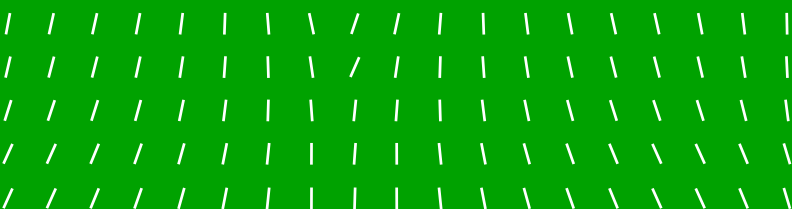


Developing a whole-school approach to wellbeing

Schools Handbook



Wellbeing is critical to pupils’ educational success and its presence – or absence – can have long-lasting effects in adulthood.

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This simple guide will help you to assess and enhance your school’s health and wellbeing provision and make effective decisions that help you to improve the wellbeing of pupils and staff.

This booklet is for UK schools teaching pupils aged 4 to 18, aimed at:

- Headteachers
- Senior leadership teams
- Other staff with responsibility for health and wellbeing provision across your school
- Governors

Introduction

About Nuffield Health

This handbook has been created by Nuffield Health, the UK’s largest healthcare charity. For over 60 years we’ve been working to make the UK fitter, healthier, happier and stronger. As a charity, we invest all our income back into our vision to build a healthier nation – whether that’s through day-to-day services, our flagship programmes developed to support local communities, or by collaborating on research and innovation to improve health outcomes.

Why is Nuffield Health supporting wellbeing in schools?

Schools are crucially important settings for improving childhood and adolescent health and wellbeing. To explore this, Nuffield Health embedded a dedicated wellbeing expert in a UK school as Head of Wellbeing, as part of a two-year pilot. We wanted to know what interventions and activities were possible, what were the



barriers, what worked and whether there was value in supporting this kind of intervention in other UK schools, both primary and secondary. There is a case study with more information about the pilot on **pages 34-35**.

The pilot showed that schools can make a very real difference to the wellbeing of the young people they serve, and the staff who work there, helping lay the foundations of a healthier, happier adult life. It has also given Nuffield Health the evidence we need to make a major investment in the wellbeing of children and young people, including SWAP, our new, free School Wellbeing Activity Programme, designed to empower pupils to improve their wellbeing (**see page 20-21**).

There is no single best approach. The right wellbeing programme for your school is one that meets the needs of your pupils and staff, and is realistic for you to plan, launch and sustain. This handbook provides flexible ideas that both primary and secondary schools can select and adapt to suit their unique needs and capacity.

Aims of this handbook

- To help all UK school leaders to embed health and wellbeing into their schools successfully.
- To share helpful learnings from Nuffield Health’s Head of Wellbeing pilot and SWAP.
- To provide a framework of flexible, practical, tested suggestions.
- To give schools the confidence that they can make a positive difference to pupil and staff wellbeing.

Young people, schools and wellbeing

Young peoples' health and wellbeing has life-long impacts

Children and young people in the UK today face unique challenges to their health and wellbeing. Less than one fifth of adolescents are reaching recommended levels of physical activity, rates of sexually transmitted infections (STIs) are rising and common mental illnesses, like anxiety disorders and depression, are more common in this age group than ever before. Health and wellbeing issues in childhood and adolescence commonly extend into adulthood, leading to increased burden of disease, avoidable suffering and high healthcare costs in later life. These can impair life chances and increase the risk of other serious conditions. Early intervention is, therefore, essential to reducing the likelihood of longer-term detrimental outcomes.

What roles do schools play?

Wellbeing is critical to educational success⁵ but it can also be a core outcome of learning.

Schools can – and should – be neutral, safe and supportive environments where young people can learn to recognise, understand and enhance their wellbeing. This learning can come from within the curriculum, from clubs and activities, from a school's values, mission and ethos, and its visible commitment to safeguarding, from its influential position at the centre of its community, and from the examples that teachers set.

What are the benefits of teaching about health and wellbeing?

- More informed choices.
- Greater self-esteem and sense of wellbeing.
- Improved general health and mental health.
- Improved attainment or productivity.
- Reduced stress and health-related absences.
- Reduced burden on the NHS and other support services.

5. www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment



Statistics at a glance

1/5
of 10-11 year-olds
are obese¹

10%
of young people
self-harm²

50%
of teachers have
poor mental health³

75%
of teachers say poor
teacher mental
health hinders pupil
progress³

19%
increase in mental
health problems for
11-15 year olds from
1999 to 2017⁴

1. www.digital.nhs.uk/data-and-information/publications/statistical/national-child-measurement-programme/2017-18-school-year
2. Doyle, L., Treacy, M.P. & Sheridan, A. (2015), Self-harm in young people: Prevalence, associated factors, and help-seeking in school-going adolescents, *International Journal of Mental Health Nursing*, 24 (6), 485-495
3. Improving health and wellbeing in schools, Nuffield Health, October 2018, page 8
4. Key data on Young People 2019, Association for Young People's Health 2019, page 111



Who will need to be involved?

Getting senior leaders' buy-in from the outset



Case study

The benefits of physical activity on academic success

In 2016, 24 researchers from eight countries and from a variety of academic disciplines gathered in Denmark to reach an evidence-based consensus about the impact of physical activity on children and young people aged 6 to 18. They were able to publish 21 points of consensus about the benefits of physical activity, including that:

- physical activity before, during and after school promotes academic performance in children and young people
- time taken away from academic lessons in favour of physical activity does not affect academic performance
- physical activity has the potential to positively influence psychological and social outcomes for children and young people, such as self-esteem and relationships with peers and parents.⁹

Health and wellbeing in the curriculum

From September 2020, relationship education (including sex education in secondary schools) and health education will become compulsory in applicable schools in England.⁶

New statutory guidance on physical health and mental wellbeing⁷ states that:

"The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing... Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing."

OFSTED has recognised the importance of wellbeing and included this in the inspection framework under Personal Development and Leadership and Management.⁸

Senior leaders create your school's culture, define its ethos, identify priorities, drive change and sustain performance. With the authority to drive a school-wide shift in thinking about health and wellbeing, they can play a critical role from the outset.

A senior leader may become the designated lead for health and wellbeing or help identify possible internal candidates to approach.

How senior leaders can help

Shaping the plan

- Identifying and defining objectives that align with your school's existing development priorities.
- Reviewing current provision and identifying any significant barriers and opportunities.

Supporting the designated lead for health and wellbeing (see page 8)

- Ensuring that ideas are a good match for budget and capacity.
- Encouraging the buy-in and participation of colleagues and pupils.
- Measuring the impact of the programme and how it can evolve to meet your school's changing needs.
- Reviewing the school's safeguarding and behaviour management procedures, as these are fundamental to pupil wellbeing.

Endorsing wellbeing as a priority for school development

- Embedding wellbeing in your school's policies, values and mission.
- Including health and wellbeing in your School Development Plan (SDP) to formalise its importance for all relevant staff and enable school leaders to set meaningful targets around health and wellbeing (if appropriate, in individual staff appraisals).
- Including wellbeing in senior leadership team meetings and other staff meetings.
- Obtaining the support of your governing body, including making wellbeing a regular agenda item at meetings and creating a designated governor for wellbeing.

Promoting wellbeing provision and support

- Promoting your wellbeing provision through your school's website, prospectus and parents' evenings.
- Reporting on wellbeing to parents through the school website, newsletter and other parent communications.
- Promoting attendance at your steering group or school wellbeing council.
- Making wellbeing a regular topic for assemblies and tutor group time, and promoting delivery of the syllabus across the life of the school.

6. www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
 7. www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary
 8. www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education/education-inspection-framework-2019-inspecting-the-substance-of-education
 9. <https://bjsm.bmj.com/content/50/19/1177.full>

Who should take the lead?

The benefits of a designated lead for health and wellbeing



A designated lead acts as an ambassador for health and wellbeing across all areas of school life; providing a compelling case and vision that puts health and wellbeing firmly on the school agenda and keeps it there. This person takes the lead on the planning and practical steps that create change, while ensuring everyone understands that health and wellbeing is the responsibility of all.

