

# A settings based approach to improving the health and wellbeing of children & young people

RPB Conference, 14<sup>th</sup> March 2024

Starting & Developing Well Team

Public Health Directorate, Hywel Dda UHB



- Welsh Government is committed to the principles of the United Nations Convention on the Rights of the Child (UNCRC) and to having regard to it in all of the decisions we make.
- ‘All children have the right to life, to grow up and reach their full potential’
- Priorities for 2024 and beyond include:
  - Continuing to improve early years services and offering these services to more children & families, including through the Welsh medium
  - Support children at home, in childcare and in schools and help them when they move between these places.
  - Offer help and support to parents and carers
  - Continue play-based learning in childcare and schools
- Ambition for Wales to be a wonderful place to grow up, live and to work, **now** and **in the future**

# Importance of the Early Years



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## **‘Best Start in Life’**

- Trajectories as groups solidified if things aren't put in place between 0-7 years old
- Early skills beget later skills and enhance human development
- Human capital is passed from generation to generation based upon early skills
- Greater social and economic return on investment when investing in children U3
- West Wales Maternity & Early Years Strategy launched on 1<sup>st</sup> March 2024
- Important to focus on children now and not just to fulfil their potential in the future
- Providing babies, children and young people with the best start in life provides us with the best chance to reduce inequalities in Hywel Dda

# Health Promoting Schools



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Group Activity/Discussion

What does a Health Promoting School look like?

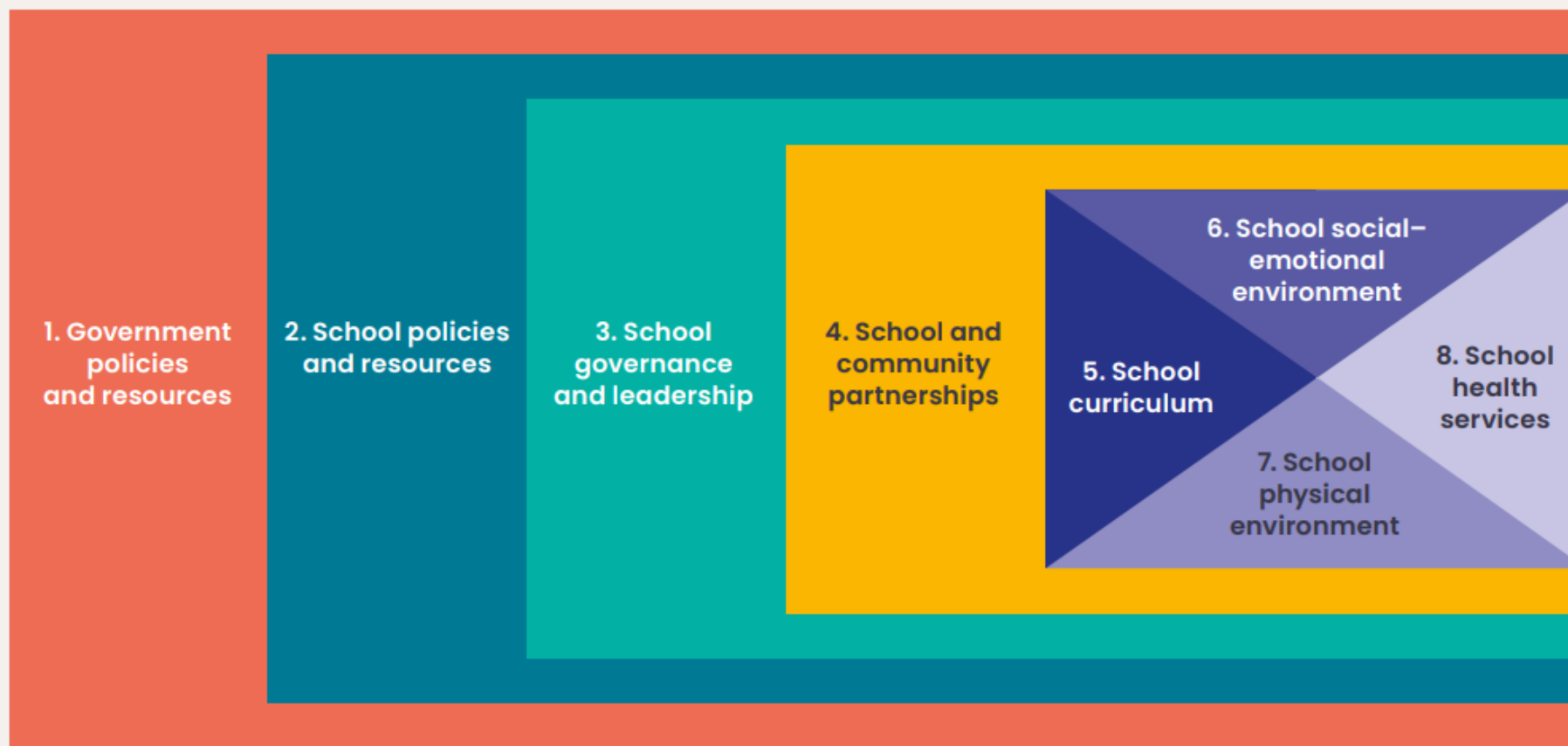
# Whole School Approach (WSA)



