ▶ Pupil focus groups

## ▶ **Wider Outcomes**

- ▶ Activities/tool/resources to promote self-esteem, self efficacy, wellbeing, resilience, healthy lifestyle behaviours
- ▶ Activities to promote participation and inclusion
- ▶ Someone to talk to/who understands: Mentoring, counselling, drop ins

## ▶ **Parental Engagement**

- ▶ Family focused activities
- ▶ Workshops for parents that encourage engagement, build partnerships with the school, support parent learning and confidence

# Targeted provision/Interventions

- ▶ Engagement with middle or senior leaders
- ▶ Interventions formally recognised as a valuable for vulnerable pupils
- ▶ Well resourced [ Use of Pupil Premium / 'FSM Ever 6' funds]
- ▶ Dovetail and build upon mainstream, high quality PSHEe provision - communicative relationships with PSHE education, SEND/Inclusion and pastoral leads
- ▶ Sustainability planning: CPD in place to refresh staff knowledge, understanding and skills around interventions so that these can be built on in the classroom
- ▶ School to school partnership approaches - Sharing expertise and resources
- ▶ Effective monitoring and evaluation - Is it working?

# And...So What?

- ▶ Identify one thing that you have heard that particularly resonates in connection with your professional role
  - ▶ What is it?
  - ▶ Why does it resonate?
  - ▶ How does it/could it impact on **your** role and contribution to children and young peoples' health, safety and wellbeing:
    - ▶ in a school setting?
    - ▶ in other setting[s]
- ▶ Identify one good practice idea for supporting schools to deliver improved health and wellbeing outcomes for children and young people
- ▶ Identify existing/ possible approaches and pathways for positive engagement and collaboration with schools

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