Key aspects of the role

- Working with the headteacher, senior leaders and governors to get health and wellbeing on your school's agenda for improvement (page 7).
- Engagement with stakeholders within and external to your school and getting the buy-in of everyone who will need to be involved to make it a success (page 9).
- Planning an effective strategy and syllabus for health and wellbeing that complements the school's core focus on academic performance (page 12).
- Assessing your current provision, needs and potential barriers (page 13).
- Delivering the new programme, including delegating activities to colleagues (page 16-21).
- Evaluating the outcomes and value of the programme (page 24-25).
- Sustaining the programme, keeping it visible to all and adapting as circumstances change (page 23).

What characteristics make a good designated lead for health and wellbeing?

- Passionate about health and wellbeing.
- Able to engage pupils, colleagues and senior leadership, and make complex ideas accessible.
- Able to plan, develop, manage and deliver a complex whole-school programme.
- Flexible and willing to adapt to changing needs and circumstances.
- Friendly and approachable, with a non-judgemental attitude and able to collaborate with colleagues and stakeholders.
- Able to act as a role model for pupils and colleagues, demonstrating the importance of health and wellbeing through their own lifestyle and values.
- Experience of age-appropriate behaviour management for the successful delivery of classes and group sessions.
- Able to lead, interpret and act on a health and wellbeing needs assessment across the school.

Getting buy-in across the school

The importance of buy-in

Attempts at change or improvement succeed when the people involved buy into the changes, even if they don't stand to benefit. When each key group buys into the importance of wellbeing, real changes become possible through a shared sense of purpose and ownership.

Successful delivery depends on everyone. While a designated person can provide leadership and vision, remember that part of their role is to help everyone understand that health and wellbeing is the responsibility of all.

Strategies to create buy-in

Don't sell ideas: create your programme together, generating, refining and developing your ideas

- Identify stakeholders and create a steering group or school wellbeing council. (see page 10).
- Listen to everyone's views to understand their stake in health and wellbeing and the scope for involving them.

Help people to understand their personal stake, so everyone has a vested interest in success

- Share feedback from your initial assessment, your understanding of the school's needs, and your plans and syllabus with all stakeholders.

Communicate, to sustain everyone's involvement and keep wellbeing front of mind

- Provide a formal introduction to the issues of health and wellbeing and their importance for staff, pupils and school performance.
- Provide general information and advice on health and wellbeing, as posters, leaflets, web links, app ideas etc. in your staff room, corridors, classrooms and other shared spaces or during a staff INSET day.
- Support wellbeing sessions in tutor groups, year group assemblies, after school and PSHE.

Report your progress and success along the way

- Share ongoing evaluation with all stakeholders.
- Acknowledge and celebrate everyone's contributions, as well as the benefits they enjoy.

“Successful delivery depends on everyone. While a designated person can provide leadership and vision... health and wellbeing is the responsibility of all.”

Creating a steering group or school wellbeing council

The value of collaboration

Collaboration is a powerful tool for driving change. Together, people can build a shared purpose and vision, share and explore different perspectives, build empathy towards groups with different needs, solve problems and find new solutions. Collaboration can increase the impact of your health and wellbeing programme, maximise the positive impacts it creates, and sustain delivery and participation.

A steering group or school wellbeing council is there to help and support your designated lead for health and wellbeing. You might set up a new group, or add health and wellbeing to the remit of an existing group. Its responsibilities could include to:

- act as a representative voice for the different groups in your school
- share perspectives, needs and ideas
- listen to ideas and plans, and provide constructive feedback
- provide expert advice, guidance and ideas
- share past experiences and learning to help to avoid mistakes
- champion the programme and communicate its benefits across your wider school community
- help to evaluate the programme, identify improvements and adjustments, and sustain success.

Who should be involved?

Include everyone who can contribute to your programme and who has a stake in its success. Make sure you place inclusion and diversity at the heart of your planning. Include:

- relevant teaching and non-teaching staff, e.g. senior leaders; PSHE, PE, D&T, food, cookery and science teachers; SENCO; pastoral support; safeguarding lead; counsellor; catering manager; school nurse
- pupils (perhaps through the school council or pupil forum)
- parents, e.g. through an after-school wellbeing forum
- governors (perhaps one could become the designated governor for wellbeing)
- external stakeholders including your local health authority; charities that work in health and wellbeing in your community; key community groups; possible business or healthcare partners; and colleagues from other schools with which you can collaborate.

Identify people in the groups above with a specific training or interest in health, sport, exercise, cooking and wellbeing, and explore what they could contribute.

You'll find a map of stakeholders at the Nuffield Health Head of Wellbeing pilot school on **page 41**.

Including your staff in your wellbeing programme

Teachers are ideally positioned to champion pupils' health and wellbeing and to act as influential role models. Yet they can only do this if they themselves feel physically and mentally healthy. It makes sense to include all staff in your wellbeing programme.

Include staff in your initial needs assessment

- Review how you currently support the wellbeing of your staff, both through internal support and external partners. Find out what key improvements staff would wish to experience.
- Include all staff in your initial evaluation surveys. Ensure that all data is kept anonymous.

Include staff in your steering group or school wellbeing council

- Explore staff-related issues in a separate session, away from pupils and other members or stakeholders, to allow for a free, frank and honest discussion.

- Ensure that staff wellbeing issues are not shared with parents or other groups.

Set objectives for improvements in staff wellbeing

- Use the ideas and diagram on **page 17** to help evaluate ideas for supporting staff.
- Share and refine your objectives with staff (**see page 9**).

Be realistic in your ambitions for your programme

- Identify and provide the support that staff need in order to deliver activities.
- Regularly "touch base" with staff.
- Be ready to adjust your programme in-year if necessary.

Look at what support is available online

Your school staff can access free support online to help them improve their own health and wellbeing.

- **Trium** uses clinically validated algorithms to present an individual with their lifetime risk of developing six common lifestyle diseases. The questions explore physical, mental, social and

behavioural wellbeing to provide a full picture of an individual's health risks, and offers personalised advice and signposting to helpful information. Senior leaders at registered schools can access an anonymised overview of staff health risks, which could help feed into your school's health and wellbeing needs assessment.

- **Silvercloud** is a leading digital mental and behavioural health platform that uses cognitive behavioural therapy (CBT) to change how a person thinks and behaves, to address mental and physical health challenges like anxiety and depression. Staff at registered schools can access Silvercloud if they feel it would benefit them.

Find out more: www.nuffieldhealth.com/school-wellbeing

How do we get started?

Defining your objectives

If you are new to identifying and defining objectives, the ideas below will help you to get started.

The value of objectives

Objectives show how your school will fulfil its vision of improved health and wellbeing for staff and pupils. They offer a structure for planning, decision-making and delivery (helping, if necessary, to allocate budgets); as well as clear and concise messages to communicate with others, and standards against which to evaluate performance and measure success.



Case study

Wood Green School's objectives

Wood Green School, a secondary school in Oxfordshire, was Nuffield Health's partner for the pilot programme. Together, we set the following programme objectives:

- Preventing and providing support to manage common mental health conditions in staff and students.
- Involving parents in health and wellbeing activities and ensuring they were happy with this offer.
- Coordinating a range of staff members to help run health and wellbeing-related activities.
- Engaging senior management in the health and wellbeing-related issues faced by staff and students.
- Implementing a process to monitor staff and student health and wellbeing.

We did not set targets for health improvements, as this was not the aim of the pilot.

How to identify and define your objectives

When setting objectives, it's best to start small and do a few things well.

- Undertake a needs and provision assessment to understand your present circumstances (page 13).
- Based on your findings, create a vision of the change you would like to see.
- Agree key areas for action to take you from where you are now, to where you would like to be.
- For each area, describe the specific result that you would like to achieve – each one is an objective.

Set SMART objectives

SMART objectives make it more likely that you will succeed in delivering your vision. SMART objectives are: Specific, Measurable, Achievable, Relevant and Timebound.