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Fig. 2. Relations among global standards for health-promoting schools





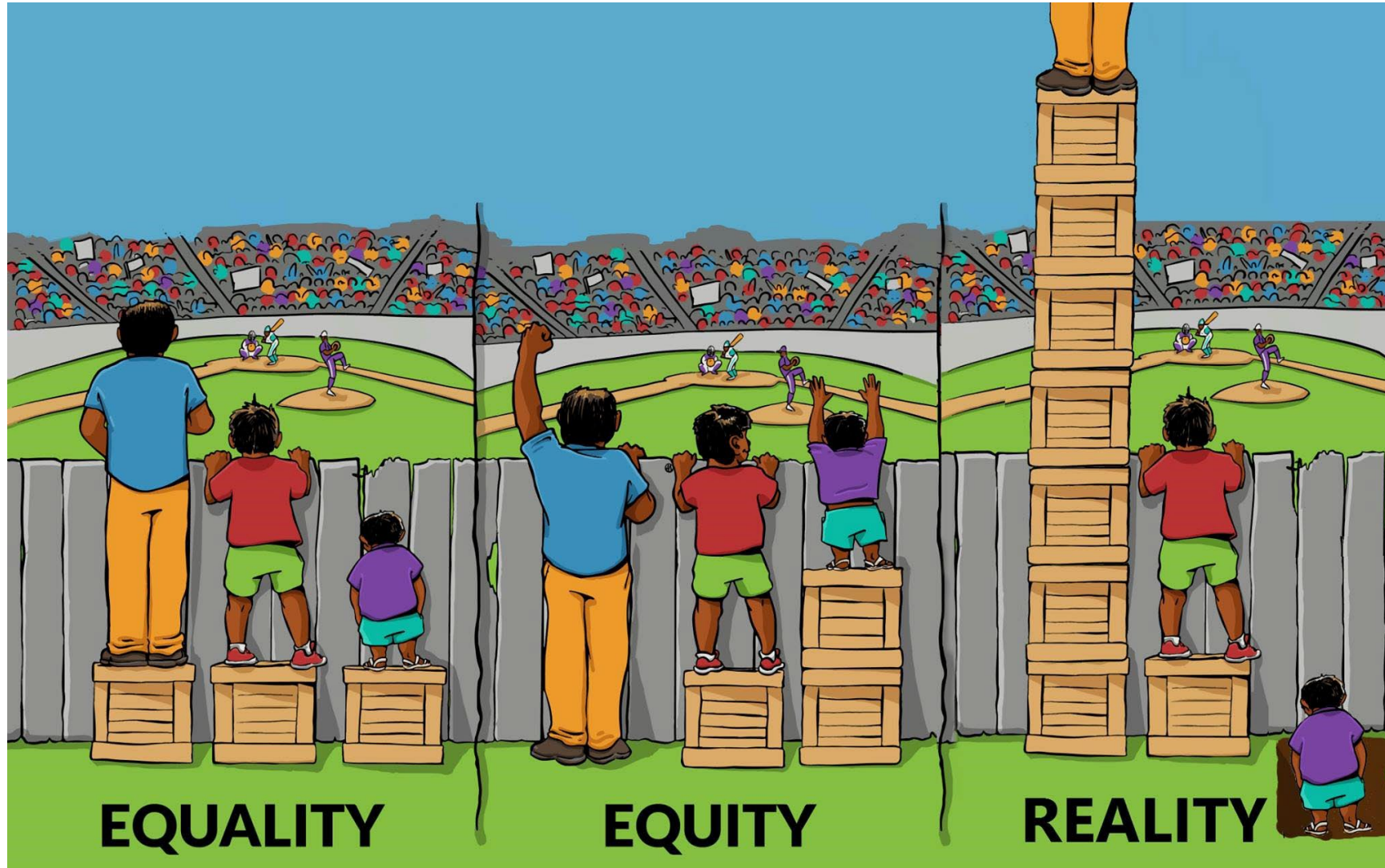
- ‘Health is created in the places that people live, love, learn and play’.
- Universal approaches which seek to influence the environment, policy and practice within the setting to enable better health and wellbeing of those in that setting.
- In 2021 WHO, working with UNESCO, set the global challenge of every school being a health promoting school (HPS).
- Revised definition ‘a school that is constantly strengthening its capacity as a healthy setting for living, learning and working.’