Be realistic

Remember that there's no single best approach. The right wellbeing programme for your school is one that focuses on your key objectives, but is realistic for you to plan, launch and sustain within the constraints of your budget, staff capacity and timescales for implementation.

Reviewing and assessing needs and current provision in your school

The importance of knowing "where you are"

By taking a step back to identify the key health and wellbeing issues for your school, and critically reviewing your current provision in key areas, you will create an honest baseline from which to plan the right activities to help reach your wellbeing objectives.

A thorough needs assessment uses a range of tools to assess your needs and provision and could include a combination of interviews and questionnaires, consultation and discussion. Try to include as many pupils and staff as possible in your assessment, and consider involving parents. Think about how your steering group or school wellbeing council can support this process. Ensure the samples of pupils and staff you interview are representative of their wider peer groups.

Questions to consider

- What are the most pressing health and wellbeing issues in our school? How do we know?
- How does the health and wellbeing of pupils and staff affect behaviour and academic performance?

- What do we already do to support better health and wellbeing in key areas of diet, physical activity, risk behaviours, mental and emotional wellbeing and general wellbeing?
- How well are these working? How do we know?
- What training has already been undertaken? What do we need?
- What subjects can we use to help to deliver better health and wellbeing (PSHE, food, science, PE)?
- What existing lessons and activities can we include or adapt?
- What would better health and wellbeing look like, for pupils and staff?

Creating a questionnaire

There is guidance on creating a questionnaire and sample questions on pages 26-32.

Alternatively, or in addition, you may wish to use one of the pupil, staff or parent surveys for primary and secondary schools created by the Schools and Students Health Education Unit (SHEU).





Case study

Wood Green School's needs assessment

The first task of the Head of Wellbeing (HoW) was to conduct a thorough health and wellbeing needs assessment, to help to build a responsive and prioritised syllabus. The needs assessment involved the following steps:

- Health and wellbeing surveys were given to all staff and students.
- The HoW conducted informal interviews with staff and students to understand their perspectives.
- The HoW shadowed staff and students in order to understand a typical school day.
- The HoW sought additional support and expertise from trained health and wellbeing professionals, including a Nuffield Health nutritional therapist and the school nurse.

Key findings included:

Students

1 in 3

pupils claimed to have self-harmed by the time they reach year 11

Half

Just under half of all year 13 pupils drink alcohol at least once a week

Health

Little understanding of long-term health risk and how this links to current behaviour

Staff

25%

of staff report losing sleep over worry

5%

of staff do not eat lunch on a daily basis, with the canteen not commonly used to purchase lunch

40%

Almost 40% of staff suffers from back pain, and 35% report suffering from stress, depression and anxiety

These findings informed the development of the Wood Green health and wellbeing syllabus (**pages 36-38**), with a mix of specific interventions designed to address a particular issue and general interventions designed to boost overall wellbeing.

For further details, see the Nuffield Health publication **Improving Wellbeing in Schools**: www.nuffieldhealth.com/school-wellbeing

Building and delivering your wellbeing syllabus

Start small, sustain, then grow

It's best to do a few things well and then build on your successes. This gives you a positive start to build on later (and can also convince more sceptical staff to come on board). Consider the resources you have available, how much you already do and what internal and external support you can draw upon.

Generate ideas

Start with the key areas for action from your initial needs and current provision assessment. Work together to generate as many ideas as possible to address all the issues you identified in each key area, e.g. diet, physical activity, risk behaviours, mental and emotional wellbeing and general wellbeing. Include whole-school ideas, curriculum activity ideas, pastoral work and extra-curricular activities.

Refine your ideas

- Use your objectives to narrow down your ideas: which ones match your priorities?
- Identify any practical barriers to delivery.
- Identify high-priority, easy to implement ideas that deliver your objectives (the chart below can help).
- Create short, medium and long-term plans for these activities.

Identify responsibilities and provide support

Allocate a responsible person for each activity. Identify all actions needed and target dates for preparation and delivery (you may have SMART targets for your objectives). Agree what support they will need to achieve this (training, practical assistance, resources, curriculum time or room allocation). This is essential to maintain their buy-in – and how you will evaluate the activity's impact.



Suggested activity ideas to include in your syllabus

Choose activities that focus on your key objectives and are realistic for you to plan, launch and sustain.



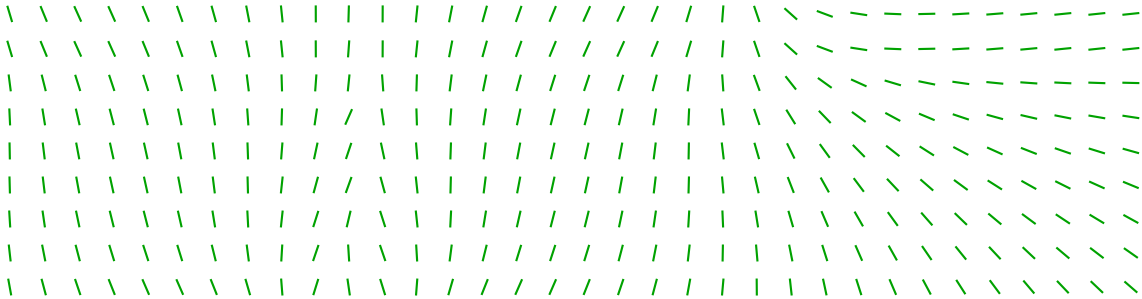
Activity	Implement this?	Timescale
Posters Create posters (or hold a pupil competition) to signpost good ideas and helpful behaviours in classrooms and corridors. Link your posters to areas of action, termly themes or seasonal issues like exam stress or hydration.		
Information boards Put up information boards for pupils. These can list activities to join, weekly ideas and tips, local wellbeing initiatives and include a box for suggestions and ideas. Pupils could also add positive comments about what they have enjoyed, and you can celebrate individual, class and school achievements.		
Assemblies Schedule regular wellbeing assemblies that sustain engagement and launch termly activities. Include an assembly when you link to external awareness days or weeks.		
Tutor group activities Tutor group sessions are a great way to build habits that support better health and wellbeing. Provide a range of short activities that help pupils make positive changes and share their successes.		
PSHE curriculum Find ways to adapt your existing PSHE syllabus to include more on health and wellbeing, including resilience, stress management, creating a "growth mindset" and other ways to improve mental health.		
Off-timetable days Consider using off-timetable days or half days once a term to launch new activities or explore a theme in more depth. Pupils can take part in a range of practical and classroom activities led by teachers and volunteer visitors.		
Lunchtime clubs, after-school sessions and "Have a go" sessions Invite pupils to try new things, from healthy snacks and fruits and vegetables, to new activities like meditation, yoga, fitness or a new sport. These could link to future out-of-school sessions or local providers.		
Drop-in room If trained pastoral care or other expert advice is available, create a drop-in room where pupils can share concerns and learn more about managing stress, better nutrition and a healthy weight, sleep hygiene, becoming more active, or quitting smoking, alcohol or illicit drug use.		



Suggested activity ideas continued

Choose activities that focus on your key objectives and are realistic for you to plan, launch and sustain.

Activity	Implement this?	Timescale
Events Hold after-school events where parents can visit and learn what their children have been learning and doing. Aim to target parent groups who might most benefit from better wellbeing advice. Signpost other ways they can obtain suitable advice and support.		
Canteen Work with pupils and your meals provider to encourage sit-down dining instead of unhealthy snacking. Make your dining room more appealing, offer and signpost healthier options, and include posters to encourage better choices. Change the layout to promote balanced meals and healthy choices and avoid easy access to junk foods.		
Staff noticeboard Create a wellbeing noticeboard in your staffroom with information about sources of advice and support for your staff. Include weekly ideas and tips and promote mindfulness and fitness sessions for staff. A recognition or rewards system is a good incentive for staff.		
Nuffield Health Support Nuffield Health provides free online health assessments and e-CBT (online cognitive behavioural therapy) for teachers. Find out more at: www.nuffieldhealth.com/school-wellbeing		
Awareness days, weeks and campaigns When planning your activities look for national and international awareness days or weeks to which you can tie in activities. You can find a calendar of events at www.awarenessdays.com/venue/united-kingdom		
Peer-led sessions Train older pupils to deliver some sessions with younger pupils or peers. These could include mentoring, sharing advice about exam preparation and stress management, becoming youth sports coaches or leading mindfulness sessions. Help older pupils to recognise their contributions in their CV or portfolios.		
Targeted interventions Include targeted activities for the most vulnerable pupils in each area of need and, if appropriate, their parents.		



Activity	Implement this?	Timescale
Booklets Create a wellbeing booklet for pupils, with quick and easy ideas for eating well, better sleep, being more active and managing their mental health. Include ideas they can do themselves, and ideas for parents to provide support.		
Embed in STEM Look for how to include health and wellbeing messages in relevant science lessons, for example about the heart, muscles, skeleton or disease. Use exercise or eating as the context for maths lessons on statistics and data handling.		
Embed in D&T Use healthy food options when delivering cookery or food technology lessons, choosing ideas that pupils can help to make at home and include in a healthier diet for breakfast and when at school.		
Sponsor events Choose active ideas when planning sponsored events, like walks, relays or a swim-a-thon.		
School fairs Provide healthier choices at school fairs and fun activities that get pupils and their parents moving. Invite local activity providers to promote how they are helping your school, and include “have a go” taster sessions.		
Ready-to-use resources SWAP (see pages 20-21), Change4Life and other programmes offer a range of ready-to-use lessons and partnership activities for parents. Try searching for lessons using an online database like TES teaching resources.		
A health and wellbeing charter Using the ideas in this handbook, draft a simple charter to which pupils, parents and staff can sign up. Make it brief, easy to understand and actionable.		
Use Action Research to develop your ideas Use your process of gathering evidence, planning, delivery and evaluation as the basis for an action research-orientated approach to improving your programme and identifying impacts. Share your findings with partners.		



How I
move



How I
eat



How I
sleep



How I
feel

The Nuffield Health SWAP programme

SWAP: Our new School Wellbeing Activity Programme – ideal to include in your syllabus

SWAP is our new, free School Wellbeing Activity Programme, designed to empower pupils aged 9 to 12 to improve their wellbeing. The programme offers evidence-based lessons that can be delivered by Nuffield Health experts.

The programme focuses on four key themes: How I Move, How I Eat, How I Sleep, and How I Feel. The sessions are also available for teachers to deliver themselves, as a six-week programme in PSHE lessons or form time, or as part of a health day, week or family event. The activities are designed for 9 to 12 year-olds but can be adapted for use with pupils aged 7 to 16.

They explore four key themes:

- **How I Move** – focusing on physical activity.
- **How I Eat** – focusing on sugar content of food and drinks, hydration, fruit and vegetables.
- **How I Sleep** – focusing on sleep, sleep hygiene and screen time.
- **How I Feel** – focusing on emotional wellbeing and resilience.

The SWAP taster session

This session is a 60-minute overview of **SWAP** to serve as a taster for both teachers and learners. It includes an introduction to Nuffield Health and provides a summary of the four themes and the “4 corners of me” theory, which underpins the programme (Thoughts, Emotions, Behaviours and Physical Body).

Learners also explore the concept of the “ABC” model (Adversity, Belief, Consequences) and participate in activities from the six themed lessons as a taster of the programme.

1 How I Feel: Understanding feelings & emotions

This classroom activity explores how learners can understand their own feelings and emotions, including stress. Learners will also discover how to recognise an “ABC”, and explore the concept of the “4 corners of me” (Hot Cross Bun Model).

2 How I Eat: Fruit & veg

In this classroom activity, learners discover why eating a variety of colourful foods is important and are challenged to try unfamiliar foods.

3 How I Move: Physical activity

In this gym activity, learners explore different kinds of physical activity, its importance, and what is meant by Bone Mineral/Mass Density (BMD). They then try out a mini exercise class and design a full exercise routine they can do at home.

4 How I Eat: Sugar content

In this classroom activity, learners understand that too much sugar is bad for our health and investigate sugar content in different foods. They also discover why hydration is important and the effects of dehydration.

5 How I Sleep: Sleep hygiene

In this classroom activity, learners explore sleep hygiene and the factors that affect their sleep, then set a SMART goal to improve their own bedtime routine.

6 How I Feel: Resilience SWAP kit

In this classroom activity, learners explore examples of helpful and unhelpful thinking, and how both can impact on our lives. They also learn the importance of bouncing back from problems, as well as compiling a list of coping strategies they can turn to in the future.

Six themed lessons

SWAP is made up of six lessons. Each lesson has a suggested delivery time of 60 minutes but can be easily adapted to suit your available time. Ideally all six lessons are completed in the specified order, although each lesson can stand alone.

Each lesson comprises a PDF delivery guide with supporting resources – activity sheets, presentations and films. Each delivery guide includes learning objectives, materials and preparation, and detailed step-by-step instructions, with suggested timings, for each learning activity.

“SWAP was a fantastic opportunity to develop our children’s understanding of their health and wellbeing and we will continue to teach the principles of SWAP.”

Jo Cox, Early Years Foundation Programme teacher, Willowbrook Primary School, Essex.



Download the **SWAP** resources or register your interest in a visit from a Nuffield Health **SWAP** champion at: www.nuffieldhealth.com/swap

Top tips for your first year

Choose which of the ideas below will best help you to achieve your key objectives, while also being realistic to deliver.

Top tips

Build on what you already do

- Evaluate the success of existing health and wellbeing activity.
- Plan to include a health and wellbeing dimension in annual events already in your school calendar e.g. mental health and other national awareness days, exam weeks, sports days, menu review sessions, fun runs.
- Link to other school initiatives e.g. growth mindset or resilience.

- Link wellbeing topics to your current PSHE work and events (bullying/e-safety/SRE).

Keep on track

- After meetings, circulate an actions list, with deadlines, to participants, including pupils.

Remember it's a marathon not a sprint!

- Start by focusing on priority areas identified during your needs assessment.
- Keep a wish list of ideas to tackle later, which you can add to over time.
- Meet during the year to review, develop and refine your syllabus.
- Revisit your objectives. Are they still the right ones? Are you making progress?

Make the most of what's already out there

- Look for online resources to use in lessons, after-school and whole-school activities.

Engage other staff

- Find ways to help staff build their confidence around the key issues.
- Line up CPD for staff (**see page 40**) to build skills, ideas, enthusiasm and confidence.
- Consider who will need to be involved (**pages 7-10**).

Consider your whole school community

- Think about staff wellbeing alongside pupil wellbeing in your needs assessment, and consider what support is available and can be put in place. There are ideas on **page 11**.

Gaining momentum: Building on your syllabus

Starting small, with a tightly focused syllabus and achievable objectives, can help to deliver greater buy-in and deliver early successes that build confidence, sustain enthusiasm and inspire a more ambitious programme. Make sure you can sustain your existing practice before looking to extend.

Make the most of volunteers

Be realistic about what you ask volunteers to commit to do – create shared expectations about one-off or ongoing activities. Make sure they are suitably resourced and trained (including DBS checking). Support them while in your school (don't leave them alone with pupils) and remember to thank them for their help.

Ideas to sustain and extend your programme

Choose which ideas below will best help you to expand and achieve your objectives, while also being realistic to deliver.

Share responsibility

- Broaden your wellbeing management structure by appointing sub-leads for key areas.
- Train and educate staff so more people are confident to deliver your syllabus.
- Create staff and student champions for key elements of your syllabus.
- Develop pupils as peer mentors and role models, which boosts confidence and engagement.
- Train pupils to deliver peer-led sessions with younger pupils.

Think about funding and resources

- Research possible grants to fund equipment or activities.
- Look for ways to ring-fence budget for key activities.
- Seek equipment donations from local businesses to improve your offering.

Bring in volunteers and external partners

- Look for opportunities for volunteers and external partners to deliver activities.
- Develop a local network with partner schools and hold a conference or knowledge-sharing event.

Develop a recognisable identity

- Develop strong, consistent visual signposting for students and staff.

External awards

An external award can motivate staff and students, focus your ideas for developing your programme and help everyone to work together towards a common goal.