# Inequalities & Inequity



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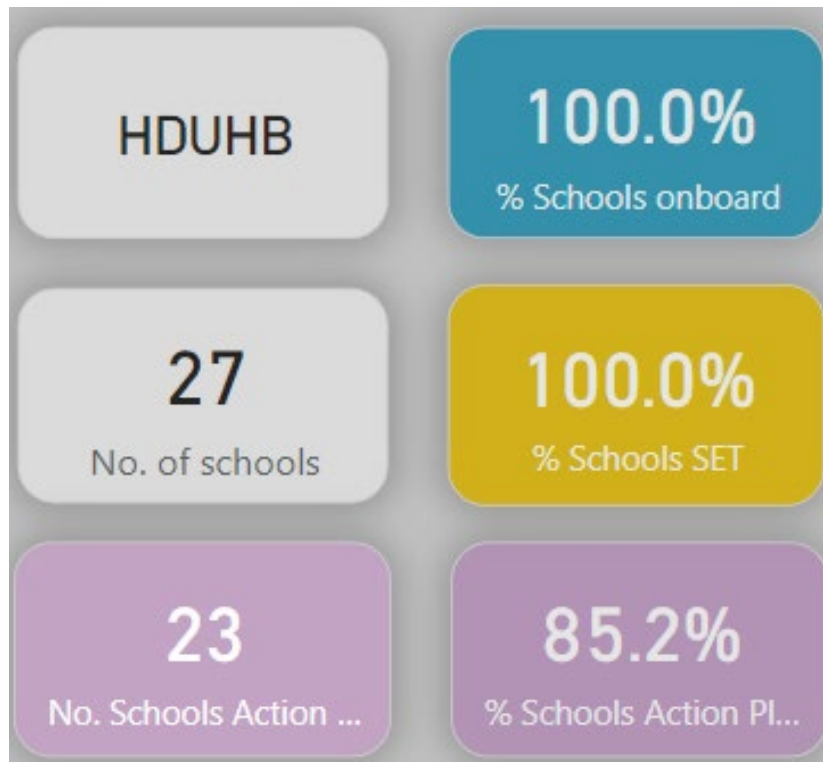
# WSA to Emotional & Mental Wellbeing