Awards to consider include:

- Wellbeing Award for Schools (WBAS)
- AcSEED
- Food for Life Schools Award
- School Mental Health Award
- Healthy Schools

This is not intended to be an exhaustive list. Inclusion above does not constitute endorsement of an award by Nuffield Health.



Case study

Lessons learned at Wood Green School

- Collaborate widely with stakeholders to develop your programme.
- Set objectives for simple, visible, high-impact changes or activities that make a difference.
- Plan well in advance to create the right model that addresses the unique needs of your school.
- Place minimal burden on staff.
- Embed safeguarding from the outset.
- Take time to introduce and launch your programme.
- Consider potential barriers from the outset.
- Repeat messages regularly and reinforce learning as often as possible.
- Be ready to constantly adapt, change and adjust.

For more information, see "Lessons learned in developing the health and wellbeing syllabus" in Improving Wellbeing in Schools Report: www.nuffieldhealth.com/school-wellbeing

Evaluation

Measuring your impact

Evaluation provides evidence of how well you are achieving your objectives – success you can then share with school leaders, OFSTED, your wider school community and your network of collaborators. It also provides valuable information to develop your provision and refine the activities you offer.

Plan your evaluation strategy from the outset. This gives you a baseline against which to compare progress and ensures that your programme will gather the evidence you need to judge its success.

Ways to evaluate your programme

- Make evaluation tools part of your initial assessment of your needs and existing provision.
- Gather feedback after specific activities or interventions.
- Include evaluation as part of your steering group or school wellness council's role.
- Repeat your assessment annually, ideally at the beginning and end of the academic year.
- Provide informal opportunities for feedback, such as reporting via your steering group or school wellness council, a suggestion box etc.

Before conducting any surveys or interviews, make sure you have appropriate consent from all participants and, where necessary, their parents, and that you are adhering to appropriate GDPR and safeguarding practices. More information on this is available on **page 26**.

How to use your evaluation data

- Use evaluation findings to track your progress against your objectives, review your provision and refine your activities. We recommend conducting a survey at the beginning and end of the academic year so you can identify changes throughout the year.
- Include the same questions in the questionnaires you use at the beginning and end of the academic year, and in future years. This will enable you to make comparisons and recognise any changes or patterns over time.
- Consider how you will analyse your findings. We recommend collating answers for each question into a data table after you have completed your survey and working out the percentage of young people who responded with each answer. This will make it easier for you to spot patterns and changes. You can then use these tables to create charts for use in internal meetings and presentations.
- For each question, consider whether there are any external influences which could have impacted that result (e.g. something that has happened in school or the impact of any other programmes young people have taken part in) to make sure that you are not over-claiming the impact of your programme.
- Look at the results of your survey, and compare them with current health guidelines (**pages 42-43** have some helpful links).



- Present your findings (and your programme) in an assembly after each survey.
- When presenting and sharing findings, make sure that the data does not make any individual identifiable. For example, don't report on a particular audience (e.g. age or ethnicity group) if you have only obtained a small amount of responses for that audience.
- Create an evidence base to share with OFSTED.
- Summarise your findings and progress for parents in your newsletter and website.
- Present to your steering group or school wellbeing council. When presenting your findings, you might wish to share ideas for how you could change and improve your data next year.
- Share your knowledge and experience with partner schools.

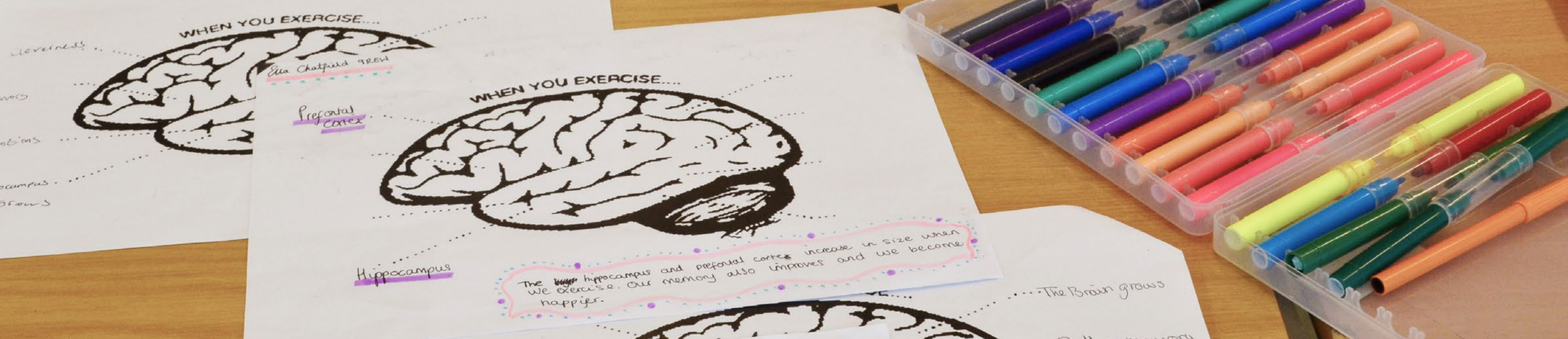
Case study

Evaluating the impact at Wood Green School

The pilot used questionnaires for all students and staff to measure and compare health and wellbeing behaviours at the beginning and end of the academic year.

Lessons learned:

- Keep questionnaires short and straightforward.
- Try to collect data as one large group, for example during a dedicated assembly.
- Students, parents and staff must read and sign a consent form prior to data collection.
- Keep attendance records for key activities or interventions.
- Don't try to evaluate everything.
- Reassure students that they will not be identifiable from their responses, so they are honest.



Useful resources, tools and examples

Creating a health and wellbeing questionnaire

Example introductory text for a questionnaire

Thank you for agreeing to take part in this research. Your school is conducting this research to assess the wellbeing approach currently adopted, understand the needs of the staff and/or pupils in four key areas: sleep and rest, healthy eating, physical activity and emotional wellbeing.

Participation is voluntary and if you take part, you do not have to answer all questions. All your answers will be kept confidential.

If you have any questions about this research, please get in touch with **<Contact details to be provided>**. By taking part in this research, you provide your consent to take part and to have your data analysed for the purpose of this research.

Getting started

Your survey should include introductory text explaining the purpose of your research and how you will ensure that data will be collected securely.

Please make yourself aware of your responsibilities as the data controller under Data Protection Act 2018 and General Data Protection Regulation (GDPR) by visiting the Information Commissioner's Office:
www.ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr

On the left is a short example of an introductory text. You will need to modify it depending on your data collection method, your audience and your research objectives.

For example, if you are conducting research with minors, you will need to notify their parents or carers and collect their consent upfront if necessary.

Demographic questions

It is advisable to include a number of demographic questions so you can compare the findings across different groups to understand whether any of the particular demographic group demonstrate different levels of wellbeing. These could be: gender, age, length of employment, key stage, ethnicity, English spoken as a foreign language etc. Please note that, some of the demographic categories are classified as sensitive and protected characteristics. You need to make sure that you put in place processes to ensure data security.

Providing support for those who may get distressed or upset because of the survey

Health and wellbeing is a sensitive area. As such, some of the questions you may decide to ask may upset or distress some participants. To address this, we strongly advise that at the end of your survey, you include contact details of some charities or organisations who provide support for physical and mental wellbeing. An example is given on the right. You can add other organisations, for example if there is a school counsellor or other local support network available in your area.

It is also important that you consider what you will do and how you will escalate things if a potential safeguarding issue emerges through your questionnaires or any other research you might conduct. We recommend considering your school Safeguarding Policy and how you would follow procedures if this were to happen.

Example text for the end of a questionnaire

Some of the questions included in this survey may have distressed or made you upset. Below are some organisations providing support in the area of wellbeing:

Samaritans: Samaritans provide a free confidential listening service. Call **116 123** or email **jo@samaritans.org**

Mind: Mind provides you with guidance on types of mental health problems and where to get help. Call **0300 123 3393**.

Childline: Childline provides help and advice about a wide range of issues. Call **0800 1111** or visit **www.childline.org.uk** to talk to a counsellor online, send Childline an email or post on the message boards.



Potential survey questions

Below you will find a number of questions that can be used to measure your wellbeing approach in your school. Questions are grouped under four main categories:

- Sleep and rest
- Physical activity
- Healthy eating
- Emotional wellbeing

You can choose questions from this list or design your own questions tailored to your specific needs.

As highlighted on **pages 24-25**, it is sensible to use the same questions in all of your surveys and especially surveys conducted at the beginning and end of an academic year. This will allow you to identify and track any change effectively.

The questions are taken from a range of established surveys conducted among young people. You may want to adapt the question wording to make it more appropriate for your audience (for example for younger pupils).

If you change the questions, we recommend running a few test interviews with your pupils to make sure that they understand the questions in the way you would like them to.

You may do this in the form of a semi-structured face-to-face interviews with 4-5 pupils from the target age group by asking them the question and follow it up with probes asking them to phrase the question in their own words or to explain what they understand from the questions you would like to test.

Sleep and rest

- Do you suffer problems getting to sleep or staying asleep?**
A No **B** A bit **C** A lot
D Don't want to answer
- About what time do you usually go to sleep on a school night?**
A Before 9 pm **B** 9 – 9.59 pm **C** 10 – 10.59 pm
D 11 – midnight **E** After midnight
- About what time do you usually wake up in the morning on a school day?**
A Before 6 am **B** 6 – 6.59 am **C** 7 – 7.59 am
D 8 – 8.59 am **E** After 9 am
- About what time do you usually go to sleep on the nights when you do not have school the next day?**
A Before 9 pm **B** 9 – 9.59 pm **C** 10 – 10.59 pm
D 11 – midnight **E** After midnight
- About what time do you wake up in the morning on the days when you do not have school?**
A Before 8 am **B** 8 – 8.59 am **C** 9 – 9.59 am
D 10 – 10.59am **E** 11 – 11.59am **F** After midday
- During the last four weeks, how often did you awaken during your sleep time and have trouble falling back to sleep again?**
A All of the time **B** Most of the time **C** A good bit of the time
D Some of the time **E** A little of the time **F** None of the time
- During the last four weeks, how long did it usually take for you to fall asleep?**
A 0–15 minutes **B** 16–30 minutes **C** 31–45 minutes
D 46–60 minutes **E** More than 60 minutes



Healthy eating

1. How often do you eat breakfast over a week?
- A** Never **B** Some days, but not all days
C Every day
2. How often do you eat at least two portions of fruit per day? A portion of fruit could be a whole piece of fruit, like an apple or banana or 80g of fruit (like in a fruit salad) but does not include fruit juices.
- A** Never **B** Some days, but not all days
C Every day
3. How often do you eat at least two portions of vegetables including salad, fresh, frozen or tinned vegetables per day? A portion is three heaped tablespoons of cooked vegetables or beans /pulses or a handful of cherry tomatoes or a small bowl of salad. It does not include potatoes.
- A** Never **B** Some days, but not all days
C Every day
4. How often, if at all, do you drink sugary drinks like regular cola or squash?
- A** More than once a day **B** Once a day
C 3–6 days a week **D** 1–2 days a week
E At least once a month **F** Less than once a month
G Hardly ever or never
5. How often, if at all, do you eat fast food?
- A** More than once a day **B** Once a day
C 3–6 days a week **D** 1–2 days a week
E At least once a month **F** Less than once a month
G Hardly ever or never

Physical activity

1. To what extent do you agree or disagree with the following statements?
- A** It is easy to find a time and place to be physically active
Strongly agree / Agree / Disagree / Strongly disagree
- B** I find sport and physical activity enjoyable and satisfying
Strongly agree / Agree / Disagree / Strongly disagree
- C** I intend to do more exercise in the future
Strongly agree / Agree / Disagree / Strongly disagree
2. In a normal week, on how many days do you do a total of 30 minutes or more of physical activity that is enough to raise your breathing rate? If you aren't sure, please give your best guess.
- A** 0 days **B** 1 day **C** 2 days
D 3 days **E** 4 days **F** 5 days
G 6 days **H** 7 days **I** Don't know
3. In a normal week when you are at school, including the weekend, how many days do you do a total of 60 minutes or more activity? (By activity we mean things like playing in the playground, walking, dancing, running, swimming, cycling or similar things that would make you breathe faster.)
- A** 0 days **B** 1 day **C** 2 days
D 3 days **E** 4 days **F** 5 days
G 6 days **H** 7 days **I** Don't know
4. How much do you enjoy sport and being active?
- A** Not at all **B** Not very much **C** Quite a bit
D A lot **E** Don't know



Emotional wellbeing

1. How would you describe your health generally?

- A** Excellent **B** Very good **C** Good
D Fair **E** Poor

2. On a scale of 1 to 7, where "1" means completely happy and "7" means not at all happy, how do you feel about the following parts of your life?

- A** Your school work **B** The way you look **C** Your family
D Your friends **E** The school you go to **F** Your life as a whole

3. How much do you agree or disagree with the following statements about you? Please select one answer on every row.

- A** On the whole, I am satisfied with myself
 Strongly agree / Agree / Disagree / Strongly disagree
- B** I feel I have a number of good qualities
 Strongly agree / Agree / Disagree / Strongly disagree
- C** I am able to do things as well as most other people
 Strongly agree / Agree / Disagree / Strongly disagree
- D** I am a person of value
 Strongly agree / Agree / Disagree / Strongly disagree
- E** I feel good about myself
 Strongly agree / Agree / Disagree / Strongly disagree

4. How often do you feel lonely?

- A** Almost always **B** Sometimes **C** Occasionally
D Hardly ever **E** Never

5. On a scale from 0 to 10, where 0 is "not at all" and 10 is "completely":

How satisfied are you with your life nowadays?

Not at all **1** **2** **3** **4** **5** **6** **7** **8** **9** **10** Completely

To what extent do you feel the things you do in your life are worthwhile?

Not at all **1** **2** **3** **4** **5** **6** **7** **8** **9** **10** Completely

How happy did you feel yesterday?

Not at all **1** **2** **3** **4** **5** **6** **7** **8** **9** **10** Completely

How anxious did you feel yesterday?

Not at all **1** **2** **3** **4** **5** **6** **7** **8** **9** **10** Completely



“Conducting a survey at the beginning and end of the academic year enables you to identify changes throughout the year. By using the same questions you can make comparisons and see any changes.”



Case study

The Wood Green School Head of Wellbeing pilot

Wood Green School was selected for the pilot as it had a higher than average proportion of pupils on free school meals and had recently been put into special measures. It also had strong, senior-level belief in the importance of wellbeing as a way of improving performance.

We developed a detailed specification to identify the right person for the Head of Wellbeing role (HoW). Terry Austin, a Nuffield Health employee, was selected and undertook specific training ready to work with adolescents.

Over a year, the HoW worked closely with staff and students to assess wellbeing priorities and to design and implement a wide-ranging and flexible programme. This began with a thorough health and wellbeing needs assessment at the school, including a survey of staff and students; time spent shadowing staff and students to understand their typical school day; formal interviews to get staff and student perspectives on their needs and additional input from specialists, including the school nurse and a Nuffield Health nutritionist.

The needs assessment highlighted mental health issues and stress management as priorities. This was subsequently supported by pre questionnaire data that showed lower than national average levels of wellbeing in the school. The HoW drew up a programme that focused on these priority areas and addressed the broad areas of diet, physical activity, risk behaviours and mental wellbeing. Interventions were

variously aimed at the whole school, staff only, staff and parents, all students, students and their parents or targeted groups, such as girls in Years 8 and 9 or sixth form students.

The HoW organised meetings to create buy-in from students, parents and staff. He ran introductory assemblies for students, attended student council meetings, supported wellbeing tutorial sessions and contributed to the PSHE curriculum; and set up a parents' wellbeing forum.

Initially, The HoW had to create opportunities outside the curriculum or introduce changes that didn't affect teaching time, for example posters and information boards, new equipment and resources, or making changes in the canteen. As the year progressed, he was able to negotiate space for health and wellbeing assemblies and tutorials, scheduled lessons and to adapt the content of the twice-yearly Personal Development Days.