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## Secondary Schools

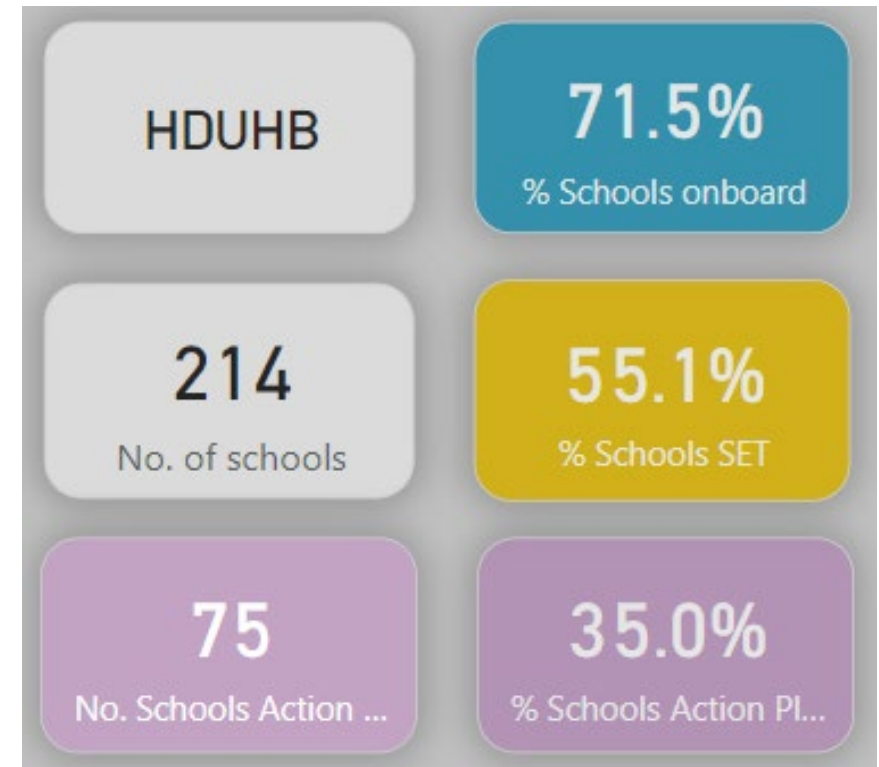


**Onboard:** Schools have accessed all the information needed to start self-evaluating

**SET:** Schools actively self-evaluating / completed the self-evaluation

**Action Planning:** Using information from the SET to inform areas for development

## All Schools





# S.E.T. Thematic Areas



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- Leadership & Commitment
- Understanding & meeting the needs of the school community
- Involvement & engagement
- Workforce
- Relationships
- Help & Support
- School Environment
- The Curriculum

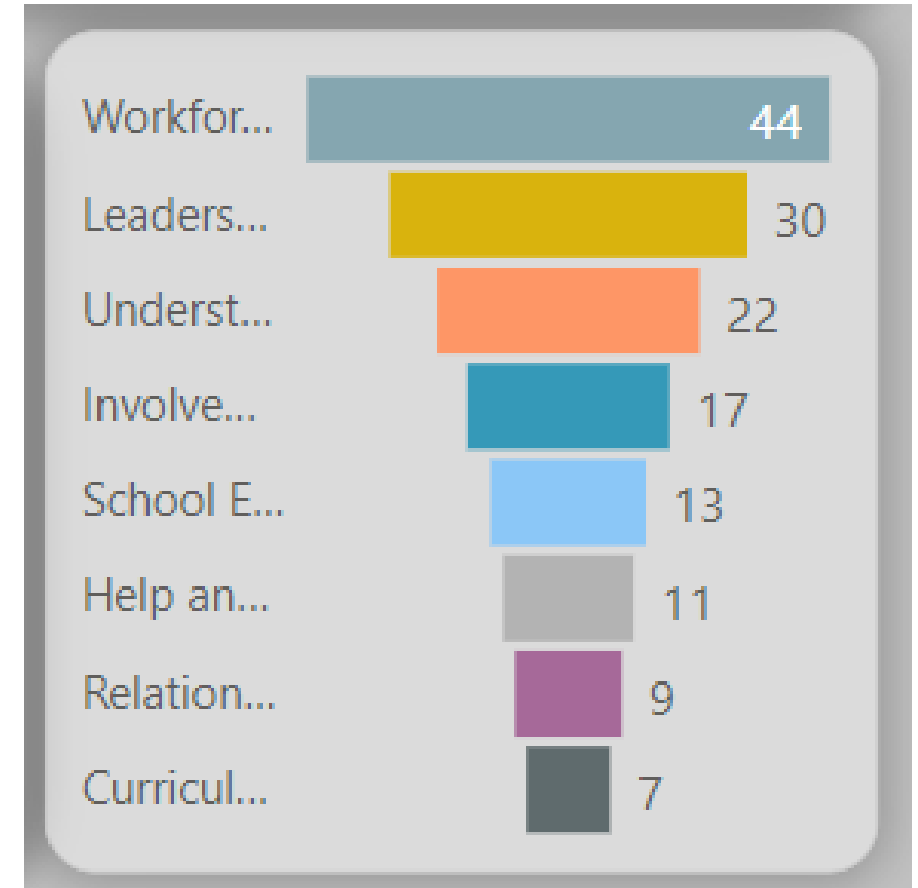
# Focus Areas



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- **Workforce** - our school can evidence how it supports staff within the school to maintain their own well-being and effectively promote emotional and mental wellbeing in others
- **Leadership & Commitment** - our school through its ways of working, policies, allocation of staff and resources can clearly evidence leadership for and commitment to a whole school approach to emotional and mental well-being
- **Understanding the emotional and mental well-being needs of learners and staff** – our school understands emotional and mental well-being issues within the school
- **Involvement & engagement** - our school can demonstrate how the whole school community is engaged and involved in the day to day life of the school, in influencing decision making and reviewing progress



# Conclusion



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Thank you for your participation

Any questions or comments?