Robust evaluation revealed some significant changes in behaviour among both students and staff and widespread enthusiasm for a dedicated HoW who could provide tailored, flexible support that plugged gaps in the school's knowledge, expertise and provision. Both students and teachers reported greater awareness and understanding of physical and mental wellbeing, as well as impacts such as improved concentration and better relationships. Information and techniques were being shared with family and friends.

The HoW trained staff to enable them to deliver programme content themselves; form a team of "mental health champions" to oversee mental health first aid training; and run after-school fitness classes and healthy eating assemblies and tutorials. He trained students to act as health and wellbeing peer mentors and role models, including older students who were trained



to offer mental health "first aid" support to younger year groups, help run fitness classes and coordinate nutrition events.

Staff were designated as ongoing leads for various health and wellbeing activities, and wellbeing was integrated into school policy and the core school values.

Following the pilot, the school made the crucial decision to invest budget in recruiting a part-time Wellbeing Lead. The Wellbeing Lead is delivering a weekly wellbeing curriculum to Years 7, 8 and 9, continuing many of the pilot initiatives and providing continued support for the school's overall wellbeing ethos.



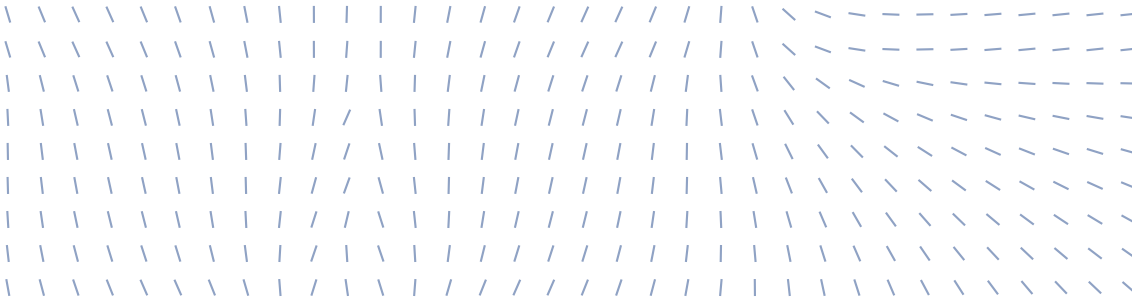
Terry Austin
Head of Wellbeing
Wood Green
School pilot

I don't believe there's a single child in this school who hasn't thought about the importance of what they eat, what exercise they do, what they do with their screen time, the importance of good mental health and how you achieve that. I think if that's not part of what education is for, then we're failing.

Robert Shadbolt
Headteacher, Wood Green School
Pilot site for Head of Wellbeing project

The Wood Green School
Health and wellbeing syllabus

Programme component	Target group
Diet	
Changing meal and snack options available to purchase in the school canteen to comply with UK government recommendations on healthy school meals	Whole-of-school
Encouraging healthy food and menu choices via wall posters and signs in the canteen area	Whole-of-school
Smoothie bar tasting event organised and run by sixth-form students to encourage fruit and vegetable trial and consumption	Whole-of-school
Installation of a new water dispensing unit, water available in jugs in the canteen during morning and lunch breaks and free water bottles provided to every student	Whole-of-school
Healthy diet education campaigns include "breakfast for brains", "hydration awareness" and "health challenges week"	Whole-of-school
Healthy snacking event led by a Nuffield Health nutritional therapist involving healthy food samples, in addition to educational sessions and assemblies	Whole-of-school
"Smoothie bike" promotional event, where students were encouraged to exercise on a specially designed bike which powered a blender to make smoothies	Whole-of-school
Altering the canteen layout and queuing system to allow students to have enough time to make healthier choices and consume food seated at a table	Whole-of-school
Physical Activity	
Remodelling of the school fitness suite, including provision of new gym equipment, with staff and student inductions and gym familiarisation activities	Whole-of-school
Links established with local leisure centres to provide staff and students with discount membership and classes	Whole-of-school
Whole-school sponsored walk	Whole-of-school
Review of extra-curricular sports clubs to ensure they have adult supervision to run (requirement recruitment of parental volunteers), club timetables publicised to students, and additional lunchtime fitness sessions offered to target year groups, and female-only options made available	Students and parents
Education on the benefits of walking, plus walking goal-setting and pedometer giveaway	All students
Day-long "Row-a-thon" challenge during P.E. lessons	All students
Taster exercise classes offering fun ways to exercise in a group setting (e.g. Jazzercise, Hip Hop dance)	Year 8-9 female students predominantly



Programme component	Target group
Risk Behaviours	
Plays delivered by trained actors on the topic of alcohol and smoking, in collaboration with the PSHE curriculum	All students
"Mentor-ADEPIS" Quality Review on existing alcohol and drugs education, with provision of resources including lesson plans, information, and parent and staff training materials	Whole-of-school
Signposting staff to relevant organisations for support to manage risk behaviours in selves and students	Staff
Mental Wellbeing	
Increased funding for school counsellor hours	Whole-of-school
Quality Promoting updated school anti-bullying policies through an awareness raising week of activities, including targeted tutorials, posters and assemblies and implementing an on-going incentive system to reward positive social behaviours	Whole-of-school
Workshops and lessons based on the "Penn Resilience Programme" and broader wellbeing related content, delivered as part of PSHE lessons, tutorials, assemblies and during targeted student "wellbeing days"	Whole-of-school
1:1 resilience coaching and training available for at-risk students, including stress management and breathing exercises, made by appointment with the HoW or supporting Nuffield Health school physiologist	Whole-of-school
A "small victories" wall in school corridors publicising staff and student successful goal achievements	Staff
Mental and physical health information booklets, weekly announcements, posters, resources and sign-posting made available in the staff room	Staff
Staff training workshop on promoting resilience in the classroom, resilience coaching and training in controlled breathing exercises for stress management	Staff
Formation of teams of "mental health champions" (staff: school counsellor, school health nurse, head of Health and Social Care and PCAMHS mental health worker, students: head boy & girl, plus the SLT), responsible for delivering workshops and developing in-school policies on health and wellbeing to other staff and students	Staff
Mindfulness course (run by ".B Mindfulness") for selected staff members	Staff
Signposting to mental health support services, a summary of referral pathways and confidentiality policies made available on the school website for staff and parent access	Staff and parents
Parents evening to raise awareness of mental health conditions and the resources and support available for parents coping with these issues	Parents

Programme component	Target group
Mental Wellbeing	
Promoting and incentivising school “LEARN WELL” values (Learning-Effort-Aspiration-Respect-Nurture-Wellbeing)	Parents
Mental health first aid training for selected sixth-form students to train as “peer mentors” for younger students	Sixth-Form Students
Yoga classes (supplied by “Yoga In Schools”) for sixth-form students, including mindfulness techniques, with weekly classes on offer for sixth-form students and staff	Sixth-Form Students
Targeted resilience training sessions focussing on exam stress management, study and coping techniques	Year 10-13 Students
Plays delivered by trained actors on the topic of self-harm and bullying	Year 8-9 Students
“Boy band” concert event with the theme of promoting awareness of cyber bullying and online safety	Year 8 Students
Miscellaneous	
Audit of student toilets, maintenance and repairs conducted and installation of CCTV to monitor anti-social behaviour in the area	Whole-of-school
Automated External Defibrillator donated to the school by Nuffield Health	Whole-of-school
Parents rowing fund-raising competition to promote physical activity, awareness of mental health and raise funds for new gym equipment for the school	Parents and Whole-of-school
Parents “Wellbeing Forum” established to provide parents with email communications, newsletters and a forum for comments & feedback relating to student health and wellbeing Additional information on health and wellbeing made available for parents in the school website	Parents
Nuffield Health physiotherapist available for open consultations onsite at the school	Staff
Staff and student 1:1 private health assessments (e.g. the junior health “MOT”) with a Nuffield Health physiologist (staff option of full or “mini” alternative, differing in comprehensiveness of testing)	Staff and Year 8-9 Students
All students training in life-saving skills via the British Heart Foundation’s “Heartstart” campaign, delivered by South Central Ambulance Service	All Students
Extra curricula sports activities and clubs focussing on developing self-worth and life skills, including martial arts sessions, adventure plus, rowing, and CPR heart-start training sessions	All Students



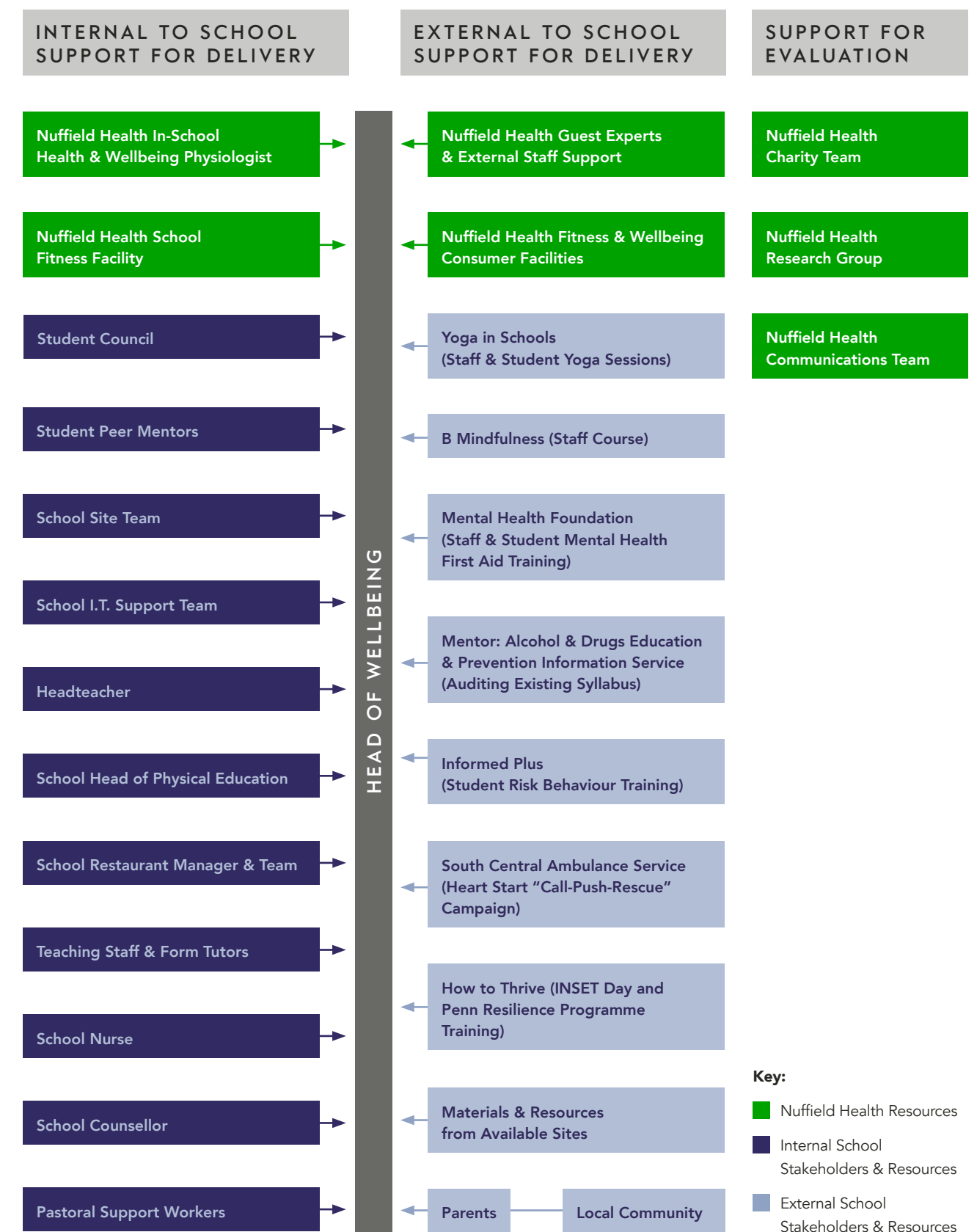
“It’s best to do a few things well, giving you a positive start and then build on your successes. Consider the resources you already have and what extra support you can draw upon.”



Additional training undertaken by the Head of Wellbeing in the Wood Green School pilot

- Head of Wellbeing Course**
Provider: Osiris Educational
Purpose: To inform content of the wellbeing syllabus
Further details: www.osiriseducational.co.uk/head-of-wellbeing.html
- Advanced level 3 Safeguarding Children and Young People**
Provider: Nuffield Health
Purpose: To train the Head of Wellbeing in Healthcare processes for safeguarding children and young people
Further details: Safeguarding Children and Young Adults Level 3 (Nuffield Health internal course delivered by the Safeguarding Lead nurse)
- In-school Safeguarding**
Provider: Wood Green School
Purpose: To train the Head of Wellbeing in school-specific processes for safeguarding children and young people
Further details: Guidelines: www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015
- e-learning courses in adolescent health and wellbeing**
Provider: E-integrity
Purpose: To inform content of the wellbeing syllabus
Further details: www.eintegrity.org/e-learning-healthcare-course
- Penn Resilience Programme teacher training**
Provider: How To Thrive
Purpose: To inform content of the wellbeing syllabus
Further details: Now called Bounce Forward. www.bounceforward.com/who-we-are

Map of stakeholders involved in programme implementation in the Wood Green School pilot





Useful websites, organisations, training and support options

Classroom resources

The Nuffield Health SWAP resources focus on four key themes: How I Move, How I Eat, How I Sleep, and How I Feel (see pages 20-21 for more information): www.nuffieldhealth.com/swap

Search **Change4Life/schools** for primary school classroom resources on eating well and moving more.

Search **RiseAbove/schools** for flexible PSHE lesson plans and ready-to-use PowerPoints co-created with secondary school teachers, and video content developed with 11 to 16-year-olds.

Young Minds has school resources and a 360° Schools Community offering tips, advice and teaching resources for teachers: www.youngminds.org.uk/resources/school-resources

The **PSHE Association** provides guidance and a suite of lessons and resources for teaching about mental health and emotional wellbeing, for key stages 1-4: www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and

Action for Happiness has created the Happier Living Toolkit for schools: www.actionforhappiness.org/toolkit

DEAL (Developing Emotional Awareness and Listening) helps students aged 14 and over to develop their resilience. www.samaritans.org/how-we-can-help/schools/deal

Mediasmart provides primary and secondary resources that help students to engage with and reflect on the effects of advertising, social media, body image and influencer marketing. www.mediasmart.uk.com

Teacher training

The **NSPCC** provides schools safeguarding and child protection training courses: www.learning.nspcc.org.uk/training/schools

Young Minds, the UK's leading charity fighting for children and young people's mental health, offers training courses, including some suitable for schools: www.youngminds.org.uk/find-a-course

Whole-school guidance

The **British Nutrition Foundation** has information about food in schools: www.nutrition.org.uk/foodinschools.html

The **National Governors Association** provides guidance on supporting mental health and wellbeing in schools: www.nga.org.uk/Knowledge-Centre/Pupil-success-and-wellbeing/Pupil-wellbeing/Mental-health.aspx

The **NHS** provides guidance on how much sleep young people need: www.nhs.uk/live-well/sleep-and-tiredness/how-much-sleep-do-kids-need

Support for young people

Childline is a free, private and confidential service for young people, with support provided online and on the phone, anytime: www.childline.org.uk

Young Minds offers support for young people in crisis, and the 360° Schools Community offers tips, advice and teaching resources for teachers: www.youngminds.org.uk

Support for teachers

Nuffield Health is offering **Trium**, free of charge, to all UK schools. Trium is an online health risk assessment for staff and provides a full picture of an individual's health risks, and offers personalised advice and information. (see page 11): www.nuffieldhealth.com/school-wellbeing

In partnership with **SilverCloud**, **Nuffield Health** is also offering school staff free access to a leading digital mental and behavioural health platform that uses CBT to address mental and physical health challenges like anxiety and depression (see page 11): www.nuffieldhealth.com/school-wellbeing

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